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### What are the key features of the draft K–10 Australian Curriculum for English?

The draft K–10 Australian Curriculum for English is organised around three interrelated strands:

- *Language* – where students learn about the English language and how it works.
- *Literature* – where students learn to interpret, appreciate, evaluate and create literary texts, such as narrative, poetry, prose, plays, film and multimodal text, in spoken, print and digital forms.
- *Literacy* – where students apply their knowledge about language to effectively listen to, read, view, speak, write and create a growing range of texts.

The draft K–10 Australian Curriculum for English provides explicit content for early reading and writing acquisition, including phonological knowledge and phonemic awareness, sound–letter correspondences, and using syntactic and semantic cues to make meaning. These skills are developed across the years of schooling.

The teaching of grammar in all years of schooling is an integral component of each of the three strands. In the *Language* strand, students learn about the use of grammar and understand why it is used. Grammar is applied throughout the *Literature* and *Literacy* strands. A glossary has been provided to ensure a consistent interpretation of the grammar terminology used in the curriculum.

### How is the draft K–10 Australian Curriculum for English similar to and different from state and territory curricula?

The draft K–10 Australian Curriculum for English is organised in the three strands of *Language*, *Literature* and *Literacy*. This is different from many national and international curriculum documents which are written around the modes of *Speaking* and *Listening*,

*Reading* and *Writing*, however, the content itself is similar.

The draft K–10 Australian Curriculum for English provides specific content at each year level K–10, whereas some state and territory curriculum documents describe content at two-year level intervals.

Like the English curriculum of most states and territories, the draft K–10 Australian Curriculum for English provides explicit content for early reading and writing acquisition.

The approach taken in the draft K–10 Australian Curriculum for English is to include the explicit teaching of grammar to support students to use language effectively to enhance their learning. Currently, grammar is treated differently across states and territories. Some do not specify grammar in any detail and where it is specified sometimes a more functional grammar approach is adopted. Some that do deal with grammar do so by focusing more generally on the need for grammatical accuracy.

The draft K–10 Australian Curriculum for English recognises the need to teach multimodal and digital texts as do all states and territories.

The study of literature is included in the primary school years to emphasise building an appreciation and understanding of literature and literary techniques. While literary texts are currently included throughout state and territory curriculum documents, generally the focus is on developing students' skills in reading and their understanding of structures and features of texts.

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### What international references have been drawn upon in developing the draft K–10 Australian Curriculum for English?

Australia was one of the highest performing countries in reading literacy of those participating in the 2006 Programme for International Student Assessment (PISA). Development of the draft K–10 Australian Curriculum: English has been informed by key international curriculum documents of other top performing countries, such as Finland, Hong Kong, Canada (Ontario and British Colombia), New Zealand and Ireland.

Other English curriculum documents referred to include those from England, California and Singapore. The draft K–10 Australian Curriculum for English is similar to these curricula in the stating of explicit graphophonic and phonemic awareness skills for early reading and writing, although descriptions of spelling and handwriting are not as detailed in the draft K–10 Australian Curriculum.

Regarding the teaching of grammar, the draft K–10 Australian Curriculum for English reflects some of the latest research and theory in the field. Many national and international curriculum documents do not treat grammar in any detail, if at all. Some that do deal with it do so in general terms of grammatical accuracy.

Many international curricula are written around the modes of *Speaking* and *Listening, Reading* and *Writing*. Some such as Ontario have additional modes, for example, *Media Literacy*. Finland combines *Literature* and *Language, Reading* and *Writing* and has a separate strand for *Oral Interaction*.

The draft K–10 Australian Curriculum for English contains a statement of expected text complexity for every two years of schooling. Other international curriculum documents such as California include lists of recommended year-appropriate texts.

Other key international references include:

- *National Inquiry into Teaching of Literacy*, Department of Education, Science and Training, Australian Government (2005)
- *The Report of the National Reading Panel: Teaching Children to Read, National Reading report USA* (2000)
- *Progress in International Reading Literacy Study (PIRLS) 2006 Assessment Framework and Specifications*. International Association for the Evaluation of Educational Achievement (IEA), Amsterdam, the Netherlands.
- Programme for International Student Assessment (PISA) *2009 Assessment Framework – Key Competencies in Reading*, OECD.