English Stage 4 (Year 7) – core formative tasks

‘Powerful youth voices’ – 7.1

This document contains the core formative tasks that accompany the program, ‘Powerful youth voices’ – Year 7, Term 1.

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

This core formative tasks booklet has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that are contextualised to their classroom. It is designed as an example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) could be used in programming and assessment practice.

## Purpose of resource

This core formative tasks booklet is not a standalone resource and aligns with the following support materials for the program ‘Powerful youth voices’:

* **Assessment resources**: Assessment – 7.1
* **Programming resources**: Program – 7.1
* **Resource and activities support in Word**: Resources and activities – 7.1; Core texts – 7.1
* **Resources and activities in PowerPoint**: Phase 1 – Voice, tone and style – 7.1; Phase 2 – Pacing and sound – 7.1; Phase 3 – Adverbial phrases and clauses – 7.1; Phase 4 – Powerful imagery – 7.1; Phase 5 – Complex sentences – 7.1; Phase 6 – Writing process – 7.1; Text annotations – ‘My Mother, My Hero’ – Moradi – 7.1; Text annotations – ‘Salt Water’ – Jafari – 7.1; Text annotations – ‘Introduction’ – Duyal – 7.1
* **Scope and sequence**:Year 7.

All documents associated with this resource 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 resource is intended to support teachers to provide a model of syllabus-aligned programming and assessment practice.

## Target audience

The core formative tasks are intended to guide interpretation of the syllabus and provide a model of syllabus-aligned assessment practice. The content provided is educative and is intended to support the teacher and their practice as they design assessment tasks for their students. The structure and content is influenced by the department’s [Effective assessment practices – a guide for teachers and leaders](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X2N1cnJpY3VsdW1yZWZvcm1fRUFQLTAwMDk==/ZWZmZWN0aXZlLWFzc2Vzc21lbnQtcHJhY3RpY2VzLWEtZ3VpZGUtZm9yLXRlYWNoZXJzLWFuZC1sZWFkZXJzLXNjb3JtMTItMFRnM1NFSTYuemlw=/c2Nvcm1jb250ZW50=/aW5kZXguaHRtbA===?versionid=#/) and the [Strengthening assessment](https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment) advice. The tasks provided also align with NESA’s [Assessment Principles](https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles) and their advice on [Formative Assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment). These tasks provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

## When and how to use

The core formative tasks are intended to guide students as they gradually work towards their formal assessment for the program, ‘Powerful youth voices’. Students will develop their skills in imaginative, informative and persuasive writing. The core formative tasks are written specifically to support students to respond critically and creatively to the core texts. If different texts are selected for study, the core formative tasks could serve as a model for the design of formative tasks aligned to your chosen texts.

The tasks have been created to allow entry points for students across a range of abilities. Each core formative task focuses on one or more of the key skills needed to successfully complete the responses required by the formal assessment.

**Teacher note**: the text in the blue feature boxes are instructions for the classroom teacher engaging with the resource. The instructions in this document are teacher-facing and not intended to be distributed to students. The teacher should delete the blue teacher notes before issuing a document to students.

## Opportunities for collaboration

The [English 7–10 programs](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10/english-programs-7-10) page provides an outline of some of the ways the core formative tasks can be used with colleagues.

# Powerful youth voices – core formative tasks

**Teacher note**: a short description of each task is provided. This description is written in plain language. If the tasks are modified, the description should include a clear outline of the audience, purpose and context of the task. This helps students and teachers plan for the style, form, and the necessary language, forms and features required.

Supplementary information can be provided later in the document or listed within the ‘Relevant resources’ heading provided for each task. This reduces the cognitive load experienced while using the overviews and provides easy reference points for teachers as they navigate the multiple documents connected to this program.

The tasks provided align with the Department of Education’s [Effective assessment advice](https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice), NESA’s [Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles), as well as NESA’s advice on [Formative Assessment](https://curriculum.nsw.edu.au/assessment-and-reporting/formative-assessment). These provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

In this program, students will engage with a range of short texts, including performance poetry, memoirs and persuasive pieces. Each has been chosen for its construction of a distinctive and engaging writing voice, and representation of youth perspectives. The formal assessment for this program offers students a choice from these 3 forms and requires them to reflect their writing process and inspiration.

The core formative tasks are designed to build students’ capacity to demonstrate their understanding in the formal assessment task. They support student planning, drafting and editing while providing them with opportunities to express ideas that matter to them in forms that allow for an engaging and powerful voice to be deployed.

## Core formative task 1 – letter or reflective piece

**Teacher note**: **Core formative task 1 – letter or reflective piece** can be found in Phase 1. Relevant activities and resources are identified below.

This task has been created to help you differentiate the teaching and learning of the program for individual student needs. Review student responses to see where their strengths and areas of improvement lie. If students have a clear understanding of reflective writing, you can adjust the program content to reflect student needs.

Phase 1 and **Core formative task 1 – letter or reflective piece** are designed to give students an opportunity to express their thoughts about issues of importance to young people. After their initial experiences with the performance poem ‘Australian Air’ and introduction to the key terminology of voice, style and tone, this task supports students to write about a topic of importance, either to introduce themselves to their teacher or to reflect by writing for themselves.

In addition, students are introduced to the writing process and the usefulness of models for the development of their writing. A model letter can be found in the ‘Your turn’ section of the PowerPoint **Phase 1 – Voice, tone and style – 7.1** where students read and edit a letter from the teacher introducing themselves. A model reflective piece is included in **Phase 1, activity 3 – evaluative and reflective language**.

In this way, **Core formative task 1 – letter or reflective piece** functions as a pre-assessment for the learning which is the focus of this program. It will allow teachers to judge existing knowledge, skills and understanding so that they can plan for learning ahead.

Students compose one of the following, focusing on their developing understandings from this phase:

* a letter or voice recording to the teacher introducing themselves
* a reflective piece on what gives them hope or what matters to them.

**Preparation – brainstorming, planning and drafting**

1. Students are introduced to the writing process steps of brainstorming, planning and drafting to begin their writing. Use the relevant sections of the PowerPoint **Phase 6 – Writing process – 7.1** and **Phase 6, resource 1 – the writing process approach** to guide students’ introduction to this way of thinking about writing.
2. Students complete the activities in **Phase 1, activity 3 – evaluative and reflective language**, then use these to give peer feedback on a partner’s piece. They use a teacher-adapted version of the peer feedback sheet available in **Phase 6, resource 2 – peer editing**.

**Writing – using models and responding to feedback**

1. Students write their chosen form after exploring either the model teacher letter in the PowerPoint **Phase 1 – Voice, tone and style – 7.1** or the model reflection in **Phase 1, activity 3 – evaluative and reflective language**.
2. They complete a brainstorm on the key features of each form (for example, ‘What kinds of language would we normally find in a letter introducing ourselves?’) and complete the K (already know) and W (want to know more about) sections of a KWLH chart through the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=c62a6907-365a-8c52-aa7c-96f5b2166907). Note that they should complete the final 2 sections after writing.
3. Students improve their writing after receiving feedback on their use of reflective and evaluative language from a peer.

### Relevant resources

* **Phase 1 – Voice, tone and style – 7.1** (PowerPoint)
* **Phase 1, activity 3 – evaluative and reflective language**
* **Phase 6, resource 1 – the writing process approach**
* **Phase 6, resource 2 – peer editing**

**Teacher note**: students will use the structural conventions, and language forms and features of reflective and informative writing to engage with this core formative task. This task connects to the following content points:

**EN4-ECA-01**

* **Writing** – demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience
* **Text features: informative and analytical** – discuss a central idea, from personal and objective positions, to broaden the exploration of a concept
* **Word-level language** – select effective, topic-specific vocabulary to enhance understanding and compose texts with accuracy, in a range of modes appropriate to audience, purpose, form and context
* **Word-level language** – make vocabulary choices that draw on, or contribute to, stylistic features of writing and influence meaning

**EN4-ECB-01**

* **Planning, monitoring and revising** – plan a logical sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels
* **Planning, monitoring and revising** – seek and respond to verbal and written feedback to improve clarity, meaning and effect

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## Core formative task 2 – experimenting with poetry (and reflecting on the process)

**Teacher note**: **Core formative task 2 – experimenting with poetry (and reflecting on the process)** can be found in Phase 2. Relevant activities and resources are identified below.

Phase 2 and **Core formative task 2 – experimenting with poetry (and reflecting on the process)** are designed to give students an opportunity to try out some of the skills they have been learning about. They develop their own performance poem using the planning processes they have been introduced to. They then write about their process of writing to practise new skills in evaluative and reflective writing.

**Planning and writing**

1. Students use the planning table, and other strategies for brainstorming and planning that they have chosen, to develop their idea.
2. Students write a draft of their performance poem.
3. Students read it to a partner and get feedback, then revise their poem.

**Reflecting**

1. Students are reminded of evaluative and reflective language skills they learnt in **Phase 1, activity 3 – evaluative and reflective language**.
2. Students write a short reflection about the process of writing their poem. They describe the process they used and explain which aspects were most effective for refining their work.

### Relevant resources

* **Phase 6 – Writing process – 7.1** (PowerPoint)
* **Phase 6, resource 2 – peer editing**
* **Phase 1, activity 1 – examining descriptive language**
* **Phase 1 – Voice, tone and style – 7.1** (PowerPoint)
* **Phase 1, activity 3 – evaluative and reflective language**
* **Phase 2, activity 2 – pacing in performance poetry**
* **Phase 2 – Pacing and sound – 7.1** (PowerPoint)
* **Phase 2, activity 3 – collocation**

**Teacher note**: in this task students will use skills in expressing and composing ideas in both imaginative and informative types. This core formative task draws on the following content points:

**EN4-URB-01**

* **Argument and authority** – understand how argument in text is constructed through specific language forms, features and structures, and apply this understanding in own texts
* **Argument and authority** – analyse how engaging personal voice is constructed in texts through linguistic and stylistic choices, and experiment with these choices in own texts

**EN4-ECA-01**

* **Writing** – demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience
* **Representing** – apply codes and conventions of written, spoken, visual and multimodal texts to enhance meaning and create tone, atmosphere and mood
* **Text features** – use imagery and figurative language to enhance meaning and create tone, atmosphere and mood, in a range of forms
* **Text features: imaginative** – intentionally select and use poetic forms and features to imaginatively express ideas and personal perspectives
* **Text features: informative and analytical** – compose informative texts that summarise conceptual information
* **Sentence-level grammar and punctuation** – select appropriate noun groups for clarity or effect, including succinct noun groups for simplicity and elaborated noun groups for complexity
* **Word-level language** – make vocabulary choices that draw on, or contribute to, stylistic features of writing and influence meaning

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## Core formative task 3 – memoir and inspiration

**Teacher note**: **Core formative task 3 – memoir and inspiration** can be found in Phase 3. Relevant activities and resources are identified below.

Note that this is not a single-lesson task, but one that is best developed over shorter activities across 2 to 3 weeks.

Phase 3 and **Core formative task 3 – memoir and inspiration** are designed to support the exploration of the memoir form, with opportunities for students to experiment and compose their own. Students draft and revise their developing memoir, then write about the process of refining their piece to hone skills needed for the formal assessment task.

The teacher should guide student composing to focus on the following key understandings:

* Drafting and redrafting are vital to the development of an effective piece.
* Planning to include key ideas and vocabulary is useful.
* Stories often start too early. Cutting out boring orientations and starting with engaging events is highly effective.
* Practising newly learnt skills (with dramatic verbs, conjunctions, adverbs and noun groups for example) is vital to incorporating them in the writing toolkit.
* The structure of a piece can enhance the authority of the author and strengthen their voice and style (conceptual programming question).
* Model texts can inspire composition through choices in language, vocabulary and textual features.
* Effective writing about inspiration involves explaining both why you chose that story, and how the model texts and language work on a powerful writing voice have inspired the student.

**Teacher note:** **Step 1 – planning and drafting** can be skipped if students have already written their draft memoir.

**Step 1 – planning and drafting**

1. Students brainstorm details and vocabulary for a memoir about a family member that will be read out at their birthday. The purpose is to celebrate that person and show something meaningful about their relationship.
2. Students decide on the tone that they will develop.

**Step 2 – redrafting to include new skills**

1. Students plot out the order of events in their first draft and seek advice from a peer about whether they have started at an engaging spot in the narrative.
2. Students compose an adverbial phase that indicates time that could contribute to a subordinate clause at the beginning of a sentence or paragraph. They use their work on ‘My Mother, My Hero’ to remind them and inspire their writing.
3. Students seek advice about the clarity of their perspective on the family member, then add dramatic verbs and emotive language to improve this aspect of their writing.
4. Students redraft their piece to improve all aspects and check their spelling and punctuation.

**Step 3 – writing about inspiration**

1. Students complete one of the reflection questions below to practise using the language and content required for this type of response:
2. Explain the steps you took to develop your response.
3. Identify one part of your response that improved after revision and explain what changes you made.
4. Students are supported in their response with brainstorming, planning and the consideration of sentence structures in **Phase 6, activity 1 – reflecting on process and inspiration**

### Relevant resources

* **Phase 3, activity 5 – understanding adverbial phrases and clauses**
* **Phase 3 – Adverbial phrases and clauses – 7.1** (PowerPoint)
* **Phase 3, activity 7 – cohesion and authority in Core text 4, ‘Salt Water’**
* **Phase 3, resource 4 – the structure of a memoir**
* **Phase 3, activity 8 – action and perspective in memoir**
* **Phase 3, activity 9 – language, voice and perspective in Core text 4, ‘Salt Water’**
* **Phase 6, resource 1 – the writing process approach**
* **Phase 6 – Writing process – 7.1** (PowerPoint)

**Teacher note**: in this task, students practise skills in composing an informative text, the memoir, which contains aspects of imaginative writing. For example, description and action. This core formative task draws on the following content points:

**EN4-URB-01**

* **Argument and authority** – analyse how engaging personal voice is constructed in texts through linguistic and stylistic choices, and experiment with these choices in own texts
* **Argument and authority** – understand how the authority of a text is constructed by the author’s choices in content and style, and use this knowledge to influence the composition of own texts

**EN4-ECA-01**

* **Writing** –apply understanding of the structural and grammatical codes and conventions of writing to shape meaning when composing imaginative, informative and analytical, and persuasive written texts
* **Writing** – demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience
* **Writing** – understand the interconnectedness of textual features for the overall cohesive effect
* **Text features: imaginative** –create imaginative texts using a range of language and structural devices to drive the plot, develop characters, and create a sense of place and atmosphere
* **Text features: informative and analytical** – **c**ompose texts that include a detailed introduction of ideas, the logical progression of supporting points, and a rhetorically effective conclusion, which reflect a broadening understanding of facts, concepts and perspectives beyond immediate experience
* **Text features: informative and analytical** – embed textual evidence within sentences to support the articulation of a personal perspective of a text
* **Sentence-level grammar and punctuation** –compose complex sentences using embedded adjectival clauses and appropriate placement of adverbial clauses
* **Sentence-level grammar and punctuation** –control and experiment with aspects of syntax, including agreement, prepositions, articles and conjunctions to shape precise meaning and develop personal expression
* **Sentence-level grammar and punctuation** – **u**se a range of linking devices to create cohesion between ideas
* **Sentence-level grammar and punctuation** – select appropriate noun groups for clarity or effect, including succinct noun groups for simplicity and elaborated noun groups for complexity
* **Sentence-level grammar and punctuation** – experiment with positioning adverbial phrases and clauses to clarify meaning or intention, and to modify the meaning of other clauses
* **Word-level language** – select effective, topic-specific vocabulary to enhance understanding and compose texts with accuracy, in a range of modes appropriate to audience, purpose, form and context
* **Word-level language** – make vocabulary choices that draw on, or contribute to, stylistic features of writing and influence meaning

**EN4-ECB-01**

* **Planning, monitoring and revising** –engage with the features and structures of model texts to plan and consider implications for own text creation
* **Planning, monitoring and revising** – plan a logical sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels
* **Planning, monitoring and revising** – monitor word choice, spelling, grammar and punctuation for accuracy and purpose
* **Reflecting** – describe the pleasures, challenges and successes experienced in the processes of understanding and composing texts

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## Core formative task 4 – persuasive writing

**Teacher note**: **Core formative task 4 – persuasive writing** can be found in Phase 5. Relevant activities and resources are identified below.

Phase 5 and **Core formative task 4 – persuasive writing** are designed to give students the experience of responding personally and critically to model persuasive texts, then using them as inspiration for their own writing.

**Planning and drafting**

1. Students use the planning tables and suggestions in **Core formative task 4 – persuasive writing** to prepare for and draft a persuasive piece of approximately 300 words, that will appear on the launch page of a new website called ‘Future minds – what matters to young people in Australia today’.
2. Students note elements of model texts that they are using for inspiration

**Writing about inspiration**

1. Students respond to a series of reflection questions on how they developed the persuasive piece from the model texts that inspired them.
2. Students exchange feedback with a partner on the persuasive piece and reflective writing and apply feedback to their final piece of writing for the formal assessment task.

### Relevant resources

* **Phase 5, activity 2 – developing a thesis**
* **Phase 5 – Complex sentences – 7.1** (PowerPoint)
* **Phase 5, resource 1 – learning to swim will save your life (model persuasive text 1)**
* **Phase 5, activity 3 – analysing model persuasive text 1**
* **Phase 5, resource 2 – learning to swim saved my life (model persuasive text 2)**
* **Phase 5, activity 5 – writing voice in model persuasive text 2**
* **Phase 6, resource 1 – the writing process approach**
* **Phase 6 – Writing process – 7.1** (PowerPoint)
* **Phase 6, activity 1 – reflecting on process and inspiration**

**Teacher note**: in this task, students practise skills in composing a persuasive text, then reflecting on model texts they have used as inspiration. This core formative task draws on the following content points:

**EN4-URB-01**

* **Perspective and context** – examine how elements of personal and social contexts can inform the perspective and purpose of texts and influence creative decisions
* **Argument and authority** – understand how argument in text is constructed through specific language forms, features and structures, and apply this understanding in own texts
* **Argument and authority** – explain how the subjectivity or objectivity of arguments in texts is constructed through specific language forms, features and structures, and reflect on these in own texts
* **Argument and authority** – analyse how engaging personal voice is constructed in texts through linguistic and stylistic choices, and experiment with these choices in own texts
* **Argument and authority** – understand how the authority of a text is constructed by the author’s choices in content and style, and use this knowledge to influence the composition of own texts

**EN4-ECA-01**

* **Writing** – apply understanding of the structural and grammatical codes and conventions of writing to shape meaning when composing imaginative, informative and analytical, and persuasive written texts
* **Writing** – demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience
* **Text features** – express ideas in logically structured and cohesively sequenced texts to enhance meaning
* **Text features** – effectively orient the reader to a topic in an opening paragraph, introduction or thesis
* **Text features: persuasive** – compose persuasive texts that include an opening or thesis to provide a definition and position, effectively sequenced elaboration paragraphs, and a conclusion that synthesises ideas, restates a position or makes a conclusion or recommendation
* **Text features: persuasive** – incorporate subjective and objective evidence to enhance and support elaboration of arguments
* **Text features: persuasive** – use rhetorical language to shape ideas and express a perspective or argument

**EN4-ECB-01**

* **Planning, monitoring and revising** – engage with the features and structures of model texts to plan and consider implications for own text creation
* **Planning, monitoring and revising** – develop a coherent thesis for extended analytical and persuasive texts that represents logical thinking about a text or topic
* **Planning, monitoring and revising** – plan a logical sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels
* **Planning, monitoring and revising** – seek and respond to verbal and written feedback to improve clarity, meaning and effect
* **Reflecting** – reflect on own composition of texts, using appropriate technical vocabulary to explain choices of language and structure in line with the target audience and intended purpose
* **Reflecting** – describe the pleasures, challenges and successes experienced in the processes of understanding and composing texts
* **Reflecting** – consider how purposeful compositional choices are influenced by specific elements of model texts

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# 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. 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).

## Share your experiences

If you use the core formative tasks in your faculty and school context, reach out to the English curriculum team. We would love English teams from across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the e-news newsletter. Send submissions to [english.curriculum@det.nsw.edu.au](mailto:English.Curriculum@det.nsw.edu.au).

## Support and alignment

**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](https://education.nsw.gov.au/teaching-and-learning/curriculum/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 supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) element of assessment (formative assessment, summative assessment, student engagement).

**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) 5.1.2, 5.2.2

**Assessment**: further advice to support formative assessment is available on the [Planning programming and assessing 7-12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: school-based colleagues and subject matter experts from the Literacy and Numeracy teams.

**Differentiation**: further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

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**Syllabus outcomes**: EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01

**Author**: English curriculum 7–12 team

**Resource**: core formative tasks booklet

**Related resources**: further resources to support English Stage 4 can be found at [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10).

**Professional Learning**: relevant Professional Learning is available on the [English curriculum 7–10 professional learning](https://schoolsnsw.sharepoint.com/sites/NSWDoEEnglishCurriculumSupport/SitePages/English-curriculum-7-10-professional-learning.aspx?csf=1&web=1&e=crYzId&CID=410617d3-fe12-40ba-8d37-46e04aa11f7e) SharePoint page (DoE staff only) 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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# References

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