

# English

## The Australian Curriculum states:

“The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with, and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian English Curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.”

## Content Structure

The Australian English Curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language – knowing about the English language
- Literature – understanding, appreciating, responding to, analysing and creating literature
- Literacy – expanding the repertoire of English usage.

## Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms.

## Literature

The term ‘literature’ refers to texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students’ range of experience. Literature includes novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction.

## The Language Modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others.

## **Year Level Descriptions**

Year level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each year for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features.