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 Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

**Big Ideas**
The overarching idea behind the Australian Curriculum: English appears to be about *asking questions about what we do with language and why we do it.*

- What do we do when we read and respond to texts? –
- What is the relationship between *purposes* and the *ways* language is used?
- How is the same information represented in different *genres* and *modes*?
- How do we interpret an author’s purpose?
- Are all interpretations equal?

The following graphic presents some of the big ideas behind the Australian Curriculum English (ACE)
Planning for instruction

Making it concrete
our SA reference points

1. What are they expected to learn & why is it important?
   Australian Curriculum

2. What do they bring?
   Prior skills, knowledge and understandings
   _TfEL 4.1 & 4.2_

3. What does the expected learning look like at this level?
   Achievement Standards

4. How am I going to assess their learning?
   How will they demonstrate their learning?
   Assessment in authentic contexts _TfEL 4.3_

5. What will engage, challenge, and support them in their learning?
   _TfEL D 2, 3 & 4_

6. The learning plan ...
   Design, sequence, activities _TfEL 1.6_

How will they demonstrate their learning?
How will I know if they got it?
So what will we do to get there?

Margot Foster, 2011
Check the Australian Curriculum
• What is the big idea / focus?
• Why is it important to my students right now?
• How will it help them in the future?
• What content descriptions will I focus on?
• What are the achievement standards?

What are they expected to learn & why is it important?
Australian Curriculum

1

What do they bring?
Prior skills, knowledge and understandings?
TfEL 4.1 & 4.2

2

Strategies
• What do I know about students’ skills, prior knowledge and understandings?
• What else might I need to know?
• How could I find out?

What do they bring?
Prior skills, knowledge and understandings?
TfEL 4.1 & 4.2

2

• What do the ACE achievement standards look for my students?
• How do the NAR regional standards translate into the skills required to succeed?
• NAPLAN skills
• Running Records levels / skills
• How is this differentiated?

What does the expected learning look like at this level?
Achievement Standards

3
How am I going to assess their learning? How will they demonstrate their learning? Assessment in authentic contexts TfEL 4.3

How can we measure improvement? What assessment strategies will we use? How will we know that improvement in comprehension is occurring?

The learning plan ..
Design, sequence, activities TfEL 1.6

What will it look like modelled to independent?
<table>
<thead>
<tr>
<th>Year Level/s:</th>
<th>Teacher/s:</th>
<th>Date:</th>
</tr>
</thead>
</table>
| □ Making Connections  
  - text to self  
  - text to text  
  - text to world | □ Questioning  
  Model/s used: | □ Inferencing  
  □ Visualising |
| □ Determining Importance | □ Summarising | □ Synthesising |
| **Content outcomes:** *(what I want students to know about the topic)* | **Strategy outcomes:** *(what I want students to be able to do)* | **Vocabulary:** *(what words I want students to understand and use)* |
| **Text type outcomes:** *(what I want students to understand about the text structure and features)* | | |
| **Gradual Release of Responsibility Model** | | |
| **1. Demonstration:** | **2. Shared Demonstration:** | **3. Independent Practice:** |
| | | ![](image) |
| Modelled Texts: | Shared Texts: | 4: Application: |
| Guided Texts: | Independent Texts: | |
| Assessment: | |