

Changes in Australian Curriculum Version 9.0

About the learning area

Section	Revision
Rationale	<ul style="list-style-type: none">• limited editorial changes
Aims	<ul style="list-style-type: none">• limited editorial changes
Structure	<ul style="list-style-type: none">• limited editorial changes, except for sub-strands that have changed significantly
Key considerations	<ul style="list-style-type: none">• previously known as key ideas• provides information about the role of English in the Australian Curriculum, integrating the strands, the language modes, texts, protocols for engaging with First Nations Australian texts and meeting the needs of diverse learners including those for whom English is an additional language or dialect
Key connections	<ul style="list-style-type: none">• new section addressing<ul style="list-style-type: none">– general capabilities– cross-curriculum priorities– learning area connections
Resources	<ul style="list-style-type: none">• new section• reference to downloads including<ul style="list-style-type: none">– <i>About the learning area</i>– <i>Curriculum content in P–6 and 7–10</i>– <i>Scope and sequence</i>– <i>Glossary</i>– <i>Comparative information about v8.4 and v9.0</i>

Curriculum elements

Section	Revision
Year-level descriptions	<ul style="list-style-type: none">• from banded to year-level descriptions• Prep–Year 2, early readers' use of decodable texts• Years 7–10 expanded types of texts that may be created from informative, persuasive and imaginative to include reflective, analytical and, in Years 9–10, critical

Section	Revision			
Achievement standards	<ul style="list-style-type: none"> reviewed to align with revised content descriptions consistent organisation of understanding and skills across year levels 			
	Structural	Version 8.4	Version 9.0	
<ul style="list-style-type: none"> Receptive mode (Listening, reading and viewing) Productive mode (Speaking, writing and creating) 		<ul style="list-style-type: none"> Listening, speaking and creating Reading and viewing Writing and creating 		
Content structure (Prep–Year 10)	<ul style="list-style-type: none"> reviewed and refined language of content descriptions with some movement of knowledge and skills for progression between year levels 			
	Changes to sub-strands	Language	Literature	Literacy
		Language variation and change	Literature and contexts	Texts in contexts
		Language for interacting with others Language for interaction	Engaging with and responding to literature Responding to Literature	Interacting with others
		Text structure and organisation	Examining literature	Analysing, interpreting and evaluating
		Language for expressing and developing ideas	Creating literature	Creating texts
		Phonics and word knowledge		Phonic and word knowledge (P–6) Word knowledge (7–10)
Content descriptions (Prep–Year 6)	Added	<ul style="list-style-type: none"> Literature strand <ul style="list-style-type: none"> Literature and contexts — texts are to be drawn from First Nations Australian, and wide-ranging Australian and world authors 		
	Moved	<ul style="list-style-type: none"> Literature strand <ul style="list-style-type: none"> editing to Creating literature (Years 2–6) Literacy strand <ul style="list-style-type: none"> creating spoken texts from Interacting with others to Creating texts handwriting Year 5 to year-level description Phonics and word knowledge (Prep–Year 6) from Language strand editing to Creating texts 		
	Removed	<ul style="list-style-type: none"> Language strand <ul style="list-style-type: none"> language variation and change analysing, interpreting and evaluating thread — analysing and evaluating texts (Years 6–9) absorbed by other content in that sub-strand handwriting from Year 6 use of software 		

Section	Revision	
	Combined	<ul style="list-style-type: none"> threads of content were refined and consolidated in the following sub-strands <ul style="list-style-type: none"> Literature <ul style="list-style-type: none"> Engaging with and responding to literature Literacy <ul style="list-style-type: none"> Creating literature (two threads — creating literature and experimentation and adaptation) Interacting with others (two threads for listening and speaking interactions)
Content elaborations (Prep–Year 6)		<ul style="list-style-type: none"> multiple additions, deletions and refinements to reflect content refinement
Content descriptions (Years 7–10)	Added	<ul style="list-style-type: none"> Literature strand <ul style="list-style-type: none"> Literature and contexts — texts are to be drawn from First Nations Australian and wide-ranging Australian and world authors
	Moved	<ul style="list-style-type: none"> Literature strand <ul style="list-style-type: none"> editing to Creating literature Literacy strand <ul style="list-style-type: none"> creating spoken texts from Interacting with others to Creating texts word knowledge (Years 7–10) from Language strand editing to Creating texts
	Removed	<ul style="list-style-type: none"> Language strand <ul style="list-style-type: none"> Language variation and change (Years 7–10) Literature strand <ul style="list-style-type: none"> replaced Year 8 content (ACELT1806) texts including Aboriginal and Torres Strait Islander authors with new thread in Literature and contexts Literacy strand <ul style="list-style-type: none"> analysing, interpreting and evaluating thread — analysing and evaluating texts (Years 6–9) absorbed by other content in that sub-strand handwriting Year 7 use of software
	Combined	<ul style="list-style-type: none"> Text structure and organisation (two threads for coherence and cohesion) Creating literature (two threads — creating literature and experimentation and adaptation)
Content elaborations (Years 7–10)		<ul style="list-style-type: none"> multiple additions, deletions and refinements to reflect content refinement



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