How content is presented in the draft English K–6 Syllabus

Content:
- is presented in stages
- includes Australian curriculum content descriptions for English and NSW content
- describes what students are required to learn about and to do from K–6.

**English • Stage 1**

**Objective**
Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

**Outcome 4 – language features**
A student:
- uses a range of sentence and text structures for different purposes and audiences

**Speaking and Listening**
4.1 discuss sentence structures and structures of different texts during joint and independent construction activities, according to the intended audience [L]
4.2 recognise and understand connections between different methods of communication and Standard Australian English, including home language, sign language and body language [L, PSC, DD, IU]

**Reading and Viewing**
4.3 recognise conjunctions, for example ‘and’, ‘but’, ‘so’, and understand that they join clauses in sentences [L]
4.4 recognise adjectives, adverbs, verbs, nouns and connectives in simple texts [L]
4.5 recognise the use of reported and quoted speech [L]
4.6 recognise common prefixes and suffixes and how they change a word’s meaning
4.7 identify how their own texts differ according to purpose, audience and subject matter [L]
4.8 identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is doing or receiving the action?’ and the circumstances surrounding the action
4.9 understand patterns of repetition and contrast in simple texts
4.10 understand that different types of texts have identifiable text structures and language features that help the text serve its purpose
4.11 understand that the purposes texts serve shape their structure in predictable ways
4.12 understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms
4.13 recognise figurative language such as similes, metaphors, idiom and personification in texts and evaluate their effects [L]
4.14 recognise and discuss the use of creative word play, for example alliteration and onomatopoeia [L]

**ESL scales links to the English syllabus**
Students learning English as an additional language in Stage 1 will need support in developing their English language skills between levels 1 and 5 on the Oral Interaction strand, levels B1 and 3 on the Reading and Responding strand, and levels B1 and 3 on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the Language and cultural understanding and Strategies ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.