# Text requirements for English 7–10

Engaging with texts is central to the study of English. In Years 7–10, texts should be understood to mean any written, spoken/signed, nonverbal, visual, auditory or multimodal communication.

The forms, features and structures of texts evolve over time for the purpose of communicating effectively with a range of audiences. Sometimes a number of elements from different types of texts can be included in a single text, resulting in a hybrid text.

Students undertake essential content, and work towards course outcomes, by engaging meaningfully with a range of texts. Teachers select texts based on their understanding of what students need to learn at particular points in time. A well-chosen text enables students to study features within and between texts that can enhance their knowledge, understanding and experience of how texts represent the world. Texts should be selected that either support or extend students’ reading.

### Text selection

As the focus of learning **in each Stage**, students are required to engage meaningfully with:

* at least 2 works of extended prose (including at least one novel)
* at least 2 collections of poetry
* at least 2 films
* at least 2 drama texts (including at least **one** Shakespeare play **in Stage 5**)
* a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experiences of:

* a range of fiction and non-fiction texts that are widely regarded as quality literature
* a range of texts by Australian authors
* a range of texts by Aboriginal and Torres Strait Islander authors
* a range of quality texts from around the world, including texts about intercultural and diverse experiences[[1]](#footnote-2)
* a range of cultural, social and gender perspectives, including from popular and youth cultures
* texts chosen by students for personal interest and enjoyment.

Teachers should preview the texts that they select to use as a part of students’ learning. This allows teachers to identify potential areas for targeted teaching.

## Text complexity

Text complexity may vary in:

ideas or knowledge

structure

vocabulary

sentence complexity

levels of meaning or subtlety

modal elements.

Most texts combine simple, predictable, moderately complex and highly complex features. The selection of texts should provide opportunities for students to engage with features of texts that provide appropriate levels of challenge.

### Diversity of learners

Students learning English as an additional language or dialect (EAL/D) should be provided with opportunities to share and extend 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 opportunities for students to respond to and compose 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[[2]](#footnote-3)
* real objects
* photographs
* pictographs
* pictograms
* texts with enlarged print
* audio books
* braille
* speech-to-text and text-to-speech applications
* digital technology.

**Note:** For English Life Skills 7-10, the Text requirements can be used as guidelines to provide relevant and meaningful teaching and learning opportunities that draw from a wide range of texts.

1. Might include literature by authors with diverse backgrounds and experiences, including authors with disability [↑](#footnote-ref-2)
2. – Reference to signing as an augmentative and alternative communication method typically refers to Key Word Sign. [↑](#footnote-ref-3)