Stage 4 English K-10 Syllabus (2024) Outcomes/Insight Mapping Document	Year 7				Year 8			
Outcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Reading, viewing and listening to texts (EN4-RVL-01) *uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction*								
Reading, viewing and listening skills								
• Apply reading pathways to determine form, purpose and meaning	•							
• Use contextual cues to infer the meaning of unfamiliar words								
• Apply a range of strategies to develop fluency in reading aloud, including an understanding of pace, tone and voice								
• Revisit texts to develop a clear understanding of the themes, ideas and attitudes they express	•							
Reading, viewing and listening for meaning								
• Explore the main ideas and thematic concerns posed by a text for meaning		•		•				
• Engage with the ways texts contain layers of meaning, or multiple meanings		•	•					
• Identify and understand that relevant prior knowledge and personal experience enables and enhances understanding when reading, viewing or listening to texts								
• Explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses				•				
• Explain how the use of language forms and features in texts might create multiple meanings								
• Using a range of texts, describe how Aboriginal and Torres Strait Islander authors convey connections between Culture and identity			•					
• Understand how language use evolves over time and in different places and cultures, and is influenced by technological and social developments		•						
Reading for challenge, interest and enjoyment								
• Read texts selected to challenge thinking, develop interest and promote enjoyment, to prompt a personal response								
• Read a variety of texts that present a range of perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including sustained written responses where appropriate								
• Read texts of interest for sustained periods of time and respond to this reading in a variety of ways								
• Use strategies to enhance interest and overcome challenges experienced when reading								
• Communicate purposefully with peers in response to texts								
• Understand the ways reading helps us understand ourselves and make connections to others and to the world								

Reflecting									
• Reflect on how reading, viewing and listening to texts has informed learning									
• Reflect on how an understanding of texts can be enhanced through re-reading and close study									
• Discuss and reflect on the value of reading for personal growth and cultural awareness									
• Use reading strategies, and consider their effectiveness, when reflecting on the successes and challenges of extended reading									
• Reflect on how reading promotes a broad and balanced understanding of the world and enables students to explore universal issues									
• Reflect on own experiences of reading by sharing what was enjoyed, discussing challenges to strengthen an understanding of the value of reading									

Understanding and responding to texts A (EN4-URA-01)
analyses how meaning is created through the use of and response to language forms, features and structures

Representation									
• Explore how language and text are acts of representation that range from objective to subjective and may offer layers of literal or implied meanings, and apply this understanding in own texts		•							
Code and convention									
• Use appropriate metalanguage to describe how meaning is constructed through linguistic and stylistic elements in texts		•							
• Understand how language forms, features and structures, in a variety of texts, vary according to context, purpose and audience, and demonstrate this understanding through written, spoken, visual and multimodal responses		•							
• Analyse how texts can draw on the codes and conventions of a range of modes and media to shape new meanings, and demonstrate this understanding in own texts									
• Explore how Standard Australian English has been influenced by a range of languages and dialects									
Connotation, imagery and symbol									
• Analyse how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning			•						
• Apply knowledge of how different patterns and combinations of figurative language devices can shape meaning throughout a text through established or dynamic associations, and experiment with these devices in own texts									
• Explain how Aboriginal and Torres Strait Islander authors use figurative language and devices to shape meaning			•						
Point of view									
• Recognise how texts engage and position the audience to perceive events, characters and ideas using narrative voice and focalisers, tense, sequencing and intrusion, and apply this understanding in own texts									

• Understand how choice of first, second and third-person voice can establish different relationships between creator and audience, and experiment with changes in point of view in own texts									

Characterisation									
• Analyse how engaging characters are constructed in texts through a range of language features and structures, and use these features and structures in own texts									
• Describe how characters in texts, including stereotypes, archetypes, flat and rounded, static and dynamic characters represent values and attitudes, and experiment with these in own texts									
• Understand how the interactions of characters, such as protagonists and antagonists, might be perceived to represent aspects of human relationships, and experiment with interactions when composing texts									

Narrative									
• Understand narrative conventions, such as setting, plot and sub-plot, and how they are used to represent events and personally engage the reader, viewer or listener with ideas and values in texts, and apply this understanding in own texts									
• Examine how narratives can depict personal and collective identities, values and experiences			•						

Understanding and responding to texts B (EN4-URB-01)
examines and explains how texts represent ideas, experiences and values

Theme									
• Understand how repetition, patterning and language features used within a text communicate ideas about social, personal, ethical and philosophical issues and experiences, and demonstrate this understanding through written, spoken, visual and multimodal responses				•					

Perspective and context									
• Understand how all perspectives are shaped by language and text	•								
• Explore how the perspectives of audiences shape engagement with, and response to, texts									
• Examine how elements of personal and social contexts can inform the perspective and purpose of texts and influence creative decisions	•								
• Consider the influence of cultural context on language									
• Explore how specific elements of languages and dialects, including Standard Australian English, Auslan, Aboriginal and Torres Strait Islander Languages, and Aboriginal English, can shape expressions of cultural context in texts									

Argument and authority									
• Understand how argument in text is constructed through specific language forms, features and structures, and apply this understanding in own texts									
• 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									

• Analyse how engaging personal voice is constructed in texts through linguistic and stylistic choices, and experiment with these choices in own texts	•							
• Select and sequence appropriate evidence from texts and reliable sources to support arguments and build 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								
• Examine how audiences can express degrees of authority over meaning in a text								
• Understand that the authority of a text may be questioned through comparison with other texts								
Style								
• Describe the distinctive rhetorical and aesthetic qualities of a text that contribute to its textual style, and reflect on these qualities in own texts		•						
• Examine how different styles can be recognised by distinctive features of language and form in a range of texts								
• Describe and reflect on how particular arrangements of language features in texts can be found appealing according to personal preferences								
• Identify elements of an author's work that represent their distinct style		•						
• Understand how the style of a text can be the product of a particular time period, culture or genre								
Understanding and responding to texts C (EN4-URC-01) *identifies and explains ways of valuing texts and the connections between them*								
Genre								
• Understand how a genre addresses its purpose through patterns of textual elements, such as structure, choice of language, character archetypes and settings, and apply these patterns in own texts								
• Analyse how texts can participate in larger, established patterns of narrative, purpose, theme and tone by exhibiting and challenging conventions, and experiment with conventions in own texts								
• Explore particular genres to identify ways they may be adapted to different modes and media, or refreshed by combining with other genres, and experiment with these in own texts								
Intertextuality								
• Analyse how texts can draw on elements of other texts to enrich meaning			•					
• Understand how and why texts can be adapted, appropriated or transformed for different contexts, purposes and audiences, and experiment with adaptations, appropriations and transformations in own work			•					
Literary value								
• Understand how texts from all modes and media can serve different personal, social and cultural purposes according to their form and context		•						

Content								
• Describe how thematic and stylistic qualities of texts contribute to the ways they can be valued in different contexts		•	•					

Expressing ideas and composing texts A (EN4-ECA-01)
creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

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								
• Demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience								
• Understand the interconnectedness of textual features for the overall cohesive effect								

Representing								
• Apply codes and conventions of written, spoken, visual and multimodal texts to enhance meaning and create tone, atmosphere and mood	•	•						
• Compose visual and multimodal texts to represent ideas, experiences and values								
• Select modal elements to work together to support meaning or shape reader response								
• Use digital technologies where appropriate to compose multimodal texts								

Speaking - *For students who are d/Deaf or hard of hearing, this will be through signing and/or speaking. For students who use other forms of communication to supplement speech, content should be taught through speaking (and listening) experiences, where appropriate, in combination with the student's preferred communication form.*

• Use rhetorical strategies to engage an audience and evoke an emotional response								
• Communicate information, ideas and viewpoints using verbal and/or nonverbal language, including gestural features, to enhance and clarify meaning		•						
• Create a range of spoken, signed or communicated texts that express ideas and show an understanding of audience								
• Deliver spoken, signed or communicated texts with effective control of intonation, emphasis, volume, pace and timing		•						
• Participate in informal discussions about texts and ideas, including speculative and exploratory talk, to consolidate personal understanding and generate new ideas								
• Use features of gesture, manner and voice to signal the progression and development of ideas through language and structure								

Text features								
• Express ideas in logically structured and cohesively sequenced texts to enhance meaning								
• Understand the uses of active and passive voice for particular purposes								
• Use tense in a controlled manner that is appropriate for specific purposes								
• Effectively orient the reader to a topic in an opening paragraph, introduction or thesis								
• Use imagery and figurative language to enhance meaning and create tone, atmosphere and mood, in a range of forms								
• Use modality for a range of intended effects								

	C1	C2	C3	C4	C5	C6	C7	C8	C9
• Compose texts that combine modes for intended purposes									
Text features: imaginative									
• Create imaginative texts for creative effect and that reflect a broadening world and relationships within it			•						
• Compose texts that offer a cohesive consideration of thematic elements, including the development of a central complication or conflict									
• 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									
• Experiment with unpredictable or unexpected structural features and explore how these can engage a reader									
• Create impact and enhance meaning by making choices about temporal and spatial settings in texts to communicate ideas									
• Intentionally select and use poetic forms and features to imaginatively express ideas and personal perspectives									
• Develop transformation skills by reshaping aspects of texts to create new meaning									
Text features: informative and analytical									
• Compose 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				•					
• Embed textual evidence within sentences to support the articulation of a personal perspective of a text									
• Compose informative texts that summarise conceptual information									
• Discuss a central idea, from personal and objective positions, to broaden the exploration of a concept									
Text features: persuasive									
• Compose persuasive texts that present arguments from a range of viewpoints, including their own, and that reflect a broadening understanding of perspectives beyond immediate experience	•								
• 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									
• Incorporate subjective and objective evidence to enhance and support elaboration of arguments									
• Use rhetorical language to shape ideas and express a perspective or argument									
• Provide counterargument and refutation where appropriate									
Sentence-level grammar and punctuation									
• Make choices about sentence structure or length by constructing a variety of simple, compound and complex sentences for purpose			•						

• Control and experiment with a range of declarative, exclamatory, interrogative and imperative sentences to suit purpose and for intended meaning									
• Compose complex sentences using embedded adjectival clauses and appropriate placement of adverbial clauses									
• Control and experiment with aspects of syntax, including agreement, prepositions, articles and conjunctions to shape precise meaning and develop personal expression									
• Use a range of linking devices to create cohesion between ideas									
• Use pronouns consistently and appropriately to maintain cohesion, context and purpose									
• Select appropriate noun groups for clarity or effect, including succinct noun groups for simplicity and elaborated noun groups for complexity									
• Use a range of verb forms, tenses and verb modifiers to express aspects of modality									
• Experiment with positioning adverbial phrases and clauses to clarify meaning or intention, and to modify the meaning of other clauses									
• Use embedded adjectival clauses to expand on the subjects and objects of other clauses									
• Apply punctuation conventions relevant to quotations and citing of sources									
• Experiment with applying a wide range of punctuation to support clarity and meaning, and to control pace and reader response									
Word-level language									
• Apply phonological, orthographic and morphological knowledge to spell unfamiliar, complex and technical words									
• 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									
• Make vocabulary choices that draw on, or contribute to, stylistic features of writing and influence meaning									
Expressing ideas and composing texts B (EN4-ECB-01) *uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts*									
Planning, monitoring and revising									
• Engage with the features and structures of model texts to plan and consider implications for own text creation	•								
• Integrate information and perspectives from different sources to create detailed and informed texts				•					
• Develop a coherent thesis for extended analytical and persuasive texts that represents logical thinking about a text or topic				•					
• Plan a logical sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels									
• Produce co-constructed texts to represent different ideas and values									
• Monitor word choice, spelling, grammar and punctuation for accuracy and purpose									
• 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									
• Describe the pleasures, challenges and successes experienced in the processes of understanding and composing texts									
• Consider how purposeful compositional choices are influenced by specific elements of model texts									
• Reflect on own ability to plan, monitor and revise during the composition process, and how this shapes clarity and effect									