



## Statements of Learning for English

*Statements of Learning for English*

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# Foreword

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At the July 2003 MCEETYA meeting, Ministers agreed to the development of Statements of Learning for English that ‘define and deliver common curriculum outcomes to be used by jurisdictions to inform their own curriculum development’. The development of the Statements is a response to concerns about the lack of consistency that exists in curriculums across the nation and the impact this is having on an increasingly mobile student population.

The Statements of Learning for English have been developed collaboratively by State, Territory and Australian education authorities. They provide a description of knowledge, skills, understandings and capacities that all students in Australia should have the opportunity to learn. The development of the Statements has involved identification of what is common amongst State and Territory curriculums as well as what is essential for all students to learn.

For the many students and their families who move school within or across jurisdictions, greater consistency in learning opportunities for children at particular stages of schooling will assist in alleviating the educational and emotional impacts associated with such moves.

In line with impacts being felt across all areas of Australian society, our students are increasingly operating in a national and global society and economy. It makes sense that education jurisdictions across Australia have worked collaboratively to identify the body of knowledge, skills, understanding and capacities which are essential for that context. Jurisdictions will need to consider how they integrate these elements into their own curriculums in a manner which suits the diversity of students’ needs and schools across the country.

These statements represent significant collaboration between education authorities at a State, Territory and National level, and will inform future decisions by Education Ministers on the further work to be undertaken on English, Mathematics, Science, Civics and Citizenship, and Information and Communication Technologies.

**Ken Smith**

Chair, National Consistency of Curriculum Outcomes Steering Committee  
Australian Education Systems Officials Committee

# Statements of Learning for English

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## Introduction

This document, *Statements of Learning for English*, is the result of collaborative work by Australian education jurisdictions to achieve greater consistency in curriculum. It sets out the knowledge, skills, understandings and capacities that students in Australia should have the opportunity to learn and develop in the English domain.

*Statements of Learning for English* is not a curriculum in itself. Instead, it contains a series of statements about essential opportunities to learn in this particular domain which education jurisdictions have agreed to implement in their own curriculum documents. As such, this document is primarily intended for curriculum developers. It is not the express intent that the document is promoted directly with teachers or the general community.

*Statements of Learning for English* is not a list of all possible opportunities to learn within the English domain. It contains only those opportunities which all education jurisdictions agree should be consistent across Australia. Jurisdictions' own individual curriculum documents will likely include additional aspects of English.

*Statements of Learning for English* contains two critical elements: the Statements themselves and their professional elaborations, which work together as a package, with the Statements also represented in expanded form in the professional elaborations. The Statements are written in a plain English form which allows them to be engaged with by a broad audience if required. As the name suggests, the professional elaborations use the professional language of the English curriculum domain.

Underpinning the Statements and professional elaborations package within the *Statements of Learning for English* is the idea of an opportunity to learn. The opportunities to learn set out in this document are those opportunities seen as reasonable, challenging and appropriate. 'Reasonable' means it is realistic to expect that most students will have actually achieved the learning within a reasonable period of their first having the opportunity to learn. Up to two years can be considered reasonable for students. 'Challenging' means that the opportunities will be a stretch and thus they represent somewhat more than a proficient student could be expected to learn initially. 'Appropriate' means that the opportunities are suitable for the majority of young Australians to experience.

The opportunities to learn in the Statements and professional elaborations sections have been developed for four year junctures – the end of years 3, 5, 7 and 9. Most of the curriculum documents of Australian education jurisdictions are organised in bands, levels or stages rather than in year junctures and so the opportunities to learn in this document will most likely be included in jurisdictions' curriculum documents in the band, level or stage where the year juncture falls.

The opportunities to learn in the Statements and professional elaborations sections are also structured around broadly defined aspects of English, known as conceptual organisers. They provide coherence and structure for this document. In implementing the opportunities to learn, jurisdictions will use whatever organisers suit their curriculum documents best.

## English curriculums in Australia

The *Statements of Learning for English* have been written in the context of the following aims of English curriculums in Australia which seek that students develop:

- the capacity to speak, listen, read, view and write to make meaning with purpose, effect and confidence in a wide range of contexts
- knowledge of the ways texts and language vary according to context, purpose, audience and content, and the ability to apply this knowledge
- the capacity to critically interpret and construct spoken, written, visual and multimodal texts in a broad range of mediums
- the capacity to use critical, analytical and imaginative abilities when interpreting, constructing, evaluating, discussing and using language and texts
- a sound grasp of language forms and features and textual structures, and the capacity to apply these to the interpretation and construction of texts
- a broad knowledge of a range of literature and other texts, including multimodal texts:
  - from the past and present
  - from Australia, including texts that give insights into Aboriginal experiences, Torres Strait Islander experiences and multicultural experiences in Australia
  - from Asia, in English or translated into English
  - from other English-speaking cultures
  - in English and translated into English from cultures where English is not the dominant language
  - from youth and popular cultures
- knowledge of the ways in which texts may be interpreted and constructed according to cultural, social and personal backgrounds and contexts
- knowledge of the qualities of language and ideas that contribute to the enjoyment of increasingly complex texts
- the capacity to use information and communication technologies in the construction of texts and the capacity to interpret and critically analyse texts created and published through information and communication technologies
- the capacity to use texts to make sense of one's world, to broaden and promote shared cultural understandings, to exercise judgement and responsibility in matters of morality, ethics and social justice, and to prepare one for lifelong learning.

## Features of Statements of Learning for English and the professional elaborations

The *Statements of Learning for English* describe the knowledge, skills, understandings and capacities that all young Australians should have the opportunity to learn and develop.

The professional elaborations build on the Statements of Learning by providing more specific detail, by subdividing the Reading and viewing and Writing Statements into two categories relating to imaginative texts and to information and argument texts, and by making use of the professional language related to English.

As systems over time will integrate *Statements of Learning for English* within their own curriculum documents, teachers' application of them will be through their own State and Territory curriculums.

Each Statement is organised by year level and mode to describe three aspects of an English curriculum that are essential and common. They are:

- Reading and viewing
- Writing
- Speaking and listening.

Each professional elaboration further divides the Statement to describe five aspects of an English curriculum that represents what is essential and common. They are:

- Reading, viewing and interpreting imaginative texts
- Reading, viewing and interpreting information and argument texts
- Writing information and argument texts
- Writing imaginative texts
- Speaking and listening.

The Statements of Learning and their professional elaborations have been designed to be challenging but accessible to students at years 3, 5, 7 and 9. They differ from the *Literacy Benchmarks Years 3, 5 & 7*, which represent minimum standards of achievement.

## Texts

Three broad categories of texts are used within the *Statements of Learning for English*. These are imaginative texts, information texts and argument texts. There is no agreed terminology across the States and Territories to refer to the categories of different types of texts. The categories of texts used for the Statements of Learning for English and their professional elaborations are not definitive, and are used for convenience to avoid the need for constantly listing all the types of texts to which one may wish to refer. A text may include aspects, or the intentions, of texts in other categories. All categories include texts that are print and electronic and they may be found, for example, in books, films, television programs, CD-ROMs and websites.

*Imaginative texts*: texts that involve the use of language to represent, recreate, shape and explore human experiences in real and imagined worlds. They include, for example, fairytales, anecdotes, novels, plays, poetry, personal letters and illustrated books.

*Information texts*: texts that involve the use of language to represent ideas and information related to people, places, events, things, concepts and issues. They include, for example, recounts, reports, descriptions, biographies, explanations, transactional texts, news articles and features.

*Argument texts*: texts that systematically present a point of view or seek to persuade an audience. They include, for example, arguments, formal essays, letters to the editor, advertisements, documentaries, interviews and reviews.

## General skills

The following skills have been identified as essential in English. As these skills sometimes cross more than one mode and more than one year level, they are listed here rather than within the body of the text. They are listed as essential at years 3, 5, 7 and 9 and the degree of complexity of their use will relate to the complexity of the texts and language at each year level.

Students:

- plan, draft, edit and proofread texts
- skim and scan to locate and synthesise information
- research and take notes using print and electronic media
- use a metalanguage to explain their knowledge and use of texts and language
- use dictionaries, spell checks and/or thesauruses to decode and spell unfamiliar words
- use word processing skills.

## Reading the Statements of Learning

The *Statements of Learning for English* have been designed to describe progressions of learning that are accessible and challenging at four year junctures of years 3, 5, 7 and 9.

Each Statement of Learning and professional elaboration subsumes the knowledge, skills, understanding and capacities of the Statements and professional elaborations that precede it. It is important for curriculum writers to consider the Statements of Learning and the professional elaborations as a whole, in conjunction with the Introduction.

Where a concept has been included under one heading, eg *Writing information and argument texts*, it is not generally repeated under another heading, eg *Writing imaginative texts* or *Reading, viewing and interpreting imaginative texts*, other than where it is especially applicable.

In a number of instances examples have been incorporated to assist curriculum writers to clearly identify the intended depth and breadth. Whenever examples are included, they are for the purpose of clarification only and should not be taken as prescriptive.

# Year 3 Statements of Learning for English

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## Year 3 Reading and viewing

Students read and view simple texts that entertain, move, report, explain and give opinions. They read and view imaginative texts such as children's stories, rhymed verses, fairytales and fables. They also read and view information texts such as reports, transactions and explanations. The texts they read and view contain ideas and information related to their real and imagined worlds, with illustrations that clarify meaning. The texts may be in illustrated books, school newsletters, local newspapers, children's magazines, advertisements, films, and on television programs, CD-ROMs and websites.

Students understand that imaginative texts can entertain, move and teach important things; are produced for particular audiences; and have plots, settings and characters. They understand that information texts can report and explain information and events and also give opinions. They also understand that texts can be produced for different audiences and that the interests of the intended readers and viewers can be reflected in the text.

When students read and view texts, they identify the main topic or key information, some directly-stated supporting information, and the order of events. They can draw inferences from directly-stated descriptions and actions (eg *infer a character's feelings*) and talk about how people, characters and events could have been portrayed differently (eg *more fairly*). They relate their interpretations to their own experiences.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- the typical generic structure of texts (eg *setting and a storyline with a problem and a solution in stories, an introduction and a description of features or events in reports*)
- that stanzas, rhyme and rhythm are features of rhymed verses
- the function of statements, questions, commands and exclamations
- that adjectives can be chosen to portray people, places, events and things in particular ways
- the function of visual language (eg *clothing, facial expressions, appearance*)
- that voice tone, volume and sound effects, and visual language can be used to portray people in particular ways
- how to decode new and familiar words using common letter/sound relationships (eg *long vowels, consonant digraphs, consonant blends*), common visual letter patterns, simple tense and plural endings, and a base word.

## Year 3 Writing

Students write texts on familiar topics for known readers to entertain, describe and express their opinions in print and electronic mediums. They write imaginative and information texts that may include simple stories, recounts, descriptions and explanations. In their writing they use other texts they have read and heard as models.

Students understand that stories can entertain or inform an audience; have characters, a setting and a plot; and that they have a structure. Students understand that information texts can describe people and events, and give an opinion that may be positive or negative.

When students write stories, they introduce characters and provide a brief description of setting. They formulate a storyline of a few sequenced events that create a problem. They include brief descriptions of familiar characters, places and things, and attempt an ending that resolves the problem. When students write recounts or descriptions, they order information or sequence events using some detail and/or supporting illustrative material. They also formulate an opinion on a topic and support the opinion with at least one or two reasons or a simple explanation based on personal judgement.

Students have the opportunity to draw on their knowledge of texts and language to use:

- simple sentences in appropriate grammatical order for statements
- story markers (eg *once upon a time, a long time ago*)
- adjectives, adverbs and prepositional phrases to elaborate ideas (eg *The old man rode his bike slowly on the bumpy road.*)
- vocabulary and word forms appropriate to the subject matter of the text
- some specific or technical vocabulary where appropriate
- thinking, feeling and doing verbs to give reasons and express opinions
- cohesive devices (eg *then, next*) to guide readers through a series of events
- conjunctions (eg *and, but, because*) to combine clauses for adding ideas and information and giving reasons
- patterns of repetition to emphasise or link actions or ideas
- pronouns that agree with the words to which they are referring
- basic punctuation marks, including full stops, commas between items in a list, exclamation marks and questions marks
- sound, visual and meaning patterns to spell accurately high-frequency words, monosyllabic words and some words with two syllables with common spelling patterns.

## Year 3 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in small and large groups, which are usually informal. They recount events and describe and report on people, places and things related to their own experiences.

Students understand that speaking and listening provide opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others.

When students engage in discussions and conversations, they identify opinions provided by members of the group, agreeing or disagreeing with reference to their personal opinion. When making oral presentations of personal recounts or simple reports, students understand the topic and provide some relevant ideas and information, including events in sequence and brief descriptions. They listen attentively, showing interest in a speaker's presentation, and speak audibly, with some sense of addressing an audience and the needs of the listeners.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands
- adjectives to portray people, places, events and things in particular ways
- body language (eg *facing the speaker*), gestures (eg *shrugging*) and facial expressions to emphasise and clarify meaning
- variation in voice tone and volume to add interest.

# Year 5 Statements of Learning for English

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## Year 5 Reading and viewing

Students read and view texts that entertain, move, report, present opinions and persuade. They read and view imaginative texts such as children's and young adolescents' stories, Dreaming stories, ballads and/or lyrics. These texts contain characters, settings and plots developed in some detail, and may contain topics and issues that extend beyond the immediate plot. They also read and view information and argument texts such as reports, news articles, features and arguments. These texts contain information and ideas extending beyond their immediate experience. The texts they read and view may be in books, newspapers, magazines, advertisements, films, and on television, CD-ROMs and websites.

Students understand that the main ideas in imaginative texts are developed through interconnecting plot, character and setting. They understand that information texts aim to inform, persuade and/or entertain, and that these texts usually have a point of view. They understand that creators of text choose subject matter that may have been influenced by their audience and their purpose, and that a particular perspective may be heightened by including or excluding information.

When students read and view texts, they recognise main ideas by identifying who, what, where, when and why, and locate supporting details and background events. They infer characters' qualities, motives and actions. They identify differences and similarities in information in different texts on the same topic. They identify ideas and information that have been omitted and suggest why. They identify how language is used to portray characters, people and events in particular ways (eg *to create a positive or negative perspective*).

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- the function of the different stages of imaginative texts (eg *in stories an orientation sets the scene and introduces and describes characters, a sequence of events can build up complications and resolutions to create tension and suspense*)
- the generic structure and layout of reports and arguments (eg *a general statement or introduction for the topic; a main contention [for arguments]; a point, reason or piece of evidence elaborated in each following paragraph; and a conclusion*)
- that parts of a sentence can indicate what is happening (*verbs*), who and what is taking part (*nouns*) and the circumstances surrounding the action (*prepositional phrases and adverbs*)
- that figurative language (eg *simple similes*) conveys images of settings and characters
- that visual (eg *shot types, graphic layout, links*), non-verbal (eg *facial expressions*), spoken (eg *volume*), and auditory techniques (eg *sound effects*) develop the subject matter and focus a viewer's attention
- that music, sound effects and hyperlinks can be used to link ideas
- that sound, visual and meaning patterns can be used to decode words.

## Year 5 Writing

Students write texts for known readers to entertain, inform and persuade in print and electronic mediums. They write imaginative texts that may include stories, simple poems and scripts. They write information texts that may include descriptions, reports, explanations and simple arguments. In their writing, they draw on their own experiences and write on some unfamiliar ideas or information by researching topics.

Students understand that writers consider their purpose for writing (eg *to entertain, to inform, to persuade*) and the interests of their intended readers when selecting subject matter within a chosen topic. They understand that writers can explore their own ideas and feelings through the characters and situations they create in imaginative texts. They also understand that writers can influence others' opinions and portray people, characters and events in particular ways by including or omitting information and making particular language choices (eg *to create a positive or negative perspective*).

When students write imaginative texts, they describe characters and settings and use dialogue. They develop a storyline of sequenced events with a problem and a resolution and include details relevant to the storyline. They create an ending that draws together elements of the storyline, sometimes in a resolution. When students write information texts, they provide a general statement or introduction to the topic, and develop the topic with a few supporting ideas, explanations, opinions and/or descriptions. When students write arguments, they make a personal judgement and support it with a few points or arguments.

Students have the opportunity to draw on their knowledge of texts and language to use:

- the generic structures of different types of texts (eg *a setting, a problem and a resolution for stories*) to organise and structure their ideas and information
- paragraphs for separate points
- compound and complex sentences to elaborate ideas
- adjectives, verbs and visual techniques to present people, places, events and things in a chosen way (eg *in a positive and negative way*)
- time connectives (eg *yesterday, afterwards, late*) and tense to locate characters and actions in time
- linking words (eg *firstly, secondly, or, so, when*) to structure their texts, link ideas and give reasons
- referring words (eg *this, those, there*) to link ideas
- commas to mark a clause, apostrophes in contractions and to show ownership, and speech marks for direct speech
- sound, visual and meaning patterns to spell words.

## Year 5 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in informal and formal contexts. They provide explanations and formulate simple arguments to explore information, ideas and issues that extend beyond their immediate experience.

Students understand that speaking and listening provides opportunities to clarify ideas and understandings on a topic, to give simple arguments and to seek the opinions of others. They understand that people, places, events and things can be portrayed in particular ways.

When students engage in discussions and conversations, they identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner. In small group discussions or when making presentations on a topic or issue, students refer to main ideas, give possible explanations and solutions, and support these with a few reasons. When describing a process, or explaining a phenomenon, students provide a logical sequence of events. They listen constructively, provide positive and encouraging feedback and speak with clarity.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands to generate and maintain discussions and conversations
- thinking and feeling verbs to give opinions
- adjectives and verbs to present people, places, events and things in a chosen way (eg *in positive or negative ways*)
- facial expressions, movements, gestures and modulation of volume to enhance their expression of ideas.

# Year 7 Statements of Learning for English

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## Year 7 Reading and viewing

Students read and view texts that entertain, move, evaluate, argue and persuade. They read and view imaginative texts, such as young adolescent fiction, adventure stories, fantasy stories, short stories and long narrative poems. These texts contain subject matter related to real and imaginary worlds, sometimes with movement between both worlds. They also read and view information and argument texts such as articles, features, letters to the editor, documentaries and interviews. These texts explore, among other things, information and ideas related to significant events and issues that may be of interest to the students, particularly young adolescent issues and identities. The texts they read and view may be in books, newspapers, magazines, advertisements, films, and on television programs, CD-ROMs and websites.

Students understand that imaginative texts can entertain and evoke emotion. They understand that characters and plot are developed using dialogue and written and visual language that describe appearance and actions. They understand that information texts can be constructed for more than one purpose (eg *to report, to present a point of view, to create a market for more readers and viewers*). They understand that argument texts require a position supported by a line of reasoning. They also understand that creators of texts use their personal assumptions about groups of readers and viewers to engage the readers' interest, and influence their views through the selection of aspects of subject matter. Students understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values of the groups to which they belong, and by their own experiences.

When students read and view imaginative texts, they infer meanings and messages developed through the storyline, and identify how construction of characters contributes to plot development. They draw conclusions about possible reasons for characters' behaviours and feelings, and consider ethical choices made by various characters. They identify causes and effects in information texts, the position in an argument and the key points and evidence supporting the argument. They compare information and ideas in different texts to identify the different emphases, and the influence of these on their own perceptions. They identify how creators of texts include and omit ideas and information to portray characters, people, places and events in particular ways. They explore how their own membership of groups influences their interpretation of texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know that:

- the layout of print and web-based texts influences meaning
- verbs and adjectives express opinions about people, places, events and things
- figurative language, including similes, metaphors and personification, can be used to develop imagery and humour
- cohesive devices (eg *then, finally, meanwhile, so, though, but, however*) signal relationships between ideas, within and between sentences
- visual (eg *camera angles, shot types*), non-verbal (eg *gestures, facial expressions*), spoken (eg *voice qualities*) and auditory language (eg *music*) can be used to add to meaning, interest, immediacy and authority to multimedia texts

- particular written, visual, spoken and auditory language are chosen to portray characters, places and events in particular ways and to appeal to different groups
- word origins and sound and visual patterns, syntax and semantics in a multi-strategy approach can be used to decode unfamiliar words.

## Year 7 Writing

Students write texts to entertain, inform and persuade in print and electronic mediums for unknown or specified audiences. They write imaginative texts that may include simple adventure, fantasy, horror and ghost stories, myths, legends, ballads and play scripts. They write information and argument texts that may include reports, personal recounts, autobiographies and arguments. In their writing they develop ideas and information dealing with their personal views of the world, explore some challenging ideas and/or argue a point of view.

Students understand that writers can draw on their own knowledge, experiences, thoughts and feelings, and on the subject matter and forms of texts they have heard, read and viewed. They understand that arguments systematically use a formal, logical structure to argue a case. They understand that ideas and information can be selected to support the position or purpose of the writer and to appeal to, or suit, different audiences.

When students write imaginative texts, they use ideas, details and events that are relevant to the storyline. They develop characters through descriptions, actions and dialogue, and give them feelings and personalities beyond traditional characters. They include some evaluative comments on the significance of an event (eg *it was like a bad dream*) and can use humour to entertain their audience. They experiment with writing poetry in various specified forms (eg *haiku and form poetry*). When students write information texts, they provide an introduction that outlines the scope of the topic, and to develop the topic with ideas, descriptions, opinions and/or explanations that are logically organised. When students write arguments, they provide an introduction that states their position, logical supporting arguments that may include some details or evidence, and a conclusion. They choose aspects of subject matter to portray people, places, events and things in ways that appeal to certain groups, and consider the social justice implications of the ways these are portrayed.

Students have the opportunity to draw on their knowledge of texts and language to use:

- graphic elements and/or headings and subheadings to organise presentations, research or other information
- paragraphs to order and sequence their arguments
- topic sentences to emphasise the point or argument in each paragraph and focus the reader's attention
- dependent and independent clauses to extend and elaborate ideas and information, including direct and indirect speech
- extended groups of nouns, adjectives and adverbs to develop characters, setting and plot
- particular adjectives and verbs to express opinions, give an evaluation of ideas and information, portray people, places, events and things in ways that appeal to certain groups, and present an issue in a way to persuade a particular audience
- cohesive devices to express cause and effect relationships (eg *since, in order to*) and to compare and contrast (eg *although, while, even, if*)
- correct tenses, and subject–verb and noun–pronoun agreement
- word origins and sound and visual patterns, syntax and semantics in a multi-strategy approach for spelling unfamiliar words.

## Year 7 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations including prepared and spontaneous discussions, meetings, debates and group discussions. They examine ideas and information and present arguments that are drawn from topics of interest to them and that may need to be researched.

Students understand that speaking and listening provides opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view. They understand that speakers use their assumptions about the characteristics of listeners to engage their interest and attention. They understand that language can be adjusted to show or acknowledge power and to indicate closeness or distance in relationships. They also understand that some contexts require more formality of language than others.

When students engage in discussions or presentations, they identify main issues of the topic and provide arguments, which may include some supporting details and evidence. They sustain a point of view through the discussion or presentation. They provide succinct accounts of important personal experiences or events and reflect on their significance. They engage others by projecting a sense of commitment, interest and authority on a topic.

Students have the opportunity to draw on their knowledge of texts and language to use:

- evaluative nouns, verbs and adjectives to express opinions and to portray people, places, events and things in ways that appeal to certain groups
- words to indicate degrees of certainty (eg *must, should, may*)
- non-verbal techniques (eg *facial expressions, gestures, movement*) and spoken techniques (eg *pace, volume, pronunciation*) to emphasise meaning and to appeal to different audiences.

# Year 9 Statements of Learning for English

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## Year 9 Reading and viewing

Students read and view texts that entertain, move, parody, investigate, analyse, argue and persuade. They read and view imaginative texts such as adolescent, contemporary and classical texts. These texts explore personal, social, cultural and political issues of significance to the students' own lives. They also read and view information and argument texts such as current affairs and news articles, features, editorials, documentaries and reviews. These texts contain accessible but challenging issues that deal with local, national and international events and current issues that develop over time. The texts they read and view may be in books, films, and on television programs, CD-ROMs and websites.

Students understand that imaginative texts can be created for multiple purposes (eg *move, parody, persuade*). They understand that imaginative texts have particular features of settings, characters and plots associated with different genres (eg *horror, adventure, romance*). They understand ideas are explored through the interplay of setting, plot and character, and through the actions, speech, thoughts and feelings of characters. They understand that readers' and viewers' responses to characters and situations may vary at different points within a text. They understand that readers and viewers may be positioned to view characters and ideas in particular ways, and that these views may reflect cultural values and be questioned. They understand that experiences created in texts can help readers and viewers understand themselves and others, their own world and the wider world. They understand that information texts can analyse, evaluate and use humour. They understand that argument texts can advance opinions, justify positions, and make judgements in order to persuade others. They understand that creators of texts select language to represent ideas, information and concepts in particular ways. They understand that readers and viewers may need to develop knowledge about particular events, issues and contexts to interpret texts. They also understand that readers' and viewers' interpretations are influenced by their knowledge, values and practices.

When students read and view imaginative texts, they draw conclusions about characters and major ideas using reference to particular moments and incidents. They identify techniques used to construct plot and create emotional responses (eg *comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time*). They identify uses of references to other texts and how these contribute to meaning. When students read and view information and argument texts, they draw conclusions about the main idea or position and identify and evaluate the quality of the supporting information, explanation or evidence. They identify ways an event or issue is portrayed, discuss possible consequences and compare the ways language is used to portray an event or issue in different texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- some techniques used in poetry (eg *onomatopoeia, alliteration*)
- how adjectives and adverbs express attitudes, evoke emotions and express judgements
- how word choices and symbols may have different connotations
- that imagery is used to establish mood and make feelings or ideas more concrete and powerful
- that certain information can be emphasised by varying the patterns at the beginnings of sentences
- how degrees of certainty, probability or obligation can be conveyed (eg *might, perhaps*)
- that passive voice can hide responsibility (eg *Hundreds of people were injured.*)

- that turning verbs into nouns can be used to tightly compress ideas, information and concepts, and to add formality to the argument (eg ‘*Advertising influences people*’ to ‘*The influence of advertising*’)
- how camera angles and shot types are used to position readers and viewers
- how sound fades, dissolves, cuts and hyperlinks establish cohesion in texts
- how visual, nonverbal and auditory language are combined to position an audience.

## Year 9 Writing

Students write extended or sustained texts that entertain, move, inform and persuade in print and electronic mediums. They write imaginative texts that contain personal, social and cultural ideas and issues related to their own lives and communities and their views of their expanding world. The imaginative texts they write may include short stories, anecdotes, plays, poetry, personal letters and advertisements. They also write information or argument texts which deal with ideas and issues where they would like to effect change, to persuade a general or particular audience to change their point of view, and/or to take action. The information and argument texts they write may include biographies, advertisements, news articles, features, letters to the editor and reviews.

Students understand that writers want readers to empathise with the ideas and emotions expressed or implied in their writing. Students understand that imaginative texts can move and persuade, and that ideas and issues can extend beyond the immediate plot. They understand that main ideas are developed through the interconnections of plot, settings and characters. They understand that writers can express views and values other than their own. They understand that information and argument texts require explanations, details and evidence, which may require research. Students understand that writers select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information.

Students develop sustained imaginative texts with attention to time order, characterisation, consistent narrative point of view and development of a resolution. They use dialogue to construct relationships between characters and to further the narrative. They create characters and situations which explore ethical dilemmas, and which move beyond stereotypes or expectations. They use references to other texts and parody to extend meaning and create humour. When students write information or argument texts, they make appropriate selections of information from a few sources and attempt to synthesise and organise these in a logical way. When introducing information or argument texts, they state their own position or the major perspectives/concerns of the issue and preview the arguments or the structure of the information to follow. They structure these texts to provide a major point to each paragraph with some elaboration, and conclude with a restatement of their position or a summary of the main arguments, issues or recommendations.

Students have the opportunity to draw on their knowledge of texts and language to use:

- ordering of paragraphs to best support and sustain an argument and to organise and convey information clearly
- different sentence and clause structures to expand ideas or foreground certain information
- concrete, technical, abstract and emotive words to argue and persuade or convey information
- emotive, evocative, formal and impersonal language to create tone, mood and atmosphere
- hyperlinks, flashbacks and other time variants that work together in written and multimodal texts
- semicolons and colons in extended lists.

## Year 9 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations including meetings, extended presentations, formal and parliamentary-style debates, and group discussions. They analyse and investigate challenging ideas and issues and advance and refute arguments.

Students understand that speaking and listening provides opportunities to examine issues, evaluate opinions, argue points and make judgements in order to persuade others, and convince listeners by using reasoning and evidence. They understand that speakers use their assumptions about listeners to try to position them to accept their point of view, and that humour and drama are used as devices to persuade listeners and to entertain.

When students engage in discussions or presentations they compare ideas, build on others' ideas, provide other points of view and reach conclusions that take account of aspects of an issue. They identify and comment on omissions in information, and identify and explore moral and ethical dimensions of an issue. They anticipate responses from others and respond to questions and comments by clarifying, paraphrasing, and integrating those ideas that are relevant to a line of reasoning.

Students have the opportunity to draw on their knowledge of texts and language to use:

- structures of formal presentations including introduction to an issue, arguments for and against, elaborations and conclusions
- formal and informal language adjusted to the size and nature of a group and their relationship with the listener
- evaluative words and phrases to influence listeners' viewpoints
- text connectives to sequence (eg *firstly, to sum up*), contrast (eg *on the other hand, however*), clarify (eg *in other words, for example*), show cause (eg *therefore, as a result*), add information (eg *in addition, moreover*)
- use words and phrases to convey probability and authority (eg *It's obvious that, It's probable that*), and to position listeners
- varying pace, pitch, phrasing, intonation, pronunciation, facial expression, gesture, sound and silence to influence an audience.

# Year 3 Statements of Learning for English – Professional Elaborations

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## Year 3 Reading, viewing and interpreting imaginative texts

Students read, view and interpret simple imaginative texts in illustrated books and films, and on television programs, CD-ROMs and websites. These texts may include children’s stories, rhymed verses, fairytales and fables. The texts contain ideas and information related to their real and imagined worlds, with illustrations that clarify meaning.

Students have the opportunity to understand that stories:

- can entertain, move (eg *feel sad*), and teach important things
- are produced for particular audiences
- have plots, settings and characters.

When students interpret these texts, they have the opportunity to:

- identify the main topic of a story
- retell a sequence of events
- draw inferences from directly-stated descriptions and actions (eg *infer a character’s feelings*)
- talk about how people, characters and events could have been represented differently (eg *more fairly*).

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- the typical generic structure of imaginative texts (eg *orientation, complication, resolution*)
- that stanzas, rhyme and rhythm are features of rhymed verses
- the function of statements, questions, commands and exclamations
- the function of visual language (eg *clothing, facial expressions, appearance*)
- how to decode new and familiar words using common letter/sound relationships (eg *long vowels, consonant digraphs, consonant blends*), common visual letter patterns, simple tense and plural endings, and a base word.

## Year 3 Reading, viewing and interpreting information and argument texts

Students read, view and interpret simple information texts that entertain, report, explain and give opinions. The texts may be in school newsletters, local newspapers, children’s magazines, advertisements, and on television programs, CD-ROMs and websites. The texts contain ideas and information related to their own experiences.

Students have the opportunity to understand that:

- information texts can report and explain information and events, report recent newsworthy events, and give opinions

- information texts can be produced for different audiences
- the interests of the intended readers and viewers can be reflected in the text.

When students interpret these texts, they have the opportunity to:

- identify key events
- identify the order of events
- identify some directly-stated supporting information
- relate their interpretations of texts to their own experiences.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning.

They know:

- some of the typical features of texts in print and electronic forms (eg *headlines, introduction or lead, still and moving images*)
- that adjectives can be chosen to represent people, places, events and things in particular ways
- the function of visual language (eg *clothing, facial expressions, appearance*)
- that voice tone, volume and sound effects, and visual resources (eg *clothing, facial expressions, appearance*) represent people in particular ways.

## Year 3 Writing imaginative texts

Students write simple stories in print and electronic mediums, using those they have read and heard as models.

Students have the opportunity to understand that stories:

- have purposes to entertain or inform an audience
- have characters, a setting and a plot
- have a structure.

When students write stories, they have the opportunity to:

- introduce characters and provide a brief description of setting
- formulate a storyline of a few sequenced events and create a complication
- include brief descriptions of familiar characters, places and things
- attempt an ending, often as a resolution.

Students have the opportunity to draw on their knowledge of texts and language to use:

- story markers (eg *once upon a time, a long time ago*)
- adjectives, adverbs and prepositional phrases to elaborate ideas (eg *The old man rode his bike slowly on the bumpy road.*)
- cohesive devices (eg *then, next*) to guide readers through a series of events
- conjunctions (eg *and, but*) to form compound sentences
- patterns of repetition to emphasise or link actions or ideas
- pronouns that agree with the words to which they are referring.

## Year 3 Writing information and argument texts

Students write simple recounts, descriptions and explanations in print and electronic mediums on familiar topics for known readers.

Students have the opportunity to understand that:

- information texts can describe people and events and give an opinion
- an opinion may be positive or negative.

When students write these texts, they have the opportunity to:

- order information or sequence events using some detail and/or supporting illustrative material
- formulate an opinion on a topic
- support the opinion with at least one or two reasons, or a simple explanation based on personal judgement.

Students have the opportunity to draw on their knowledge of texts and language to use:

- simple sentences in appropriate grammatical order for statements
- vocabulary and word forms appropriate to the subject matter of the text
- some specific or technical vocabulary where appropriate
- thinking, feeling and doing verbs to express opinions and give reasons
- conjunctions (eg *because*) to combine clauses for giving reasons
- basic punctuation marks, including full stops, commas between items in a list, exclamation marks and question marks
- sound, visual and meaning patterns to spell accurately high-frequency words, monosyllabic words and some words with two syllables with common spelling patterns.

## Year 3 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in small and large groups, which are usually informal. They recount events and describe and report on people, places and things related to their own experiences.

Students have the opportunity to understand that:

- speaking and listening provide opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others
- they can adopt different roles in discussions and conversations, and that these can support cooperation within the group.

When students speak and listen, they have the opportunity to:

- identify opinions provided by members of the group in discussions and conversations, agreeing or disagreeing with reference to their personal opinion
- make oral presentations of personal recounts or reports, understand the topic, provide some relevant ideas and information, and include events in sequence and brief descriptions
- listen attentively, showing interest in a speaker's turn or presentation
- speak audibly, with some sense of addressing an audience and the needs of the listeners.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands
- adjectives to represent people, places, events and things in particular ways
- body language (eg *facing the speaker*), gestures (eg *shrugging*) and facial expressions to emphasise and clarify meaning
- variation in voice tone and volume to add interest.

# Year 5 Statements of Learning for English – Professional Elaborations

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## Year 5 Reading, viewing and interpreting imaginative texts

Students read, view and interpret imaginative texts in books, films, and on television, CD-ROMs and websites. These texts may include children’s and young adolescent stories, myths, legends, Dreaming stories, ballads and/or lyrics. The texts contain characters, settings and plots developed in some detail, and may contain topics and issues that extend beyond the immediate plot.

Students have the opportunity to understand that:

- audience and purpose influence the text creator’s selection of subject matter within their chosen topic
- main ideas are developed through the interconnection of plot, character and setting.

When students interpret these texts, they have the opportunity to:

- make connections from directly-stated information to identify main ideas
- infer characters’ qualities, motives and actions
- identify aspects of subject matter that have been omitted and suggest why
- identify how language has been used to construct characters and events in particular ways (eg *positive or negative perspectives*).

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning.

They know:

- the function of the different stages of imaginative texts (eg *an orientation sets the scene and introduces and describes characters*)
- that a sequence of events can build up complications and resolutions to create tension and suspense
- that a clause can represent what is happening (*verbs*), who and what is taking part (*nouns*) and the circumstances surrounding the action (*prepositional phrases and adverbs*)
- that figurative language (eg *simple similes*) expresses images of settings and characters
- that music, sound effects and hyperlinks can be used to link ideas
- that sound, visual and meaning patterns can be used to decode words.

## Year 5 Reading, viewing and interpreting information and argument texts

Students read, view and interpret information and argument texts that entertain, report, present opinions and persuade. These texts may include reports, news articles, features and arguments in books, newspapers, magazines, advertisements and films, and on television, CD-ROMs and websites. These texts contain information and ideas extending beyond their immediate experience.

Students have the opportunity to understand that:

- texts usually have a point of view
- aspects of subject matter can be included or omitted to create a particular perspective or to heighten newsworthiness.

When students interpret these texts, they have the opportunity to:

- recognise main ideas by identifying who, what, where, when and why
- locate supporting details and background events
- identify differences and similarities in information in different texts on the same topic
- identify how a person or event is represented in a particular way (eg *as a hero or a villain, positively or negatively*)
- identify aspects of subject matter that have been omitted and suggest why.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning.

They know:

- the generic structure and layout of reports and arguments (eg *a general statement or introduction for the topic; a main contention* [for arguments]; *a point, reason or piece of evidence elaborated in each following paragraph; and a conclusion*)
- that visual resources (eg *shot types, colour, graphic layout, links*), non-verbal resources (eg *facial expressions*), spoken resources (eg *volume*), and auditory resources (eg *sound effects*) develop the subject matter and focus a viewer's attention.

## Year 5 Writing imaginative texts

Students write imaginative texts, in print and electronic mediums, that largely draw on their own direct experience of the world. These texts may include stories, simple poems and scripts.

Students have the opportunity to understand that writers:

- consider their purpose for writing (eg *to entertain, to inform, to persuade*)
- consider the interests of the audience when selecting subject matter within a chosen topic
- can explore their own ideas and feelings through the characters and situations they create
- can represent characters and events in particular ways by including or omitting information and making particular language choices (eg *to create a positive or negative perspective*).

When students write these texts, they have the opportunity to:

- provide a description of a setting and characters
- develop a storyline of sequenced events involving complications and resolutions with relevant details
- create an ending which draws together elements of the storyline, sometimes in a resolution
- use dialogue.

Students have the opportunity to draw on their knowledge of texts and language to use:

- the generic structure of imaginative texts (eg *orientation, complications, resolutions, evaluations*)
- compound and complex sentences to elaborate ideas
- adjectives, verbs and visual techniques to represent people, places, events and things in a chosen way (eg *in a positive or negative way*)
- time connectives (eg *yesterday, afterwards, later*) and tense to locate characters or action in time.

## Year 5 Writing information and argument texts

Students write information texts that may include descriptions, reports, explanations, and simple arguments in print and electronic mediums. They write for known audiences, draw on their own experiences and write on some unfamiliar ideas or information by researching topics.

Students have the opportunity to understand that:

- these writers can influence others' opinions
- influencing others can be accomplished by including or omitting information and making particular language choices (eg *to create a positive or negative perspective*).

When students write these texts, they have the opportunity to:

- provide a general statement or introduction to the topic
- develop the topic with a few supporting ideas, explanations, opinions and/or descriptions
- (*for argument texts*) make a personal judgement
- support the judgement with a few points or arguments.

Students have the opportunity to draw on their knowledge of texts and language to use:

- paragraphs for separate points
- particular adjectives and verbs to express ideas and information positively or negatively
- linking words (eg *firstly, secondly, or, so, when*) to structure their text, link ideas and give reasons
- referring words (eg *this, those, these*) to link ideas
- commas to mark a clause, apostrophes in contractions and to show ownership, and speech marks for direct speech
- sound, visual and meaning patterns to spell words.

## Year 5 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in informal and formal contexts. They provide explanations and formulate simple arguments to explore information, ideas and issues that extend beyond their immediate experience.

Students have the opportunity to understand that:

- speaking and listening provides opportunities to clarify ideas and understandings on a topic, to give simple arguments and to seek the opinions of others
- people, places, events and things can be represented in particular ways
- negotiation of roles and tasks are key elements of group discussions.

When students speak and listen, they have the opportunity to:

- identify opinions offered by others in discussions and conversations, propose other relevant viewpoints, or extend ideas in a constructive manner
- refer to main ideas, give possible explanations and solutions, and support these with a few reasons in small group discussions or when making presentations on a topic or issue
- provide a logical sequence of events when describing a process or explaining a phenomenon
- listen constructively, and provide positive and encouraging feedback
- speak with clarity.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands to generate and maintain discussions and conversations
- thinking and feeling verbs to give opinions
- adjectives and verbs to represent people, places, events and things in a chosen way (eg *in positive or negative ways*)
- facial expressions, movements, gestures and modulation of volume to enhance their expression of ideas.

# Year 7 Statements of Learning for English – Professional Elaborations

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## Year 7 Reading, viewing and interpreting imaginative texts

Students read, view and interpret imaginative texts in books, films, and on television programs, CD-ROMs and websites. These texts may include young adolescent fiction, adventure stories, fantasy stories, short stories and long narrative poems. The texts contain subject matter related to real and imaginary worlds, sometimes with movement between both worlds. They explore, among other things, young adolescent issues and identities.

Students have the opportunity to understand that:

- imaginative texts can entertain and evoke emotion (eg *feel impatient*)
- subject matter is selected to appeal to different audiences
- characters and plot are developed using dialogue and written and visual resources that describe appearance and actions
- readers' and viewers' interpretations of texts are influenced by the knowledge and values of the groups to which they belong, and by their own experiences.

When students interpret these texts, they have the opportunity to:

- infer meanings and messages developed through the storyline
- identify how construction of characters contributes to plot development
- draw conclusions about possible reasons for characters' behaviours and feelings
- consider ethical choices made by various characters
- identify how aspects of subject matter used in the text contribute to representations of characters, places and events.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know that:

- verbs and adjectives express opinions about characters, places, events and things
- figurative language, including similes, metaphors and personification, can be used to develop imagery and humour
- cohesive devices (eg *then, finally, meanwhile, so, though, but, however*) signal relationships between ideas, within and between sentences
- shot types, camera angles, facial expressions and gestures contribute to the representations of characters, places and events
- word origins, sound and visual patterns, and syntax and semantics in a multi-strategy approach can be used to decode unfamiliar words.

## Year 7 Reading, viewing and interpreting information and argument texts

Students read, view and interpret texts that entertain, evaluate, argue and persuade. These texts may include articles, features, letters to the editor, documentaries and interviews in books, newspapers, magazines, advertisements, films, and on television programs, CD-ROMs and websites. The texts contain information and ideas related to significant events and issues that may be of interest to the students.

Students have the opportunity to understand that:

- texts can be constructed for more than one purpose (eg *to report, to present a point of view, to create a market for more readers and viewers*)
- argument texts require a position supported by a line of reasoning
- creators of texts use their assumptions about readers and viewers to engage their interest and attention
- aspects of subject matter are selected to appeal to, and to influence, different groups of readers and viewers.

When students interpret these texts, they have the opportunity to:

- identify causes and effects in information texts
- identify the position in an argument and the key points and evidence supporting the argument
- establish why an event or issue is newsworthy in a news report
- compare information and ideas in different texts to identify the different emphases, and the influence of these on their own perceptions
- explore how their own membership of groups influences their interpretations of texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning.

They know that:

- the layout of print and web-based texts influences meaning
- visual resources (eg *camera angles, shot types*), non-verbal resources (eg *gestures, facial expressions*), spoken resources (eg *voice qualities*) and auditory resources (eg *music*) can be used to add meaning, interest, immediacy and authority to multimedia texts
- particular written, visual, spoken and auditory resources are chosen to appeal to different groups.

## Year 7 Writing imaginative texts

Students write imaginative texts, in print and electronic mediums, that contain ideas and information dealing with their personal views of the world. These texts may include simple adventure, fantasy, horror and ghost stories, myths, legends, ballads and play scripts.

Students have the opportunity to understand that writers:

- select subject matter within a chosen topic according to purpose and audience
- can draw on their own knowledge, experiences, thoughts and feelings
- can draw on the subject matter and forms of texts they have heard, read and viewed.

When students write these texts, they have the opportunity to:

- use ideas, details and events that are relevant to the storyline
- develop characterisation through descriptions, actions and dialogue
- create characters with feelings and personalities beyond traditional characters
- include some evaluative comments on the significance of an event (eg *it was like a bad dream*)
- experiment with writing poetry in various specified forms (eg *haiku, form poems*)
- can use humour to entertain their audience
- choose aspects of subject matter to represent people, places, events and things in ways that appeal to certain groups
- consider the social justice implications of the ways they have represented people, places, events and things.

Students have the opportunity to draw on their knowledge of texts and language to use:

- dependent and independent clauses to extend and elaborate ideas and information, including direct and indirect speech
- extended noun groups and adjectival and adverbial phrases to develop characterisation, setting and plot
- particular textual resources (eg *evaluative verbs and adjectives, simple similes and metaphors*) to represent people, places, events and things in ways that appeal to certain groups.

## Year 7 Writing information and argument texts

Students write reports, personal recounts, autobiographies and arguments, in print and electronic mediums, for unknown or specified audiences. They explore some challenging ideas and/or argue a point of view.

Students have the opportunity to understand that:

- ideas and information can be selected to support the position or purpose of the writer and appeal to, or suit, different audiences
- arguments systematically use a formal, logical structure to argue a case.

When students write these texts, they have the opportunity to:

- (*for information texts*) provide an introduction that outlines the scope of the topic, and then develop the topic with ideas, descriptions, opinions and/or explanations that are logically organised
- (*for argument texts*) provide an introduction that states their position, logical supporting arguments that may include some details or evidence, and a conclusion
- (*for argument texts*) conclude the text with a restatement of their position.

Students have the opportunity to draw on their knowledge of texts and language to use:

- graphic elements and/or headings and subheadings to organise presentations, research or other information
- paragraphs to order and sequence their arguments
- topic sentences to foreground the point or argument in each paragraph, and to focus the reader's attention

- particular adjectives and verbs to express opinions, give an evaluation of ideas and information, and construct representations of an issue to persuade a chosen audience
- cohesive devices to express cause and effect relationships (eg *since, in order to*) and to compare and contrast (eg *although, while, even, if*)
- correct tenses, and subject–verb and noun–pronoun agreement
- word origins and sound and visual patterns, and syntax and semantics in a multi-strategy approach for spelling unfamiliar words.

## Year 7 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations including prepared and spontaneous discussions, meetings, debates and group discussions. Students examine ideas and information and present arguments that are drawn from topics of interest to them and that may need to be researched.

Students have the opportunity to understand that:

- speaking and listening provides opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view
- speakers use their assumptions about the characteristics of listeners to engage their interest and attention
- language can be adjusted to show or acknowledge power, and to indicate closeness or distance in relationships
- some contexts require more formality of language than others.

When students speak and listen, they have the opportunity to:

- identify main issues of the topic and provide arguments, which may include some supporting details and evidence
- sustain a point of view
- provide succinct accounts of important personal experiences or events and reflect on their significance
- engage others by projecting a sense of commitment, interest and authority on a topic.

Students have the opportunity to draw on their knowledge of texts and language to use:

- evaluative nouns, verbs and adjectives to express opinions and to represent people, places, events and things in ways that appeal to certain groups
- words to indicate degrees of certainty (eg *must, should, may*)
- non-verbal resources (eg *facial expressions, gestures, movement*) and spoken resources (eg *pace, volume, pronunciation*) to emphasise meaning and to appeal to different audiences.

# Year 9 Statements of Learning for English – Professional Elaborations

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## Year 9 Reading, viewing and interpreting imaginative texts

Students read, view and interpret imaginative texts in books and films, and on television programs, CD-ROMs and websites. These texts may include adolescent, contemporary and classical texts in a variety of forms and styles. The texts explore personal, social, cultural and political issues of significance to the students' own lives and communities.

Students have the opportunity to understand that:

- imaginative texts can be created for multiple purposes (eg *to move, to parody, to persuade, to explore ideas, issues and human relationships*)
- particular features of settings, characters and plots associated with different forms and styles of imaginative texts (eg *horror, adventure, romance*)
- readers' and viewers' responses to characters and situations may vary at different points within a text
- ideas are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters
- readers and viewers may be positioned to view characters and ideas in particular ways, and that these views may reflect cultural values and be questioned
- experiences created in texts can help readers and viewers understand themselves and others, their own world and the wider world.

When students interpret these texts, they have the opportunity to:

- draw conclusions about characters and major ideas using reference to particular moments and incidents
- identify techniques used to construct plot and create emotional responses (eg comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time)
- identify uses of references to other texts and how these contribute to meaning.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning.

They know:

- some techniques used in poetry (eg *onomatopoeia, alliteration*)
- how adjectives and adverbs express attitudes or evoke emotions
- how word choices and symbols may have different connotations
- that imagery is used to establish mood and make feelings or ideas more concrete and powerful
- how visual, nonverbal and auditory resources are combined to position readers and viewers
- how sound fades, dissolves, cuts and hyperlinks establish cohesion in texts.

## Year 9 Reading, viewing and interpreting information and argument texts

Students read, view and interpret information and argument texts that entertain, investigate, analyse, argue and persuade. These texts may include current affairs and news articles, features, editorials, documentaries and reviews. The texts contain accessible but challenging issues that deal with local, national and international events and current issues that develop over time.

Students have the opportunity to understand that:

- information and argument texts can analyse, evaluate and use humour
- argument texts can advance opinions, justify positions, and make judgements in order to persuade others
- readers and viewers may need to develop knowledge about particular events, issues and contexts to interpret the subject matter of texts
- creators of texts select language to represent ideas, information and concepts in particular ways
- readers' and viewers' interpretations of texts are influenced by their own knowledge, values and practices.

When students interpret these texts, they have the opportunity to:

- draw conclusions about the main idea, contention or viewpoint
- identify and evaluate the quality of the evidence used to support main ideas
- analyse how an issue is represented, and discuss implications and possible impacts
- compare representations of an event or issue in different texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- how adjectives and adverbs express attitudes and judgements
- that certain information can be emphasised by varying the patterns at the beginnings of sentences
- that modality can convey degrees of certainty, probability or obligation (eg *might*, *perhaps*, *possibly*)
- that passive voice can hide responsibility (eg *Hundreds of people were injured.*)
- that nominalisation (*turning verbs into nouns*) can be used to tightly compress ideas, information and concepts, and to add formality to the argument (eg '*Advertising influences people*' to '*The influence of advertising*')
- how camera angles and shot types are used to position readers and viewers.

## Year 9 Writing imaginative texts

Students write imaginative texts, in print and electronic mediums, that contain personal, social and cultural ideas and issues related to their own lives and communities, and their views of their expanding world. These texts may include short stories, anecdotes, plays, poetry, and personal letters.

Students have the opportunity to understand that:

- imaginative texts can move and persuade
- ideas and issues can extend beyond the immediate plot with main ideas developed through the interconnections of plot, settings and characters
- writers can express views and values other than their own.

When students write these texts, they have the opportunity to:

- develop sustained texts with attention to time order, characterisation, consistent narrative point of view and development of a resolution
- use dialogue to construct relationships between characters and to further the narrative
- create characters and situations which explore ethical dilemmas, and which move beyond stereotypes or expectations
- use references to other texts and parody to extend meaning and create humour.

Students have the opportunity to draw on their knowledge of texts and language to use:

- different sentence and clause structures to expand ideas or foreground certain information
- emotive, evocative, formal and impersonal language to create tone, mood and atmosphere
- hyperlinks, flashbacks and other time variants that work together in written and multimodal texts.

## Year 9 Writing information and argument texts

Students write information and arguments texts, in print and electronic mediums, which deal with ideas and issues about which they would like to effect change. These texts may include biographies, advertisements, news articles, features, letters to the editor and reviews. They write these texts to persuade a general or particular audience to change their point of view, and/or to take action.

Students have the opportunity to understand that:

- information and argument texts require explanations, details and evidence, which may require research
- writers want readers to empathise with the ideas and emotions expressed or implied in their writing
- writers select subject matter and language to try to position readers to accept representations of people, events, ideas and information.

When students write these texts, they have the opportunity to:

- make appropriate selections of information from a few sources, and attempt to synthesise and organise this in logical way
- provide a statement of their own position or the major perspectives/concerns of the issue and preview the arguments or the structure of the information to follow
- structure texts to provide a major point to each paragraph with some elaboration
- conclude with a restatement of their position or a summary of the main arguments, issues or recommendations.

Students have the opportunity to draw on their knowledge of texts and language to use:

- ordering of paragraphs to best support and sustain an argument and to organise and convey information clearly
- concrete, technical, abstract and emotive words to argue and persuade and convey information
- semicolons and colons in extended lists.

## Year 9 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations that include meetings, extended presentations, formal and parliamentary-style debates, and group discussions. They analyse and investigate challenging ideas and issues and advance and refute arguments.

Students have the opportunity to understand that:

- speaking and listening provides opportunities to examine issues, evaluate opinions, argue points, make judgements in order to persuade others and convince listeners by using reasoning and evidence
- speakers use their assumptions about listeners to try to position them to accept their point of view
- humour and drama are used as devices to persuade listeners and to entertain.

When students speak and listen, they have the opportunity to:

- compare ideas, build on others' ideas, provide other points of view and reach conclusions that take account of aspects of an issue
- identify and comment on omissions in information
- identify and explore moral and ethical dimensions of an issue
- anticipate responses from others and respond to questions and comments by clarifying, paraphrasing, and integrating those ideas that are relevant to a line of reasoning.

Students have the opportunity to draw on their knowledge of texts and language to use:

- structures of formal presentations including introduction to an issue, arguments for and against, elaborations and conclusions
- formal and informal language adjusted to the size and nature of the group and their relationship with the listener
- evaluative words and phrases to influence listeners viewpoints
- text connectives to sequence (eg *firstly, to sum up*), contrast (eg *on the other hand, however*), clarify (eg *in other words, for example*), show cause (eg *therefore, as a result*), and add information (eg *in addition, moreover*)
- use words and phrases to convey probability and authority (eg *It's obvious that, It's probable that*) and to position listeners
- varying pace, pitch, phrasing, intonation, pronunciation, facial expression, gesture, sound and silence to influence an audience.