The Australian Curriculum for English describes what students will learn in English from Preparatory Year to Year 6 across three interrelated strands:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: growing a repertoire of English usage

It will focus on building students’:

- understanding of how language enables people to create meaning in a broad range of forms and settings
- appreciation of Australia’s literature and literary heritage and those of other cultures
- use of literacy skills to communicate appropriately, confidently and effectively in a global community.

Students will have opportunities to learn about language, literature and literacy through:

- speaking, listening to, reading and writing texts for different purposes and audiences
- reading, writing, creating and revising texts in print and digital forms
- accuracy, fluency, confidence, meaningfulness, purposefulness, persuasiveness, analysis and artfulness, imagination, and originality
- knowledge about the various levels of language use (word, sentence and text), and how some choices influence interpretation, emotional and critical response, and purpose

Assessment in Literacy

Assessment should be a balance of attention to the three strands and tasks that focus on:

- speaking, listening to, reading and writing texts for different purposes and audiences
- reading, writing, creating and revising texts in print and digital forms
- accuracy, fluency, confidence, meaningfulness, purposefulness, persuasiveness, analysis and artfulness, imagination, and originality
- knowledge about the various levels of language use (word, sentence and text), and how some choices influence interpretation, emotional and critical response, and purpose

Pedagogy in Literacy

English language, literature and literacy indicates that teachers of English need to:

- provide flexible and responsive classroom activities
- provide extended classroom interactions that support the understanding of specific texts in depth
- use texts from a wide range of genres, topics and issues
- identity and use approaches to teaching language and literacy that best meet students’ needs
- clarify for students the differences between the ‘official’ written and spoken language of schooling, while acknowledging and using the growing number of complex and often unfamiliar ways of communicating in today’s world.

Narangba Valley State School Literacy Strategy 2016 - 2019

What is Literacy?

Literacy involves the integration of reading and writing with speaking, viewing, listening and critical thinking across a range of contexts. It encompasses a flexible, sustainable capacity of a set of capabilities in the use of production and communication of traditional texts and new communications technologies using spoken language, print and multimedia.

These approaches should include a balance of:

- Explicit teaching of word, sentence and text-level grammar, including phonics, spelling, vocabulary, punctuation, clause structures, text structures and visual and digital codes (code breaker)
- Scaffolded and contextualised teaching of how to comprehend (interpret) and construct (compose) written and visual texts (text participant)
- Focused teaching of how texts function to achieve a range of purposes in different social situations (text user)
- Purposeful teaching of ways language and texts are used to craft points of view, opinions and stereotypes (text analyst)

Aims of the Australian English Curriculum

The aims of the English curriculum are to develop students’ knowledge of language and literature and to consolidate and expand their literacy skills. More specifically it aims to support students to:

- understand how Standard Australian English works in its spoken and written forms and in combination with other non-linguistic forms of communication
- learn Standard Australian English to help sustain and advance social cohesion in our linguistically and culturally complex country
- respect the varieties of English and their influence on Standard Australian English
- appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings, form and convey ideas, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- access a broad range of literary texts and develop an informed appreciation of literature
- master the written and spoken language forms of schooling and knowledge
- develop English skills for lifelong enjoyment and learning

NVSS 2 Hour Literacy Session

The following literacy components should be used to assist in the planning of a comprehensive, consistent and continuous approach to teaching of literacy.

Literacy sessions include: Modelled / Shared / Guided and Independent reading and writing components.

Literacy Streaming includes: Decoding / Transition / Comprehension and Critical Literacy groups.

Documents

- Phonemic Awareness Program
- Oracy and Handwriting Program Preparatory
- Handwriting Program
- Teaching Genres (4 Stages)
- NVSS Genre Program
- NVSS English Concepts Overview
- NVSS Writing, Editing and Proof-reading Program
- NVSS Spelling Program
- "Speed into Reading"
- NVSS Reading Program
- NVSS Reading Comprehension and package
- Top Level Structure Low Level Language
- Steps to Writing
- NVSS Literacy Strategy

Strategies

- Differentiation
- Soundwaves – phonemic awareness approach
- Literary Streaming years 5 - 6
- 2 Hour Literacy Session or mandated times by Education Queensland
- NVSS Intervention Plan
- Competitions - ICAS English, Public Speaking Programs
- Model for Explicit Teaching
- Orientsim
- 4 Resource Model
- Levelled Literacy Intervention
- Master Teacher

NVSS 2 Hour Literacy Session

Students bring to school a range of experiences with language and texts from their home and community life. Within the three strands of the English curriculum, students’ out-of-school experiences with texts and language will be included as valid ways of communicating in their lives and as rich resources for further learning about language, literature and literacy. In the early years, students will be engaged with purposeful listening and speaking activities for different purposes and contexts.

Language Strand: Students develop an understanding that spoken sounds can be represented with letters and use their knowledge of letters and combinations of sounds to make meaning in a variety of ways. They begin to develop their handwriting and develop basic sentences. They learn about essential forms of punctuation such as capital letters and full stops. They continue to extend their vocabulary and learn to read more words. They also begin to use the conventions of the intended meaning conveyed in texts as they learn to read. Most importantly, students begin to develop a broad conceptual understanding of what a language is, and its importance and in out of school.

Literature Strand: Students encounter a variety of literary texts, including picture books, short stories, hymns, songs, and multimedia texts such as films, pictures and websites. They listen to teachers and others read and respond to reading. Through engagement with literature they learn about themselves, each other and the world, beginning to develop an appreciation for literature, to talk about features, and to see how features relate to their appreciation. Students describe and explore the events and characters in literary texts and develop personal responses to the texts. They create their own narratives, drawing on their experiences with literature.

Years 3 - 6 (typically 8-12 years of age)

Language Strand: Students develop an increasingly sophisticated understanding about grammar and language features and are increasingly able to articulate these understandings. More complex punctuation, clause and sentence structures, and patterns are introduced. This deeper understanding enables students to use explicit metalanguage as students learn to classify words, sentence structures, and texts. To consolidate both learning to read and reading to learn, students explore the language features of different types of texts, including novel, expository, advertising, digital and multimedia.

Literature Strand: Students encounter a greater range of literary texts and read more complex forms and genres. They continue to develop their understanding of the ways that language is used in different literary contexts, and begin to notice and use different literary forms in their own writing. They develop a sense of the different purposes of different genres and learn to choose appropriate forms for particular content and audience.

Years 3 - 6 (typically 8-12 years of age)

Years 6 (typically 11-12 years of age)

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Role of Digital Technologies

Enhancing the access of all teachers and students to digital and online technologies to keep in touch, express themselves, share, build and store knowledge is critical. Clearly, digital and online materials present the English curriculum with new teaching opportunities.