## Text requirements for English 3–6

Understanding and creating a wide range of texts is central to the study of English. In 3–6 the term *texts* refers to print and digital forms of communication that include linguistic, visual, audio, gestural and spatial meaning-making systems. Quality examples of literature should be presented in print and digital mediums, as well as in multimodal, visual and spoken modes, including picture books.

Many types of texts are easy to recognise by their subject matter, forms and structures. Persuasive, informative and imaginative texts include a range of genres for different social purposes.

Texts have evolved over time for the purpose of communicating effectively with a range of audiences. Sometimes several elements from different types of texts can be included in a single text, resulting in a hybrid text. Hybridity can encompass genre, modality and form.

## Literature

Literature is defined as a body of work that has enduring personal, social, cultural or aesthetic value. It comprises a dynamic and evolving range of fiction and nonfiction texts from diverse contemporary, historical and cultural contexts. Literature is a way of sharing experiences about and beyond readers’ lives while also creating empathy and opportunities for enjoyment.

Literature should be readily available to students in the classroom and updated regularly.

Across each year of learning, teachers must give students daily opportunities:

* **To be read to:** Teachers can support the development of reading for pleasure. By reading aloud and engaging students in discussions, teachers provide students with access to texts beyond their immediate means, introducing them to new ideas and vocabulary and encouraging them to explore different ways of thinking.

Where listening to texts read aloud is not accessible for students, they should be read to using their preferred communication form(s).

* **For wide and deep reading:** Students should independently read and respond to a wide range of texts of varied genres and topics, with increasing complexity. They should also read and respond to texts of personal interest. Students should read aloud and silently for meaning, to acquire new ideas and vocabulary for communication, and for enjoyment.

Students who are not reading independently and have not mastered the initial and extended phonic code may need access to age-appropriate decodable texts to continue learning and consolidating decoding skills.

Where reading aloud is not accessible for students, they can share their reading using their preferred communication form(s) or engage in silent reading.

* **For wide writing:** Students need to practise and experiment with creating persuasive, informative and imaginative texts in different forms. These can be created in English and in other learning areas, in both print and digital modes. Students should practise their writing under a variety of conditions with varied parameters of length and time. Writing refers to the creation of texts rather than the skill of handwriting. Students should be encouraged to create texts using their preferred communication form(s), including through the use of assistive technology as required. Reading supports wide writing, giving students the knowledge to:
* select appropriate language suited to purpose
* adapt and experiment with language
* use textual elements from different genres and modes.

## Text selection

As teachers identify what their students need to learn at points in time, they select texts to facilitate that learning. Text selections should respond to the individual needs of students. Texts should be selected that either support or extend students’ reading. Selecting high-quality texts enables students to study features within and between texts. It can also enhance their knowledge, understanding and experience of others and of how texts represent the world. High-quality texts can support students to apply their language learning to new contexts for both reading and writing.

The selection of texts must include:

* texts by Aboriginal and Torres Strait Islander Peoples
* Australian literature
* literature from other countries.

Across a year of learning, the selection of texts **must** give students opportunities to engage with a variety of literature that includes strong examples of:

* narrative
* characterisation, including examples of stereotypical and archetypal characters
* imagery, symbol and connotation
* genre
* theme
* context and perspective
* argument and authority.

Literature must include:

* novels[[1]](#footnote-2)
* plays
* poetry
* classic and contemporary literature that represents diverse experiences[[2]](#footnote-3)
* myths, legends, fables and fairytales
* texts that provide information in different forms[[3]](#footnote-4)
* texts that include persuasive arguments presented in different forms
* hybrid texts[[4]](#footnote-5)
* texts chosen by students for personal interest and enjoyment.

## Text complexity

Text complexity may vary in:

* ideas or knowledge
* structure
* vocabulary
* sentence complexity
* levels of meaning or subtlety
* modal elements.

Most texts combine aspects of simple and complex features. As learning progresses, students can sustain reading of more complex texts for longer periods of time.

Teachers should preview all texts that students study in class. This allows teachers to identify potential areas for targeted teaching.

## Diversity of learners

Students learning English as an additional language or dialect (EAL/D) should be provided with opportunities to share their experiences of reading or viewing texts in their home languages or dialects. This can assist them to make meaningful connections between their home languages or dialects and Standard Australian English. For students for whom Auslan is their first language, this should include a variety of signed texts, which may be live or recorded. Students whose first language or home language is Aboriginal English may be considered EAL/D learners.

These students bring a richness of linguistic capital and experiences which should be valued so that all students can be active agents in their engagement with texts.

It is important to provide the opportunity for students to respond to and create texts using their preferred communication techniques and systems. This may include assistive technology (AT) and augmentative and alternative communication (AAC) systems such as:

* gesture
* signing[[5]](#footnote-6)
* real objects
* photographs
* pictographs
* pictograms
* texts with enlarged print
* audio books
* braille
* speech-to-text and text-to-speech applications
* digital technology.
1. Examples

 – May include quests, fantasy, science fiction, mystery novels. [↑](#footnote-ref-2)
2. Examples

 – May include literature by authors with diverse backgrounds and experiences, including authors with disability. [↑](#footnote-ref-3)
3. – May include everyday texts such as brochures, community publications, recipes, advertisements. [↑](#footnote-ref-4)
4. – An imaginative text such as a narrative will typically have language features such as the use of dialogue but may also contain visual features such as diagrams and subheadings more typically seen in informative texts. [↑](#footnote-ref-5)
5. – Reference to signing as an augmentative and alternative communication method typically refers to Key Word Sign. [↑](#footnote-ref-6)