

### Receptive modes (listening, reading and viewing)

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

### Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: English for Foundation-10*, <[www.australiancurriculum.edu.au/English/Curriculum/F-10](http://www.australiancurriculum.edu.au/English/Curriculum/F-10)>.

Term 1		Term 2		Term 3		Term 4	
1. Novel Study: Trash - Context (setting) - Character and theme - Ethical behaviour		2. Change: - Persuasive language - Developing an argument - Presentation skills  3. Introduction to Shakespeare: - Context - Adaptation and intertextuality		3. Introduction to Shakespeare (continued)  4. Australian poetry: - representations of Australia - poetic devices - Aboriginal and Torres Strait Islander culture and perspectives - creative writing		5. Spiderman: Into the Spiderverse: - film techniques - the hero's journey  6. Wide reading: - reading for pleasure & meaning - sustained silent reading	
							
							
 Literacy		 Numeracy		 ICT capability		 Critical and creative thinking	
 Ethical behaviour		 Personal and social capability		 Intercultural understanding			
 Aboriginal and Torres Strait Islander histories and cultures		 Asia and Australia's engagement with Asia		 Sustainability			
Term 1		Term 2		Term 3		Term 4	
Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
8	Essay	4	Oral presentation	4	Creative response and rationale	4	Essay
Ongoing all year	Continuous collection of evidence of learning			8	Poetry analysis and creative writing portfolio	8	Reading journal
Term 1		Term 2		Term 3		Term 4	
Teachers moderate essay to ensure consistency of marking		Teachers moderate oral presentation to ensure consistency of marking		Teachers moderate creative response to ensure consistency of marking		Teachers moderate essay to ensure consistency of marking	