## MERBEIN P-10 COLLEGE ENGLISH SCOPE & SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>READING &amp; VIEWING</th>
<th>WRITING</th>
<th>SPEAKING &amp; LISTENING</th>
</tr>
</thead>
</table>
| **F** | • Predicting and questioning strategies to make meaning from texts.  
• Recall one or two events from texts with familiar topics.  
• Understand that different types of texts and that these can have similar characteristics.  
• Identify connections between texts and their personal experience.  
• Read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.  
• Identify the letters of the English alphabet and use the sounds represented by most letters. | **Interpreting, Analysing and Evaluating**  
* Imaginative and Information Text  
* Purpose and Audience  
* Reading Process  
* Comprehension Strategies  
**Text Structure and Organisation**  
* Purpose and audience and structures of different text types  
* Punctuation  
* Grammar  
* Concepts of print  
**Creating Text**  
* Publishing  
* Editing  
* Handwriting  
* ICT  
**Examining Literature**  
Features  
Language Devices  
**Expressing and Developing Ideas**  
Spelling  
Vocabulary  
Sentence Structure  
**Sound and Letter Knowledge**  
Phonemic Awareness  
Alphabet Knowledge  
**Text in Context**  
Texts and the Contexts in which they are Used | • Listen to and use appropriate language features to respond to others in a familiar environment.  
• Listen for rhyme, letter patterns and sounds in words.  
• Understand that their texts can reflect their own experiences. Identify and describe likes and dislikes about familiar texts, objects, characters and events.  
• In informal group and whole class settings, students communicate clearly.  
• Retell events and experiences with peers and known adults.  
• Identify and use rhyme, letter patterns and sounds in words. |
| 1 | **Interpreting, Analysing and Evaluating**  
   *Imaginative, Information and Persuasive Text*  
   *Purpose and Audience*  
   *Reading Process*  
   *Comprehension Strategies*  
   **Text Structure and Organisation**  
   *Purpose and audience and structures of different text types*  
   *Punctuation*  
   *Grammar*  
   *Concepts of print*  
   **Creating Text**  
   *Publishing*  
   *Editing*  
   *Handwriting*  
   *ICT*  
   **Examining Literature**  
   Features  
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   Sentence Structure  
   **Sound and Letter Knowledge**  
   Phonemic Awareness  
   Alphabet Knowledge  
   **Text in Context**  
   Texts and the Contexts in which they are Used |
|---|---|
| 2 | **Interpreting, Analysing and Evaluating**  
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   *Purpose and Audience*  
   *Reading Process*  
   *Comprehension Strategies*  
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   **Creating Text**  
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   **Examining Literature**  
   Features  
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   Spelling  
   Vocabulary  
   Sentence Structure  
   **Sound and Letter Knowledge**  
   Phonemic Awareness  
   Alphabet Knowledge  
   **Text in Context**  
   Texts and the Contexts in which they are Used |

- Understand the different purposes of texts.
- Make connections to personal experience when explaining characters and main events in short texts.
- Identify the language features, images and vocabulary used to describe characters and events.
- Read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
- When reading, use knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.
- Recall key ideas and recognise literal and implied meaning in texts.

- Understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.
- Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
- Monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonetic knowledge.
- Identify literal and implied meaning, main ideas and supporting detail.
- Make connections between texts by comparing content.

- Listen to others when taking part in conversations using appropriate language features.
- Listen for and reproduce letter patterns and letter clusters.
- Understand how characters in texts are developed and give reasons for personal preferences.
- Create texts that show understanding of the connection between writing, speech and images.
- Create short texts for a small range of purposes.
- Interact in pair, group and class discussions, taking turns when responding.
- Make short presentations of a few connected sentences on familiar and learned topics.

- Listen for particular purposes.
- Listen for and manipulate sound combinations and rhythmic sound patterns.
- When discussing ideas and experiences, students use everyday language features and topic-specific vocabulary.
- Explain their preferences for aspects of texts using other texts as comparisons.
- Create texts that show how images support the meaning of the text.
- Create texts, drawing on their own experiences, their imagination and information they have learned.
- Use a variety of strategies to engage in group and class discussions and make presentations.
• Understand how different types of texts vary in use of language choices, depending on their purpose, and context, (for example tense, and types of sentences)
• Identify the features of online texts that enhance navigation
• Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
• Recognise high frequency sight words
• Draw connections between personal experiences and the worlds of texts, and share responses with others
• Develop criteria for establishing personal preferences for literature
• Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
• Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose
• Identify the point of view in a text and suggest alternative points of view
• Identify the audience and purpose of imaginative, informative and persuasive texts
• Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on
• Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
• Understand that paragraphs are a key organisational feature of written texts
• Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters
• Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement
• Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
• Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’
• Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle
• Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue
• Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
• Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
• Write using joined letters that are clearly formed and consistent in size
• Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements
• Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
• Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
• Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
• Examine how evaluative language can be varied to be more or less forceful
• Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
• Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons
• Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
• Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume
• Plan and deliver short presentations, providing some key details in logical sequence
<table>
<thead>
<tr>
<th>4</th>
<th>Text structure and organisation</th>
<th>Text structure and organisation</th>
<th>Language variation and change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Identify purpose, structure and topic of: Narratives, Procedures, Expositions, Explanations and Information texts.</strong></td>
<td><strong>Use topic sentences.</strong></td>
<td><strong>Understand that Standard Australian English is one of many social dialects used in Australia,</strong></td>
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<td></td>
<td><strong>Use organisational features of text to make predictions.</strong></td>
<td><strong>Use possessive apostrophes.</strong></td>
<td><strong>Language for interaction</strong></td>
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<tr>
<td></td>
<td><strong>Expressing and developing ideas</strong></td>
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<td><strong>Discuss literary experiences with others, sharing responses and expressing a point of view interacting with others.</strong></td>
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<tr>
<td></td>
<td><strong>Interpret text and identify and compare sequences of images.</strong></td>
<td><strong>Make connections between ideas, by providing a reason, to state a purpose, to express a condition, to make a concession and to link two ideas in terms of various time relations.</strong></td>
<td><strong>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information.</strong></td>
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<td></td>
<td><strong>Use banks of known words, word origins, prefixes and suffixes, to learn and spell new words.</strong></td>
<td><strong>Use noun groups/phrases and adjective groups/phrases to provide a fuller description of the person, place, thing or idea.</strong></td>
<td><strong>Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently.</strong></td>
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<td></td>
<td><strong>Use word origins, roots and related words to decode and spell unfamiliar words.</strong></td>
<td><strong>Understand that the pronunciation, spelling and meanings of words have histories and change over time.</strong></td>
<td><strong>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences.</strong></td>
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<tr>
<td></td>
<td><strong>Examining literature</strong></td>
<td><strong>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships.</strong></td>
<td><strong>Focus</strong></td>
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<tr>
<td></td>
<td><strong>Identify, examine and recognise audience, viewpoints and interpretations of narratives relating to social/cultural background.</strong></td>
<td><strong>Posing and discussing questions, and begin to make balanced judgments about the dilemmas characters face and relative merit and harm.</strong></td>
<td><strong>-Readers Theatre</strong></td>
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<td></td>
<td><strong>Making connections, predicting, questioning, monitoring, visualising, summarising, skimming, re-reading, scanning, determining importance, sounding out, chunking, adjusting reading rate, using analogy</strong></td>
<td><strong>Interacting with others</strong></td>
<td><strong>-Socratic Circles</strong></td>
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<td></td>
<td><strong>-Reciprocal Reading</strong></td>
<td><strong>-Speeches</strong></td>
<td><strong>-Working in collaborative teams</strong></td>
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<td><strong>-Guided Reading</strong></td>
<td><strong>-Creating Literature</strong></td>
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<td>Creating Texts</td>
<td>Language variation and change</td>
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<tr>
<td>Show how ideas and points of view in texts are conveyed through the use of vocabulary.</td>
<td>Plan, draft and publish imaginative, informative and persuasive texts.</td>
<td>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.</td>
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<tr>
<td>Identify and explain how text structures and language features used in imaginative, informative and persuasive texts are used to meet the purpose of the text.</td>
<td>Reread and edit student’s own and others’ work using agreed criteria for text structures and language features.</td>
<td>Identify and appreciate differences in language used in diverse family settings.</td>
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<tr>
<td>Apply appropriate text processing strategies - predicting and confirming, monitoring meaning, skimming and scanning.</td>
<td>Develop legible handwriting style.</td>
<td>Understand when it is appropriate to share feelings and opinions.</td>
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<tr>
<td>Explain how text structures assist in understanding the text.</td>
<td>Use a range of software including word processing programs to publish written text.</td>
<td>Differentiating between reporting the facts and providing a commentary.</td>
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<tr>
<td>Understand how language features, images and vocabulary influence interpretations of characters, settings and events.</td>
<td>Use correct technical vocabulary, appropriate to purpose and context.</td>
<td>Literature and context</td>
<td></td>
</tr>
<tr>
<td>Analyse and explain literal and implied information from a variety of texts.</td>
<td>Use paragraphs to present and sequence a text.</td>
<td>Make connections between personal experiences and those of characters and events represented in texts drawn from different historical, social</td>
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<td>They describe how events, characters and settings in texts are depicted and explain their own responses to them.</td>
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<td>contexts.</td>
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<td><strong>Focus</strong></td>
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<td><strong>Language for interaction</strong></td>
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<td>Making connections</td>
<td>Narrative</td>
<td>Identify and appreciate differences in language used in diverse family settings.</td>
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<td>Predicting</td>
<td>Procedure</td>
<td>Understand when it is appropriate to share feelings and opinions.</td>
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<tr>
<td>Questioning</td>
<td>Exposition</td>
<td>Differentiating between reporting the facts and providing a commentary.</td>
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<tr>
<td>Monitoring</td>
<td>Recount</td>
<td>Literature and context</td>
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<tr>
<td>Visualising</td>
<td>Poetry</td>
<td>Make connections between personal experiences and those of characters and events represented in texts drawn from different historical, social</td>
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<tr>
<td>Summarising</td>
<td>Discussion</td>
<td>contexts.</td>
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<tr>
<td>Reciprocal Reading</td>
<td>Soundwaves Spelling</td>
<td>Transforming ideas and perspectives.</td>
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<tr>
<td>Guided Reading</td>
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<td><strong>End of Grade 5</strong></td>
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</tbody>
</table>

### End of Grade 5
- **Focus**
  - Socratic Circles.
  - Readers Theatre.
  - Oral presentations to peers.
  - Working in collaborative teams.
  - Speeches.

### End of Grade 5
- **Focus**
  - Develop and explain a point of view about a text selecting information, ideas and images from a range of resources.
  - Make presentations and contribute actively to class and group discussions, taking into account other perspectives.

### End of Grade 5
- **Listen and ask questions to clarify content.**
- **Use language features to show how ideas can be extended.**
- **Develop and explain a point of view about a text.**
- **Create a variety of sequenced texts for different purposes and audiences.**
- **Make presentations and contribute actively to class and group discussions, taking into account other perspectives.**

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- **Create a variety of sequenced texts for different purposes and audiences.**
- **Make presentations and contribute actively to class and group discussions, taking into account other perspectives.**
### Interpreting, Analysing, Evaluating

**Focus**
- Identify, describe, and discuss similarities and differences between texts and evaluate characteristics that define an author’s individual style.
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.

**Reciprocal Reading**
- Find the main idea of a text.
- Ask and answer questions.
- Make inferences and predictions.
- Use prior knowledge and images.
- Make connections between information in print and personal response to it.
- Select and use textual information to make explanations and editorial choices.

**End of Grade 6**
- Understand how the use of text structures can achieve particular effects.
  - Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
  - Compare and analyse information in different texts, explaining literal and implied meaning.
  - Select and use evidence from a text to explain their response to it.

**Creating Literature**
- Experiment with text structures and language features and their effects in creating literary texts, by using imagery, sentence variation, metaphor and word choice.
- Create narratives in written, spoken or digital format for more than one specified audience, requiring adaptation of narrative elements and language features.
- Plan and create texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences.

**Texts in Context**
- Identify and explore news reports of the same event, and discuss the language choices and point of view of the writers.

**Creating Texts**
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.
- Reread and edit own and others’ work using agreed criteria and explaining editing choices.
- Use handwriting efficiently as a tool for a wide range of formal and informal text creation tasks.
- Use a range of software, including word processing programs, learning new functions as required to create texts.

**Interacting with Others**
- Use strategies, such as pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions.
- Explore personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses.
- Recognise that closed questions ask for precise responses while open questions prompt a speaker to provide more information.
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience.
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.

**End of Grade 6**
- Listen to discussions, clarifying content and challenging others’ ideas.
- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how choices of language features and images are used.
- Create detailed texts, elaborating on key ideas for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

**Focus**
- Socratic Circles.
- Readers Theatre.
- Oral presentations to peers.
- Working in collaborative teams.
- Speeches.
<table>
<thead>
<tr>
<th>7</th>
<th>Students will:</th>
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</thead>
<tbody>
<tr>
<td>• Read and view texts that are, imaginative, informative and/or persuasive</td>
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<tr>
<td>Students will engage in tasks such as:</td>
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<tr>
<td>• analytical responses to text; chapters questions and analysis of themes and issues</td>
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<tr>
<td>• written responses; diary entries, reviews, narratives, letters, retells, scripts, information reports, procedures, advertisements, reflections.</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Use correct text structure for a range of texts</td>
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<tr>
<td>• Use print and electronic forms</td>
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<tr>
<td>• Accurately use punctuation and grammar</td>
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<tr>
<td>• Edit using the Publication Process.</td>
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<tr>
<td>Students will engage in tasks such as:</td>
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<tr>
<td>• using and creating multimodal texts</td>
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<tr>
<td>• written responses; diary entries, reviews, narratives, letters, retells, scripts, information reports, procedures, advertisements, reflections.</td>
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<tr>
<td>Novels: Bridge to Terabithia, Two Weeks with the Queen, Stormbreaker, Unseen, Rust</td>
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<td>Short Stories: The Princess Bride, Edward Scissorhands, Stormbreaker, Bridge to Terabithia</td>
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<td>Themes: Fairytales, Book Club, Poetry</td>
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<thead>
<tr>
<th>8</th>
<th>Students will:</th>
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<tbody>
<tr>
<td>• Read and view informative, imaginative and persuasive texts to explore ideas and information on challenging topics.</td>
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<tr>
<td>Students will engage in tasks such as:</td>
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<tr>
<td>• written responses; diary entries, reviews, narratives, letters, advertisements, reflections, character profiles, information reports, explanations comparison charts and essays</td>
<td></td>
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<tr>
<td>• analytical responses to text; chapters questions and analysis of themes and issues</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Use correct structure, syntax and grammar for a range of print and electronic texts.</td>
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<td>Students will engage in tasks such as:</td>
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<tr>
<td>• using and creating multimodal texts</td>
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<td>• written responses; diary entries, reviews, narratives, letters, advertisements, reflections, character profiles, information reports, explanations comparison charts and essays</td>
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<td>• note taking</td>
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<td>Students will:</td>
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<td>• Develop and prepare a variety of presentations in a variety of formats.</td>
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<td>Students will engage in tasks such as:</td>
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<tr>
<td>• critically evaluate the spoken language of others, including peer assessment of oral presentations</td>
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<tr>
<td>• prepare and present spoken texts for specific audiences and purposes; speeches, role plays, discussions, presentations</td>
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</table>

Novels: The Boy in the Striped Pyjamas, The Body, Coraline, Holes, Hatchet, Short Stories |
Films: The Boy in the Striped Pyjamas, Stand By Me, Holes, Coraline |
Themes: Digital Literacy, School, Writing Wrongs (Human Rights in Texts)
<table>
<thead>
<tr>
<th>9</th>
<th><strong>Students will:</strong></th>
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<tbody>
<tr>
<td></td>
<td>• Read and respond to a range of classic, contemporary and popular texts such as: novels, short stories, plays, poetry, informative and persuasive texts, media texts and films.</td>
<td>• Write expressively and appropriately in a range of text types for variety of audiences and purposes.</td>
<td>• Listen to and produce a range of spoken texts in formal and informal situations.</td>
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<td></td>
<td>• Develop a critical understanding of purpose, audience, tone and point of view.</td>
<td><strong>Students will engage in tasks such as:</strong></td>
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<td></td>
<td>• Contribute to discussions</td>
<td>• Opinion writing</td>
<td>• Contributing to discussions</td>
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<td></td>
<td>• Personal responses</td>
<td>• Persuasive texts</td>
<td>• Oral presentations</td>
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<td></td>
<td>• Literary oral texts</td>
<td>• Expressive writing</td>
<td>• Developing persuasive language skills</td>
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<td>• Dramatic, written and multimodal presentations</td>
<td>• Point of view</td>
<td>and non-verbal skills</td>
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<td></td>
<td><strong>Novels:</strong> Deadly Unna, The Outsiders, Tomorrow When The War Began, Short stories, Edward Britton, Uglies.</td>
<td>• Different text types</td>
<td><strong>Students will:</strong></td>
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<td></td>
<td><strong>Films:</strong> Australian Rules, The Power of One, BabaKuieria, We Can Be Heroes.</td>
<td>• Personal responses</td>
<td><strong>Students will engage in tasks such as:</strong></td>
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<tr>
<td></td>
<td><strong>Themes:</strong> Genre, Crime, Media.</td>
<td>• Multimodal texts</td>
<td>• Oral Presentations: issue, personal response, information on a complex issue</td>
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<td>10</td>
<td><strong>Students will:</strong></td>
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<tr>
<td></td>
<td>• Read and view texts that are imaginative, informative and persuasive.</td>
<td>• Use correct forms and structures</td>
<td>• Study a range of multi modal texts, contexts, and speakers</td>
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<tr>
<td></td>
<td><strong>Students will engage in tasks such as:</strong></td>
<td>• Accurately use punctuation and grammar</td>
<td><strong>Students will engage in tasks such as:</strong></td>
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<td>• Analytical responses to texts: essays,</td>
<td><strong>Students will engage in tasks such as:</strong></td>
<td>• Oral Presentations: issue, personal response, information on a complex issue</td>
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<td></td>
<td>• Language feature activities: symbolism, imagery,</td>
<td>• Creative Writing; newspaper reports, feature articles,</td>
<td>• Class discussions</td>
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<td>• Exploration of themes through discussion, questions and</td>
<td>narratives and scripts</td>
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<td>• Character maps, timelines, dramatization and empathy</td>
<td>• Persuasive writing: editorials, reviews, letters to</td>
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<td>• Chapter questions and analysis</td>
<td>editors, advertisements and essays using</td>
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<td><strong>Novels:</strong> To Kill A Mockingbird**, Of Mice and Men, Animal Farm, Kiffo and the Pitbull*, The Story of Tom Brennan</td>
<td>• Analytical essay writing using textual evidence</td>
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<td><strong>Films:</strong> Blackfish, Bowling For Columbine, Boyhood, The Hurricane</td>
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<td><strong>Students will:</strong></td>
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<td><strong>Plays:</strong> Macbeth, Romeo and Juliet, Pygmalion</td>
<td><strong>Students will engage in tasks such as:</strong></td>
<td><strong>Students will engage in tasks such as:</strong></td>
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<td><strong>Topics and themes:</strong> Persuasive writing, Media Issues &amp; Language Analysis, War, The Gothic Tradition, Power</td>
<td>• Oral Presentations: issue, personal response, information on a complex issue</td>
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<td>**** Advanced English only</td>
<td>• Class discussions</td>
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<td>* Modified English only</td>
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**Notes:**
- **Advanced English only**
- **Modified English only**