English multistage – sample scope and sequence for one year

This is a sample scope and sequence for teaching English in the context of the multistage classroom (Stages 3, 4, 5 and Life Skills outcomes). It is aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). The teaching and learning programs and assessment plans outlined in the scope and sequence are available on the [NSW Department of Education English curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum/english).

Contents

[Rationale 2](#_Toc187755467)

[Multistage programming 2](#_Toc187755468)

[Models of multistage programming 4](#_Toc187755469)

[Purpose, audience and suggested timeframes 5](#_Toc187755470)

[Assessment of Life Skills outcomes 6](#_Toc187755471)

[Opportunities for collaboration 7](#_Toc187755472)

[Ways of using this scope and sequence for a multistage cycle 7](#_Toc187755473)

[Sample scope and sequence for English multistage (Stages 3–5, 7–10 Life Skills) 9](#_Toc187755474)

[Term 1 9](#_Toc187755475)

[Term 2 14](#_Toc187755476)

[Term 3 19](#_Toc187755477)

[Term 4 24](#_Toc187755478)

[The English curriculum 7–12 team 29](#_Toc187755479)

[Share your experiences 29](#_Toc187755480)

[Support and alignment 29](#_Toc187755481)

[References 31](#_Toc187755482)

# Rationale

This sample scope and sequence will be useful during the engage phase of the [curriculum implementation cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform). It has been designed to support schools where a multistage, rather than academic cohort, delivery is employed. It is not a standalone resource. Programs and resources aligned to the scope and sequence can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage. This sample is teacher facing and is designed to assist teachers as they familiarise themselves with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) and plan for implementation.

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curricula and develop teaching programs consistent with the *Education Act 1990* and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards and NESA’s [NSW Registration Process for the NSW Government Schooling System Manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling).

Effective teaching of English requires a deep knowledge of the key concepts, ideas and skills in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

## Multistage programming

Multistage programming is more complex as it requires curriculum alignment across stages. It is important to consider the following elements when conducting multistage programming:

* mapping outcomes across stages by selecting the most appropriate outcomes to ensure a clear progression of knowledge, skills and understanding across stages
* conceptual linking between stages by identifying key concepts that progress across the stages
* a tiered model of assessment design that addresses the concepts at different levels within the program
* interconnected learning sequences that build on knowledge, skills and understanding of each concept, including identifying checkpoints or formative assessment that align with the progression across stages
* time and resource management
* effective classroom management and engagement
* the diversity of learners to ensure equity and achievement for all students.

## Models of multistage programming

There are several ways multistage programming can be approached, and consideration should be given to the model, or elements of the model, that best suit the context of the class and school environment. Some options are provided below in Figure 1 and Figure 2 but are not the only ways to approach multistage classes.

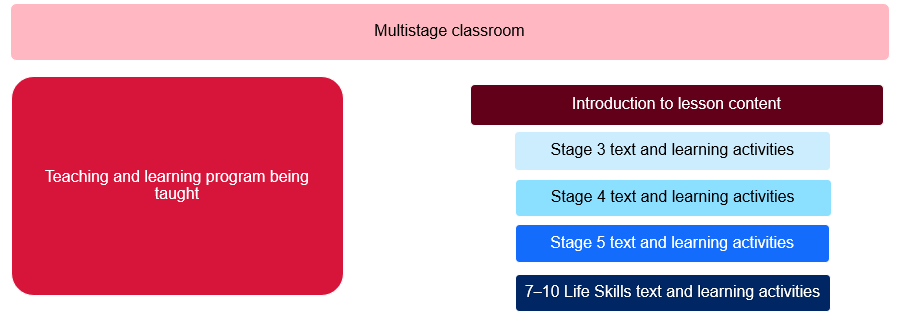
Model A demonstrates how different programs for different stages run parallel in the one classroom.

Figure 1 – Model A multistage programming

This image details Model A for a multistage setting with different teaching and learning programs for different stages. It uses boxes to demonstrate how this approach to programming in a multistage classroom could look.
A box at the bottom with the text 'Aligned concepts' spans the Stage 4, Stage 5 and 7-10 Life Skills programs.

Model B demonstrates an approach where one program with interconnected learning sequences is used in the multistage classroom. Similarities may exist between texts and learning activities across the stages. The expectations of the activity will differ between stage, and year levels within the stage. The explicit instruction and support required will be different for each stage.

Figure 2 – Model B approach to multistage programming



## Purpose, audience and suggested timeframes

Many schools will have their own scope and sequence templates. This sample provides a brief overview of each teaching and learning program, the questions guiding the implementation of the outcomes, the outcomes and content groups driving the design of assessment and the text requirements. This scope and sequence reflects one year of teaching and learning for a multistage cohort, with each sample program designed to be delivered in a 10-week term. The samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs in a multistage classroom with students accessing the Stage 3, 4, 5 or 7–10 Life Skills outcomes. Opportunities to support students working towards Life Skills outcomes and across stage levels have been identified in each Program and assessment overview, highlighting the diverse needs of learners in a multistage cohort. These include the additional scaffolding and adjustments that may be required, as well as ways of further developing creative and critical thinking skills.

## Assessment of Life Skills outcomes

Students are required to demonstrate achievement of one or more Life Skills outcomes. [Students with disability](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/students-with-disability) work towards syllabus outcomes identified through the [collaborative curriculum planning process](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/all-resources/primary-resources/other-pdf-resources/nesa-collaborative-curriculum-planning). They should be given a range of opportunities to demonstrate [achievement of these outcomes](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/assessment-and-reporting).

The requirements for each task should be differentiated according to the age and stage level of the students in the class. All students may benefit from options to demonstrate their knowledge using written, spoken or signed, nonverbal, visual, auditory or multimodal communication. The audience, purpose, word count, the complexity of arrangement or the form could be modified.

Providing students with multiple options to demonstrate their learning during tasks and assessments ensures all students can access and participate.. Inclusive and assistive technologies may provide students with options to express their understanding of content during assessment tasks, for example voice typing, drawing, recording voice or video, digital animation. Some students with disability may also use augmentative and alternative communication (AAC) devices, Auslan, or other communication systems to demonstrate their knowledge of content. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

* [formative assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment) opportunities
* [summative assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/summative-assessment) opportunities.

## Opportunities for collaboration

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

* Use the structure and/or content of the sample as a model and make modifications reflective of contextual needs.
* Align programs to faculty or school goals and priorities.
* Work with colleagues throughout the state to collaboratively plan opportunities for collaborative resource development, mentoring, and/or the sharing of student samples (including through accessing the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3A88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991), the [Rural Learning Exchange](https://education.nsw.gov.au/teaching-and-learning/curriculum/rural-and-distance-education/rural-learning-exchange#:~:text=What%20is%20the%20Rural%20Learning%20Exchange%3F%20The%20Rural,state%20in%20studying%20for%20the%20Higher%20School%20Certificate.) and [Curriculum Reform Communities](https://education.nsw.gov.au/teaching-and-learning/curriculum/curriculum-networks/linking/curriculum-reform-communities)).
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map Stage 6.
* Use the programming, assessment or text requirement suggestions to plan for the progression of learning from Stage 3 through to Stage 5.

### Ways of using this scope and sequence for a multistage cycle

* The guiding questions in each overview are listed in order from Stage 3 to Life Skills. Depending on the needs of students in your cohort, you can access these at a variety of points.
* Select a range of texts to ensure students are challenged with age and stage-appropriate text complexity and the text requirements of each stage are met.
* Differentiation of guiding questions, lesson content and assessment can be tailored to reflect the diversity of learners in a multistage class.
* Teachers are encouraged to explore the suite of texts provided in programs and resource booklets to best support the learning needs of their students. Students are supported in their learning through explicit teaching appropriate to their level of stage development regarding the core concepts of these programs.
* Use in professional learning and school planning to discuss the subject-specific teaching and learning needs for all students.

# Sample scope and sequence for English multistage (Stages 3–5, 7–10 Life Skills)

## Term 1

The following table sets out the Term 1, ‘Powerful youth voices’ program.

Table 1 – Term 1 – Powerful youth voices

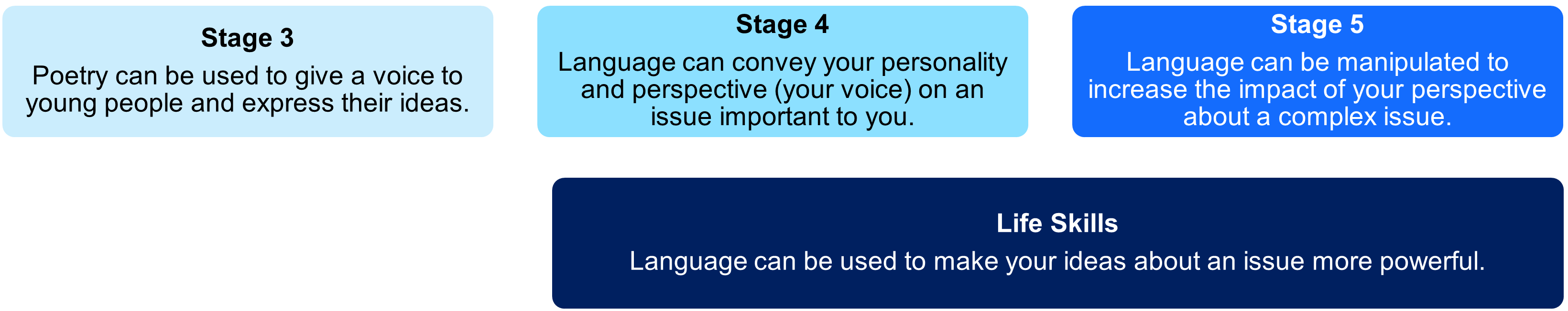
|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an awareness of, understand, explore and evaluate how an engaging writing voice can be used to effectively communicate ideas that are important to young people and people from diverse cultural groups. Focusing on memoirs and performance poetry, this program supports students to appreciate authorial choices and the connection between the style and a strong personal voice, engaging particularly with the concepts of perspective and authority. Students then compose with an awareness of audience, purpose and context in order to have a powerful impact on their audience. |
| Guiding questions | **Stage 3**   * How can young voices be heard, respected and have an impact on the world? * How is poetry a unique mode for youth voices to be heard, and to create powerful youth voices?   **Stage 4**   * How do young composers create distinctive poetic texts that reflect their personalities, perspectives and contexts? * How can poetry provide a way for powerful youth voices to be heard?   **Stage 5**   * How do young composers use language forms and features to develop an appealing style for effective communication in poetry? * How does poetry allow composers to manipulate language, form and style to express complex ideas? * Why is poetry an effective way to say something powerful about complex ideas or views?   **Life Skills**   * What type of texts do you enjoy reading/listening to/watching? * How could you use a text to explore an idea? For example, getting a new puppy; watching a sunset; competing at a carnival. * How can texts explore an idea about the world?   **Teacher note –** guiding questions should be applied using teacher knowledge of the strengths, interests and needs of students in the class. |
| Assessment | Students will compose a piece of writing and a reflection on their writing process, demonstrating their personal voice in exploring an issue or experience. A class anthology may be compiled for the class, school and wider community.  **Teacher note –** this overview outlines how a multistage class of Stages 3 to 5 students can undertake a summative assessment together. Refer to the Powerful youth voices assessment task notification for detailed guidance on differentiating the task to address diverse learning needs. The notification includes advice on accommodating variations in length and language complexity, with suggestions for adjustments to support HPGE students, EAL/D learners, and those working towards Life Skills outcomes. To allow the showcasing of all students’ work, the class anthology may be presented as a multimodal collection.  For students who use other forms of communication to supplement or replace writing, the assessment should be developed using each student’s preferred communication form(s). |
| Text requirements | A collection of poetry and a range of nonfiction texts from Australian authors, including Aboriginal and Torres Strait Islander authors. In Stages 4 and 5, students will explore a range of cultural, social and gender perspectives, including popular and youth cultures. EAL/D learners across all stages should be given opportunities to engage with and share texts in their home language. It is important to provide the opportunity for students to respond to and create texts using their preferred communication techniques and systems.  **Teacher note –** it is suggested that teachers draw upon the texts and resources available within the Secondary English curriculum team’s [**Powerful youth voices – Year 7, Term 1**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-4-year-7-powerful-youth-voices) sample program and resources to best support the learning needs of their students. |

The following table outlines the outcomes addressed in this teaching and learning program. Life Skills outcomes identified relate to this teaching and learning program.

Table 2 – outcome mapping across the stages for ‘Powerful youth voices’

|  |  |  |  |
| --- | --- | --- | --- |
| Stage 3 | Stage 4 | Stage 5 | Life Skills |
| EN3-OLC-01: complementary content for alternative communication forms: listening for understanding; complementary content for alternative communication forms: presenting  EN3-RECOM-01: reading fluently; reading for interest and wide purposes; comprehending text structures and features; comprehending language  EN3-CWT-01: imaginative purposes; informative purposes; persuasive purposes; text features for multiple purposes; sentence-level grammar; punctuation; word-level language; planning, monitoring and revising  EN3-SPELL-01: phonological component; orthographic component; morphological component  EN3-UARL-01 and EN3-UARL-02: perspective and context; argument and authority | **EN4-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN4-URB-01**: perspective and context; argument and authority; style  **EN4-ECA-01**: writing; representing; text features; text features: imaginative; text features: informative and analytical; text features: persuasive; sentence-level grammar and punctuation; word-level language  **EN4-ECB-01**: planning, monitoring and revising; reflecting | **EN5-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URB-01**: perspective and context; argument and authority; style  **EN5-ECA-01**: writing; representing; text features; sentence-level grammar and punctuation; word-level language  **EN5-ECB-01**: planning, monitoring and revising; reflecting | **ENLS-COM-01**: speaking, listening and interacting  **ENLS-RVL-01** and **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **ENLS-URB-01**: theme; perspective and context; argument and authority; style  **ENLS-ECA-01** and **ENLS-ECA-02**: writing; representing; speaking; text features; sentence-level grammar and punctuation; word-level language  **ENLS-ECB-01**: planning, monitoring and revising; reflecting |

Figure 3 – key concept progression across the stages for ‘Powerful youth voices’



## Term 2

The following table sets out the Term 2, ‘Seeing through a text’ program.

Table 3 – Term 2 – Seeing through a text

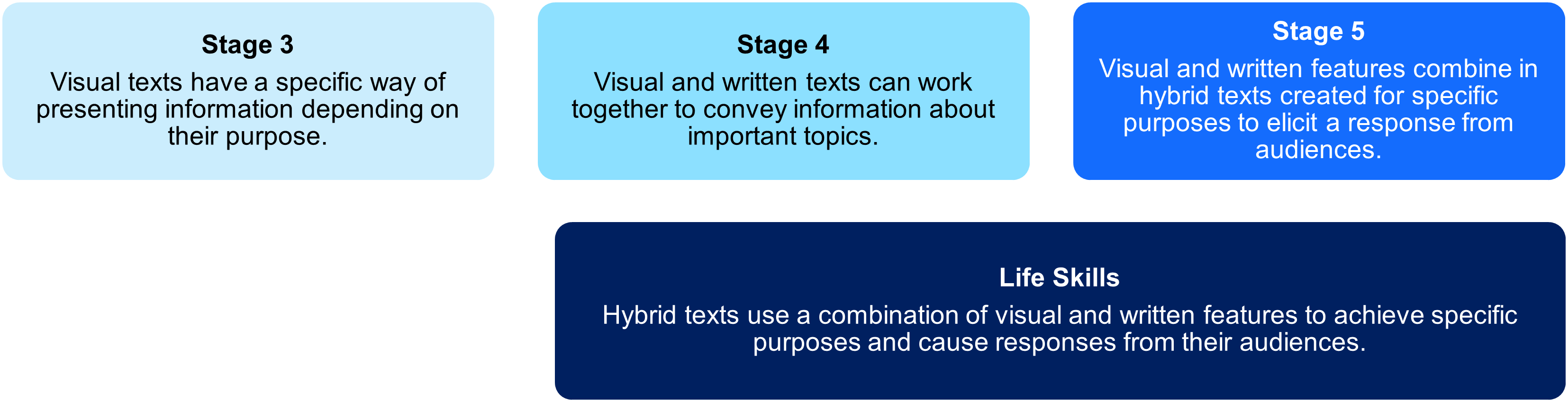
|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore, analyse and evaluate how visual texts are constructed to position the reader. They will investigate how the codes and conventions of visual texts are used to communicate ideas, issues and experiences. Students then respond analytically and creatively to a range of visual forms, exploring and experimenting with the unique suggestive power of visual forms. |
| Guiding questions | **Stage 3**   * What are the codes and conventions of visual texts? * How and why do composers use these codes and conventions to inform, entertain and persuade about a topic or theme?   **Stage 4**   * How do visual texts impact the way we tell, and receive, stories? * How do written text and visual features interact to create layers of meaning about a theme? * How can narrative be used to represent life experiences?   **Stage 5**   * How can composers challenge and experiment with code and convention in hybrid forms of narrative to present thematic concerns? * How does theme offer insights into an author’s perspective and how are audiences positioned to respond?   **Life Skills**   * Why are visual texts created? * How do visual texts create an emotional response in the reader? * How do the features of visual texts help us see the views and experiences of others? What are the ways images give us information?   **Teacher note** –guiding questions should be applied using teacher knowledge of the strengths, interests and needs of students in the class. |
| Assessment | Students will create an informative multimodal report in response to a given context which details a specific purpose and audience. This report will contain visual texts chosen by students, in an arrangement designed to guide the response of the reader.  **Teacher note** – refer to the Assessment of Life Skills outcomes section for further advice. |
| Text requirements | A range of texts inclusive of visual, multimodal and digital forms, comprising a range of quality fiction and non-fiction literature. In Stages 4 and 5, these texts should contain a range of cultural, social and gender perspectives, including from Aboriginal and Torres Strait Islander authors, and popular and youth cultures. EAL/D learners across all stages should be given opportunities to engage with and share texts in their home language. It is important to provide the opportunity for students to respond to and create texts using their preferred communication techniques and systems.  **Teacher note –** it is suggested that teachers draw upon the texts and resources available within the Primary English curriculum team’s [**Stage 3 second year – Unit 10 Genre**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-k-6-resources/english-stage-3-second-year-units#:~:text=DOCX%201.2%20MB)-,Unit%2010%20%E2%80%93%20genre,-Students%20will%20explore),and theSecondary English curriculum team’s [**Seeing through a text – Year 7, Term 2**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-4-year-7-seeing-through-a-text) and [**Representation of life experiences – Year 9, Term 1**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-9-term-1-representation-of-life-experiences) sample programs and resources to best support the learning needs of their students. |

The following table outlines the outcomes addressed in this teaching and learning program. Life Skills outcomes identified relate to this teaching and learning program.

Table 4 – outcome mapping across the stages for ‘Seeing through a text’

|  |  |  |  |
| --- | --- | --- | --- |
| Stage 3 | Stage 4 | Stage 5 | Life Skills |
| EN3-RECOM-01: reading fluently; reading for interest and wide purposes; comprehending text structures and features; comprehending language  EN3-SPELL-01: phonological component; orthographic component; morphological component  EN3-CWT-01: informative purposes; persuasive purposes; text features for multiple purposes; sentence-level grammar; punctuation; word-level language; planning, monitoring and revising  EN3-UARL-01 and EN3-UARL-02: imagery, symbol and connotation; genre; theme; perspective and context; argument and authority | **EN4-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN4-URA-01**: representation; code and convention; connotation, imagery and symbol  **EN4-URB-01**: theme  **EN4-URC-01**: intertextuality  **EN4-ECA-01**: representing; text features: informative and analytical  **EN4-ECB-01**: planning, monitoring and revising; reflecting | **EN5-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN5-URA-01**: representation; code and convention; connotation, imagery and symbol  **EN5-URB-01**: theme  **EN5-URC-01**: intertextuality  **EN5-ECA-01**: representing; text features: informative and analytical  **EN5-ECB-01**: planning, monitoring and revising; reflecting | **ENLS-RVL-01** and **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning  **ENLS-URA-01**: representation; code and convention; connotation, imagery and symbol  **ENLS-URB-01**: theme  **ENLS-URC-01**: intertextuality  **ENLS-ECA-01** and **ENLS-ECA-02**: representing; text features  **ENLS-ECB-01**: planning, monitoring and revising; reflecting |

Figure 4 – key concept progression across the stages for ‘Seeing through a text’



## Term 3

The following table sets out the Term 3, ‘Escape into the world of the novel’ program.

Table 5 – Term 3 – Escape into the world of the novel

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore, analyse and evaluate the worlds created within quality prose fiction to expand their personal responses and experiences of reading. They will investigate and evaluate how emotional and intellectual responses to an author’s use of narrative, genre and characterisation shape understanding of worlds of fiction and connections to the wider world. They then express their understanding both creatively and analytically. |
| Guiding questions | **Stage 3**   * How do authors use the features of narrative to invite us into the world of the novel? * What influences whether we are interested in or enjoy stories?   **Stage 4**   * What are the forms and features of prose fiction, and how do authors use these to tell distinctive and engaging stories?   **Stage 5**   * Why do composers use and manipulate the elements of narrative, genre and characterisation to provide commentary about the world? * How do literary or cultural movements shape the style and popularity of specific genres?   **Life Skills**   * How do composers use elements of narrative, genre and characterisation to shape meaning? * How has the composer or text shaped your thoughts or feelings about the ideas explored?   **Teacher note** – guiding questions should be applied using teacher knowledge of the strengths, interests and needs of students in the class. |
| Assessment | Students will develop a portfolio that includes drafts of the core formative tasks. They will refine one imaginative piece to publication standard. Students will write a short reflection on the process of composing and refining the imaginative piece. They will include evidence of their process of drafting and editing based on feedback.  **Teacher note** – the specific requirements of the core formative tasks should be made appropriate to the age and stage range of students in the class through changes to the task instruction complexity, word lengths and technique complexity. Peer and teacher feedback on a piece of imaginative writing should recognise the stage, age and needs of each student. The reflection questions must be appropriately differentiated for all students. Refer to the Assessment of Life Skills outcomes section for further advice. |
| Text requirements | Extended prose – novel appropriate to age and stage level of students. This can be an opportunity to incorporate high interest, low readability (Hi-Lo) texts for students who require additional literacy support. Dependent on the novel selected, students could be provided with a range of textual experiences as required by the English K–10 Syllabus. EAL/D learners across all stages should be given opportunities to engage with and share texts in their home language. It is important to provide the opportunity for students to respond to and create texts using their preferred communication techniques and systems.  **Teacher note –** it is suggested that teachers draw upon the texts and resources available within the Primary English curriculum team’s [**Stage 3 second year – Unit 15 Narrative**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-k-6-resources/english-stage-3-second-year-units#:~:text=Term%204-,Unit%2015%20%E2%80%93%20narrative,-Students%20will%20deepen), and the Secondary English curriculum team’s [**Escape into the world of the novel – Year 7, Term 3**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-4-year-7-escape-into-the-world-of-the-novel) and [**Exploring the speculative – Year 9, Term 4**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/exploring-the-speculative-year-9-term-4) sample programs and resources to best support the learning needs of their students. |

The following table outlines the outcomes addressed in this teaching and learning program. Life Skills outcomes identified relate to this teaching and learning program.

Table 6 – outcome mapping across the stages for ‘Escape into the world of the novel’

|  |  |  |  |
| --- | --- | --- | --- |
| Stage 3 | Stage 4 | Stage 5 | Life Skills |
| EN3-RECOM-01: reading fluently; reading for interest and wide purposes; comprehending text structures and features; comprehending language  EN3-SPELL-01: phonological component; orthographic component; morphological component  EN3-HANDW-01 and EN3-HANDW-02: handwriting legibility and fluency; software functionalities and typing  EN3-UARL-01 and EN3-UARL-02: narrative; characterisation; genre  EN3-CWT-01: imaginative purposes; informative purposes; persuasive purposes; text features for multiple purposes; sentence-level grammar; punctuation; word-level language; planning, monitoring and revising | **EN4-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN4-URA-01**: point of view; characterisation; narrative  **EN4-URC-01**: genre; literary value  **EN4-ECA-01**: writing; text features; text features: imaginative; text features: informative and analytical; sentence-level grammar and punctuation; word-level language  **EN4-ECB-01**: planning, monitoring and revising; reflecting | **EN5-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01**: point of view; characterisation; narrative  **EN5-URC-01**: genre; literary value  **EN5-ECA-01**: writing; text features; text features: imaginative; text features: informative and analytical; sentence-level grammar and punctuation; word-level language  **EN5-ECB-01**: planning, monitoring and revising; reflecting | **ENLS-COM-01**: speaking, listening and interacting  **ENLS-RVL-01** and **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **ENLS-URA-01**: point of view; characterisation; narrative  **ENLS-URC-01**: genre; literary value  **ENLS-ECA-01** and **ENLS-ECA-02**: writing; text features; text features: imaginative; text features: informative and analytical; sentence-level grammar and punctuation; word-level language  **ENLS-ECB-01**: planning, monitoring and revising; reflecting |

Figure 5 – key concept progression across the stages for ‘Escape into the world of the novel’



## Term 4

The following table sets out the Term 4, ‘Speak the speech’ program.

Table 7 – Term 4 – Speak the speech

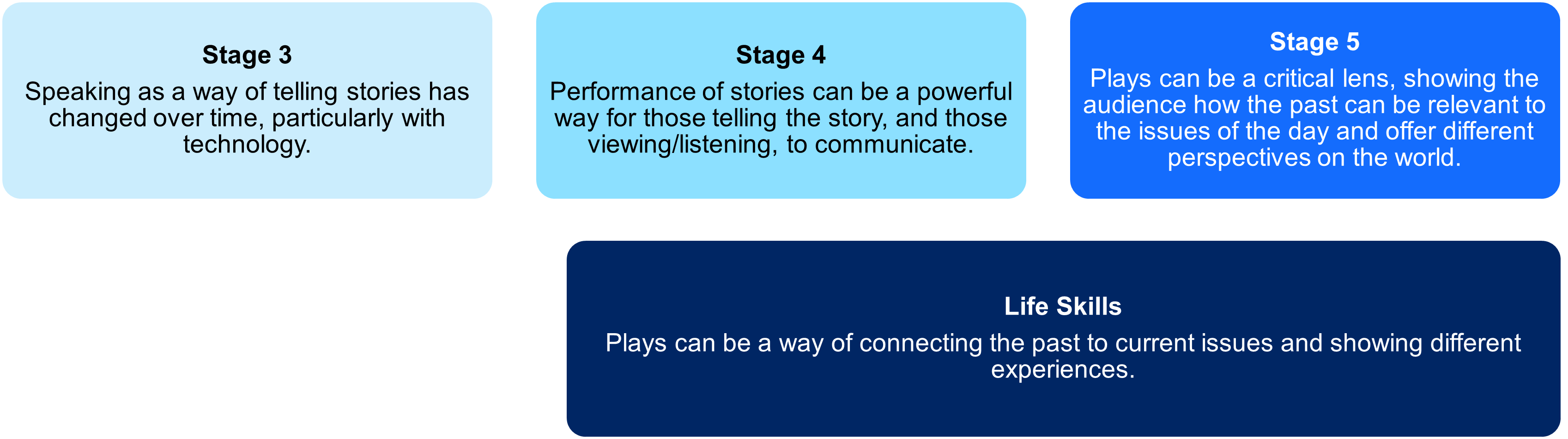
|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop awareness of how an engaging writing voice can be used to effectively communicate ideas that are important to young people. Focusing on memoirs and performance poetry, this program supports students to appreciate the connection between style and a strong personal voice. Students then compose with an awareness of audience, purpose and context in order to have a powerful impact on their audience. |
| Guiding questions | **Stage 3**   * What is the art of communication, and how has it evolved over time in response to changing cultures? * How and why is performance a powerful tool in bringing stories and words to life?   **Stage 4**   * How does a strong personal voice lead to a unique relationship between performer and audience? * How do playwrights represent contemporary issues?   **Stage 5**   * How can contemporary texts use stories from the past to explore important ideas in new and engaging ways? * How do playwrights use the codes and conventions of drama to position audiences to accept, challenge or reject perspectives on the world?   **Life Skills**   * How do authors create a strong personal voice? * How does a strong personal voice shape the way a story is told and received?   **Teacher note** –guiding questions should be applied using teacher knowledge of the strengths, interests and needs of students in the class. |
| Assessment | Students engage in a recursive process to develop and deliver their own performance piece demonstrating key features of a model text.  **Teacher note –** this task can be modified for the different stages and needs of students by providing varying time lengths and different question prompts based on the aligned content points across Stages 3 to 5 and 7–10 Life Skills. The language, forms and features of the texts studied should be incorporated into the response requirements for each stage. |
| Text requirements | A drama text as well as a range of types of texts inclusive of spoken, multimodal and digital texts. These will include texts that are widely regarded as quality literature and, for Stages 4 and 5, texts which explore popular and youth cultures. EAL/D learners across all stages should be given opportunities to engage with and share texts in their home language. It is important to provide the opportunity for students to respond to and create texts using their preferred communication techniques and systems.  **Teacher note –** it is suggested that teachers draw upon the texts and resources available within the Primary English curriculum team’s [**Stage 3 first year – Unit 4 Imagery, symbol and connotation**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-k-6-resources/english-s3-first-year-units#:~:text=Unit%204%20%E2%80%93%20Imagery%2C%20symbol%20and%20connotation), and the Secondary English curriculum team’s [**Speak the speech – Year 7, Term 4**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/speak-the-speech-year-7-term-4) and [**Shining a new (stage) light – Year 9, Term 2**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-9-term-2-shining-a-new-stage-light) sample programs and resources to best support the learning needs of their students. Stage 5 students should study a Shakespeare play, as this is a textual requirement for Year 10 students. |

The following table outlines the outcomes addressed in this teaching and learning program. Life Skills outcomes identified relate to this teaching and learning program.

Table 8 – outcome mapping across the stages for ‘Speak the speech’

|  |  |  |  |
| --- | --- | --- | --- |
| Stage 3 | Stage 4 | Stage 5 | Life Skills |
| EN3-OLC-01: interacting; listening for understanding; presenting; complementary content for alternative communication forms: presenting  EN3-VOCAB-01: learning and using new words; defining and analysing words  EN3-RECOM-01: reading fluently; reading for interest and wide purposes; comprehending text structures and features; comprehending language  EN3-CWT-01: informative purposes; persuasive purposes; text features for multiple purposes; sentence-level grammar; punctuation; word-level language; planning, monitoring and revising  EN3-SPELL-01: phonological component; orthographic component; morphological component  EN3-UARL-01 and EN3-UARL-02: perspective and context; argument and authority | **EN4-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN4-URB-01**: perspective and context; argument and authority; style  **EN4-URC-01**: literary value  **EN4-ECA-01**: writing; speaking; text features: persuasive; sentence-level grammar and punctuation  **EN4-ECB-01**: planning, monitoring and revising; reflecting | **EN5-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN5-URB-01**: perspective and context; argument and authority; style  **EN5-URC-01**: literary value  **EN5-ECA-01**: writing; speaking; text features: persuasive; sentence-level grammar and punctuation  **EN5-ECB-01**: planning, monitoring and revising; reflecting | **ENLS-COM-01**: speaking, listening and interacting  **ENLS-RVL-01** and **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning  **ENLS-URB-01**: perspective and context; argument and authority; style  **ENLS-ECA-01** and **ENLS-ECA-02**: writing; speaking; text features; sentence-level grammar and punctuation  **ENLS-ECB-01**: planning, monitoring and revising; reflecting |

Figure 6 – key concept progression across the stages for ‘Speak the speech’



# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

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

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: this resource is evidence-based, as outlined below and supports English curriculum leaders to advance equitable outcomes, opportunities and experiences for their students. It also provides guidance that enhances the delivery of outstanding leadership and supports the planning of explicit teaching practices as per the goals of the [Plan for Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education). It is an example of [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) and aligns to the [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: this resource aligns with the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) Leading domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2 (2.2.4), 2.3.2 (2.3.4) 3.2.2 (3.2.4) as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**Consulted with:** Curriculum and Reform subject matter experts and teachers and head teachers from across NSW.

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

**Author:** English curriculum 7–12 team, NSW Department of Education

**Publisher:** State of NSW, Department of Education

**Related resources:** further resources to support programming and assessment can be found on the [NSW Department of Education Teaching and learning website.](https://education.nsw.gov.au/teaching-and-learning)

**Professional Learning:** relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3a88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

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