Teaching writing in Prep–Year 10 and across learning areas

Supporting resources list

Purpose

The resources provided in this list support the implementation of the P–10 Australian Curriculum, with a focus on literacy, especially writing. They provide guidance for:

- curriculum leaders — who are making decisions about the development of writing across learning areas
- teachers — who are beginning to explore the literacy demands of texts and writing in their learning area/s or who hope to extend their understanding.

Organisation

Topics

Supporting resources are provided under the following topic headings:

- Texts, language and teaching writing — teacher reference guides
- Texts, language and teaching writing — teacher resources to extend understanding
- Recommendations about teaching writing — reports
- Frameworks, methods, approaches and strategies — research articles

Learning areas

The list focuses on writing in all learning areas. Resources specific to English are included only if they have relevance to other learning areas.

Year levels

The list provides a mixture of resources relevant across year levels and Early years, Primary and Secondary. Secondary teachers may find primary-specific resources helpful when supporting students not yet at standard. Primary teachers may find secondary-specific resources helpful when extending students already at standard, especially in the upper primary years.

Availability

A URL is provided for each resource that is available online. The URL provided is the location from which the resource was available at the time of publishing. Some of the resources may need to be purchased or may be available through a library loan. Two libraries that are free to join and offer online access to a range of books and research journals are:

- National Library of Australia — www.nla.gov.au
- State Library of Queensland — www.slq.qld.gov.au.

Supporting resources

Texts, language and teaching writing — teacher reference guides

These resources can support teachers in all learning areas to develop their own knowledge about language, genres and the structure of a range of learning area-oriented texts. Several of these resources also provide an explanation of the teaching–learning cycle, a pedagogy for the explicit teaching of writing.

Resource	Description
National Literacy Learning Progression: Writing element — Prep–Year 10 Australian Curriculum, Assessment and reporting Authority (ACARA) 2020 www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions	**Summary** The *National Literacy Learning Progression* describes the skills, understandings and capabilities students typically acquire as their literacy proficiency increases over time. Progress is described in three elements: Writing, Speaking and listening, and Reading and viewing. Writing, the focus here, includes the following sub-elements: • Handwriting and keyboarding • Spelling • Punctuation • Grammar • Creating texts. **Focus** Teachers can use the Writing element progression as a tool to support the development of targeted teaching and learning programs working at, above or below year-level expectations. **Level/s** Early years, Primary and Secondary
Australian Government Style Manual Commonwealth of Australia 2022 www.stylemanual.gov.au	**Summary** This website provides the standard for Australian Government writing, editing and content design, and is a widely used guide to writing style for digital-first content in the broader community, including publishing. **Focus** Teachers and students can refer to the site to confirm the use of various aspects of grammar, punctuation and general writing conventions in Standard Australian English, a requirement of the Australian Curriculum. There is also advice on choosing formats, structuring content, designing accessible, inclusive, and clear content, and there is a section on referencing and attribution. The layout of the homepage in tiles and the search bar make the site easy to navigate and information easy to locate. **Level/s** Primary and Secondary

Resource	Description
Teaching Language in Context, 2nd edn Derewianka, B & Jones, P 2016, Oxford University Press, Australia and New Zealand.	**Summary** Leading literacy academics, Drs Beverley Derewianka and Pauline Jones summarise features of language that students will encounter across learning areas and subjects in secondary schools, Years 7–10. In Part 1, the authors explain the model of language used in the book, one that is compatible with the Australian Curriculum. Then they summarise key aspects of language, show how knowledge about language use develops from early childhood to adolescence, and they describe the teaching–learning cycle that can be used to support all students in their writing development. In Part 2, the authors explore specific language and genres relevant across a range of learning areas. Chapters include exploration of language for: appreciating and creating story worlds; recounting what happened; observing and describing worlds; explaining how and why; persuading others; responding; and inquiring. **Focus** These chapters can support teachers across learning areas (including History, Geography, Health and Physical Education, Science, English, Technologies) to unpack the literacy requirements of tasks and texts, and assist in planning to support all students, including those with English as an additional language or dialect. **Level/s** Secondary — Years 7–10
A New Grammar Companion: For Teachers Derewianka B 2011, Primary English Teaching Association Australia, Sydney.	**Summary** In this guide, literacy academic Dr Beverley Derewianka's premise is that grammar is not just about technical correctness in writing but is, more importantly, a resource for making meaning. Organised around the main functions that language plays in our lives, the author provides accessible explanation for key grammatical terms supported by clear examples. Connections are made to Version 8 of the *Australian Curriculum: English*. **Focus** The book may be a useful resource for teaching students the grammar they need to learn and it complements other resources in the list. While it is designed specifically for primary teachers, the book could be used as a starting point for any teacher wanting to develop their understanding. **Level/s** Primary

Resource	Description
Exploring How Texts Work, 2nd edn Derewianka, B 2020, Primary English Teaching Association Australia, Sydney.	**Summary** Chapter one introduces the teaching learning cycle, a pedagogy that brings together reading and writing, and fleshes out how explicit teaching can be implemented in the context of writing. In the chapters that follow, literacy academic Dr Beverley Derewianka presents descriptions of the structure and language features of a range of genres that students are likely to encounter at school. **Focus** Primary teachers could find this a useful source for models of writing that have been annotated for structure and key language features. **Level/s** Primary
Playing with Grammar in the Early Years Exley, B & Kervin, L 2013, Australian Literacy Educators' Association, Norwood SA. **Exploring with Grammar in the Primary Years** Exley, B & Kervin, L 2015, Australian Literacy Educators' Association, Norwood SA.	**Summary** Between them, these two books demonstrate how aspects of language related to the Australian Curriculum can be taught from Prep–Year 2, and Years 3–6. Based on specific texts (children's literature, internet and community texts), the authors outline practical strategies for introducing students to key grammatical concepts underpinning effective writing. For example, using the story *Titch* by Pat Hutchins, the authors provide step-by-step instructions on how to use felt stories to teach students that sentences are key units of expression. **Focus** Both books are a source of practical ideas for teachers. **Level/s** Early years and Primary
Investigating Model Texts for Learning Humphrey, S & Vale, E 2020, Primary English Teaching Association Australia, Sydney.	**Summary** This practical publication by Dr Sally Humphrey and Emma Vale focuses on choosing appropriate models to support student writing in the primary years. In Part 1, the authors outline the functional view of language and summarise features of key school genres. In doing this, they encourage teachers to consider the dynamic, creative potential of these genres. In Part 2, the authors present a range of model texts suitable for use in Prep–Year 6, analysing their structure and language features. Each chapter is devoted to one learning area: English, Science, History and Social Science (HASS), and Health and Physical Education (HPE). **Focus** With the provision of links to the *Australian Curriculum: English* and other learning areas, teachers could identify opportunities for integration of learning area content. **Level/s** Early years and Primary

Resource	Description
Teaching and Learning Primary English Thomas, D & Thomas, A (eds) 2022, Oxford University Press Australia and New Zealand.	**Summary** Editors Drs Damon and Angela Thomas explore key aspects of teaching Prep–Year 6 English (based on Version 8 of the *Australian Curriculum: English*). In Part 2, their attention turns to writing, with chapters on: • An overview of writing instruction • Grammar • Punctuation, sentence structure and paragraphing • Written genres — the summaries of genres relevant to different phases of schooling and across learning could be very helpful for planning • Writing creatively • Spelling • Handwriting and keyboarding • The essential elements of writing. **Focus** These chapters, co-written by leading academics and practitioners, contain accessible, evidence-based approaches for teaching, suggested teaching resources, and sample lesson overviews. Even though the focus is English, the ideas are relevant for writing in all learning areas in the primary years. **Level/s** Early years and Primary
Writing Analytically, 8th edn Rosenwasser, D & Stephen, J 2018, Cengage, United States.	**Summary** The authors of this book are developers and teachers of a cross-curriculum writing program at a college in Pennsylvania (United States). Based on the premise that writing is a tool of thought, the book outlines prompts and strategies that students can use to generate original, well-developed ideas. **Focus** This text could be useful for teachers and students in any learning area (Years 7–10) in which analytical thinking and writing is required. Although not written specifically for the Queensland system, the approach developed by the authors will complement QCAA's cognitive verb toolkits. **Level/s** Secondary

Texts, language and teaching writing — teacher resources to extend understanding

The resources below will be useful for teachers and curriculum leaders looking for further, detailed explanation understandings about language and approaches to teaching writing described in the previous section.

Resource	Description
Developing Writers across the Primary and Secondary Years: Growing into writing Chen, H, Myhill, D & Lewis, H 2020, Routledge, London and New York.	**Summary** This edited collection provides a cumulative insight into how writing develops and can be taught across three phases of schooling — early (4–7 years of age), middle primary (7–12 years of age) and secondary (12–16 years of age). Chapter authors include some of the key literacy researchers in Australia and England. The overall perspective presented in this volume is more complex and holistic than is typical, with writing seen as dynamic and multidimensional, involving aspects that are: • psychological — memory and the process of writing • sociocultural — the social context for and environment of writing • linguistic — mastery of aspects of genres and language. **Focus** This collection could support schools to focus their writing programs (including by developing stronger connections to reading) and sharpen classroom practices. **Level/s** Early years, Primary and Secondary
Academic Literacies in the Middle Years: A framework for enhancing teacher knowledge and student achievement Humphrey, S 2017, Routledge, New York and London.	**Summary** Dr Sally Humphrey, a senior lecturer at the Australian Catholic University, presents a toolkit designed to support middle years teachers in understanding how language functions in learning area-specific texts. Although this book reports on a research project, it contains practical information on the features of different types of texts, e.g. narratives, poems, explanations, persuasion, response to cultural works. In addition, Humphrey outlines the 4 x 4 metalinguistic framework that can be used for designing explicit literacy interventions and provides practical strategies to support the explicit teaching of writing. Humphrey reports that the research project, conducted in diverse sociocultural settings, resulted in substantial growth for students on high-stakes international tests and writing assessments in several subjects. **Focus** This would be suitable for teachers wanting a deeper understanding of literacy teaching in the middle years from an academic perspective. **Level/s** Primary and Secondary — Years 4–10

Genre Relations: Mapping culture Martin, JR & Rose, D 2008, Equinox Publishing Ltd, London.	**Summary** Martin and Rose's seminal text summarises categories and describes the features of key genres (stories, histories, reports and explanations, procedures and procedural recounts) used in schools for students to demonstrate learning area knowledge and skills. As such, it is a rich source of information for teachers wanting comprehensive examinations of texts used in English, History, Science and technical subjects. The authors also provide nuanced explanations of genre as a crucial concept in writing. **Focus** With a focus on school genres, this book could be suitable for curriculum leaders and teachers seeking a deeper understanding of genre and the ways students can make their writing more complex, from an academic perspective. **Level/s** Secondary.
Learning to Write, Reading to Learn: Genre, knowledge and pedagogy in the Sydney school Martin, JR & Rose, D 2012, Equinox Publishing Ltd, Sheffield.	**Summary** The Sydney School approach to grammar and genres has been influential in Australia since the late 1980s. Rose and Martin provide a useful history of the evolution of this approach and a comprehensive description of teaching strategies for developing reading and writing in a connected manner. These can be embedded in all learning areas in primary and secondary schools. **Focus** This book illuminates the reading and writing connection. Academic in tone, it has been written to support teachers and curriculum leaders. The authors include detailed analysis of teacher talk in the classroom and of student writing, as well as explanations of key genres and language features. **Level/s** Primary and Secondary
Teaching Writing in Today's Classrooms: Looking back to look forward Turbill, J, Barton, G & Brock, C 2015, Australian Literacy Educators' Association, Norwood South Australia.	**Summary** This book provides a history of how writing has been taught in schools up to 2015. The 33 chapters show how the process writing approach has developed since Donald Graves, a well-respected literacy academic, visited Australia in 1980. Chapters on the influence of genre theory and multimodality round out the story told in the book. Descriptions and vignettes throughout highlight writing practices in early childhood classes through to Year 6. **Focus** This book could aid curriculum leaders and teachers seeking to understand the history of approaches to writing in Australia, so they can better reflect on practices in their own school. **Level/s** Early years and Primary

Recommendations about teaching writing — reports

The following resources synthesise research on the teaching of writing and include recommendations for improving students' writing. These can be useful for curriculum leaders searching for evidence-based approaches to inform school development and teacher capability building.

Resource	Description
Writing and Writing Instruction: An overview of the literature Australian Education Research Organisation (AERO) Ltd 2022, www.edresearch.edu.au/sites/default/files/2022-02/writing-instruction-literature-review.pdf	**Summary** This document from the Australian Education Research Organisation (AERO) summarises the available evidence on writing and writing instruction. As well as a summary of overall findings and recommendations, it contains chapters on: • What is writing? • The importance of writing • Theoretical foundations • Pedagogies • Current challenges and opportunities in writing instruction. **Focus** In addition to the evidence on writing and writing instruction, the report concludes with an extensive list of references that can be explored. **Level/s** Primary and Secondary
Summary of the Research Report of the Australian Writing Survey Wyatt-Smith, C, Jackson, C, Borooah, V & Whalley, K 2018, , Australia, Australian Catholic University, www.educationstandards.nsw.edu.au/wps/wcm/connect/e61c5e7e-d553-4a33-ab0d-7297c2709302/summary-report-of-the-australian-writing-survey.pdf?MOD=AJPERES&CVID=	**Summary** The authors report on a study that surveyed 4306 teachers across New South Wales in State, Catholic and Independent primary and secondary schools. Among other findings, the study revealed a 'slump' in the explicit teaching of writing as students move from primary into lower secondary school and the need for greater attention to the place of writing in English as an additional language. They make 10 recommendations. Those directly relevant to schools include: • the need to allocate more time to teaching writing, especially in the middle years • the need for targeted professional development • greater engagement with digital technologies as a part of writing • greater utilisation of data to inform next steps in teaching • the need for learning area teachers to take responsibility for the writing demands of their curriculum • increasing the complexity of writing instruction. **Focus** The report, commissioned by the New South Wales Education Standards Authority (NESA), can be used by curriculum leaders to explore targeted aspects of the teaching of writing in their own context. **Level/s** Primary and Secondary

Improving Literacy in Key Stage 1: Guidance report (Early years) Education Endowment Foundation 2020, United Kingdom, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	**Summary** This report from the United Kingdom contains eight, evidence-based recommendations for supporting the reading and writing of school students 5–7 years of age. The following are the specific recommendations related to teaching writing (but should be considered in the context of the other six): • teach students to use strategies for planning and monitoring their writing • promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. **Focus** Recommendations to support teaching are elaborated in the body of the report in an accessible manner and highlight practical issues related to implementation. The website also contains several, downloadable resources, including a poster summarising the key recommendations. **Level/s** Early years — Kindergarten–Year 2
Improving Literacy in Key Stage 2: Guidance report (Middle and upper primary) Education Endowment Foundation 2021, United Kingdom, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	**Summary** This report from the United Kingdom contains seven, evidence-based recommendations for supporting the reading and writing of school students 7–11 years of age. The following are the specific recommendations related to teaching writing (but should be considered in the context of the other five): • teach writing composition strategies through modelling and supported practice • develop students' transcription and construction skills through extensive practice. **Focus** Recommendations to support teaching are elaborated in the body of the report in an accessible manner and highlight practical issues related to implementation. The website also contains several, downloadable resources, including a poster summarising the key recommendations. **Level/s** Primary — Years 2–6
Improving Literacy in Secondary schools: Guidance report Education Endowment Foundation 2018, United Kingdom, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	**Summary** This report from the United Kingdom contains seven, evidence-based recommendations for supporting the literacy of secondary school students in all learning areas. The following are the specific recommendations related to teaching writing (but should be considered in the context of the other four): • prioritise disciplinary literacy across the curriculum • break down complex writing tasks • combine writing instruction with reading in every learning area (subject).

	Focus The recommendations to support teaching are elaborated in the body of the report in an accessible manner and highlight practical issues related to implementation. The website also contains several, downloadable resources, including a poster summarising the key recommendations. **Level/s** Secondary
The Language Gap in Australian Students' Writing Walker, L & Bayetto, A 2021, Oxford University Press: The Centre for Children's Language, Australia and New Zealand, www.oup.com.au/__data/assets/pdf_file/0026/174851/PRIM_LanguageGapReport_2021_LOWRES-002.pdf	**Summary** Lee Walker and Anne Bayetto present an analysis of Australian children's writing in Years 3–7, based on over 150 000 writing samples and 20 million words. This data was collected by an Oxford University Press online, commercial writing program. **Focus** The data analysing children's writing in this report is drawn from a large (if selective) sample, so the report could be used to reflect on challenges of teaching writing raised in other reports (see those above). Of particular interest is the analysis of the different way different genders use a range of language resources, including nouns, adjectives, verbs, adverbs, commas and exclamation marks. There is also a content analysis revealing differences between the topics about which genders tend to write. As Damon Thomas argues in an article appended to the report, writing results appear to be impacted in part by gendered social norms. **Level/s** Primary and Secondary — Years 3–7

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Frameworks, methods, approaches and strategies — research articles

This section contains journal articles reporting on research related to several, specific topics about writing. Curriculum leaders and teachers might use the research to reflect on current practices and/or adapt the approaches described to address specific issues with writing in their school or classroom context.

Resource	Description
Understanding Children's Perspectives of Classroom Writing through Drawing Baroutsis, A, Kervin, L, Woods, A & Comber, B 2019, *Understanding Contemporary Issues in Early Childhood*, 20, 2, pp. 177–193, https://journals.sagepub.com/doi/10.1177/1463949117741743	**Summary** A group of Australian literacy researchers used a 'draw and talk' methodology to listen to children aged 4–8 years in two schools with low community socioeconomic advantage scores. The aim was to explore the processes, practices and relationships involved in learning to write. **Focus** Findings may provoke teachers to consider how teaching writing can influence the way children perceive themselves as writers and how these perceptions may influence motivation and engagement in writing. Early years pedagogy promotes the active participation and agency of children in their learning and the article may also help teachers and curriculum leaders consider where, when and how writing is taught so that children are supported to be active participants in the writing process. This might require reflection on potential gaps between the experiences and preferences of children and the realities of writing time in the classroom. **Level/s** Early years and Primary
Promoting Preschoolers' Emergent Writing **(Kindy and Prep)** Byington, T & Kim, Y, 2017, Young Children, 72, 5, www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing	**Summary** The authors share a framework for understanding emergent writing in children aged 3–5 years, and show how this framework can be used to support in differentiating student learning. Strengths of the article include a description of stages of emergent writing, an exploration of the active role of the teacher, discussion of play-based pedagogies for learning, examples of practice and practical tips for teachers, and connections with home. **Focus** Prep teachers may find the article useful to understand the emergent writing skills of children transitioning to school who may not have attended a kindergarten program, and to provoke thinking about starting points for purposeful writing experiences using play and playful learning experiences, including the importance of explicit modelling of the writing process. **Level/s** Early years

Resource	Description
Fostering Critical Reasoning: Developing argumentative competence in early and middle primary years Chen, H, Lewis, H & Myhill, D 2021, *Australian Journal of Language and Literacy*, 44, 2, pp. 46–61, https://search.informit.org/doi/10.3316/informit.883165589856954	**Summary** The authors argue that the ability to reason critically and negotiate ideas and difference is central to schooling. Argumentative writing is a common way that these skills are demonstrated by students in classrooms. However, rather than being seen as a form of writing, argumentation needs to be seen as a form of critical reasoning. Based on a small sample, the detailed analysis of classroom talk identified pedagogic practices that can be used to support improvement in students' argumentation, even in the earliest year of primary school. **Focus** Primary curriculum leaders and teachers might find this article helpful when reflecting on opportunities to use teacher-guided classroom talk to improve literacy outcomes, and the development through writing of student capacity in the Critical and creative thinking general capability. **Level/s** Primary
Recentering Purpose and Audience as Part of a Critical, Humanizing Approach to Writing Instruction **(Purpose and audience in writing instruction)** Land, C 2020, *Reading Research Quarterly*, 57, 1, pp. 37–58, https://doi.org/10.1002/rrq.371	**Summary** Audience and purpose are key concepts in the *National Literacy Learning Progression* and the *Australian Curriculum: English* (ACARA). In this research study report, Charlotte Land argues that reframing writing units to begin with audience and purpose allows students to be agentive and to use explicitly modelled and taught genres more discerningly. The conclusions draw on data from case studies in four American classrooms, one each from first, fourth, seventh and ninth grades. **Focus** This article might provide ideas for teachers interested in encouraging students to be responsive to the context and avoid formulaic writing. **Level/s** Primary and Secondary — Years 1–9
Texts that teach: Examining the efficacy of using texts as models Myhill, D, Lines, H & Jones, S 2018, *Making Connections: Studies of language and literature education — L1–Educational studies in language and literature*, 18, pp. 1–24, https://doi.org/10.17239/L1ESLL-2018.18.03.07	**Summary** This paper examines the relationship between students' knowledge about language (grammar) and their writing development, especially associated with teachers' use of model texts. The study took place over three years, following four groups of students in four schools. Two groups of students were in their final three years of primary school, and two groups were in their first three years of secondary. The researchers found that using authentic texts as models that students then imitate can be enabling or constraining depending on how scaffolding is managed by the teacher.

Resource	Description
	Focus Modelling is an important stage of influential approaches to teaching writing and this study adds to professional knowledge of how to use model texts to achieve best results from students. **Level/s** Primary and Secondary
Going Meta: Dialogic talk in the writing classroom **(Using dialogic talk to improve writing)** Myhill, D, Newman, R & Watson, A., 2020, *Australian Journal of Language and Literacy*, 43, 1, pp. 5–16.	**Summary** The authors report on research in the use of dialogic talk to improve student writing for school. Specifically, they describe an approach to using metalanguage (language about language) to support students to make purposeful connections between grammar choices and their meaning-making effects in writing. This explicit teaching approach involves the use of the LEAD principles: Link, Explain, use of Authentic texts, Dialogic discussion. **Focus** This report concludes that carefully designed professional development is required to help teachers recognise opportunities for growth in using dialogic classroom talk. While the research was conducted in seventeen classes of students 10–11 years of age, the findings potentially have wider implications. **Level/s** Primary and Secondary
The Effects of a Multitiered System of Language Support on Kindergarten Oral and Written Language: A Large-Scale Randomized Controlled Trial Petersen, D, Staskowski, M, Spencer, T, Foster, M & Brough, M, 2022, *Language, Speech and Hearing Services in Schools*, 53, pp. 44–68, https://doi.org/10.1044/2021_LSHSS-20-00162	**Summary** This American, experimental study investigated the impact of a multitiered system of language support (MTSLS) on narrative retelling, personal stories, writing and expository language for nearly 700 full-day kindergarten students. The researchers found that, as a result of using the MTLSL, oral and written language improved significantly for students with 'typical' language learning skills and for those identified as at risk. **Focus** While a specific program was used as the basis for intervention in this study, the findings demonstrate the important relationship between oral language development and writing, and the potential value of multitiered interventions in the early years, including the involvement of speech–language pathologists for specialised support as required. **Level/s** Early years

Resource	Description
Teaching of Cursive Writing in the First Year of Primary School: Effect on reading and writing skills Semeraro, C, Coppola, G, Cassiba, R & Lucangeli, D, 2019, *PLos ONE*, 14, 2, https://doi.org/10.1371/journal.pone.0209978	**Summary** This experimental study investigated the effectiveness of strategies to teach cursive writing for developing academic writing skills. The study involved 141 native Italian speaking, six-year-old students across eight classes of the first year of primary. Systematically, students learnt the characteristics of letters and the motor skills involved in forming letters (a visual–motor approach). Students in the experimental group learnt only cursive; those in the control group were taught both print and cursive. The study found that those who learnt cursive only performed better in post-testing. **Focus** The authors argue that their study supports the idea that direct, explicit daily practice supports the automatic production of letters and words, enabling students to focus on more complex cognitive skills of writing and reading. While not conducted with English-speaking students, the article nevertheless might offer insight to the relationship between handwriting and other, more complex writing and reading skills in the early years of schooling. **Level/s** Early years and Primary

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au/p-10/aciq/general-capabilities/literacy. Alternatively, phone +61 07 3120 6102 or email the K–10 Curriculum and assessment branch at australiancurriculum@qcaa.qld.edu.au.