

LITERACY ACROSS THE CURRICULUM

KEY MESSAGES:

- Literacy is a general capability in the Australian Curriculum and it involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual, multimodal texts and digital texts.
- Students need to learn to use and modify language for different purposes in a range of contexts.
- With regard to literacy, the Australian Curriculum supports the deepening of knowledge, understanding and skills in all learning areas and highlights the importance that all learning areas play in providing students with opportunities to become literate.

WHAT IS 'BEING LITERATE'?

Much more than being able to read and write, being literate also means:

- having the ability to develop knowledge and understanding
- being able to participate actively in the workplace, community and society (UNESCO, 2004).

Literate practices are:

- the knowledge, skills and strategies people use to understand, create, respond to, and manipulate texts

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Literacy across the curriculum.

A shared responsibility.

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GENRES IN SECONDARY SCHOOL

- Genres are the types of texts we create to achieve particular purposes (Derewianka & Jones, 2016, p. 7). Texts of similar genre tend to follow similar structural patterns or generic structures (Butt, Fahey, Feez & Spinks, 2012, p. 251).
- In addition to understanding the structure and features of various genres, secondary students need to be familiar with the language features of the texts. For example, arguments typically use a range of connectives and/or conjunctions to organise the text and connect ideas, such as 'to begin with', 'in conclusion' and 'however'.
- Students will read and write texts with one genre, as well as texts with multiple genres. The table on the right can illustrate this and how the genres sit across subject areas:

	Genre	Purpose	Curriculum area			
			English	The Arts	Health and Physical Education	Technologies
Creative writing	narrative poetry script writing	to tell a story or resolve a complication in a story to evoke an emotional response or imaginative awareness to outline movement, actions, expression and dialogue of characters	English	The Arts	Health and Physical Education	Technologies
Text response	critical response personal response review	to analyse, interpret or evaluate a text to provide an emotional response to a text to evaluate a literary, visual or musical text				
Factual writing	autobiographical recount biographical recount historical account historical recount informative	to recount your own life events to recount another person's life events to explain historical events to recount historical events to inform the reader about an event or phenomenon				
Arguments	discussion exposition persuasive	to discuss two or more points of view to argue for a point of view to convince the reader of an opinion, assertion or claim	Maths	Science	Health and Physical Education	Technologies
Explanations	causal explanation consequential explanation sequential explanation	to explain the causes for a phenomenon or process to explain the effects of a phenomenon or process to explain the cause and effect between a series of events that make up a phenomenon or process				
Reports	classifying report compositional report descriptive report	to classify and describe types of phenomena to describe parts of wholes to classify and describing a phenomenon	Maths	Science	Health and Physical Education	Technologies
Procedures	procedure procedural recount	to explain how to perform an experiment, trial, series of actions, or observation to recount how an experiment, trial, series of actions or observation was performed				

| Adapted from Rose, 2006, p. 186