

MERBEIN P-10 COLLEGE ENGLISH SCOPE & SEQUENCE

<u>Year</u>	<u>READING & VIEWING</u>	<u>WRITING</u>	<u>SPEAKING & LISTENING</u>
F	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;"><u>Interpreting, Analysing and Evaluating</u> * Imaginative and Information Text</p> <p>*Purpose and Audience *Reading Process *Comprehension Strategies</p> <p><u>Text Structure and Organisation</u> *Purpose and audience and structures of different text types *Punctuation *Grammar *Concepts of print</p> <p><u>Creating Text</u> *Publishing *Editing *Handwriting *ICT</p> <p><u>Examining Literature</u> Features Language Devices</p> <p><u>Expressing and Developing Ideas</u> Spelling Vocabulary Sentence Structure</p> <p><u>Sound and Letter Knowledge</u> Phonemic Awareness Alphabet Knowledge</p> <p><u>Text in Context</u> Texts and the Contexts in which they are Used</p>	<ul style="list-style-type: none"> • 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.

<p style="text-align: center; font-size: 24pt; font-weight: bold;">1</p>	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Interpreting, Analysing and Evaluating *Imaginative, Information and Persuasive Text</p> <p>*Purpose and Audience *Reading Process *Comprehension Strategies</p> <p><u>Text Structure and Organisation</u> *Purpose and audience and structures of different text types *Punctuation *Grammar *Concepts of print</p> <p><u>Creating Text</u> *Publishing *Editing *Handwriting *ICT</p> <p>Examining Literature Features Language Devices</p> <p>Expressing and Developing Ideas Spelling Vocabulary Sentence Structure</p> <p>Sound and Letter Knowledge Phonemic Awareness Alphabet Knowledge</p> <p>Text in Context Texts and the Contexts in which they are Used</p>	<ul style="list-style-type: none"> • 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.
<p style="text-align: center; font-size: 24pt; font-weight: bold;">2</p>	<ul style="list-style-type: none"> • 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 phonic knowledge. • Identify literal and implied meaning, main ideas and supporting detail. • Make connections between texts by comparing content. 	<p style="text-align: center;">Interpreting, Analysing and Evaluating *Imaginative, Information and Persuasive Text</p> <p>*Purpose and Audience *Reading Process *Comprehension Strategies</p> <p><u>Text Structure and Organisation</u> *Purpose and audience and structures of different text types *Punctuation *Grammar *Concepts of print</p> <p><u>Creating Text</u> *Publishing *Editing *Handwriting *ICT</p> <p>Examining Literature Features Language Devices</p> <p>Expressing and Developing Ideas Spelling Vocabulary Sentence Structure</p> <p>Sound and Letter Knowledge Phonemic Awareness</p> <p>Text in Context Texts and the Contexts in which they are Used</p>	<ul style="list-style-type: none"> • 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.

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- 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

<p style="text-align: center; font-size: 24pt; font-weight: bold;">4</p>	<p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> Identify purpose, structure and topic of: Narratives, Procedures, Expositions, Explanations and Information texts. Use organisational features of text to make predictions. <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> Interpret text and identify and compare sequences of images. Use banks of known words, word origins, prefixes and suffixes, to learn and spell new words. Use word origins, roots and related words to decode and spell unfamiliar words. <p><u>Examining literature</u></p> <ul style="list-style-type: none"> Make connections between the ways different authors may represent similar storylines, ideas and relationships Discuss how authors and illustrators make stories exciting using character development and plot tension <p><u>Texts in Context</u></p> <ul style="list-style-type: none"> Identify and explain language features of texts from earlier times and compare with the vocabulary Interpreting, analysing, evaluating 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. Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts <p><u>Focus</u></p> <p>Making connections, predicting, questioning, monitoring, visualising, summarising, skimming, re-reading, scanning, determining importance, sounding out, chunking, adjusting reading rate, using analogy</p> <ul style="list-style-type: none"> -Reciprocal Reading -Guided Reading 	<p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> Use topic sentences. Recognise how quotation marks are used in texts to signal dialogue, titles and quote <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> 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. Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, <ul style="list-style-type: none"> Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases <p><u>Creating Literature</u></p> <ul style="list-style-type: none"> Experiment with structures, ideas and stylistic features relating to narratives. Create texts by developing storylines, characters and settings. Plan, draft and publish imaginative, informative and persuasive texts. Reread and edit for meaning by adding, deleting or moving words Write using clearly-formed joined letters, and develop increased fluency Use a range of software including word processing programs to publish written text. Use correct technical vocabulary, appropriate to purpose and context. <p><u>Focus</u></p> <ul style="list-style-type: none"> -Narratives, Information report, Recount, Description, Discussion, Procedure, Explanation Persuasive, Poetry 	<p><u>Language variation and change</u></p> <ul style="list-style-type: none"> Understand that Standard Australian English is one of many social dialects used in Australia, <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> Discuss literary experiences with others, sharing responses and expressing a point of view <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> 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 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 Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences <p><u>Focus</u></p> <ul style="list-style-type: none"> -Readers Theatre -Socratic Circles -Speeches -Working in collaborative teams
<p style="text-align: center; font-size: 24pt; font-weight: bold;">5</p>	<p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> Identify purpose, structure and topic of: Narratives, Procedures, Expositions, Explanations, Discussions and Information texts. Use organisational features of text to make predictions. <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> Interpret text and identify and compare sequences of images. Use banks of known words, word origins, prefixes and suffixes, to learn and spell new words. Use word origins, roots and related words to decode and spell unfamiliar words. <p><u>Examining literature</u></p> <ul style="list-style-type: none"> Identify, examine and recognise audience, viewpoints and interpretations of narratives relating to social/cultural background. 	<p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> Use topic sentences. Use possessive apostrophes. <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> 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. Use noun groups/phrases and adjective groups/phrases to provide a fuller description of the person, place, thing or idea. Understand that words can have different meanings in different contexts. <p><u>Creating Literature</u></p> <ul style="list-style-type: none"> Experiment with structures, ideas and stylistic 	<p><u>Language variation and change</u></p> <ul style="list-style-type: none"> Understand that the pronunciation, spelling and meanings of words have histories and change over time. <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships. <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> Posing and discussing questions, and begin to make balanced judgments about the dilemmas characters face and relative merit and harm. <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> Ask specific questions to clarify a speaker's

	<ul style="list-style-type: none"> Understand, interpret and experiment with similes, metaphors and personification, in narratives, shape poetry, songs, anthems and odes. <p>Texts in Context</p> <ul style="list-style-type: none"> Show how ideas and points of view in texts are conveyed through the use of vocabulary. <p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> 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. Apply appropriate text processing strategies - predicting and confirming, monitoring meaning, skimming and scanning. <p>End of Grade 5</p> <ul style="list-style-type: none"> Explain how text structures assist in understanding the text. Understand how language features, images and vocabulary influence interpretations of characters, settings and events. Analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. <p>Focus</p> <ul style="list-style-type: none"> Making connections Predicting Questioning Monitoring Visualising Summarising Reciprocal Reading Guided Reading 	<p>features relating to narratives.</p> <ul style="list-style-type: none"> Create texts using realistic and fantasy settings and characters. <p>Creating Texts</p> <ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts. Reread and edit student's own and others' work using agreed criteria for text structures and language features Develop legible handwriting style. Use a range of software including word processing programs to publish written text. Use correct technical vocabulary, appropriate to purpose and context. Use paragraphs to present and sequence a text. <p>End of Grade 5</p> <ul style="list-style-type: none"> 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. Demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation. Edit work to provide structure and meaning. <p>Focus</p> <ul style="list-style-type: none"> Narrative Procedure Exposition Recount Poetry Discussion Soundwaves Spelling 	<p>meaning, make constructive comments that keep conversation moving, review ideas expressed and conveying tentative conclusions.</p> <ul style="list-style-type: none"> Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements. <p>End of Grade 5</p> <ul style="list-style-type: none"> 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 selecting information, ideas and images from a range of resources. 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. <p>Focus</p> <ul style="list-style-type: none"> Socratic Circles. Readers Theatre. Oral presentations to peers. Working in collaborative teams. Speeches.
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6	<p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects. <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Identify and explain how figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts. <p>Responding to literature</p> <ul style="list-style-type: none"> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots. Identify and explain how modality, emphasis, repetition and metaphor, influence personal response to different texts. <p>Examining literature</p>	<p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand that organized links can be made in texts by omitting or replacing words. Identify different uses of commas in texts. <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas. Understand that verbs often represent actions, understand that adverb groups/phrases provide important details about an action and understand the difference between the simple present tense. Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. 	<p>Language variation and change</p> <ul style="list-style-type: none"> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English. <p>Language for interaction</p> <ul style="list-style-type: none"> Identify and appreciate differences in language used in diverse family settings. Understand when it is appropriate to share feelings and opinions. Differentiating between reporting the facts and providing a commentary. <p>Literature and context</p> <ul style="list-style-type: none"> Make connections between personal experiences and those of characters and events represented in texts drawn from different historical, social
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	<ul style="list-style-type: none"> 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. <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> Analyse how text structures and language features work together to meet the purpose of a text. Analyse strategies authors use to influence readers. Select and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings. <p><u>End of Grade 6</u></p> <ul style="list-style-type: none"> 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. <p><u>Focus</u></p> <ul style="list-style-type: none"> Make connections between the text and personal experience or other texts. Make connections between information in print and images. Find specific literal information. Use prior knowledge and textual information to make inferences and predictions. Ask and answer questions. Find the main idea of a text. Summarise a text or part of a text. Reciprocal Reading. 	<ul style="list-style-type: none"> Adopt a range of spelling strategies to recall and attempt to spell new words. Use a dictionary to correct own spelling. <p><u>Creating literature</u></p> <ul style="list-style-type: none"> 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. <p><u>Texts in context</u></p> <ul style="list-style-type: none"> Identify and explore news reports of the same event, and discuss the language choices and point of view of the writers. <p><u>Creating texts</u></p> <ul style="list-style-type: none"> 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. <p><u>End of Grade 6</u></p> <ul style="list-style-type: none"> 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 upon key ideas for a range of purposes and audiences. Demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices. <p><u>Focus</u></p> <ul style="list-style-type: none"> Narrative Procedure Exposition Recount Poetry Discussion Soundwaves Spelling 	<p>and cultural contexts.</p> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> 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. <p><u>End of Grade 6</u></p> <ul style="list-style-type: none"> 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. <p><u>Focus</u></p> <ul style="list-style-type: none"> Socratic Circles. Readers Theatre. Oral presentations to peers. Working in collaborative teams. Speeches.
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7	<p>Students will:</p> <ul style="list-style-type: none"> Read and view texts that are, imaginative, informative and/or persuasive <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> analytical responses to text; chapters questions and analysis of themes and issues written responses; diary entries, reviews, narratives, letters, retells, scripts, information reports, procedures, advertisements, reflections. 	<p>Students will:</p> <ul style="list-style-type: none"> Use correct text structure for a range of texts Use print and electronic forms Accurately use punctuation and grammar Edit using the Publication Process. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> using and creating multimodal texts written responses; diary entries, reviews, narratives, letters, retells, scripts, information reports, procedures, advertisements, reflections. 	<p>Students will:</p> <ul style="list-style-type: none"> Use a variety of multimodal texts Use an original idea and build on it Develop a range of various responses when listening & discussing <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> prepare and present spoken texts for specific audiences and purposes; speeches, role plays, discussions, presentations critically evaluate the spoken language of others; peer assessment of oral presentations.
	<p>Novels: Bridge to Terabithia, Two Weeks with the Queen, Stormbreaker, Unseen, Rust Short Stories Films: The Princess Bride, Edward Scissorhands, Stormbreaker, Bridge to Terabithia Themes: Fairytales, Book Club, Poetry</p>		
8	<p>Students will:</p> <ul style="list-style-type: none"> Read and view informative, imaginative and persuasive texts to explore ideas and information on challenging topics. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> written responses; diary entries, reviews, narratives, letters, advertisements, reflections, character profiles, information reports, explanations comparison charts and essays analytical responses to text; chapters questions and analysis of themes and issues 	<p>Students will:</p> <ul style="list-style-type: none"> Use correct structure, syntax and grammar for a range of print and electronic texts. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> using and creating multimodal texts written responses; diary entries, reviews, narratives, letters, advertisements, reflections, character profiles, information reports, explanations comparison charts and essays note taking 	<p>Students will:</p> <ul style="list-style-type: none"> Develop and prepare a variety of presentations in a variety of formats. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> critically evaluate the spoken language of others, including peer assessment of oral presentations prepare and present spoken texts for specific audiences and purposes; speeches, role plays, discussions, presentations
	<p>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)</p>		

9	<p>Students will:</p> <ul style="list-style-type: none"> 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. Develop a critical understanding of purpose, audience, tone and point of view. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> Contribute to discussions Personal responses Literary oral texts Dramatic, written and multimodal presentations 	<p>Students will:</p> <ul style="list-style-type: none"> Write expressively and appropriately in a range of text types for variety of audiences and purposes. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> Opinion writing Persuasive texts Expressive writing Point of view Different text types Personal responses Multimodal texts 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and produce a range of spoken texts in formal and informal situations. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> Contributing to discussions Oral presentations Developing persuasive language skills and non-verbal skills
	<p>Novels: Deadly Unna, The Outsiders, Tomorrow When The War Began, Short stories, Edward Britton, Uglies. Films: Australian Rules, The Power of One, BabaKiueria, We Can Be Heroes. Themes: Genre, Crime, Media.</p>		
10	<p>Students will:</p> <ul style="list-style-type: none"> Read and view texts that are imaginative, informative and persuasive. <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> Analytical responses to texts: essays, Language feature activities: symbolism, imagery, metaphors and figurative language Exploration of themes through discussion, questions and activities Character maps, timelines, dramatization and empathy tasks Chapter questions and analysis 	<p>Students will:</p> <ul style="list-style-type: none"> Use correct forms and structures Accurately use punctuation and grammar <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> Creative Writing: newspaper reports, feature articles, narratives and scripts Persuasive writing: editorials, reviews, letters to editors, advertisements and essays using Analytical essay writing using textual evidence 	<p>Students will:</p> <ul style="list-style-type: none"> Study a range of multi modal texts, contexts, and speakers <p>Students will engage in tasks such as:</p> <ul style="list-style-type: none"> Oral Presentations: issue, personal response, information on a complex issue Class discussions
	<p>Novels: To Kill A Mockingbird**, Of Mice and Men, Animal Farm, Kiffo and the Pitbull*, The Story of Tom Brennan Films: Blackfish, Bowling For Columbine, Boyhood, The Hurricane Plays: Macbeth, Romeo and Juliet, Pygmalion Topics and themes: Persuasive writing, Media Issues & Language Analysis, War, The Gothic Tradition, Power ** Advanced English only * Modified English only</p>		