

### Best for:

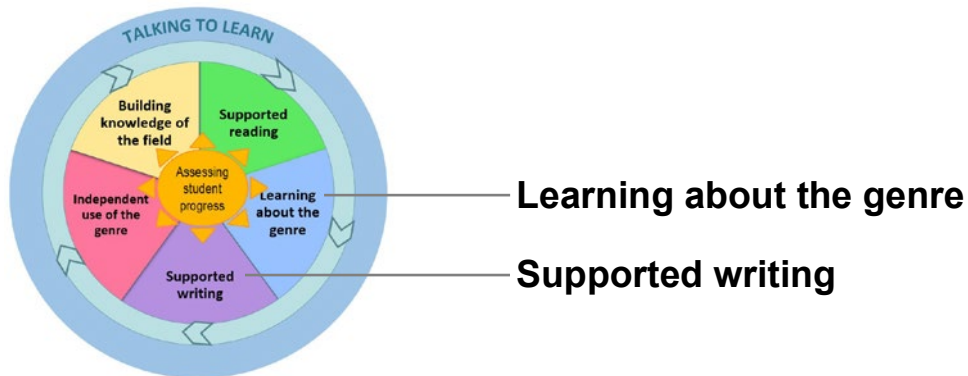


Figure 1: Teaching and learning cycle (Derewianka and Jones, 2022)

### Overview

Description	
	<p>According to the Australian Curriculum v9.0: English glossary, ‘Texts across the curriculum are typically organised into characteristic stages and phases, depending on purposes in texts’ (ACARA).</p> <p><b>Stages</b> are defined as: ‘the stable pattern of the organisation of the genre such as the orientation, complication and resolution of a story or the introduction, body and conclusion of an argument. Stages are broken into phases’.</p> <p><b>Phases</b>, therefore, are a sub-set of stages defined as: ‘the variable patterns which unfold in each stage of a text such as the paragraph describing the setting in the orientation of a narrative or the placement of evidence in the body of an argument’.</p> <p>Understanding stages and phases of texts is supported by content descriptions in the Australian Curriculum v9.0: English. Examples in the Language sub-strand Text structure and organisation include:</p> <ul style="list-style-type: none"> <li>• understand that paragraphs are a key organisational feature of the <b>stages</b> of written texts, grouping related information together (AC9E3LA04)</li> <li>• identify how texts across the curriculum have different language features and are typically organised into characteristic <b>stages</b> depending on purposes (AC9E4LA03)</li> <li>• describe how spoken, written and multimodal texts use language features and are typically organised into characteristic <b>stages</b> and <b>phases</b>, depending on purposes in texts (AC9E5LA03)</li> <li>• explain how texts across the curriculum are typically organised into characteristic <b>stages</b> and <b>phases</b> depending on purposes, recognising how authors often adapt text structures and language features (AC9E6LA03)</li> </ul> <p>In the learning about the genre stage of the teaching and learning cycle, students gain familiarity with the stages and phases of texts. Teachers may begin by reinforcing the purpose for writing a particular text, followed by identifying the typical stages of the text in achieving its purpose. Activities in which students re-order the phases of a stage of a text helps students</p>

	<p>understand how phases are variable. This also helps students to understand the stages and phases of genres and where there are opportunities to vary phases, moving away from formulaic writing structures.</p>
<p><b>Literacy learning focus – progression levels P6–P11 for Years 3–9</b> (based on the Australian Curriculum <a href="#">Literacy learning progression — creating texts</a>)</p>	<p><b>Crafting ideas</b></p> <ul style="list-style-type: none"> <li>• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic (P6)</li> <li>• includes a simple introduction to orient the reader (P6)</li> <li>• writes ideas appropriate to a task or topic in sequenced sentences (P6)</li> <li>• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to argue with evidence or reasons; to express emotions (P7)</li> <li>• stages text using typical or familiar features such as an introduction and body paragraphs (P7)</li> <li>• supports ideas with some detail and elaboration (P7)</li> </ul> <p><b>Crafting ideas: informative text indicators</b></p> <ul style="list-style-type: none"> <li>• creates informative texts for a broader range of learning area purposes (P8)</li> <li>• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs (P8)</li> <li>• includes ideas which are relevant to the topic and purpose of the text (P8)</li> <li>• organises information into paragraphs to support the reader (P8)</li> <li>• selects structural elements to represent the information comprehensively and accurately (e.g. a fact sheet that includes an opening statement, labelled diagrams and text boxes) (P9)</li> <li>• orients the reader clearly to the topic or concept (e.g. uses a definition or classification in the opening paragraph) (P10)</li> <li>• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas) (P10)</li> <li>• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation) (P11)</li> <li>• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source) (P11)</li> </ul> <p><b>Creating ideas: persuasive text indicators</b></p> <ul style="list-style-type: none"> <li>• creates persuasive texts for a broader range of learning area purposes (P8)</li> <li>• includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion (P8)</li> <li>• presents a position and supports it with one or a few simply states arguments (P8)</li> <li>• includes arguments ideas which are relevant to the purpose of the text (P8)</li> <li>• organises arguments into paragraphs to support the reader (P8)</li> <li>• concludes by restating (P8)</li> <li>• selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position) (P9)</li> <li>• intentionally selects structural elements for effect (e.g. includes an appropriate conclusion that sums up, recommends or reiterates) (P10)</li> <li>• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent summation or call to action) (P11)</li> </ul>

	<p><b>Creating ideas: imaginative text indicators</b></p> <ul style="list-style-type: none"> <li>• creates imaginative texts for a broader range of learning area purposes (P8)</li> <li>• includes structural features appropriate to the type of text and task such as orientation, complication and resolution (P8)</li> <li>• includes ideas which are relevant to the purpose of the text (P8)</li> <li>• organises events into a sequence with a predictable ending (P8)</li> <li>• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication) (P9)</li> <li>• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot) (P10)</li> <li>• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow) (P11)</li> </ul>
<p><b>Teacher preparation</b></p>	<p>Create two versions of the selected text. The first version may be printed. The second version is to be printed with a line between each phase (e.g. <a href="#">Stages and phases: Re-ordering strategy</a>), cut into its variable phases. These cut up phases can be used to re-order the phases.</p> <p>This strategy works best after the building knowledge of the field and supported reading stages of the teaching and learning cycle. The teacher should consider how to introduce the characteristic stages and variable phases of the text to be written.</p> <p>When selecting a text for this activity, the teacher may consider using a text from the supported reading stage of the teaching and learning cycle with which students are familiar.</p>

## Suggested implementation

1. Select or create a text with a similar structure and purpose to the text students will create in the independent use of the genre stage. Clarify the purpose of the activity to be undertaken, e.g. to understand stages and phases of texts.
2. Draw a rectangle around the three 'big chunks' in the text. In a descriptive report, it would be:
  - an introduction
  - a longer body section
  - a conclusion
  - or adapt these labels to suit your text type and purpose.
3. Introduce students to the stages of the text, e.g. the three 'big chunks'.
4. Introduce students to the phases of the text. Phases are a sub-set of stages and are the variable patterns within each stage of the text. Clarify that the phases can be re-ordered based on an intended purpose within the text.
5. Distribute the second version of the text — the pre-made strips. Choose, or negotiate with students, an audience or purpose as the focus of the activity. With that audience or purpose in mind, re-order the phases by moving the cards around.
6. Discuss the effect the re-ordered phases have on the overall meaning and effectiveness of the stage.

7. Consider the next step, e.g. share each pair's re-ordered phases, remove or replace phases to create a different effect for the reader.



**Table 1: Characteristic stages and phases of a descriptive report, e.g. *Binna Burra 25***

Stages	Possible Phases
Title	
General Statement	<ul style="list-style-type: none"> <li>• topic sentence</li> <li>• elaboration</li> <li>• examples</li> </ul>
Description	<ul style="list-style-type: none"> <li>• features</li> <li>• characteristics</li> <li>• activities</li> <li>• behaviour</li> </ul>
Summary	recommendation

## Variations

Consider using other texts to explore the different stages and phases.

**Table 2: Characteristic stages and phases of a literary description**

Stages	Possible Phases
Orientation	
Description	<ul style="list-style-type: none"> <li>• what I hear</li> <li>• what I feel</li> <li>• what I smell</li> <li>• what I taste</li> <li>• what I see</li> <li>• what I imagine</li> </ul>
Reflection	

Table 3: Characteristic stages and phases of an argument

Stages	Possible Phases
Salutation	
Issue	<ul style="list-style-type: none"> <li>• background</li> <li>• problem</li> </ul>
Appeal for action	
Arguments	<ul style="list-style-type: none"> <li>• points</li> </ul>
Reinforcement of appeal	

Table 4: Characteristic stages and phases of a biographical recount

Stages	Possible Phases
Orientation	
Record of events	<ul style="list-style-type: none"> <li>• episode</li> <li>• contributions</li> </ul>
Judgment	<ul style="list-style-type: none"> <li>• episode</li> <li>• recognition</li> </ul>

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4. Investigating Model Texts for Learning Humphrey, S & Vale, E 2020, Primary English Teaching Association Australia, Sydney