English scope and sequence – Levels 7 to 10 achievement standards (by language mode)

| **Level 7** | **Level 8** | **Level 9** | **Level 10** |
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| Language mode: Speaking and Listening | | | |
| When interacting with others, students explore specialist and technical vocabulary and use language to express social identities.  They discuss and present ideas, including about texts. They explore the language of evaluation and substantiation.  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate an understanding of formal language and use appropriate features of voice. | When interacting with others, students explore academic vocabulary and use language to support relationships and roles.  They explore and challenge the various meanings in text through discussions with others. They explore rhetorical and literary devices when evaluating and substantiating.  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They use language to suit formal and informal contexts, and appropriate features of voice. | When interacting with others, students explore vocabulary of mood and style and use language to strengthen relationships and roles.  They discuss opinions on texts. They use evaluative and substantiative language to express individual views.  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate different levels of formality in their language choice and use appropriate features of voice. | When interacting with others, students use an expanded vocabulary and distinguish inclusive and exclusive language.  They discuss and present opinions about texts. They explore language that reveals views and values.  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice. |
| Language mode: Reading and Viewing | | | |
| When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, and the ways that different sentence structures extend and explain ideas, how accurate use of tense creates clarity and how punctuation supports meaning.  When demonstrating understanding of texts, students explain ways that characters, settings and events combine and create meaning in texts from different historical, cultural or social contexts. They develop opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, create characters, settings and events. They explain and summarise ideas drawn from texts.  They describe how texts, including print and digital, are structured for different purposes. They explain how literary devices create meaning and aesthetic qualities. They explore how perspective is created through still images, moving images and sound. | When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, and the ways that different clause structures add information, the effects of nominalisation and how punctuation supports meaning.  When demonstrating understanding of texts, students identify and explain intertextual references, issues and points of view from diverse historical, cultural and social contexts. They explore opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, influence the reader’s response to represented values. They analyse and evaluate the ways that ideas are organised in texts.  They explain how texts, including print, digital and hybrid, are structured for different purposes. They explore how literary devices, including imagery, create meaning and aesthetic qualities. They explore how still images, moving images and sound use intertextual references to create meaning. | When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, including the ways that sentence structures are varied for creative effect and how punctuation supports citation and reference.  When demonstrating understanding of texts, students discuss their responses to texts from diverse historical, cultural and social contexts, and they compare initial and subsequent impressions. They explore different responses, including personal impressions. They analyse how language and/or still and moving images and sound represent values, beliefs and attitudes and are used to shape audiences’ preferences. They analyse the relationship between text structures, language features, literary devices and intertextual connections.  They explore how authors adapt and experiment with texts, including print, digital and hybrid, according to purpose. They analyse how literary devices, including poetic features, create meaning and aesthetic qualities. They analyse how symbols in still and moving images, and sound effects, create meaning. | When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, and the ways that sentence structures, syntax and punctuation express ideas.  When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.  They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation. |
| Language mode: Writing | | | |
| When creating written and spoken texts, students convey ideas and information to a specific audience. They select textual details from texts appropriate for purpose, and include appropriate multimodal or digital elements. They review and edit their own and others’ texts and reflect on these processes.  They use text structures that build sequence and cohesion in a text; grammar, including sentence structures, to achieve clarity; and punctuation to support meaning.  They use vocabulary that builds specialist and technical knowledge. They experiment with language features and literary devices they have encountered in texts.  They use spelling rules and knowledge of word origins to spell unfamiliar words. | When creating written and spoken texts, students select and expand on ideas and experiment with language features and literary devices for purpose and effect, and include appropriate multimodal or digital elements. They review and edit their own and others’ texts and reflect on these processes.  They use evidence and substantiation to create cohesion; structure to create sequence; grammar to add information and expand ideas; and punctuation to support meaning.  They use vocabulary typical of academic texts, including nominalisation. They experiment with language features and literary devices for effect.  They use spelling rules and word origins to learn and accurately spell new words. | When creating written and spoken texts, students present ideas through a point of view and/or a voice. They experiment with textual elements and include appropriate multimodal or digital elements. They review and edit their own and others’ texts for clarity and control and reflect on these processes.  They experiment with text structures for cohesion and sequence, vary grammar for creative effect and use punctuation to condense and link ideas.  They use vocabulary that contributes to style, mood and tone. They use language features and literary devices to create hybrid texts.  They explore standard and non-standard spelling for creative effect. | When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes.  They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.  They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice.  They use standard and non-standard spelling appropriate for purpose and audience. |