English Stage 4 composite, Cycle 2 – sample scope and sequence

This is a sample scope and sequence for Cycle 2 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 second 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).

Contents

[Rationale 2](#_Toc187823756)

[Purpose, audience and suggested timeframes 2](#_Toc187823757)

[Opportunities for collaboration 3](#_Toc187823758)

[Program overviews 4](#_Toc187823759)

[Knowing the rules to break the rules – how this has been modified for a Stage 4 cycle 4](#_Toc187823760)

[Transport me to the real – how this has been modified for a Stage 4 cycle 7](#_Toc187823761)

[From page to stage – how this has been modified for a Stage 4 cycle 10](#_Toc187823762)

[The camera never lies – how this has been modified for a Stage 4 cycle 13](#_Toc187823763)

[The English curriculum 7–12 team 17](#_Toc187823764)

[Share your experiences 17](#_Toc187823765)

[Support and alignment 17](#_Toc187823766)

[References 19](#_Toc187823767)

# 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/or 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 to 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.

### Knowing the rules to break the rules – how this has been modified for a Stage 4 cycle

This program and assessment overview has been modified to create an age-appropriate learning experience for first-year high school students while also providing Year 8 students with opportunities for both extension and consolidation. Students in both Years 7 and 8 will be supported in learning about, exploring and using the textual concept of intertextuality.

**Year 7:** for students transitioning into their first year of secondary school, explicit teaching should be provided to explore the concept of intertextuality through teacher selection of teaching and learning resources provided in this program.

**Year 8:** for students continuing to develop their skills in Stage 4 English, there are opportunities to extend and consolidate their knowledge of intertextuality as they progress towards the end of Stage 4.

Table 1 – Stage 4, Cycle 2, Term 1 – Knowing the rules to break the rules

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an understanding of the ways composers use and experiment with the textual forms and features of poetry to express ideas and position readers. They will explore the concept of intertextuality, and how intertextual connections with older texts and traditions can enrich meaning. They will transfer these understandings to their own poetic compositions, engaging with, demonstrating and subverting poetic forms and features in purposeful ways. Students will compose creatively and analytically using the recursive writing process to communicate with clarity and for effect.  **Teacher note:** to support the continuum of learning from Year 7 to Year 8, teachers are advised to differentiate and scaffold learning and engage in guided practice to establish a conceptual understanding for Year 7 students regarding these complex texts. For Year 8 students, teachers are encouraged to provide opportunities for deep textual analysis, comparative analysis and independent exploration of these complex texts. |
| Guiding questions | * What is poetry? How has it evolved over time, and what makes it a powerful and flexible form of expression? * How have poetic forms been used and subverted by composers to express new ideas and appeal to contemporary audiences? * What is intertextuality and how does it enrich responses to texts?   **Teacher note:** Year 7 students should be supported, using guiding questions, to develop an understanding of what poetry and intertextuality are. Year 8 students should be supported to explore the subversion of poetic forms and the use of intertextuality to create meaning. Teachers may choose to adapt the guiding questions to best meet the needs of their students, such as removing ‘What is poetry?’ for Year 8 students. |
| Assessment | Students will craft a creative response and reflect on their compositional process.  **Teacher note:** to support Year 7 students who may be new to reflecting on their own writing, guiding questions should be included in the assessment task notification and scaffolds provided to support this critical thinking skill. The use of model responses throughout the teaching and learning program will provoke conversations and student consideration of what is required in the response. Careful selection should be made of appropriate model texts for students in Year 7 and those in Year 8. |
| 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 for meaning; reading for challenge, interest and enjoyment; reflecting  **EN4-URA-01** and **ENLS-URA-01**: representation; code and convention; connotation, imagery and symbol  **EN4-URC-01** and **ENLS-URC-01**: intertextuality; literary value  **EN4-ECA-01** and **ENLS-ECA-01, ENLS-ECA-02**: writing; text features: imaginative; text features: informative and analytical; word-level language  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A collection of poems widely regarded as quality literature.  **Teacher note:** teachers are encouraged to consult the program's suggested texts to select a range of poems that meet the required complexity for Year 7 and 8 students. |

### Transport me to the real – how this has been modified for a Stage 4 cycle

This program and assessment overview has been modified to illustrate the continuum of learning from Year 7 to Year 8.

**Year 7**: for students beginning their secondary schooling, support should be provided through explicit teaching practices to identify and demonstrate an informed perspective on narrative conventions, and the English textual concepts of context and representation.

**Year 8**: for students continuing to develop their skills in Stage 4 English, support should be provided in the teaching and learning activities to extend their knowledge through greater text complexity, and the opportunity to independently explore how texts represent real worlds.

Table 2 – Stage 4, Cycle 2, Term 2 – Transport me to the real

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore the nature of both fiction and non-fiction texts and how these forms use language forms and features to represent the ‘real’ world in dynamic and engaging ways. They will understand and become critically aware of the constructed nature of representations and how these reflect the composers’ worlds and values. They will learn how to develop an informed perspective and demonstrate this through the creation of informative, analytical and persuasive texts.  **Teacher note:** to support the continuum of learning from Year 7 to Year 8, teachers are advised to differentiate and scaffold learning. Year 7 students should be supported to engage in guided practice to establish a conceptual understanding of fiction and non-fiction texts. For Year 8 students, teachers are encouraged to provide opportunities for exploration of hybrid texts, comparative analysis and independent exploration of the contextual and literary construction of texts. |
| Guiding questions | * What is the relationship between the representation of the ‘real’ world in a text and the real-world purpose and context of the composer and reader? * How do composers use narrative conventions to transport readers to a different world? * How can engaging with diverse texts help to develop a broad and balanced understanding of the world?   **Teacher note:** Year 7 students will need to be explicitly taught the concepts of context, representation and narrative conventions. They should be supported, through guiding questions and explicit teaching, to develop an understanding of these concepts throughout the program.  Year 8 students will be familiar with the textual concepts from their Year 7 units of work. They should be supported to explore how text construction and context work together to craft a representation of the real world that interconnects composers and responders. |
| Assessment | Students will compose an informative and analytical podcast transcript.  **Teacher note:** Year 7 students may be supported in this assessment through the use of scaffolds for idea organisation and textual analysis. |
| 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-URA-01** and **ENLS-URA-01**: point of view; characterisation; narrative  **EN4-URB-01** and **ENLS-URB-01**: theme; perspective and context; argument and authority; style  **EN4-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: representing; speaking; text features: informative and analytical; text features: persuasive; sentence-level grammar and punctuation; text features  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A work of extended prose (fiction or non-fiction) and quality texts from around the world, including texts about intercultural and diverse experiences in a range of forms including visual, spoken, multimodal and digital texts.  **Teacher note:** teachers are encouraged to utilise the texts and resources available in the program, adapt these resources or select additional appropriate texts and resources to meet the learning needs of their students. |

### From page to stage – how this has been modified for a Stage 4 cycle

This program has been modified to introduce the study of dramatic texts and explore the relationship between composer, performer and audience in engaging an audience.

**Year 7**: students at the beginning of the stage may be introduced to the dramatic form for the first time in this program. Explicit teaching of the codes and conventions of dramatic texts should be used to convey the features of this potentially new form of text to students.

**Year 8**: students nearing the end of the stage should be challenged to expand their knowledge and understanding of dramatic texts to demonstrate an understanding of the influence of perspective and context on a live performance.

Table 3 – Stage 4, Cycle 2, Term 3 – From page to stage

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore the ways in which a written text can be brought to life on the stage by understanding the similar and divergent codes and conventions of prose fiction and dramatic texts. They will explore the way representation in drama can challenge or reaffirm the values and the ideas present in an original text. They will examine how a composer’s perspectives can be represented in a performed piece, expanding their understanding of the power of live performance. They experiment with writing for the stage to engage and impact the audience.  **Teacher note:** to support the continuum of learning from the beginning to the end of Stage 4, Year 7 students can be provided with a foundational understanding of the codes and conventions of dramatic texts, and activities. Use explicit teaching and graphic organisers to explore how drama can draw on the ideas and values of the original text. Year 8 students can extend their learning through instruction on how to critically analyse dramatic texts and how textual meaning is created in the original text and in texts that reinforce or challenge the ideas and values of the original text. |
| Guiding questions | * Why and how do playwrights adapt existing texts for the stage? * How do playwrights use the codes and conventions of drama to generate an emotional and intellectual response from the audience? * How can adaptations to the stage lead to refreshed values and perspectives?   **Teacher note:** Year 7 students should be supported, using guiding questions and explicit teaching, to develop an understanding of dramatic codes and conventions. Year 8 students should explore the use of dramatic codes and conventions in shaping values and perspectives through textual adaptation process. |
| Assessment | Students will craft an adaptation and pitch by creating an adaptation of a text and pitching their ideas to a group appropriate to their school community’s context.  **Teacher note:** the audience of the adaptation of a text and pitch could include class peers, a class of younger or older students, or community members. Alternatively, a recording of the pitch can be made and presented to the wider school community. |
| 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 for challenge, interest and enjoyment; reflecting  **EN4-URA-01** and **ENLS-URA-01**: code and convention  **EN4-URB-01** and **ENLS-URB-01**: perspective and context  **EN4-URC-01** and **ENLS-URC-01**: genre; intertextuality, literary value  **EN4-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; speaking; text features; text features: imaginative; text features: persuasive; word-level language; representing  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | Drama texts, supported by a range of fiction and non-fiction texts, that are widely regarded as quality literature. The source material explored will depend on the drama text chosen.  **Teacher note:** teachers are encouraged to utilise the texts and resources available in the program, adapt these resources or select additional appropriate texts and resources to meet the learning needs of their students. |

### The camera never lies – how this has been modified for a Stage 4 cycle

This program has been modified to support the introduction to the skill of film analysis and to explore the specific features of the form in storytelling to make meaning. Consideration should be given to the emotional responses evoked by the texts presented to students at the beginning or end of the stage level.

**Year 7**: for students moving into the middle of the stage, opportunities should be provided to develop their knowledge and understanding of the language of film analysis to examine the construction of texts in evoking an emotional response from the audience. They will be exposed to the processes of analysis through a critical lens to begin to develop this skill.

**Year 8**: students at the end of the stage level should be supported to create written and spoken creative and informative responses. They will use a critical lens to examine how the features of the cinematic form allow for storytelling specific to the medium.

Table 4 – Stage 4, Cycle 2, Term 4 – The camera never lies

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an understanding of the ways viewers of film are emotionally positioned to respond. They will develop and expand their understanding of the language forms and features of visual texts and what it means to examine a visual text through a critical lens. Students will consider the ways that film can be used as a medium to share cultural expression and tell different stories. They will demonstrate this understanding through creative, informative and analytical spoken and written responses.  **Teacher note:** in this unit, Year 7 should be supported to understand the constructed nature of visual texts through the acquisition of metalanguage to respond to film. Year 8 students can be supported to extend their foundational knowledge of film as a textual form by critically exploring how films serve as storytelling mediums. |
| Guiding questions | * What is the art of film and how do directors use this art to represent ideas symbolically and figuratively? * How do narrative, setting and character work to draw viewers into the values and argument of a film? * How do directors craft a particular style, and for what purpose?   **Teacher note:** Year 7 students should be supported, using guiding questions and explicit teaching, to develop an understanding of the language forms and features of film and visual texts. Year 8 students should be supported to consolidate and expand this knowledge, considering the power of film as medium of expression and multimodal storytelling. |
| Assessment | Students will respond to a series of short answer analytical questions in response to an unseen text.  **Teacher note:** students should be supported with explicit instruction on how to answer unseen text questions and the strategies associated with completing this type of assessment task. Co-construction of sample answers can be used to model the requirements of short answer analytical unseen questions. This could involve processes regarding what is required by the directive verb, how to find the answer in the text and how to construct a written short answer. Students in Year 8 should also be explicitly supported in this way. They could also be provided with sample answers to improve, based on their previously learnt knowledge of this process. |
| 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**: representation; code and convention; connotation, imagery and symbol; point of view; characterisation; narrative  **EN4-URB-01** and **ENLS-URB-01**: theme; argument and authority; style  **EN4-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; text features: informative and analytical; sentence-level grammar and punctuation; sentence-level language |
| Text requirements | Film and documentary texts from around the world, and from a range of cultural, social and gender perspectives.  **Teacher note:** teachers are encouraged to utilise the texts and resources available in the program, adapt these resources or select additional appropriate texts and resources to meet the learning needs of their students. |

# 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/curriculum)](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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