English EAL/D 11–12 – scope and sequence template

This scope and sequence template for English EAL/D 11–12 is aligned to the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024). A completed sample of this scope and sequence template will be made available on the [Planning, programming and assessing English 11–12 webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-11-12) throughout 2025.

Contents

[Rationale 2](#_Toc193879075)

[Purpose, audience and suggested timeframes 2](#_Toc193879076)

[Opportunities for collaboration 2](#_Toc193879077)

[Scope and sequence for Year 11 4](#_Toc193879078)

[Reading to write: Transition to English EAL/D 4](#_Toc193879079)

[[Name of focus area] 5](#_Toc193879080)

[[Name of focus area] 6](#_Toc193879081)

[Scope and sequence for Year 12 8](#_Toc193879082)

[Texts and human experiences 8](#_Toc193879083)

[[Name of focus area] 9](#_Toc193879084)

[[Name of focus area] 10](#_Toc193879085)

[[Name of focus area] 12](#_Toc193879086)

[The English curriculum 7–12 team 14](#_Toc193879087)

[Support and alignment 14](#_Toc193879088)

[References 16](#_Toc193879089)

# Rationale

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 curriculum and develop teaching programs consistent with the [*Education Act 1990*](https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-1990-008), the [NSW Education Standards Authority (NESA)](https://curriculum.nsw.edu.au/) syllabuses 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, the [Stage 6 – monitoring implementation and support information](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/leading-curriculum-dels-principals/stage-6-monitoring-and-support) and NESA’s [Registration process](https://www.nsw.gov.au/education-and-training/nesa/registration-and-compliance/government-schools/registration-process). The scope and sequence template uses NESA’s [Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences).

## Purpose, audience and suggested timeframes

The scope and sequence template will be useful during the engage and enact [Phases of the curriculum implementation](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) cycle. It is not a standalone resource. This template is teacher facing and is designed to assist teachers as they familiarise themselves with the [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024) and plan for implementation. Many schools will have their own scope and sequence template. This template is designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs.

## Opportunities for collaboration

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

* Use the structure and/or content of the template as a model of compliant scope and sequencing and make modifications reflective of contextual needs.
* Examine the template during faculty meetings and/or planning days and collaboratively refine scope and sequences based on faculty or school goals, or plan opportunities for collaborative development.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map from Year 12 into Year 11 and consider entry points from Stage 5.
* Use the planning as an opportunity to consider the individual requirements of the different Year 11 and 12 English courses.

**Teacher note: this scope and sequence template is organised to reflect the student learner journey. The** [Backward design model](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-sequence-of-lessons/backward-design-model) **was used in the planning stages. It is recommended that teachers begin planning for Stage 6 with the Year 12 course. Skills and knowledge should be identified and the progression of these purposefully mapped through the Year 11 course.**

# Scope and sequence for Year 11

The following tables set out the 3 programs that make up the English EAL/D Year 11 – scope and sequence.

## Reading to write: Transition to English EAL/D

In this focus area [provide a brief outline of the purpose of this focus area].

Table 1 – English EAL/D Year 11, program 1 – Reading to write: Transition to English EAL/D

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | **Reading to write: Transition to English EAL/D** – the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate that for the English EAL/D Year 11 course, students are required to [complete Reading to write: Transition to English EAL/D as the first unit of work](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=complete%20Reading%20to%20write%3A%20Transition%20to%20English%20EAL/D%20as%20the%20first%20unit%20of%20work). |
| Indicative hours | 40 hours – the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | [Insert 3 questions that will guide the program, and that use the language of the focus area content.]  [Guiding question 1]  [Guiding question 2]  [Guiding question 3] |
| Assessment | [Insert a broad overview description of the assessment task, 1 to 2 sentences maximum.] |
| Outcome codes | [Insert course outcome codes here.] |
| Text and text requirements | [Provide an overview of how the texts explored in this program address the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=12%20Syllabus.-,Text%20requirements,-Students%20are%20required).] |

## [Name of focus area]

In this focus area [provide a brief outline of the purpose of this focus area].

Table 2 – English EAL/D Year 11, program 2 – [Name of focus area]

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | [Insert name of focus area.] |
| Indicative hours | 40 hours – the course requirements of the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | [Insert 3 questions that will guide the program, and that use the language of the focus area content.]  [Guiding question 1]  [Guiding question 2]  [Guiding question 3] |
| Assessment | [Insert a broad overview description of the assessment task, 1 to 2 sentences maximum.] |
| Outcome codes | [Insert course outcome codes here.] |
| Text and text requirements | [Provide an overview of how the texts explored in this program address the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=12%20Syllabus.-,Text%20requirements,-Students%20are%20required).] |

## [Name of focus area]

In this focus area [provide a brief outline of the purpose of this focus area].

Table 3 – English EAL/D Year 11, program 3 – [Name of focus area]

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | [Insert name of focus area.] |
| Indicative hours | 40 hours – the course requirements of the [Year 11 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2011%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | [Insert 3 questions that will guide the program, and that use the language of the focus area content]  [Guiding question 1]  [Guiding question 2]  [Guiding question 3] |
| Assessment | [Insert a broad overview description of the assessment task, 1 to 2 sentences maximum.] |
| Outcome codes | [Insert course outcome codes here.] |
| Text and text requirements | [Provide an overview of how the texts explored in this program address the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=12%20Syllabus.-,Text%20requirements,-Students%20are%20required).] |

# Scope and sequence for Year 12

The following tables set out the 4 template programs that make up the English EAL/D Year 12 – scope and sequence.

## Texts and human experiences

In this focus area [provide a brief outline of the purpose of this focus area].

Table 4 – English EAL/D Year 12, program 1 – Texts and human experiences

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | **Texts and human experiences** – the course requirements of the English EAL/D [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate that ‘for the English EAL/D Year 12 course, students are required to [complete Texts and human experiences as the first unit of work](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=complete%20Texts%20and%20human%20experiences%20as%20the%20first%20unit%20of%20work). |
| Indicative hours | 30 hours – the course requirements of the English EAL/D [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | [Insert 3 questions that will guide the program, and that use the language of the focus area content.]  [Guiding question 1]  [Guiding question 2]  [Guiding question 3] |
| Assessment | [Insert a broad overview description of the assessment task, 1 to 2 sentences maximum.] |
| Outcome codes | [Insert course outcome codes here.] |
| Text and text requirements | [Provide an overview of how the texts explored in this program address the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=12%20Syllabus.-,Text%20requirements,-Students%20are%20required).] |

## [Name of focus area]

In this focus area [provide a brief outline of the purpose of this focus area].

Table 5 – English EAL/D Year 12, program 2 – [Name of focus area]

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | [Insert name of focus area.] |
| Indicative hours | 30 hours – the course requirements of the [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | [Insert 3 questions that will guide the program, and that use the language of the focus area content.]  [Guiding question 1]  [Guiding question 2]  [Guiding question 3] |
| Assessment | [Insert a broad overview description of the assessment task, 1 to 2 sentences maximum.] |
| Outcome codes | [Insert course outcome codes here.] |
| Text and text requirements | [Provide an overview of how the texts explored in this program address the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=12%20Syllabus.-,Text%20requirements,-Students%20are%20required).] |

## [Name of focus area]

In this focus area [provide a brief outline of the purpose of this focus area].

Table 6 – English EAL/D Year 12, program 3 – [Name of focus area]

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | [Insert name of focus area.] |
| Indicative hours | 30 hours – the course requirements of the [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | [Insert 3 questions that will guide the program, and that use the language of the focus area content.]  [Guiding question 1]  [Guiding question 2]  [Guiding question 3] |
| Assessment | [Insert a broad overview description of the assessment task, 1 to 2 sentences maximum.] |
| Outcome codes | [Insert course outcome codes here.] |
| Text and text requirements | [Provide an overview of how the texts explored in this program address the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=12%20Syllabus.-,Text%20requirements,-Students%20are%20required).] |

## [Name of focus area]

In this focus area [provide a brief outline of the purpose of this focus area].

Table 7 – English EAL/D Year 12, program 4 – [Name of focus area]

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Focus area | [Insert name of focus area.] |
| Indicative hours | 30 hours – the course requirements of the [Year 12 course structure and requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=Year%2012%20course%20structure%20and%20requirements) mandate the indicative hours for this focus area. |
| Guiding questions | [Insert 3 questions that will guide the program, and that use the language of the focus area content.]  [Guiding question 1]  [Guiding question 2]  [Guiding question 3] |
| Assessment | [Insert a broad overview description of the assessment task, 1 to 2 sentences maximum.] |
| Outcome codes | [Insert course outcome codes here.] |
| Text and text requirements | [Provide an overview of how the texts explored in this program address the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview/course#:~:text=12%20Syllabus.-,Text%20requirements,-Students%20are%20required).] |

# 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).

## 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/explicit-teaching-strategies) 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](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) policy. 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://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 2.2.2, 2.3.2, 3.2.2 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.

**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.

**Consulted with**: Secondary Curriculum and Multicultural Education subject matter experts and teachers and head teachers from across NSW.

**Differentiation:** further advice to support Aboriginal and/or Torres Strait Islander students, students learning English as an additional language or dialect (EAL/D), students with 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.

**NSW Syllabus**: [English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) (NESA 2024)

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

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

**Resource**: English EAL/D 11–12 scope and sequence template

**Related resources**: further resources to support programming and assessment can be found at [Planning, programming and assessing English 11–12.](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-11-12)

**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).

**Creation date**: 7 March 2025

**Review date**: 7 March 2027

# References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

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>.

[English EAL/D 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-eald-11-12-2024/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

NESA (NSW Education Standards Authority) (2024) [*NSW Curriculum*](https://curriculum.nsw.edu.au/), NESA website, accessed 6 February 2025.

——(2024) [*Proficient Teacher Standard Descriptors*](https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors), NESA website, accessed 6 February 2025.

——(2024) [*Registration process*](https://www.nsw.gov.au/education-and-training/nesa/registration-and-compliance/government-schools/registration-process), NESA website, accessed 6 February 2025.

State of New South Wales (Department of Education) (2024) [*Curriculum*](https://education.nsw.gov.au/teaching-and-learning/curriculum), NSW Department of Education website, accessed 6 February 2025.

——(2024) [*Curriculum planning and programming, assessing and reporting to parents K–12*](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fpolicy-library%2Fpolicies%2Fpd-2005-0290.html&data=05%7C02%7CJACQUELINE.MCWILLIAM%40det.nsw.edu.au%7Ce289e7688453483567f708dd41b1a241%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638738953369989377%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=V5tOZXMv5%2Fk89YiGZ3RIyIRm9lKEgV3IXN2aMSzBI5U%3D&reserved=0), NSW Department of Education website, accessed 6 February 2025.

——(2024) [*Our Plan for NSW Public Education*](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education), NSW Department of Education website, accessed 6 February 2025.

——(2024) [*Phases of curriculum implementation*](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), NSW Department of Education website, accessed 6 February 2025.

——(2024) [*Planning, programming and assessing English 11–12*](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-11-12), NSW Department of Education website, accessed 6 February 2025.

——(2024) [*Professional learning English K–12*](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12), NSW Department of Education website, accessed 6 February 2025.

——(2024) [*School excellence*](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), NSW Department of Education website, accessed 6 February 2025.

——(2024) [*School Excellence Framework*](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework), NSW Department of Education website, accessed 6 February 2025.

——(2024) [[*Stage 6 – monitoring implementation and support*](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/leading-curriculum-dels-principals/stage-6-monitoring-and-support)**,**](https://education.nsw.gov.au/teaching-and-learning/assessment/stage6#HSC1) NSW Department of Education website, accessed 28 January 2025.

——(2024) [*Universal Design for Learning*](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning), NSW Department of Education website, accessed 6 February 2025.

**© State of New South Wales (Department of Education), 2025**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2025.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.