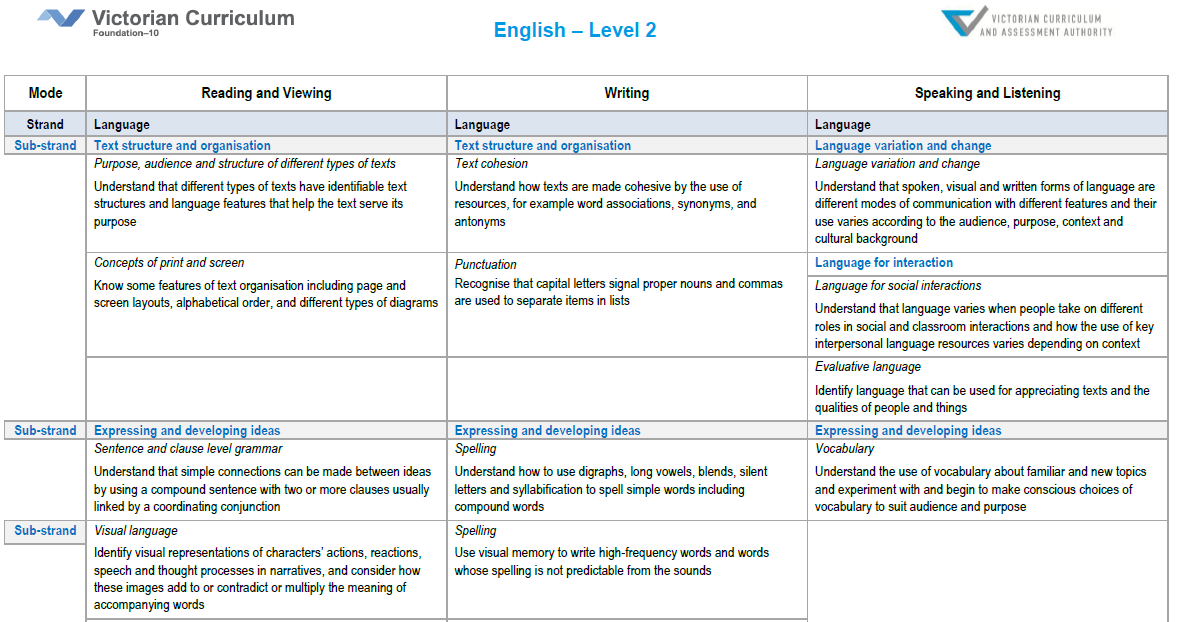
**Focus areas in English: Annotation**

The scope and sequence tab for the English curriculum includes a range of documents. These have be designed to assist teachers to view the curriculum in more detail and provide additional information on the focus area of each content description. Please note that the focus area information is not included on the digital version of the curriculum.



The **focus area** for each content description is indicated in italics

**Focus areas in English**

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| |  |  | | --- | --- | | **Strand** | **Language** | | **Sub-strand** | **Language variation and change** | | Focus area | Language variation and change   * How English varies according to context and purpose, including cultural and historical contexts | | **Sub-strand** | **Language for interaction** | | Focus areas | Language for social interactions   * How language used for different formal and informal social interactions is influenced by the purpose and audience   Evaluative language   * How language is used to express opinions, and make evaluative judgments about people, places, things and texts | | **Sub-strand** | **Text structure and organisation** | | Focus areas | Purpose, audience and structures of different types of texts   * How texts serve different purposes and how the structures of types of texts vary according to the text purpose   Text cohesion   * How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns   Punctuation   * How punctuation works to perform different functions in a text.   Concepts of print and screen   * The different conventions that apply to how text is presented on a page or screen | | **Sub-strand** | **Expressing and developing ideas** | | Focus areas | Sentences and clause level grammar   * What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)   Word level grammar   * The different classes of words used in English (nouns, verbs, etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups   Visual language   * How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound | | **Sub-strand** | **Phonics and word knowledge** | | Focus areas | Phonics and phonemic awareness (sounds of language)   * Knowledge of sounds of language and how these are combined in spoken words   Phonic knowledge   * The relationship between sounds and letters and how these are combined when reading and writing   Spelling   * Knowledge about how sounds (phonemes) are represented by letters or letter patterns; knowledge of meaning units within words (morphemes) and word origins | | |  |  | | --- | --- | | **Strand** | **Literature** | | **Sub-strand** | **Literature and context** | | Focus area | Literature and context   * How texts reflect the context of culture and situation in which they are created | | **Sub-strand** | **Responding to literature** | | Focus areas | Personal responses to the ideas, characters and viewpoints in texts   * An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences   Expressing preferences and evaluating texts   * Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference | | **Sub-strand** | **Examining literature** | | Focus areas | Features of literary texts   * The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme   Language devices in literary texts including figurative language   * The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry | | **Sub-strand** | **Creating literature** | | Focus areas | Creating literary texts   * Creating their own literary texts based on the ideas, features and structures of texts experienced   Experimentation and adaptation   * Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts | | |  |  | | --- | --- | | **Strand** | **Literacy** | | **Sub-strand** | **Texts in context** | | Focus area | Texts and the contexts in which they are used   * How texts relate to their contexts and reflect the society and culture in which they are created | | **Sub-strand** | **Interacting with others** | | Focus areas | Listening and speaking interactions   * The purposes, contexts and skills through which students engage in listening and speaking interactions   Oral presentations   * The formal oral presentations and related skills that students engage in, including presenting recounts and information, and presenting and arguing a point of view | | **Sub-strand** | **Interpreting, analysing, evaluating** | | Focus areas | Purpose and audience   * Recognising and analysing differences between different types of texts   Reading processes   * Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning   Comprehension strategies   * Strategies for constructing literal and inferential meaning from texts, including visualising, making connections, paraphrasing and predicting   Analysing and evaluating texts   * Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers | | **Sub-strand** | **Creating texts** | | Focus areas | Creating texts   * Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features   Editing   * Editing texts for meaning, structure and grammatical features   Handwriting   * Developing legible handwriting skills in English, beginning with unjoined letters and moving to joined letters   Use of software   * Using a range of software applications to construct and edit print and multimodal texts | |