The English Learning Area is organised into three interrelated strands:

- *Texts and Contexts*
- *Language*
- *Strategies*

In each strand there are four Outcomes at each Standard, corresponding to the modes of listening and speaking, reading and viewing, and writing.

Students learn how *texts* are constructed to achieve a purpose with a particular audience in mind, and in particular *contexts*: social, cultural, and historical. Students learn to interpret and respond to texts with critical awareness. They not only come to an understanding of the content, but are also made aware of the intentions of the authors and how they have constructed their texts and used language to achieve a purpose. Students also find enjoyment in language.

Students also learn to compose their own texts—oral, written and multimodal—in order to communicate their different purposes to a variety of audiences. Students use language, therefore, to participate in a range of discourses. They both build and express their identities using language and belong to a larger group through a shared use of language.

Texts are described broadly in the SACSA Framework as any construct that employs language.

Reading, viewing, listening, as well as composing, speaking and writing, do not occur unless the student has some ways of doing—this is the focus of the *strategies* strand.

Literacy continues to be a Strategic Priority at [Balaklava Primary School](#) in 2007. The Literacy Block trial commenced in 2006 continues, with extra staff support allocated to each class during this time. As the school has an R-7 Literacy Mentor, staff are continually learning and reflecting on their teaching practise. Our early intervention programme utilises a Reading Recovery teacher who targets students finding literacy acquisition a challenge after 12 months of schooling.