



# English (Foundation to Year 10)

The *Foundation to Year 10 Australian Curriculum: English* provides students with the skills to listen to, read, view, speak, write and create an increasingly sophisticated range of texts. It aims to create confident communicators who appreciate and use the English language creatively and critically in a range of contexts and for a range of purposes.

## How is the Australian Curriculum: English structured?

The *Foundation to Year 10 Australian Curriculum: English* is organised in three interrelated strands:

- *Language* – which focuses on knowledge of the English language and how it works
- *Literature* – which focuses on understanding, appreciating, responding to, analysing and creating literature
- *Literacy* – which focuses on interpreting and creating a range of types of texts with accuracy, fluency and purpose.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, skills and understandings. The sub-strands are:

<i>Language</i>	<i>Literature</i>	<i>Literacy</i>
<i>Language variation and change</i>	<i>Literature and context</i>	<i>Texts in context</i>
<i>Language for interaction</i>	<i>Responding to literature</i>	<i>Interacting with others</i>
<i>Text structure and organisation</i>	<i>Examining literature</i>	<i>Interpreting, analysing and evaluating</i>
<i>Expressing and developing ideas</i>	<i>Creating literature</i>	<i>Creating texts</i>
<i>Sound and letter knowledge (F-2)</i>		

The **general capabilities** and **cross curriculum priorities** are explicitly included in the content descriptions and elaborations across the strands, as appropriate to the learning area.

## How are the language modes represented in the Australian Curriculum: English?

Each strand of the *Foundation to Year 10 Australian Curriculum: English* focuses on developing, expanding and consolidating students' skills in listening to, reading and viewing increasingly complex and sophisticated texts, and speaking, writing and creating their own.

Across the strands the content is tagged to show the language mode it reflects. These modes are: *Speaking and Listening, Reading and Writing*.

## How does the Australian Curriculum: English relate to the Literacy general capability?

The *Foundation to Year 10 Australian Curriculum: English* provides a solid basis for strengthening literacy. Literacy involves the ability to listen, read and view, write, speak and create print, visual and digital materials accurately and confidently to enable students to become effective individuals, workers and citizens.

While literacy knowledge and skills are primarily built and consolidated through the English learning area, they are reinforced and strengthened through all learning areas.

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The Literacy general capability is drawn from knowledge, skills and understandings of both the *Language* and *Literacy* strands of the English curriculum. It also identifies language and literacy demands of learning areas that the English curriculum does not specifically address. These demands include for example, the language structures of mathematics questions, the particular requirements of writing a report of an investigation in science, or the specialist vocabulary of history.

Regarding the teaching of grammar, the *Foundation to Year 10 Australian Curriculum: 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, focusing more generally on the need for grammatical accuracy.

Many international curricula are written around the modes of *Speaking* and *Listening, Reading* and *Writing*.

### What international references have been drawn upon in developing the *Australian Curriculum: English*?

Development of the *Foundation to Year 10 Australian Curriculum: English* has drawn on high quality national and international curricula and research.

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 *Foundation to Year 10 Australian Curriculum: English* has been informed by key international curriculum documents of other top performing countries in that study, including Finland, Hong Kong, Canada (Ontario and British Columbia), New Zealand and Ireland. Other English curriculum documents referred to include those from England, California and Singapore.

The *Foundation to Year 10 Australian Curriculum: English* is consistent with expectations described in these curricula. It is similar in stating explicit skills for early reading and writing.