English Stage 4 composite, Cycle 1 – sample scope and sequence

This is a sample scope and sequence for Cycle 1 in Stage 4. It is aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). This sample scope and sequence reflects the first year of a 2-year teaching and learning cycle for a composite Year 7 and 8 class. 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).

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# 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 stage, 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 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.

## 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.

A cycle forms one year of teaching and learning for a stage cohort, with each sample program designed to be delivered in a 10-week term. The sample Stage 4 scope and sequence provides a focus on the exploration of texts for challenge, interest and enjoyment, supporting a progression into the Stage 5 exploration of effects on meaning and audience, and into Stage 6, where students engage deeply and critically with a range of texts. [Quality texts in Stage 4 and 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/english-s4-5-quality-texts) contains an overview of the texts used in sample teaching and learning materials.

The students accessing this content may require a range of additional supports in line with their diverse needs. The samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs. Content groups are identified at the point of introduction to the students and should be revisited and consolidated throughout the year, based on assessment data. Some content groups/points will require more emphasis and repetition than others. This document details when specific outcomes and content groups could be introduced.

## 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 content of the sample as a model and make modifications reflective of contextual needs.
* Examine the sample during faculty meetings and/or planning days and collaboratively refine the plan for each program and assessment based on faculty or school goals.
* Examine the sample during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and/or the sharing of student samples.
* Examine the sample with Stage 3 colleagues during cross-campus planning meetings to develop and plan opportunities for team teaching to support transition.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map Stages 5 and 4 and consider the transition from Stage 3.
* Utilise support from 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 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.) for professional learning opportunities and connection with other teachers across the state.

## Program overviews

**Teacher note:** teacher notes have been included at different points in this scope and sequence to provide guidance on changes made to suit the unique needs of a composite classroom environment. They have been added where guidance may be most needed.

### Powerful youth voices – how this has been modified for a Stage 4 cycle

This program and assessment overview is designed to support students transitioning into their first year of secondary school while simultaneously developing the skills of students in Year 8. Opportunities to support students working below and above stage have been identified in the overview and assessment, highlighting the diverse needs of learners in a stage cohort. These include the additional scaffolding that may be required, as well as ways of further developing creative and critical thinking skills.

**Year 7:** for students transitioning into their first year of secondary school, learning will centre on the explicit teaching of conceptual focus areas and the features of the textual form being presented in this program. Additional support may be required regarding the thinking skills associated with this study.

**Year 8:** for students continuing to develop skills in Stage 4, opportunities will be provided to engage deeply and conceptually with both the program focus and the features of the form of memoir and performance poetry.

Table 1 – Stage 4, Cycle 1, Term 1 – Powerful youth voices

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an 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 a developing awareness of audience, purpose and context in order to have a powerful impact on their audience.  **Teacher note:** in this program, students will be supported to compose a range of texts exploring how to craft a response for audience, purpose and context at appropriate beginning and middle of stage level. They will engage with and respond to model texts. Each of these compositions extends student knowledge of the way their unique and powerful voice can be expressed in texts. In the Cycle 1 structure, HPGE opportunities have been provided through opportunities to respond to a range of texts and the inclusion of critical and creative thinking routines. |
| Guiding questions | * How can young voices be heard and respected, and have an impact on the world? * How do composers create distinctive texts that reflect their personalities, perspectives and contexts? * How do composers use language forms and features to develop an appealing style for effective communication? |
| Assessment | Students will craft a creative composition and reflection for a class anthology. They will demonstrate their personal voice in their exploration of an issue or experience. They also submit a reflection on their writing process.  **Teacher note:** core formative tasks and the summative assessment task will require significant differentiation for students performing at various levels across the stage. This will ensure that students who are accessing below stage outcomes are able to successfully complete the task, regardless of whether they are in the beginning or middle of Stage 4. Students working at a mid-stage or above level can be challenged through a focus on the way they use types of texts and the language of justification to convey their growing personal voice. Consideration should be given to creative composition word length and depth of reflection for Year 7 and Year 8 students in this assessment task. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN4-URB-01** and **ENLS-URB-01**: perspective and context; argument and authority; style  **EN4-ECA-01**: writing; text features; text features: informative and analytical; text features: persuasive; sentence-level grammar and punctuation; word-level language  **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level grammar and punctuation  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A collection of poetry and a range of nonfiction texts from Australian authors. These will explore a range of cultural, social and gender perspectives, including popular and youth cultures. |

### Seeing through a text – how this has been modified for a Stage 4 cycle

This program and assessment overview has been modified to reflect an emphasis on gaining an understanding of the codes and conventions of visual texts. Students who are mid-cycle should be supported to analyse how these codes and conventions are used to communicate ideas and create meaning for effect.

**Year 7**: for students beginning their study of secondary English, the language and skills associated with the analysis of visual and multimodal texts will be explicitly taught.

**Year 8**: for students continuing to develop their skills, opportunities will be provided for students to deepen their understanding of the codes and conventions of visual texts and explore alignment and subversion of the form to reflect or challenge ideas of texts.

Table 2 – Stage 4, Cycle 1, Term 2 – Seeing through a text

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore how visual texts are constructed to position the reader. They will investigate the codes and conventions of visual texts, and how they 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 the format.  **Teacher note:** Year 7students may require further support in developing knowledge of the codes and conventions of visual texts. Using the [explicit teaching strategy](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies) of checking for understanding throughout the initial phases of the program will indicate elements of knowledge students have previously acquired. For students who have this knowledge as they come into the program, particularly Year 8 students, a focus on how meaning is created through these codes and conventions may be required. |
| Guiding questions | * What are the codes and conventions of visual texts? How and why do composers use these to inform, entertain and persuade? * How do visual texts impact on the way we tell and receive stories? * How do written text and visual features interact to create layers of meaning? |
| 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. The report will include captions to accompany their selected texts, an analysis of visual devices, and an informative and analytical written text that demonstrates their learning from across the program.  **Teacher note:** a gradual release of responsibility model should be employed to support students in understanding the requirements of the assessment and transferring this to their own responses. Exemplar responses demonstrating the requirements of the task for students working at different points in the stage should be used to make clear the expectations of the task. These exemplars should be appropriate and differentiated to students at a Year 7 or Year 8 level. |
| Outcome codes and content groups | **EN4-RVL-01** and **ENLS-RVL-01** and **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN4-URA-01** and **ENLS-URA-01**: representation; code and convention; connotation, imagery and symbol  **EN4-URB-01** and **ENLS-URB-01**: theme  **EN4-URC-01** and **ENLS-URC-01**: intertextuality  **EN4-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02:** representing; text features: informative and analytical; text features  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A range of texts inclusive of visual, multimodal and digital forms, comprising a range of quality fiction and non-fiction literature. These texts contain a range of cultural, social and gender perspectives, including from Aboriginal and Torres Strait Islander authors, and popular and youth cultures. |

### Escape into the world of the novel – how this has been modified for a Stage 4 cycle

In order to support the diverse needs of learners in a composite class, a range of novels may be selected for study, rather than one single text. Consider the context of your students when selecting texts.

**Year 7**: for students in the first year of their secondary school education, supports can be offered through text selection and text engagement via individual or group work to best support the needs of students. Consideration should be given to balance appropriate text choice for age and maturity with the need for supportive teaching strategies to engage with a novel, either independently or as a class.

**Year 8**: for students continuing their study of Stage 4 content, consideration should be given to balancing the engagement of students with the content and themes of the novel chosen. Consideration should be given to teaching strategies designed to support students to engage with the reading of the novel, either independently or as a class.

Table 3 – Stage 4, Cycle 1, Term 3 – Escape into the world of the novel

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore the worlds created within quality prose fiction to expand their personal responses and experiences of reading. They will investigate 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. Students will apply their learning through expressing their understanding of fictional worlds both creatively and analytically.  **Teacher note:** this program is an exploration of the world of fiction, not a novel study. As such, multiple texts can be studied at once as part of a tiered approach to text selection within a composite class, with thought given to texts appropriate for Year 7 and Year 8 students. There are opportunities for different novels to be explored as part of a study of how different genres create the specific world of the novel to challenge student thinking. This will support students to reflect on their own experiences of reading by sharing what they have learnt about their novel with the class. |
| Guiding questions | * How do authors invite us into the world of the novel? * What influences whether we are interested in or enjoy stories? * What are the forms and features of prose fiction, and how do authors use these to tell distinctive and engaging stories? |
| Assessment | Students will develop a portfolio that includes drafts of the 6 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:** to support students working at a range of stage points, the explicit use of model responses demonstrating different points of achievement could be used. Students approaching the end of Stage 4 (Year 8) can be extended by this approach through the use of more complex responses. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN4-URA-01** and **ENLS-URA-01**: point of view; characterisation; narrative  **EN4-URC-01** and **ENLS-URC-01**: genre; literary value  **EN4-ECA-01**and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; text features: imaginative; text features: informative and analytical; sentence-level grammar and punctuation; word-level language  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | Extended prose – novel. Dependent on the novel selected, students could be provided with a range of textual experiences as required by the [[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview)](https://curriculum.nsw.edu.au/learning-areas/english) and [textual requirements](https://library.curriculum.nsw.edu.au/341419dc-8ec2-0289-7225-6db7f2d751ef/88d830ed-c954-476c-a935-830dc9b09975/03-text-requirements-for-english-7-10.DOCX). |

### Speak the speech – how this has been modified for a Stage 4 cycle

This program and assessment overview has been modified to explore the power of speech to communicate a variety of ideas to a range of people through text selection that best suits the needs of students in Year 7 and Year 8.

**Year 7**: for students nearing the end of their first year of Stage 4, support should be provided in the exploration of the connection between composer and responder through the features of the form of spoken word.

**Year 8**: students undertaking this program can be supported in their transition to Stage 5 through the selection of the more challenging spoken texts identified in the sample teaching and learning program.

Table 4 – Stage 4, Cycle 1, Term 4 – Speak the speech

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop their understanding of how texts provoke a dynamic interaction between composer and responder. Students will trace the evolution of the spoken word from traditional forms of oratory to a contemporary culture of multimodal texts and examine the literacy forms and features evident in these texts. Students will experiment with writing and delivering a range of spoken forms to deepen their understanding of the reciprocal relationship between composer and responder.  **Teacher note:** to support students working above stage or completing Stage 4 at the conclusion of this program, more challenging texts identified within the program could be used for students in Year 8. |
| Guiding questions | * Why is performance a powerful tool in bringing stories and words to life? * How does the spoken word lead to a unique relationship between performer and audience? * What is the art of speaking, including oratory and rhetoric, and how has it evolved over time in response to changing cultures and technology? |
| Assessment | Students engage in a recursive process to develop and deliver their own performance piece, demonstrating key features of a model text.  **Teacher note:** students at the end of Year 8 and transitioning into Stage 5 at the end of this program could be supported to reflect upon how the choices they make in creating an engaging spoken text impact upon audience and meaning. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN4-URB-01** and **ENLS-URB-01**: perspective and context; argument and authority; style  **EN4-URC-01** and **ENLS-URC-01**: literary value  **EN4-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; speaking; text features: persuasive; sentence-level grammar and punctuation  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| 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 texts which explore popular and youth cultures. |

# 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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# References

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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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