**Understanding**

What it is: Students engage personally with texts they enjoy, and use their experiences, perspectives and opinions to form their own compositions.

- Students have knowledge of and insight into the textual concepts that underlie the discipline of English, particularly the nature of textuality for textual concepts that underpin the discipline of English.
- English, particularly the nature of textuality for textual concepts that underpin the discipline of English.

Why it is important: Students use a range of strategies to discriminate successful meaning. They transfer their knowledge of texts to make generalizations about how texts work.

ENGAGING PERSONALLY

What it is: Students identify and interpret ideas and information in texts.

- Students use language and structures to communicate ideas.
- Students identify and interpret ideas and information in texts.

Why it is important: Students use language and structures to communicate ideas.

ENGAGING CRITICALLY

What it is: Students engage critically with texts; they make judgements about their text and the relationship between words and images.

- Students reflect on and respond to texts reflecting their own experiences, perspectives and opinions to form their own compositions.

Why it is important: Students reflect on and respond to texts reflecting their own experiences, perspectives and opinions to form their own compositions.

EXPERIMENTING

What it is: Experimenting is the process of applying knowledge and skills creatively and critically to develop and understand relationships between texts and the ways in which different ideas, concepts and processes interact.

- Students reflect on and respond to texts reflecting their own experiences, perspectives and opinions to form their own compositions.

Why it is important: Students reflect on and respond to texts reflecting their own experiences, perspectives and opinions to form their own compositions.

REFLECTING

What it is: Reflecting is a metacognitive process which raises students' consciousness of their own processes of responding, composing and experimenting with texts. In reflecting, students think about how they have learned, what strategies and strategies used, and what their strategies were, and consider how their learning processes and draw conclusions about their value for them.

- Students reflect on and respond to texts reflecting their own experiences, perspectives and opinions to form their own compositions.

Why it is important: Students reflect on and respond to texts reflecting their own experiences, perspectives and opinions to form their own compositions.

---

**Understanding**

- Students create and recreate texts imaginatively in a range of modes and media.
- They engage in close comparisons of aspects of language in and between texts to explore how texts may be connected.
- They draw from a range of strategies to discriminate successful meaning. They transfer their knowledge of texts to make generalizations about how texts work.
- They recognize and explain how language and structures communicate ideas.

**Engaging personally**

- Students use language and structures to communicate ideas.
- Students identify and interpret ideas and information in texts.
- They engage with texts for enjoyment and pleasure.
- They identify the elements of a text and the relationship between words and images.

**Engaging critically**

- They become aware that their own experiences and preferences shape their compositions and their response to texts. They develop the strategies and strategies used, and what their strategies were, and consider how their learning processes and draw conclusions about their value for them.
- Through their responding and composing students identify and interpret ideas and information in texts.
- They make judgements about texts and their own work.
- They make connections between a text and their own work.
- They make connections between texts and their own work.

---

**Connecting**

- Students make connections between ideas and expressions.
- They recognize the effect of context on meaning.
- They recognize the effect of context on meaning.

**Experimenting**

- Students use the connections between texts to come to new understandings about how ideas are represented in different contexts.
- They use the connections between texts to come to new understandings about how ideas are represented in different contexts.
- They make connections between a text and their own work.

---

**Personalising**

- Students use the connections between texts to come to new understandings about how ideas are represented in different contexts.
- They make connections between a text and their own work.
- They make connections between ideas and expressions.
- They make connections between ideas and expressions.

**Critical thinking**

- Students identify similarities and differences in texts from a range of cultures, considering ideas and characters and their context.
- They recognize the effect of context on meaning.
- They recognize the effect of context on meaning.
- They recognize the effect of context on meaning.

---

**Experimenting with language**

- Students identify and interpret ideas and information in texts.
- Students reflect on and respond to texts reflecting their own experiences, perspectives and opinions to form their own compositions.
- They develop the strategies they use and the strategies they used, and what their strategies were, and consider how their learning processes and draw conclusions about their value for them.