



Government of **Western Australia**
School Curriculum and Standards Authority



ENGLISH

Teaching, learning and assessment exemplar
Year 6



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the [Outline](https://k10outline.scsa.wa.edu.au/) – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The English curriculum

The Western Australian Curriculum: English celebrates the English language in all its variations so that students can appreciate, enjoy, listen to, read, view, speak, write and create increasingly complicated and sophisticated spoken, written and multimodal texts.

The mandated curriculum is presented in the year-level syllabus documents.

The year-level syllabuses for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



This exemplar

This English exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of four hours per week. This leaves 2 hours unallocated per week for teachers to plan for the teaching and learning of phonic and word knowledge, spelling, punctuation and grammar, and handwriting. A planning template has been included at the start of each term with the relevant content descriptions and suggested timing.

This teaching, learning and assessment exemplar provides a sequence of lessons that reflect an integration of the three interrelated strands of Language, Literacy and Literature which, together, make up the Western Australian Curriculum: English. The curriculum content related to each lesson sequence is provided. In the summative assessment tasks, bolded content identifies the specific elements of content being assessed.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

At any point, teachers can adjust the:

- **timing of the lessons**, e.g. allowing more time where required, or changing when content is taught to fit local or cultural celebrations, such as NAIDOC Week
- **scheduling of assessments** to allow for further consolidation of teaching and learning, or to accommodate students' participation in personal or cultural events, such as Ramadan
- **mode of delivery**, e.g. allowing students to present an oral report rather than a written one, or contributing to a digital blog instead of a written journal
- **setting of the lessons**, e.g. using library time to teach research skills, going on an excursion to see a performance or using an assembly to practice presentation skills
- **opportunities to engage with the content descriptions**, e.g. consolidating interaction skills or writing content within the framework of another learning area or engaging with a picture book that complements historical information being studied in Humanities and Social Sciences
- **ways students work**, e.g. students supporting each other in mixed ability groups or teachers forming ability groups for targeted support
- **delivery of the content descriptions** to make it more engaging, challenging or appropriate, e.g. using a text that is culturally significant or providing texts at different levels of complexity
- **teaching strategies used**, e.g. building up to collaborative group structures by engaging in partner work first or changing a collaborative group lesson to an explicit lesson.
- **content descriptions, skills or modes of learning** for individuals with formal or informal learning adjustments.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: English.

[Ways of teaching](https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-teaching/ways-of-teaching-english) – teachers can locate additional information on the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-teaching/ways-of-teaching-english>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment points are used as formative or summative assessment and/or for moderation purposes.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/english/p-10-english-assessing/ways-of-assessing-english>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Western Australian Curriculum | What will be taught

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 6, students use spoken, written and visual communication to interact with audiences for particular purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 6, students learn about the uses of subjective and objective language across a range of texts and identify bias. They learn how literary devices create meaning and effect, and how authors adapt structures and language devices for effect.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of stories; novels; poetry; dramatic performance; conversations and discussions; non-fiction texts; and media, online and digital texts created for a range of purposes. The features of these texts may be used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- literary texts that may include complex sequences, such as shifts in time, and a range of less predictable characters, and may explore themes of interpersonal relationships and ethical dilemmas
- texts that enable students to actively build literal and inferred meaning, and connect and compare content
- texts with structures which may include chapters, headings and subheadings, table of contents, indexes and glossaries
- texts with language features, such as complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics
- texts that may support students' understanding of authors' styles
- informative texts that may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum.

Students create a range of spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, dramatic performances or texts, spoken texts, reports, reviews, poetry, persuasive discussions and/or explanations for particular purposes and audiences. Students make choices about texts according to their interests.



Achievement standard | What is assessed

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They make presentations and contribute actively to class and group discussions. They use and vary text structures to organise, develop and link ideas. They use and vary language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

Reading and Viewing

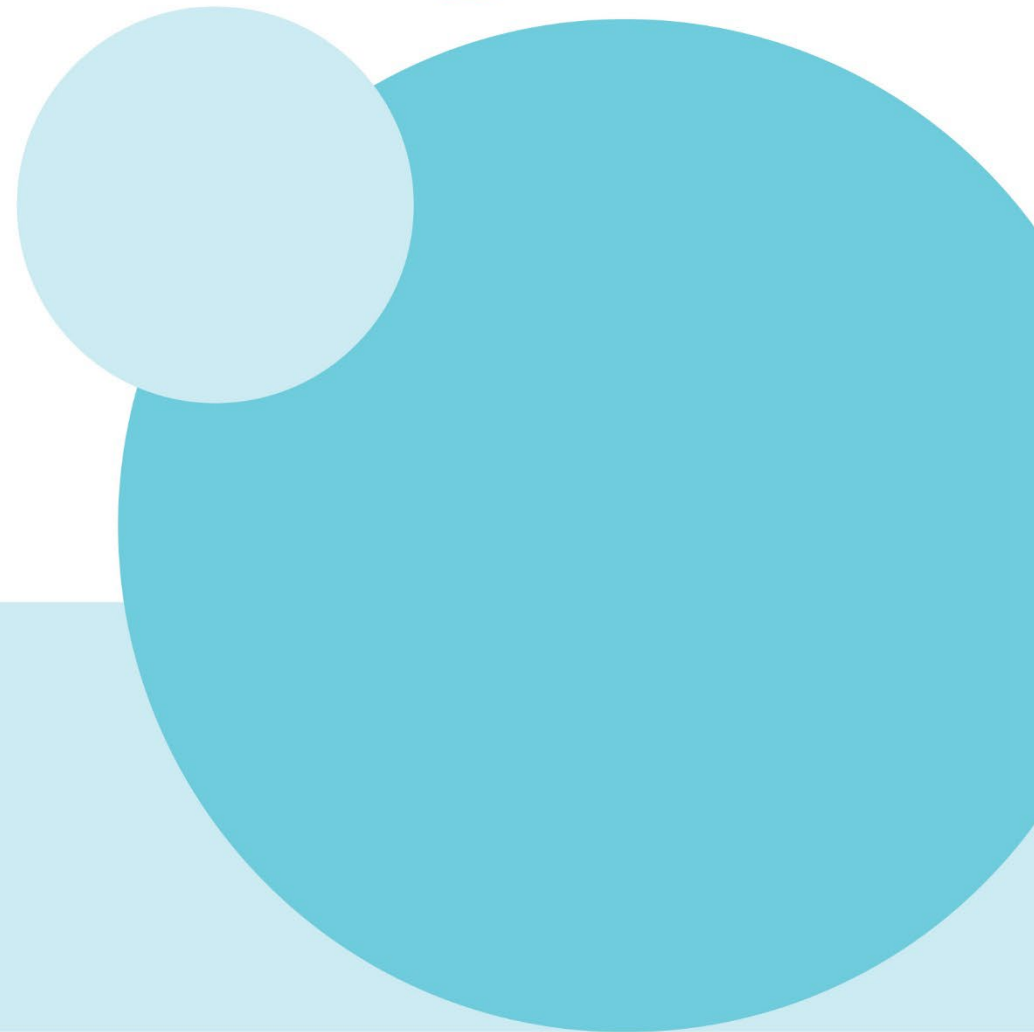
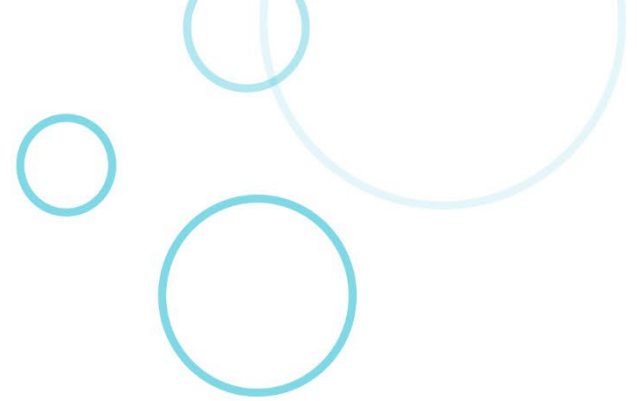
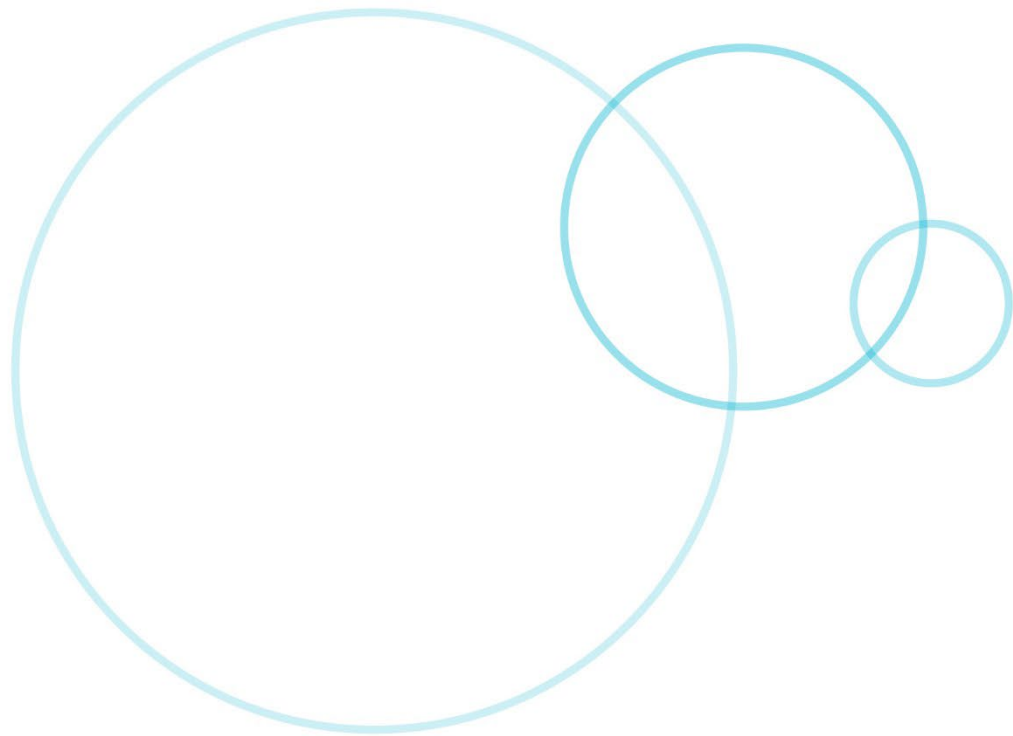
Students listen to, read, view and comprehend different texts created to inform, entertain or persuade audiences. They use comprehension strategies to build literal and inferred meaning, and to connect and compare information and ideas from a range of texts with more complex text structures, language features, and challenging vocabulary. They identify similarities and differences in how ideas are presented and developed, including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features, literary devices, and visual features influence audiences.

Writing and Creating

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features, sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell more complex words, including some technical words using phonic, morphemic and vocabulary knowledge.

Year 6 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Informative – discussions		Imaginative – oral narrative traditions of Aboriginal and Torres Strait Islander Peoples		Persuasive – discussions, written and digital			Informative/ Persuasive – oral texts
Term 2	Imaginative – novels Appendix B – exploring expositions						Persuasive – advertisements (print and digital)	
Term 3	Imaginative – poetry, dramatic performances				Informative – explanations		Informative/Imaginative – hybrid texts	
Term 4	Imaginative – narratives: picture books		Imaginative – narrative: films (short) Appendix C: summative assessment		Persuasive – discussions		Informative/Persuasive – texts, procedures	



TERM 1

Weeks 1–8

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand that language varies as levels of formality and social distance increase</p> <p>Literacy Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p>	<p>Text Informative text: discussions</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How does audience, situation and/or context change the way that we interact? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • How do people adjust their speaking and listening interactions in large group conversations, e.g. speaking louder to be heard, not contributing as they lack confidence, repeating ideas to clarify, asking questions to find out more? • What are some important interaction skills that allow for successful conversations? <p>Support notes</p> <ul style="list-style-type: none"> • Interaction skills may include: <ul style="list-style-type: none"> ▪ varying voice volume, tone and pitch according to purpose, audience and degree of formality ▪ knowing how to share information, develop ideas and arguments, and how to express opinions and acknowledge others. 	<p>Learning experience 1 Ask students to choose a close friend to talk to about a topic of choice or a topic being studied in another area of the curriculum as a context to reflect on the focus questions with the class.</p> <ul style="list-style-type: none"> • Reflecting on the interaction above, interrogate what students know about conversations through a class discussion. Have students consider the following: <ul style="list-style-type: none"> ▪ What strategies for interaction did you use when talking to your friend? ▪ How would that change when speaking to someone you don't know as well? ▪ How might the conversation between you and your friend change if it was on the telephone? ▪ Would different situations affect how you speak, e.g. outdoors, formal assembly, in a classroom. ▪ Would a different topic change how you interact? For example, discussing a problem? • Students complete a placemat in a small group to reflect on how the conventions of spoken interactions vary according to context and audience. The placemat can be revisited later to add ideas or used as a pre- and post-assessment. • Reflect and discuss group responses as a class.

Western Australian Curriculum content

Teaching and learning intentions

Learning experiences

- To support and guide extended conversations guide students to:
 - build on others' ideas by explicit modelling and positive reinforcement, for example:
 - 'I like what <name> said and I think he could also add ...'
 - 'I would like to add to what <name> said ...'
 - 'That's right and another point is ...'
 - summarise and extend others' contributions as a way of developing and supporting arguments:
 - 'So you think ..., am I right?'
 - 'I like what <name> said and wonder if she could give an example?'
 - direct questions to others and probe for more information:
 - 'Do you mean ...?'
 - 'Am I right in thinking you believe ...?'
 - 'Can you give me an example?'

Learning experience 2

- Provide a text or topic as a context or stimulus which encourages an open-ended discussion. The students will participate in, and reflect upon, the interaction skills used in a discussion.
- Prior to the discussion, choose one or a combination of the following to guide student engagement with the text or topic.
 - Provide a range of open-ended questions related to the text/topic.
 - Ask students to write their own questions, e.g. 'I wonder' questions.
 - Prepare students to make notes and share opinions on the text/topic.
 - Encourage students to make connections with other learning and/or prior knowledge.
 - Students share ideas as a class. Explain that there are no right and wrong answers, and everyone has a right to contribute at any time. Moderate and intervene as necessary.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• To support and encourage further conversation, try to give as much control to the students as possible, but use strategies to keep the conversation going.<ul style="list-style-type: none">▪ 'I haven't heard from this side of the room.'▪ 'Can anyone add to that?'▪ 'What do you think, <name>?'▪ 'Would anyone like to reply to that?'▪ 'Would anyone else like to share their opinion?'	<ul style="list-style-type: none">• After the discussion provide students with the following questions to reflect on either orally or in a written format:<ul style="list-style-type: none">▪ What sort of speaking was expected in this situation?▪ How did the vocabulary change throughout the interaction?▪ How did the volume (tone, pitch, formality) change?▪ How did people adjust their speaking in today's discussion?▪ What do people say when they want information clarified, when they develop arguments, agree, disagree or support others in the group? <p>Learning experience 3</p> <p>Provide a text for students to read, listen to or view, such as a short story, film clip or picture book as a context to reflect on the focus questions with the class.</p> <ul style="list-style-type: none">• Prior to listening/viewing, choose one or a combination of the following to guide student engagement with the text.<ul style="list-style-type: none">▪ Provide a range of open-ended questions related to the text/topic.▪ Ask students to write their own questions, e.g. 'I wonder' questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ Prepare students to make notes and share opinions on the text/topic.▪ Encourage students to make connections with other learning and/or prior knowledge.• After listening/viewing, briefly review interaction skills addressed in the previous learning experience to support students in completing the next activity, e.g. ‘How do we include others and build on each others’ ideas?’• In small groups, students share their ideas about the text/topic with an extended conversation. Supervise and observe conversations as required.• Ask a group to volunteer to repeat their conversation in front of the class. The rest of the class sits in a circle around them to observe silently and take notes about the interaction skills, i.e. fishbowl strategy. Scaffold this with a graphic organiser or focus questions.<ul style="list-style-type: none">▪ How did the members of the group encourage each other to join in?▪ How did they build on ideas?▪ How did they seek clarification?▪ How did they develop arguments?



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• Have students reflect on what they have learnt this week. Develop criteria, class charts or use a graffiti board to list important interaction skills which will support effective and constructive conversations in the classroom. Encourage students to be specific.<ul style="list-style-type: none">▪ What can we do to encourage others?▪ How can we seek information about other students' reading and/or viewing and clarification?▪ How can we disagree respectfully?▪ How can we agree and build on other peoples' ideas?

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand that language varies as levels of formality and social distance increase</p> <p>Literacy Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p>	<p>Text Informative text: discussions</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How does audience, situation and/or context change the way that we interact? • When is more formal language expected? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • How do people adjust their speaking and listening interactions in large group conversations, e.g. speaking louder to be heard, not contributing as they lack confidence, repeating ideas to clarify, asking questions to find out more? • What are some important interaction skills that allow for successful conversations? <p>Support notes</p> <ul style="list-style-type: none"> • Listening responses include how to respond appropriately to others, how to seek clarification, appropriate body language and how to build on others' ideas. • Speaking behaviours include how to share information, develop ideas and arguments, how to express opinions and acknowledge others. 	<p>Learning experience 1 Explore how purpose, situation and audience can affect how we speak.</p> <ul style="list-style-type: none"> • Provide definitions for terms, such as volume, tone, pitch, pace and formality through a glossary, in a word wall or as a silent card shuffle. • Provide small groups/pairs of students with the headings: your best friend, a family member, your teacher, the principal and a local dignitary. • Students work in pairs to explore how the vocabulary, tone of voice, pitch and pace of speech would vary when having a conversation with each of these people. Exploring conversations (Appendix A). • Review and reflect as a class. <p>Learning experience 2 Explore how purpose, situation and audience changes speaking behaviours through role-play.</p> <ul style="list-style-type: none"> • Reflect on the previous learning experience and discuss examples of how their speech changed in the different scenarios. Model some examples of saying the same phrase or asking the same question to a different audience, and have students interrogate the elements of speech used and how it differed.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> Other interaction skills include varying voice volume, tone and pitch according to purpose, audience and degree of formality. <p>Suggested assessment point</p> <ul style="list-style-type: none"> Students write a reflection on how language interactions vary according to audience, situation and purpose. 	<ul style="list-style-type: none"> Explain to students they will be taking part in role-play activities and recap effective interaction for small group work, e.g. students will work effectively together by building on each other’s ideas (refer to the charts developed in the previous week). Students create a role-play to highlight their knowledge of how the vocabulary, tone of voice, pitch and pace of speech varies according to audience and purpose. For example, students roleplay giving instructions to their best friend on how to get to a new shop, then switch to giving the same directions to the school principal. Allow students time to plan and rehearse. Share and reflect with the class. <p>Learning experience 3 Explore how purpose, situation and audience change/affect how we speak.</p> <ul style="list-style-type: none"> Work as a class to develop lists for: <ul style="list-style-type: none"> purposes for speaking (<i>thank you, greetings, give directions, explain a game, explain how something works, recount an experience, tell a story</i>) audiences (<i>best friend, a Kindy child, mum, teacher, stranger, friend’s parent, footy coach, member of parliament</i>)



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ situations (<i>in class, on the oval, at a birthday party, at a formal event, at home, at the shops</i>).• Students use these ideas to develop a set of cards with ideas for purpose in red, audience in blue and situation in yellow.• Once complete (about 6 of each), students shuffle the cards and discuss the interaction skills of the scenario, e.g. tell a story at school to a Kindy child.• Students develop a role-play on a scenario of choice to perform for the class (or another pair) and explain their behaviours in the given situation.

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text Imaginative text: oral narrative traditions of Aboriginal and Torres Strait Islander Peoples and their contemporary literature (Appendix A).</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • How does storytelling differ from conversations? For example, the purpose of stories is to entertain and inform, stories are more of a performance rather than reciprocal interaction, storyteller has to put ideas in a context in order for the listener to understand, the storyteller holds the floor. • How is the speech of stories different from conversation, e.g. rhythm, pitch, tempo, gestures, expression? • How is storytelling the same as other text types? (describes, recounts, explains) • What is the purpose of traditional storytelling? (entertains while teaching ethics, values, cultural norms and knowledge) 	<p>Learning experience 1 Explore the literature of Aboriginal and Torres Strait Islander Peoples. Investigate the structure, vocabulary, purpose and context of traditional Aboriginal oral storytelling using the focus questions to scaffold the learning.</p> <ul style="list-style-type: none"> • Review previous learning about the purpose of speech and focus a discussion on storytelling. • Provide a video/audio of an Aboriginal person telling a story (Appendix A) or invite an elder to class to tell a traditional story. • Discuss the storytelling conventions and vocabulary; how do they differ from other situations, purposes and contexts? <p>Optional</p> <ul style="list-style-type: none"> • Discuss the various dialects and accents in Australia and explore the Aboriginal language or dialects that are local to your area. • Discuss home languages, accents and dialects with reference to students' homes. • Discuss code switching, if applicable to your context.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, for example table of contents, glossary, chapters, headings and subheadings</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	<ul style="list-style-type: none"> • How does Indigenous language differ from Standard Australian English and what information does its representation in Aboriginal literature tell us about Indigenous culture, people and Country/place? <p>Learning experiences 3 and 4</p> <ul style="list-style-type: none"> • How do Indigenous storytellers use details, such as characters, settings, events and language/vocabulary to present values in traditional stories? • How are traditional stories and the values they present different from the values or stories of your own or another culture/context? <p>Support notes</p> <ul style="list-style-type: none"> • Narrative conventions relevant to traditional stories, e.g. vocabulary, language, themes, characters, events, text structure and organisation. • Oral storytelling devices: <ul style="list-style-type: none"> ▪ non-verbal language, such as facial expressions, gestures and eye contact. ▪ verbal devices of volume, pace, pitch, using rhetorical questions, hyperbole and repetition. 	<p>Learning experience 2</p> <p>Provide a printed traditional story for students to explore the language features of Aboriginal literature and how it may differ from Standard Australian English (Appendix A).</p> <ul style="list-style-type: none"> • Read story aloud or provide students with a copy to read independently. • Discuss the purpose of traditional stories, see focus questions. • Identify words in the text that differ from Standard Australian English and unpack the meaning. • Decode the words using phonetic, semantic and contextual clues. • Contribute to word walls or retrieval charts to identify decoding strategies and interrogate meaning of new and non-standard vocabulary. • Share and discuss vocabulary with peers to interrogate their understandings.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 3</p> <p>Students view a video of a traditional Aboriginal story and interrogate the conventions of oral storytelling using the focus questions.</p> <ul style="list-style-type: none">• View and listen to a traditional Aboriginal story.• Discuss the main idea of the text and narrative conventions, e.g. language, themes, characters, events, text structure and organisation. Create a mind map or a brainstorm of the features of the story.• Consider the aspects with a brainstorm/mind map and have students reflect on the similarities and differences to a print/written narrative (Support notes).• Students complete a placemat activity or a Venn diagram in small groups to compare oral and written narratives. <p>Learning experience 4</p> <p>Provide students with several short traditional stories and explore the plot and themes of traditional stories, e.g. values, relationships, creation, explaining nature, overcoming adversity.</p> <ul style="list-style-type: none">• Read or view traditional stories. These can be from Aboriginal cultures or other cultural backgrounds appropriate to the students in the class.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• Students work in groups or individually, using comprehension strategies, to identify the values presented in each text and analyse the details in the text which contribute to the main idea; for example:<ul style="list-style-type: none">▪ create a character profile focusing on that character’s contribution or involvement with the main events and/or how they reflect the values in the text▪ create a story map focusing on the development of the main idea and/or value▪ respond to a set of focus questions in a reading response journal, or through a digital blog or pin up board.• Use the focus questions to guide a class reflection.

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literature Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features</p>	<p>Text Imaginative text: oral narrative traditions of Aboriginal and Torres Strait Islander Peoples and their contemporary literature</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What is the purpose of your story? • What characters and settings will you develop? • What events will you use to develop your ideas? • How can you use agreed criteria to engage in effective self-assessment? <p>Support notes</p> <ul style="list-style-type: none"> • Narrative conventions relevant to traditional cultural stories, e.g. vocabulary, language, themes, characters, events, text structure and organisation. • Suggestions for criteria for self-assessment may include: <ul style="list-style-type: none"> ▪ narrative structure ▪ purpose (includes details which are relevant to traditional stories) 	<p>Learning experience 1 Students plan, draft, edit and create their version of a traditional story based on their culture and/or family values to share orally with the class.</p> <ul style="list-style-type: none"> • Recap the structural elements that are evident in traditional stories and refer to examples in printed and audio versions. • Engage students in a conversation about their own culture/context and/or family values which they will use to create their story. • As a class, develop specific criteria for self- and peer-assessment of students' writing. Include criteria that encourages students to use a range of language devices for effect. • Use the criteria to provide students with a template to assist them in creating their story. • Include criteria to assist students in editing their story, including the opportunity to explain their editing choices. • Students brainstorm ideas for their story based on values that are important in their culture or context and complete the narrative planning template.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p>	<ul style="list-style-type: none"> ▪ details or elaboration of key ideas (including characters, settings, events) ▪ vocabulary, e.g. descriptive, use of intensifiers ▪ variety in pace, tone, volume to engage the listener, build the plot, create drama and help the listener understand ▪ written/digital/multimedia presentation. <ul style="list-style-type: none"> • Oral storytelling devices: <ul style="list-style-type: none"> ▪ non-verbal language, such as facial expressions, gestures and eye contact ▪ verbal devices: volume, pace, pitch, rhetorical questions, hyperbole and repetition. <p>Suggested assessment point This Learning experience may be used as either a formative or summative assessment.</p> <p>Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students in writing and creating of narrative texts.</p>	<ul style="list-style-type: none"> • Students use the template to create their traditional story. Throughout the writing process encourage students to: <ul style="list-style-type: none"> ▪ rehearse their story orally and edit as necessary; either with a peer or using an electronic device ▪ consider how they are going to make their story entertaining to the listeners ▪ use the agreed criteria to reflect and seek peer-assessment ▪ edit their work carefully to reflect feedback. • Brainstorm success criteria for the oral storytelling/presentation. • Students share their story orally with the class or present a recorded version of them sharing their story.

Term 1 Week 5

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p>	<p>Text</p> <ul style="list-style-type: none"> Persuasive text: reviews, discussions, newspapers (print and digital) <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> What is the purpose of a printed advertisement? What are some of the persuasive devices used in printed advertisements? How is language used to persuade? How are visual techniques used to persuade viewers? <p>Support notes</p> <ul style="list-style-type: none"> Provide a range of advertisements with strong persuasive elements appropriate to the students' context and interests and use the focus questions to inform the teaching and learning. Text, persuasive language and visual language are important elements of printed advertisements. Persuasive devices may include, but are not limited to: personal opinion, modality, rhetorical questions, punctuation, inclusive language, evidence, emotive language, emphatic statements, authoritative statements, repetition, metaphor, simile. 	<p>Learning experience 1</p> <p>View a printed advertisement and interpret the image either as a class, in groups or independently.</p> <ul style="list-style-type: none"> As a class, consider the elements of the image that are attempting to persuade the reader. Introduce and define persuasive devices in advertisements, e.g. text, persuasive and visual language. <p>Allocate students to small groups to analyse a small number of printed advertisements and evaluate their effectiveness.</p> <ul style="list-style-type: none"> Identify the purpose of each advertisement. Identify and label examples of persuasive devices. These can be organised into two categories: persuasive language, visual techniques. Evaluate the effectiveness of each device. Rank the advertisements from least to most effective and explain why. <p>Learning experience 2</p> <p>Students write an analysis of an advertisement provided by the teacher. Bubbling with possibility (Appendix A) is a suitable activity that may be used as a learning experience or an assessment.</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	<ul style="list-style-type: none">• Visual techniques in printed advertisements may include lines and vectors, point of view, angles, salience, media, layout, colour, texture. <p>Suggested assessment point</p> <p>Learning experience 2 may be used as a formative or summative assessment.</p>	<ul style="list-style-type: none">• This task may be modelled or scaffolded by the teacher.• A template may be provided for the students to plan and organise their written response. <p>Provide students with the following scenario.</p> <ul style="list-style-type: none">• You have been employed by an advertising agency to analyse an advertisement for a company trying to sell its product. Your role is to evaluate the advertisement and provide written feedback on the following points:<ul style="list-style-type: none">▪ target audience▪ information about the product▪ effectiveness of the product name▪ the messages in the written text▪ visual language in relation to the images chosen▪ how the visual language contributes to the effectiveness of the images chosen.

Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Understand the uses of objective and subjective language, and identify bias</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas</p> <p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text Persuasive text: discussions</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What is the purpose of a persuasive discussion text? • What stages are included in a discussion text? • What are the stages and phases of a discussion text? • How has the author used subjective language? • Can you identify bias in the text? • How have word associations created text cohesion? <p>Learning experience 3</p> <ul style="list-style-type: none"> • What is an embedded clause? • How can you expand or explain your ideas with the use of an embedded clause? 	<p>Learning experience 1 Read a written persuasive discussion with the class. Discuss the purpose, intended audience, writer’s position and effectiveness of arguments presented.</p> <ul style="list-style-type: none"> • Identify the usual stages of the persuasive text, e.g. the issue, argument for, argument against, recommendation. <p>Allocate students to groups and provide each group with a different example of a persuasive discussion. Students work together to identify:</p> <ul style="list-style-type: none"> • the stages and phases of the discussion • the sentence starters that create cohesion and lead the reader through the text • persuasive devices • subjective language and bias. <p>Come together as a class and discuss each of the examples.</p> <p>Learning experience 2 Choose a relevant topic that lends itself to a persuasive essay. For example, <i>Animals should not be kept in zoos</i> or <i>Classrooms should be free of technology</i>.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Support notes</p> <ul style="list-style-type: none"> • Discussion texts give both sides of an argument before taking a solution and making a recommendation. • Persuasive devices may include, but are not limited to: personal opinion, modality, rhetorical questions, punctuation, inclusive language, evidence, evaluative language, emotive language, emphatic statements, authoritative statements, repetition, metaphor, simile • Text cohesion is achieved through the use of word associations such as <i>Animals that are confined to cages in a zoo lack freedom.</i> 	<ul style="list-style-type: none"> • Brainstorm ideas with the class and discuss. • Model how to plan, draft and edit a written text using the structure (stages) identified in Learning experience 1. • Identify the word associations used throughout the text, e.g. <i>zoos, captive, bars, cages, confined</i>. Identify how they create text cohesion. <p>Language experience 3</p> <p>Select a topic and provide a number of simple sentences. Have students rewrite them using an embedded clause. For example:</p> <ul style="list-style-type: none"> • The zoo has been open for over a century. It was not designed for the needs of the animals. <ul style="list-style-type: none"> ▪ The zoo, which has been open for more than a century, was not designed for the needs of the animals. • Zoos play an important role in conservation. They are saving many species. <ul style="list-style-type: none"> ▪ Zoos, which play an important role in conservation, are saving many species. • Zoos are great places to visit. They are educational. <ul style="list-style-type: none"> ▪ Zoos, which are great places to visit, are educational. • Animals are often kept in small cages. They soon get bored.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ Animals, which are often kept in small cages, soon get bored.• Many zoos help protect species and bolster their chances of survival. Zoos have breeding programmes.<ul style="list-style-type: none">▪ Many zoos, through their breeding programmes, help protect species and bolster their chances of survival. <p>Discuss the use of embedded clauses in writing and start collecting examples to display on a wordwall or in a list.</p>

Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand the uses of objective and subjective language, and identify bias</p> <p>Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text Persuasive: discussions</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What is your opinion on the topic? • Why do you believe this? • What evidence do you have to support your view? <p>Learning experience 2</p> <ul style="list-style-type: none"> • What are the stages of a persuasive discussion? • What are the language features of a persuasive discussion? <p>Learning experience 3</p> <ul style="list-style-type: none"> • What evidence will you use in your paragraph? • How will you structure your paragraph? • What language features will you include? <p>Support notes Discussion texts A discussion text presents both sides of an argument. A persuasive discussion may try to persuade the reader that one point of view has more merit, make a recommendation or come to a conclusion. The following is a typical structure suitable may be:</p>	<p>Learning experience 1 Choose a topic relevant to learning in another learning area, e.g. Humanities and Social Sciences (HASS), Science, or a current topic. For example: <i>All would-be Australian citizens should be made to pass an English test (HASS), or The farming of livestock should be reduced to lessen climate change (Science).</i></p> <ul style="list-style-type: none"> • Initiate a discussion by posing questions to the class. • Record arguments for and against the proposal. <p>Learning experience 2 Read and analyse a written persuasive discussion on the chosen topic with the class. Discuss the purpose, intended audience, writer’s position and effectiveness of arguments presented. Allocate students to groups and provide each group with a copy of the text. Students work together to identify the following:</p> <ul style="list-style-type: none"> • How does the writer try to ‘hook’ or attract the interest of the reader? • What is the main idea or issue discussed in the article? • What perspective or opinion does the writer put forward about this issue? • What are the stages of the persuasive text? Usually these are: issue, argument for, argument against, recommendation.



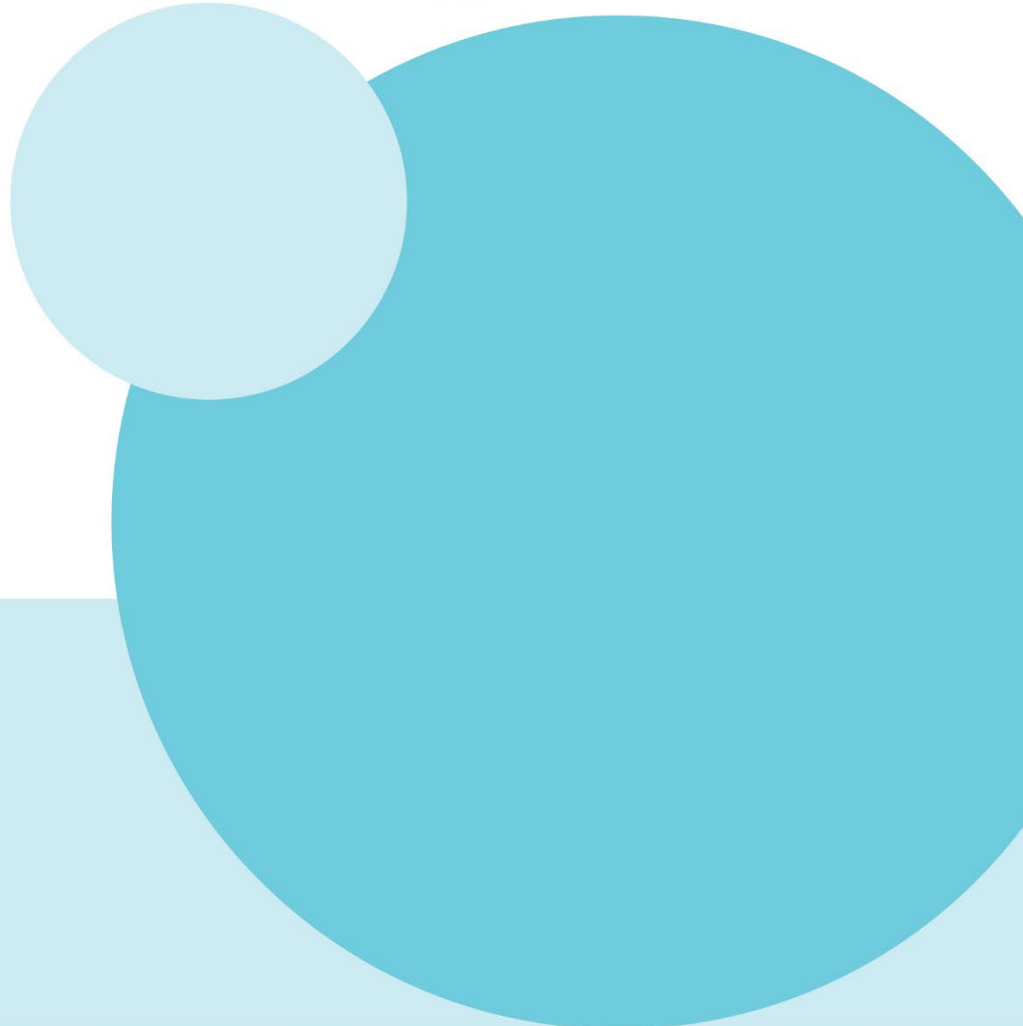
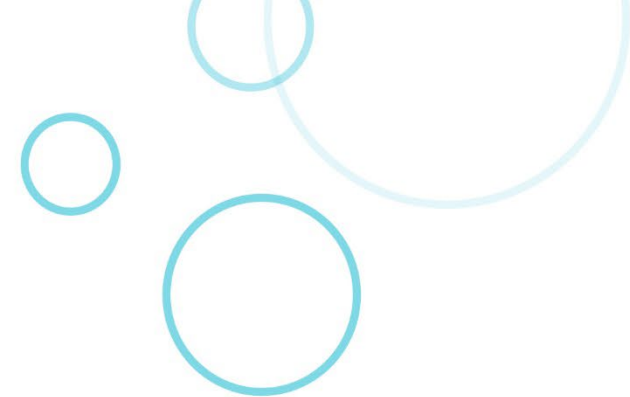
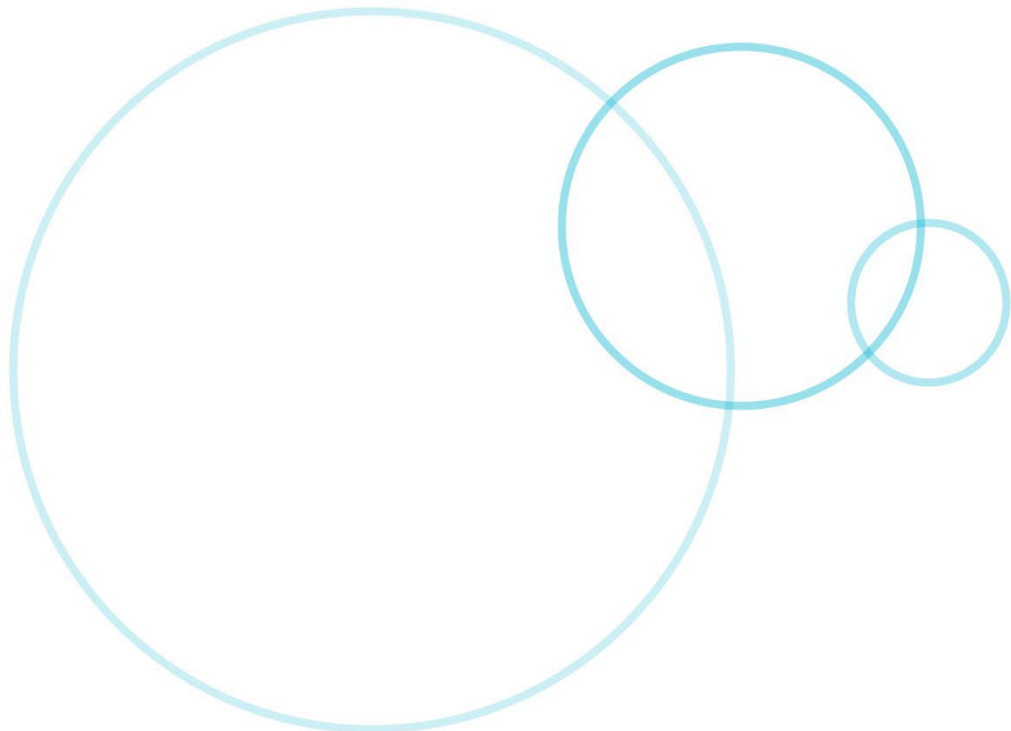
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features</p>	<p>Introduction/orientation</p> <ul style="list-style-type: none"> Define the topic, give background information and/or outline the different viewpoints. <p>Arguments</p> <ul style="list-style-type: none"> Present a paragraph with arguments and reasons in favour of the topic Present a paragraph with arguments and reasons against the topic. <p>Conclusion</p> <ul style="list-style-type: none"> Provide a summary of both sides Provide an evaluation or opinion that favours one side of the argument or weighs the value of both sides. <p>Language features of persuasive discussions:</p> <ul style="list-style-type: none"> technical or topic specific language timeless present tense, e.g. Excess carbon dioxide is linked with global warming. signal words indicate cause and effect, e.g. <i>and as a result, therefore, resulting in</i> connectives link ideas, e.g. <i>firstly, secondly, and in conclusion</i> generalised participants, e.g. <i>scientists, experts</i> emotive language to persuade, e.g. <i>highly concerning, disastrous outcomes</i> modal verbs. 	<ul style="list-style-type: none"> What language features are used? What persuasive devices are used? <p>Come together as a class and discuss each of the examples.</p> <p>Make a list of the language features and leave on display for reference (Support notes).</p> <p>Learning experience 3</p> <p>Further debate the topic from the previous learning experiences either formally or informally.</p> <p>Allocate students to small groups of two or three to research the topic further and write a paragraph arguing for or against the ideas.</p> <p>Share the paragraphs in a gallery walk and use as formative assessment. Provide explicit teaching on an area of need, such as the use of embedded clauses or complex sentences.</p>

Term 1 Week 8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text Informative/Persuasive oral texts.</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What is the purpose of the text? • How does the speaker engage their audience? • How does the speaker use pitch, tone, pace and volume to engage their audience? • How does the speaker make use of visual features such as images or charts? <p>Learning experience 3</p> <ul style="list-style-type: none"> • What is the purpose of your presentation? • How will you engage your listener and keep their attention? • What devices will you use to persuade your audience? 	<p>Learning experience 1 View a relevant, suitable TED talk whose purpose is to inform/persuade.</p> <p>Provide students with a graphic organiser to take notes on purpose, audience, structure and language features.</p> <p>Discuss this as a class using the focus questions.</p> <p>Learning experience 2 Allocate students to small groups of two or three. Each group is to view another TED talk and use a graphic organiser to record their observations (focus questions).</p> <p>Each group then shares the TED talk with the class and explains the purpose, structure and language features.</p> <p>Learning experience 3 Provide the class with a relevant topic, such as one from HASS, Science, Health or a current newsworthy topic.</p> <p>Working in groups or individually, students are to prepare a brief presentation presenting both sides of the argument before giving a recommendation or coming to a conclusion.</p> <p>Before commencing work, set success criteria for the presentation. Students can use this to assess each group.</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features		



TERM 2

Weeks 1–8

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p>	<p>Text Imaginative text: novels</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What are the elements that make a text a novel? <ul style="list-style-type: none"> ▪ How do authors develop character, setting and conflict in novels? ▪ What vocabulary is used to describe or discuss the character? • What language features are used when referring to the character? What is their purpose? <p>Learning experience 2</p> <ul style="list-style-type: none"> • What literary devices can an author use to introduce a character? • Identify examples where the author has used dialogue to provide the reader with insight about the character. 	<p>Learning experience 1</p> <ul style="list-style-type: none"> • Elicit a class discussion about novels. <ul style="list-style-type: none"> ▪ What are the elements that make a text a novel? ▪ What are some genres of novels? ▪ What are some examples of novels? <p>Commence reading aloud a short novel (Appendix A: Weeks 1–6).</p> <ul style="list-style-type: none"> • Select some of the following activities to support students understanding of novels. Additional excerpts may be read aloud or read independently as context for the activities. <ul style="list-style-type: none"> ▪ Students complete a reading reflection journal (Appendix A) to respond to teacher read alouds, prompts and/or discussions. ▪ Complete short sketches or drawings to visualise a passage read. ▪ Consider how the author has introduced the main character. Discuss what students have learnt about the main character, e.g. physical description, personality traits, relationships with other characters, connection to the setting, dilemma or conflict.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literature</p> <p>Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Identify similarities and differences in literary texts on similar topics, themes or plots</p> <p>Identify and explain characteristics that define an author’s individual style</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p>	<p>Support notes</p> <ul style="list-style-type: none"> • Examples of language features may include, but not be limited to: <ul style="list-style-type: none"> ▪ metaphor ▪ simile ▪ imagery ▪ onomatopoeia ▪ repetition ▪ dialogue or inner thoughts ▪ use of formatting, such as bolding or italics. • Exposition in the context of a narrative refers to the literary device of inserting background information about character, settings or events. Often it is at the beginning of the novel and used as an introduction. 	<ul style="list-style-type: none"> • Discuss the events so far: <ul style="list-style-type: none"> ▪ plot structure. ▪ introduction to conflict for the main character ▪ which events have been elaborated? Do they contribute to what may be a critical conflict or issue for the character, e.g. interpersonal relationships, ethical dilemmas? • Students plot the main events on a graph with the Y axis being the level of tension, or other agreed criteria. Plotting the plot (Appendix A). • Examine how the author moves the plot along with the choice of sentence types, e.g. short, simple sentences move the plot quickly. Identify examples of simple, compound and complex sentences and explain why the author has used them. • Discuss how complex sentences extend, elaborate or explain ideas. Find examples to discuss. Provide students with a simple sentence from the text, • e.g. ‘Goldilocks sat on the chair’, and have students add a subordinating conjunction and clause to compose a complex sentence. See Term 1, Week 5. • As a class, construct a word wall of metalanguage.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>		

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p>	<p>Text Imaginative text: novels</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How has the author introduced the novel, e.g. flashbacks, dialogue, a dilemma, a description? • How has the author introduced the main character? • Has the author given any clues to future events? • Who is the likely audience for these texts? • How does the gender of the main character shape your response? <p>Learning experience 2</p> <ul style="list-style-type: none"> • What vocabulary describes or discusses the character and/or setting? • How has the author used dialogue to provide the reader with insight about the character, setting or plot? • What language features have been used when referring to the character? What is their purpose? • What specific vocabulary has been used to achieve a certain effect? 	<p>Learning experience 1 Select novels with a focus on expositions and use the focus questions to support the discussions (Appendix A).</p> <ul style="list-style-type: none"> • Read aloud a range of expositions. • Discuss the purpose of an exposition, e.g. to provide background information, and introduce central characters, setting, plot, conflict, style. • Students read and examine the exposition in their own novel. They consider how the central characters, settings, conflict and/or plot are introduced. • Discuss students' findings and add examples of language features, metalanguage and questions to word walls, charts, digital pin up boards or blogs. • Students continue reading their novel and complete a Reading journal (Appendix A) to be continued throughout the week. Provide them with a structure or prompts. Some suggestions are outlined below. <ul style="list-style-type: none"> ▪ Make predictions, e.g. 'I predict ...', 'I wonder ...' ▪ Make connections, e.g. 'This reminds me of ...', 'The book might be similar to ...', 'This book makes me think about ...' ▪ Formulate questions, e.g. 'Why does ...?', 'Why did the author ...?', 'I wonder ...'



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Support notes An exposition is provided in Appendix A. Examples of language features may include, but not be limited to:</p> <ul style="list-style-type: none"> • metaphor • simile • imagery • onomatopoeia • repetition • dialogue or inner thoughts • use of formatting, such as bolding or italics • humour/sarcasm. <p>Suggested assessment point Observe students, conference and provide scaffolding as they work on their reflective journals.</p>	<ul style="list-style-type: none"> ▪ Create images, e.g. ‘I imagined ...’, ‘The description of ... makes me see ...’ ▪ State your opinions, e.g. ‘In my opinion ...’ ‘The characters in this book ...’ ‘I like/dislike this book because ...’ ▪ Infer, e.g. ‘I believe this means ...’, ‘The author is hinting at ...’, ‘By using my background knowledge about ... I infer that ...’, ‘Although the text doesn’t say it directly, I think ...’ <p>Learning experience 2 See Appendix A for a suggested exposition from <i>The Amazing Spencer Gray</i> by Deb Fitzpatrick. Deconstruct the text using the focus questions to direct the teaching and learning. Students will complete an assessment in which they analyse expositions in Week 4 and the learning experience described below will support students in completing this assessment.</p> <ul style="list-style-type: none"> • Read the exposition aloud and provide students with the opportunity to read independently. Refer to the focus questions to guide a class discussion about the text. • Students work in groups to answer the following questions in the form of a placemat activity or another cooperative structure.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• What is the main character doing and how do you know?• Choose a word that best describes the main character, e.g. <i>determined</i>, <i>lazy</i>. Give reasons for your choice.• Give an example of repetition from the text. Why has the author used this language feature?• Why do you think the author uses the words '<i>jarred</i>', '<i>rasp</i>', '<i>slapping</i>' and '<i>yanked</i>' in the story and what is the effect of these words?• '<i>Stay at the front, Spencer</i>'. Who is saying this and why?• There are two statements in the text written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.• Identify other examples of language features and explain the effect.• Reflect and discuss as a class. Refer to the sample marking key (Appendix A) to give groups informal feedback, e.g. use of evidence to support answers, detail included in their responses.• Students use the feedback to edit their group's responses and reflect on the choices they made and why.• Add metalanguage and definitions to a word wall.

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p>	<p>Text Imaginative text: novels</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • Why is negotiating and agreeing on criteria important? • How can editing enhance and improve your writing? <p>Learning experience 2</p> <ul style="list-style-type: none"> • Which character did you have the strongest emotional response to? Why? • How has the author influenced you to feel that way? • Is the main character an antagonist (villain) or a protagonist (hero)? How do you know? What has the author done to make you think this? 	<p>Learning experience 1 Students use the exemplified exposition (Appendix A), the exposition from the class novel or one provided by the teacher as a stimulus to construct a written response. Students complete the following activity.</p> <ul style="list-style-type: none"> • Based on the title of the book and the exposition you have read, make predictions about the remainder of this book. Consider what has been revealed about the character, setting, conflict, plot, and the author's style and use of language to write the beginning of the next chapter. • Prior to writing, discuss the following in order to scaffold student responses: <ul style="list-style-type: none"> ▪ negotiate criteria (inclusions) ▪ co-construct a peer-/self-assessment rubric ▪ brainstorm topics and ideas ▪ write part of a text as a model using the think-aloud process ▪ model editing and discuss reasons for editing choices. • Assess your work with peers against the negotiated criteria.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Literature Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p>		<p>Learning experience 2 Use the exposition (Appendix A), and one selected by the teacher to explore the focus questions as part of the teaching and learning.</p> <ul style="list-style-type: none"> • Consider the different expositions read and discuss the characters that were introduced. Ask the students which character they have the greatest emotional response to. • In response, pose the following questions to the students. <ul style="list-style-type: none"> ▪ How has the author influenced the reader to feel this way? ▪ What has the author told the reader about each character and how does the author describe the characters? ▪ Did the author portray the character as a protagonist or antagonist? How? • Students add to their reading journal (Appendix A) by writing about a character from one of the novels that they have the greatest emotional response to and identify examples of language features to explain how the author has made them feel this way. • Students use one of the novels provided by the teacher or continue reading their own novel and add to their reading journal. Some suggested activities are outlined below.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ Write 3–5 diary entries in the persona of the character you had the greatest emotional response to.▪ Rewrite the first few paragraphs of your novel and add an extra character who completely changes the actions of the main character.▪ Write a letter or email to the class from the main character explaining their actions or telling them something they don't know about that character.▪ Change the intentions of the main character to reflect something different, e.g. make a good character into an evil or suspicious character.

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p>	<p>Text Imaginative text: novels</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What techniques do authors use when writing their expositions* to engage the reader? See support notes. <p>Support notes</p> <ul style="list-style-type: none"> • Techniques used in expositions may include, but are not limited to: <ul style="list-style-type: none"> ▪ flashbacks ▪ dialogue ▪ dilemma or conflict ▪ description of character and/or setting. • Language features may include repetition, word associations, metaphor, simile, personification, idioms, imagery, hyperbole, onomatopoeia, rhythm. • In the context of novels, 'expositions' refers to the introduction to the novel that provides background information. <p>Learning experience 2 Assessment task 1 (Appendix B).</p>	<p>Learning experience 1 Reflect on the novels/excerpts studied and read to unpack the focus question.</p> <ul style="list-style-type: none"> • Engage the class in a discussion about the different techniques the authors use to introduce the novels. • Either independently or in groups, students collect parts/quotes from the novels that are good examples of particular language features; for example: <ul style="list-style-type: none"> ▪ dialogue ▪ character description ▪ description of setting ▪ best metaphor, simile or idiom ▪ best paragraph that paints an image/best descriptive paragraph ▪ best sentence. • Students add examples to their reading journal and expand on the reasons why the selected language feature is effective. <p>Learning experience 2 Assessment</p> <ul style="list-style-type: none"> • Exploring expositions; response and analysis of two expositions (Appendix B).



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p>Literature Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p>		

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p>	<p>Text Imaginative text: novels</p> <p>Assessment task 1 (Appendix B)</p>	<p>Learning experience 1 Assessment</p> <ul style="list-style-type: none"> • Continue assessment task from Week 4. • Exploring expositions; response and analysis of two expositions. <p>Learning experience 2</p> <ul style="list-style-type: none"> • Students continue reading their own novel.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p> <p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>		

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p>	<p>Text Imaginative text: novels</p> <p>Assessment task 1 (Appendix B)</p>	<p>Learning experience 1</p> <p>Assessment</p> <ul style="list-style-type: none"> • Continue assessment task from Weeks 4 and 5. • Exploring expositions; response and analysis of two expositions <p>Learning experience 2</p> <ul style="list-style-type: none"> • Students continue reading their own novel.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p> <p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>		

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand the uses of objective and subjective language, and identify bias</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text</p> <ul style="list-style-type: none"> Persuasive text: print advertisements (e.g. from newspapers, magazines, posters) <p>Focus questions</p> <ul style="list-style-type: none"> How are advertisements designed to cater to their intended audience? How do text and images work together in advertisements to persuade the viewer? What are the visual techniques used in advertisements? What language features seek to persuade? <p>Support notes</p> <ul style="list-style-type: none"> Visual elements to consider as part of printed advertisements may include, but are not limited to headlines, font size and type, text, photos, captions, layout. Language features can include the use of objective and subjective language, hyperbole, imagery, rhyme, repetition, emotive language and strong modal verbs. Examples of visual techniques may include, but are not limited to lines and vectors, point of view, angles, salience, media, layout, colour, texture. 	<p>Learning experience 1</p> <p>Provide a range of printed advertisements using the focus questions to build and extend students' knowledge of print and digital persuasive texts.</p> <ul style="list-style-type: none"> View and interpret the advertisement as a class. <ul style="list-style-type: none"> What is the purpose and who is the intended audience? What language devices are used in the advertisement? What visual elements are included, e.g. text, such as headings, images or analytical images, such as graphs or maps? How do the text and images work together to persuade? Introduce and discuss the visual techniques. Brainstorm examples and define and interpret their effect. Develop into a shared list or criteria to be used as a self-/peer-assessment. <p>Provide students with another example of a printed advertisement. Students consider the purpose and intended audience and evaluate its effectiveness.</p> <ul style="list-style-type: none"> Identify all the elements, e.g. text, images, analytical images and/or information. Explain how the text and images work together to meet the purpose of the text. Identify and describe the visual techniques used.



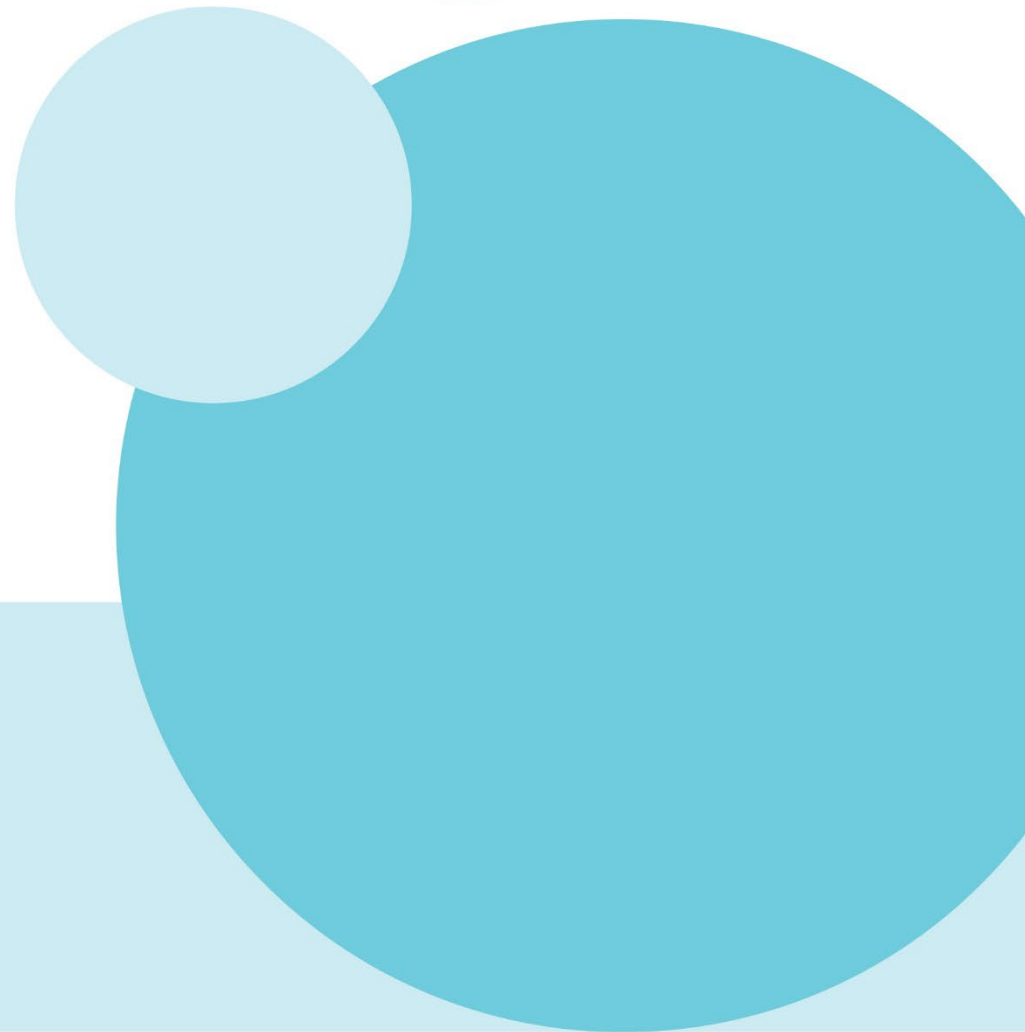
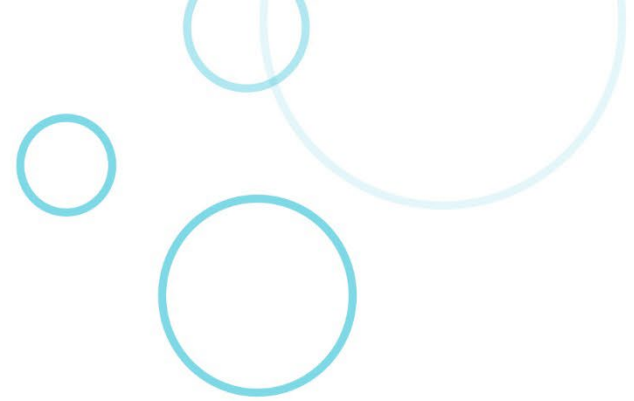
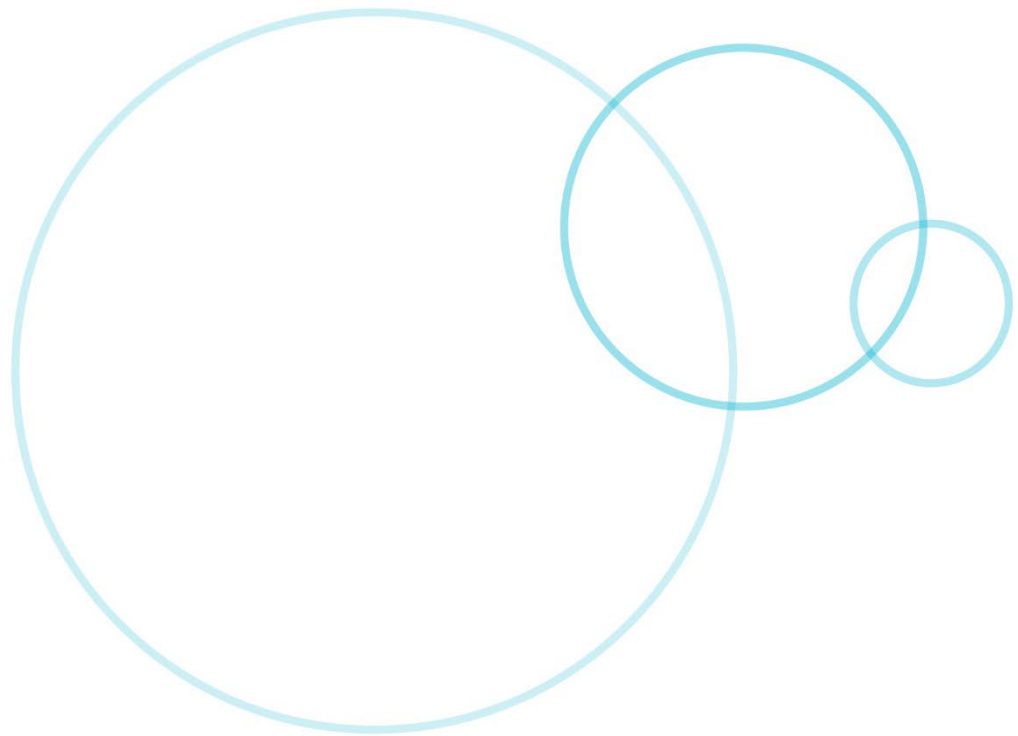
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features</p>		<ul style="list-style-type: none">• Evaluate the effectiveness of the techniques. Students select and transform one of the printed advertisements by changing one aspect, either the purpose or intended audience.• They need to consider the elements and visual techniques in order to alter the purpose or target the new intended audience.• Students present their advertisement to a peer and use the criteria developed by the class to receive and provide feedback.

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand the uses of objective and subjective language, and identify bias</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p>	<p>Text</p> <ul style="list-style-type: none"> Persuasive text: filmed advertisements (e.g. found on television and other media) <p>Focus questions</p> <p>Learning experiences 1, 2 and 3</p> <ul style="list-style-type: none"> How are advertisements designed to engage and persuade their intended audience? How do text and images work together in advertisements to persuade the viewer? What are the visual techniques used in advertisements? <p>Support notes</p> <ul style="list-style-type: none"> Elements to consider as part of printed advertisements may include, but are not limited to, headlines, font size and type, text, photos, captions, layout. Examples of visual techniques may include, but are not limited to, lines and vectors, point of view, angles, salience, media, layout, colour, texture. 	<p>Learning experience 1</p> <p>Select and analyse a range of television advertisements (Appendix A) appropriate to student context using the focus questions as support.</p> <ul style="list-style-type: none"> View an advertisement as a class. Engage the class in a discussion about: <ul style="list-style-type: none"> purpose and intended audience text elements, e.g. text, images (analytical images or information), audio how the text, images and audio work together visual techniques. Discuss and define visual techniques which are used in moving images. Show students another advertisement to interpret and analyse either independently or in small groups. Use the prompts from the class discussion to scaffold student responses.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p>	<p>Suggested assessment point</p> <p>Learning experience 2 may be used as a formative or summative assessment. See the <i>Sell It</i> assessment task (Appendix A).</p>	<p>Learning experience 2</p> <p>Provide students with a list of familiar products or encourage them to choose their own. Students select one product and develop a script for a 30-second television advertisement to promote the product. Students present their script as either an oral performance or a multimedia presentation.</p> <ul style="list-style-type: none">• Consider the following points.<ul style="list-style-type: none">▪ Target audience – is the product representative of, or appeals to, the interests, wants, needs, values and or lifestyle of this audience.▪ Elements and techniques which are most effective in relation to text, images, visual techniques and audio. Select some of these elements and complete a graphic organiser to plan your script.▪ Students either rehearse their oral performance or develop their multimedia presentation for their 30 second television advertisement.



TERM 3

Weeks 1–8

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text Imaginative text: poetry (Australian bush ballads)</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • Who are these poems written for? • What was happening at this time in Australian society? • What messages are contained in the poems? • How are different groups represented? e.g. Indigenous people, migrants. Are these groups represented fairly? • Are there any stereotypes evident in the text? • What has changed in society since this was written? <p>Learning experience 3</p> <ul style="list-style-type: none"> • What speaking and listening conventions are important when engaging in dramatic performance? <p>Support notes</p> <ul style="list-style-type: none"> • Bush ballads are a form of ballad or narrative poetry. They were often written for people without access to formal education and use language that is colloquial and idiomatically Australian. 	<p>Learning experience 1 Read and listen to a range of Australian bush ballads (Appendix A) and use the focus questions provided to support the learning experiences.</p> <ul style="list-style-type: none"> • Read bush ballads aloud and provide students with bush ballads to read independently. Model a range of text processing and comprehension strategies, including making connections to other knowledge, in order to make meaning. • Guide students to identify the language features of the text, including hyperbole, simile, metaphor, colloquial and idiomatic language with activities, such as: <ul style="list-style-type: none"> ▪ a discussion of Australian vocabulary, especially in relation to the context of when the poetry was written (e.g. the references to Indigenous people, migrants, drovers, trackers) ▪ develop a word wall ▪ use a retrieval chart ▪ develop a pictorial glossary.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p>	<ul style="list-style-type: none"> • Teachers can choose from a range of poems. Bush ballads often contain some of, but not limited to, the following language features and poetic devices: <ul style="list-style-type: none"> ▪ rhyme ▪ plot (they tell a story) ▪ characters ▪ irony/humour ▪ idioms ▪ repetition (often in the form of a refrain) ▪ third person narration ▪ metaphor ▪ simile ▪ personification ▪ symbolism ▪ onomatopoeia ▪ alliteration. 	<p>Learning experience 2</p> <p>Provide a range of Australian bush ballads using the focus questions to scaffold the learning experience.</p> <ul style="list-style-type: none"> • Guide students to understand and contextualise the poems by researching or discussing this period in history through informative texts, such as contemporaneous (from that era) newspaper articles and cartoons, or timelines. • As a class, in small groups or independently students: <ul style="list-style-type: none"> ▪ identify when the poems were written and what events and ideas influenced the authors ▪ construct a timeline of major events, ideas or movements around the time it was written ▪ use questions to explore what the poem is about, where and when it was written and why it was written ▪ make connections to self, other texts or wider knowledge, including historical photographs, newspapers and other informative texts. • Guide the reading by having students apply text processing strategies, such as: <ul style="list-style-type: none"> ▪ visualising the characters with drawings or sketches, such as an annotated character drawing ▪ illustrating the poem by turning it into a graphic comic or a story map



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ making inferences based on text knowledge and background knowledge (this can be connected to researching the era). <p>Learning experience 3 Provide an Australian bush ballad and focus on the performance.</p> <ul style="list-style-type: none">• Listen to an actor read the poem and discuss and analyse the effect of hearing the poem being read aloud.• Engage the students in a choral reading.• Students work individually, with partners or in small groups to perform a poem (or a section of one) as Readers' Theatre.• Students take questions from the class at the end of the performance to demonstrate their understanding and interpretation of the poem.

Term 3 Week 2

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p>	<p>Text Imaginative text: poetry (Australian bush ballads)</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How does the content or topic reflect what was happening at the time it was written? • What language device does the poet use to meet the purpose of the poem? • How may the response of the audience at the time this was written be different from our own? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • What devices does the poet use to create a visual image? • How does the poet maintain text cohesion? • How does the author use rhythm to move the poem along? • Are there any similarities between the characters in the poems we have read? • How is a bush ballad the same as and different from a narrative (prose)? • What constitutes an author's style (form, rhyme, rhythm, topics, vocabulary use, humour or other devices)? 	<p>Learning experience 1 Provide a copy of a bush ballad such as <i>Mulga Bill's Bicycle</i> by Banjo Patterson to read with students.</p> <ul style="list-style-type: none"> • Discuss any old-fashioned or colloquial vocabulary and pronunciation of place names. • Engage the students in a general discussion about the poem, eliciting background knowledge and discussing ideas or events reflect the context in which they were created. • Have students re-read the poem independently and complete an interview in the persona of Mulga Bill. Appendix A, Interview with Mulga Bill. • Optional: use the answers to the questions to develop a newspaper article or radio interview. <p>Learning experience 2 Guide students to explore the meaning of another bush ballad.</p> <ul style="list-style-type: none"> • Encourage the use of text processing strategies and have students complete some of the activities outlined below. • Identify the use of language in the bush ballads or identify words that are different from the language we use today.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p>	<ul style="list-style-type: none"> • What effect does the use of simile have on the reader (metaphor, rhyme, rhythm, humour)? • Why were these poems popular with common people? • What is your personal response to the poem? • How is your response influenced by the form of the poem? • How is your response influenced by the language or the humour? 	<ul style="list-style-type: none"> • Unpack the meaning with graphic organisers, such as retrieval charts, double entry journals, placemat activities. • Unpack the meaning of the ballad in small groups and present in another form, such as a play, comic, recount or newspaper article. • Take on the persona of a character and give an explanation of what happened, e.g. Clancy of the Overflow telling us where he was or the child from 'A Bush Christening' giving his perspective of events. <p>Learning experience 3</p> <p>Review a poem that has been read or provide a new bush ballad.</p> <ul style="list-style-type: none"> • Guide students to explore the poetic devices and build a word wall of the metalanguage through: <ul style="list-style-type: none"> ▪ discussions ▪ retrieval charts ▪ cooperative group structures – placemats, expert groups, jigsaw groups or graffiti walls. • Discuss the effect these poetic devices have on the reader/listener.

Term 3 Week 3

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand the uses of objective and subjective language, and identify bias</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Identify similarities and differences in literary texts on similar topics, themes or plots</p>	<p>Text Imaginative text: poetry (Australian bush ballads)</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What are some of the features of bush ballads? • How does the poet maintain the interest of reader? • What devices does the poet use to create a visual image? • How does the author use rhythm to move the poem along? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • Are there any similarities between the characters in the poems? • What constitutes an author's style (form, rhyme, rhythm, topics, vocabulary use, humour or other devices)? • What effect does the use of simile have on the reader (e.g. metaphor, rhyme, rhythm, humour)? • Why were these poems popular with common people? • What is your response to the poem? • How is your response influenced by the form of the poem? • How is your response influenced by the language or the humour? 	<p>Learning experience 1 Review a poem that has been read or provide a new bush ballad.</p> <ul style="list-style-type: none"> • Students find examples of poetic devices in this poem and explain their effect on the reader. (Appendix A, Retrieval chart for poetic devices.) <p>Learning experience 2 Provide bush ballads by different poets (Appendix A) and refer to the focus questions to guide the teaching and learning.</p> <ul style="list-style-type: none"> • Identify and discuss the attributes of a poet's style by building lists or concept maps for a number of poets. <ul style="list-style-type: none"> ▪ Discuss what is meant by style and draw on prior knowledge about familiar authors. ▪ Read online articles about these poets' styles and find examples of the poetic devices or structures they use. ▪ Model a Venn diagram that compares the style of two poets. What are the features of each poet's style? • Students select one poet and complete a concept map to demonstrate the poet's style. <ul style="list-style-type: none"> ▪ Give a brief oral report, individually or in groups, about their poet.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Identify and explain characteristics that define an author’s individual style</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p> <p>Literacy</p> <p>Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p>	<p>Suggested assessment point</p> <p>Learning experience 1 may be used as formative or summative assessment.</p>	<p>Learning experience 3</p> <p>Students will write an extended response that compares two poems by the same poet e.g. ‘Mulga Bill’s Bicycle’ to another poem by A.B. Paterson. (Appendix A, Comparison of two poems.) The response should include:</p> <ul style="list-style-type: none">• the meaning of both poems.• the text and language features of both poems that are similar or different• what features represent the author’s style.• which one of these poems you prefer and why.

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p> <p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p>	<p>Text Imaginative text: poetry, such as limericks and/or free verse</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What is poetry and how is it different from other styles of writing? • What is free verse poetry (or limericks)? <p>Learning experience 2</p> <ul style="list-style-type: none"> • What are some examples of vivid or emotive language and what is their effect? • Why is vocabulary important in poetry? • What are the characteristics of a limerick or free verse? • What emotive language is often used in poetry? • How does the author use sound in the poems for effect (e.g. alliteration, onomatopoeia, rhyme, rhythm)? • What is the purpose and effect of the language and vocabulary choices by the poet? 	<p>Learning experience 1 Provide students with a range of poetry, such as limericks and/or free verse and use the focus questions to guide the teaching and learning.</p> <ul style="list-style-type: none"> • Elicit students' prior knowledge about poetry, e.g. types of poetry, examples of poems. • Compare different types of poetry to previous learning on bush ballads and discuss their purpose, audience, form and language features. • Listen to, read or view a range of free verse poetry and/or limericks. <ul style="list-style-type: none"> ▪ Build understanding of vocabulary, grammar and poetic devices. ▪ Share poetry by reading aloud, performing choral readings or Readers' Theatre. • Guide students to use text processing and comprehension strategies to interpret several free verse poems or limericks, e.g. personal responses, double entry journals, digital blogs, reviews and interpretations. <p>Learning experience 2 Provide students with a range of poetry, such as limericks and/or free verse and use the focus questions to scaffold the teaching and learning.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p>	<p>Support notes</p> <ul style="list-style-type: none"> Limericks are humorous poems that consist of five lines. The rhyming pattern is A, A, B, B, A. Lines 1, 2 and 5 have 7 to 10 syllables, and the same rhythm. Lines 4 and 5 have 5 to 10 syllables, and the same rhythm. An example from Edward Lear’s <i>A Book of Nonsense</i> is: There was an Old Man with a beard, Who said, 'It is just as I feared! Two Owls and a Hen, Four Larks and a Wren, Have all built their nests in my beard! Free verse poetry allows the poet to create the structure. Some characteristics of free verse poetry include: <ul style="list-style-type: none"> repetition alliteration assonance rhythm simile metaphor. 	<p>Choose a style of poetry for the focus of the learning experiences (e.g. Limericks or free verse).</p> <ul style="list-style-type: none"> Analyse the language features of the poetry form. With the students, brainstorm a plan (structure) and success criteria to write an example of the poetry form or style. <ul style="list-style-type: none"> Model writing a poem in the selected style. Build lists of topics, vocabulary, rhyming words, metaphors, similes as required. Students explore online poetry generators to write limericks, free verse or other poetry. Provide groups of students with a different theme, topic and/or word. In groups, students create limericks, free verse or other poems to share with the class. Students publish poems in a book or on the school website. Students share poetry performances with other classes.

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p>	<p>Text Informative text: explanations, e.g. scientific, geographical</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What is the purpose of an explanation? • What language features are used when writing an explanation? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • What types of images are typically found in explanations? • What is their purpose? • How do visual images support explanations, particularly when they include specific and technical information? 	<p>Learning experience 1 Analyse a range of explanations, e.g. scientific explanations, geographical explanations, using the focus questions as a guide to inform the teaching and learning.</p> <ul style="list-style-type: none"> • Introduce explanations and brainstorm what students know about them. • View or read an example of an explanation. Discuss the text and purpose. • Deconstruct the text as a class to identify and teach the text and language features of an explanation. Draw students' attention to cohesiveness and embedded clauses where possible. • Create a glossary or word wall of technical or content specific vocabulary. <p>Students view or read another example of an explanation to analyse and deconstruct as above, using a graphic organiser.</p> <ul style="list-style-type: none"> • Discuss the formality of the explanation. Is it written in an objective or subjective manner? Identify examples. • Add to the list of technical or content specific vocabulary. Use the information provided in the text to provide your own definition for the words. Research the words to determine the formal definition and check your understanding.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p>	<p>Support notes</p> <ul style="list-style-type: none"> • The purpose of an explanation is to explain how or why. • The structure of the text varies, but usually includes: <ul style="list-style-type: none"> ▪ a statement or question stating the purpose, e.g. how a lightbulb works or why flowers produce nectar ▪ sequenced content written in a logical manner, sometimes in time order. • Language features include: <ul style="list-style-type: none"> ▪ signal words for time order, and cause and effect ▪ technical or subject-specific vocabulary ▪ timeless present tense ▪ modal verbs ▪ diagrams or other visual representations ▪ word associations for cohesion. 	<p>Learning experience 2 Provide a range of informative texts. Students work independently or with partners to find examples of supporting visuals, such as zoom ins, maps, cross sections, graphs, attribute diagrams, flow charts.</p> <p>Using a digital device, such as a tablet, photograph these and display in categories for future reference.</p> <p>Learning experience 3 Provide an explanation that does not have any visual images (or remove them before showing the students). Analyse the text using the focus questions as a guide.</p> <ul style="list-style-type: none"> • Read an explanation aloud or provide students with a copy of an explanation to read independently (remove any visuals). • Interpret the text as a class. • Discuss the information in the text that could be better presented as a visual element, e.g. a process that could be a flow chart, an attribute diagram, or statistics that could be presented as a graph. <ul style="list-style-type: none"> ▪ How would a visual representation contribute to the reader’s understanding or provide additional information? • Select one example of a visual image, e.g. attribute diagram, graph, zoom in or flow chart and, as a class, develop the supporting visual. Model how information in the text can contribute to the development of the visual.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• Students work independently to create an alternate visual to accompany the text and label, e.g. an attribute diagram, graph, zoom in or flow chart.

Term 3 Week 6

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Literacy Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features</p>	<p>Text Informative text: explanations</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What is the purpose of an explanation? • What are the stages and phases of an explanation? • What language features are important when writing an explanation? • What information is best presented as an image? <p>Suggested assessment point Learning experience 2 may be used as a formative or summative assessment.</p>	<p>Learning experience 1 Set a topic that is being studied in another area of the curriculum or an area of interest which can be used as a stimulus for writing an explanation. For example, how the water cycle works, how laws pass through parliament or why cyclones form.</p> <ul style="list-style-type: none"> • Provide time for students to explore the topic by providing objects, images or texts, such as books and documentaries. • Provide a range of prompting questions which encourage students to explain how and/or why the event or idea occurs/is important. • Build concept maps about the topic. • Brainstorm technical and non-technical vocabulary associated with the object. Develop a glossary or word wall. • Model how to write an explanation using a planning template <p>Allocate students to small groups of two or three to write the explanation. Ensure they include an appropriate visual.</p> <ul style="list-style-type: none"> • Share these in a gallery walk and give feedback to the students. • Use this experience to make a list of success criteria to use when writing an explanation.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 2</p> <p>Set a new topic that is familiar to the students and is being studied in another learning area.</p> <ul style="list-style-type: none">• Conduct a brainstorm about what the students know about this topic.• Write focus questions to research any other information that is needed.• Allow students to work in groups to find further knowledge and bring back to the class. Discuss the information and co-construct a planning template. <p>Students work independently to plan, draft and edit an explanation on this topic.</p> <ul style="list-style-type: none">• Provide support and feedback to students based on their planning documents and research, as well as during the writing process.• They should include visuals/graphics with labels which enhance the explanation.

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Literature Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p> <p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p>	<p>Text Informative/Imaginative hybrid texts</p> <p>Hybrid texts combine elements of narratives with elements of reports, explanations, procedures and/or arguments.</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What are the text and language features of a narrative text? • What are the text and language features of an informative text such as a report or explanation (or persuasive text)? • How does the author/illustrator of the hybrid text add additional facts to the text? • How does the author/illustrator add a personal perspective? • What is the purpose of including a narrative element? • How is the page laid out? • What visual features add or clarify information? • How do the text features and visual features work together to meet the purpose of the text? 	<p>Learning experience 1 Provide a picture book, graphic novel or a text which provides a perspective on life in a certain place and an informative report which provides a perspective on life in the same place (Appendix A). Alternatively, a topic of interest or topic being studied in other areas of the curriculum can be used with the learning experiences modified accordingly.</p> <ul style="list-style-type: none"> • Read the selected text and facilitate a class discussion. Focus the discussion on the information about the experience of the character (or narrator) in that place. • Create a map or chart of the place based on the character's experiences. • Students complete some comprehension activities to interpret information presented in the imaginative text; for example: <ul style="list-style-type: none"> ▪ plot profile ▪ a journal to collect information about a place based on different characters' perspectives or a journal to reflect their changing understanding of place. <p>Provide students with an informative report on a place.</p> <ul style="list-style-type: none"> • Students complete some comprehension activities to interpret information presented in the informative text; for example:



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p>	<p>Support notes Hybrid texts combine elements of narrative and informative texts. Many picture books for older students are considered hybrid texts as they have a storyline accompanied by text features, such as diagrams, maps, sidebars with additional facts or analytical drawings.</p> <ul style="list-style-type: none"> • Visual techniques that may be used in picture books/hybrid texts may include: <ul style="list-style-type: none"> ▪ lines and vectors ▪ point of view ▪ angles ▪ salience ▪ media ▪ layout ▪ colour ▪ texture. 	<ul style="list-style-type: none"> ▪ a summary ▪ a journal to visualise or describe information presented in different parts of the text. ▪ a who, what, when, where, why, how chart. ▪ a glossary/word wall. <p>Introduce the idea to students that a text may have two different purposes, e.g. it may be imaginative, but also have features that inform.</p> <ul style="list-style-type: none"> • Find and discuss texts that are hybrid texts which combine elements of a narrative with facts, maps, diagrams, sidebars or text boxes with added information. • Complete a Venn diagram or another comparative graphic organiser to compare: <ul style="list-style-type: none"> ▪ structure ▪ language features ▪ vocabulary ▪ information. <p>Learning experience 2 Students interview a peer and use the information to create a text which combines elements of imaginative and informative texts.</p> <ul style="list-style-type: none"> • Guide students to create a list of questions which they will use to interview a member of the class about a location that is significant to that person; for example:



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ Why is this place important to you?▪ What are some of the things you do at this place?▪ How does this place make you feel?▪ What does this place smell like?▪ What things can you hear?• Students conduct the interview and take notes to record responses.• Students complete some or all of the following activities.<ul style="list-style-type: none">▪ Think about the interviewee’s description of the place. Create a simple visual ‘scene’ of an event at that place.▪ Reflect on your interpretation of the place and share with a peer. Compare your interpretations.▪ Write a short description of your interpretation of the place/setting. Include the specific details.▪ Combine the setting and the ‘scene’ to create a page of a picture book, such as a graphic novel. Presenting the scene as an imaginative text would, with characters, setting and events, but include information through labels and images.

Term 3 Week 8

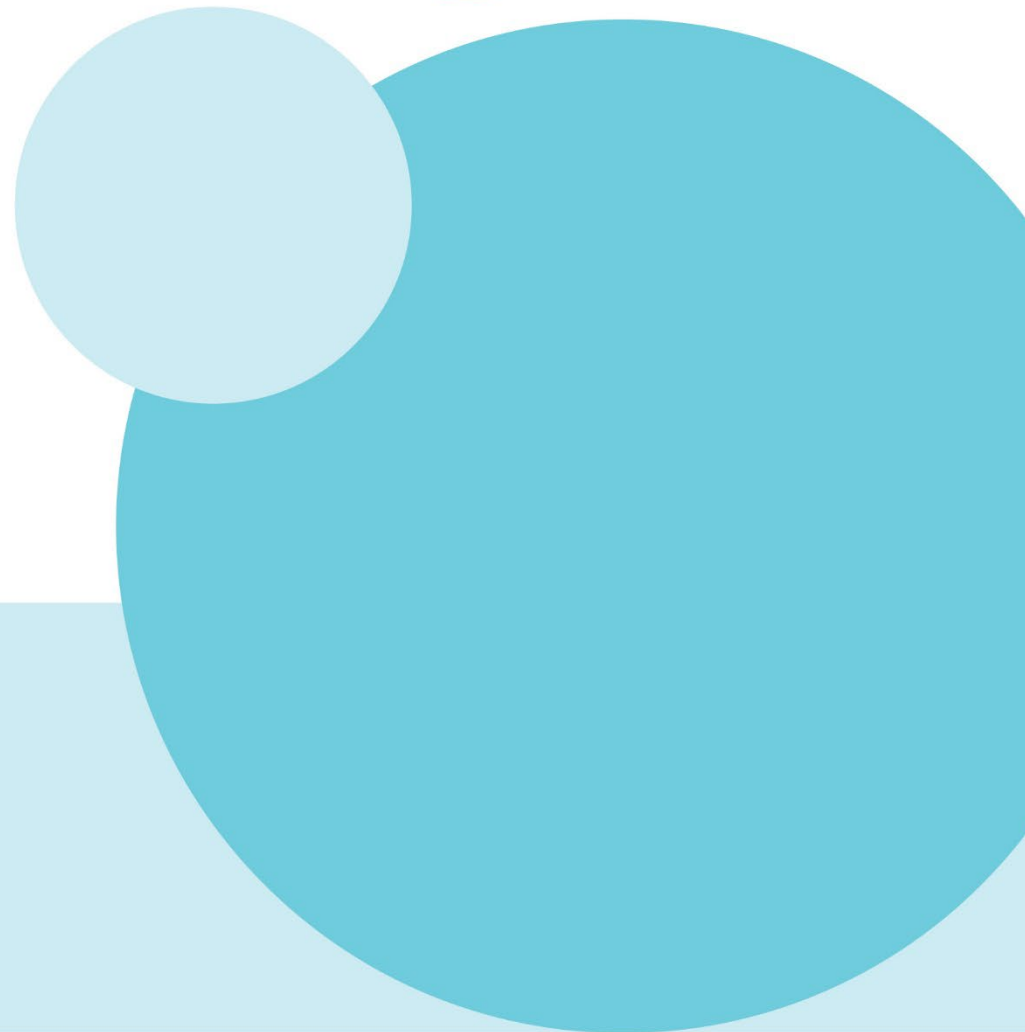
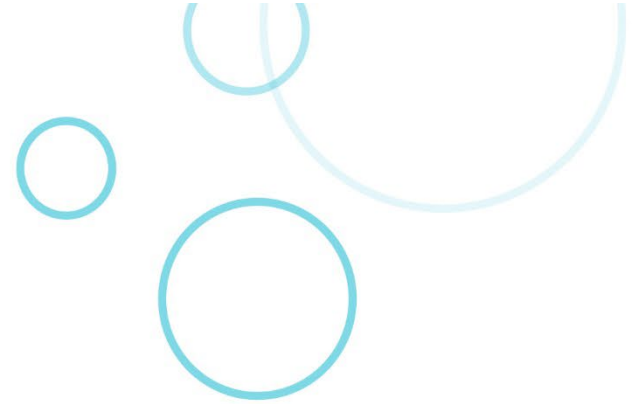
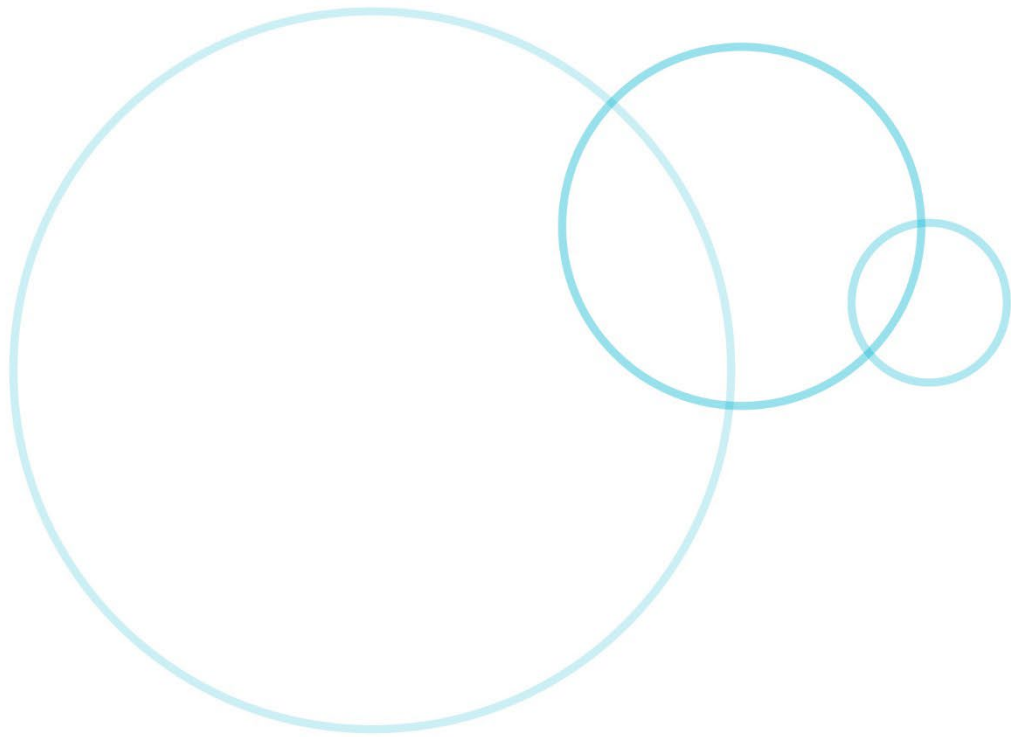
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Literature Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p> <p>Literacy Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features</p>	<p>Text Informative/ Imaginative hybrid texts</p> <p>Hybrid texts combine elements of narratives with elements of reports, explanations, procedures and/or arguments.</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the text and language features of a narrative text? • What are the text and language features of an informative text? • How does the author/illustrator of a hybrid text add additional facts? • How does the author/illustrator add a personal perspective? • How is the page laid out? • What visual features are used to add or clarify information? • How do the text features and visual features work together to meet the purpose of the text? <p>Suggested assessment point Learning experience 1 may be used as a summative assessment.</p>	<p>Learning experience 1 Provide hybrid texts which students will use as models for constructing their own text that combines elements of narrative and informative texts to describe a place.</p> <ul style="list-style-type: none"> • Explain to the students that they will be creating a double-page spread for a text that is both informative and entertaining, combining elements of a narrative with information. This text is about a place that is personally significant to the student, or the teacher can choose a place being studied in another learning area. • Reflect on the previous week’s activities. • Read and view other texts which are both imaginative and informative, with text features that show the features of a hybrid text. • Discuss the text layout and language features to create a list of these for display, e.g. a paragraph from the narrator, a map or detailed drawing, a sidebar with ‘Did you know?’ facts. There is a wide-range of text layouts to explore. • Develop a list of success criteria (with the students’ input) which the students will apply when creating their text; for example: <ul style="list-style-type: none"> ▪ at least five facts ▪ a story that gives a personal view or additional information



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Select and use features of digital tools to create or add to texts for a purpose and audience</p>		<ul style="list-style-type: none"> ▪ a map (or other visual) that is labelled to give extra information ▪ headings and subheadings. • Provide planning proformas and guidance on research, if necessary, with texts and web pages. • Students use the above information to create, either on paper or digitally, a double-page spread or a web page that combines elements of narrative and informative texts. <ul style="list-style-type: none"> ▪ Choose a place that is significant to you or a place, selected by a teacher, such as Parliament House in Canberra. ▪ Develop a set of focus questions to direct your work. ▪ Use your knowledge and any research to create a plan and acknowledge sources of information. ▪ Combine the setting and the ‘scene’ to create a double-page of the picture book, or web page of a picture book presenting a scene as an imaginative text would, with characters, setting and events, but including information through labels and images. • Provide students the opportunity to share and reflect on their work. The following examples of activities can be considered as a way of enhancing the text: <ul style="list-style-type: none"> ▪ creating an interactive digital version/presentation ▪ recording themselves describing the place using their senses



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ including audio and visual aspects in a digital presentation.• Students share their work with the class or in a group and complete a self- and peer-assessment using the criteria set by the class.



TERM 4

Weeks 1–8

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Literature Identify similarities and differences in literary texts on similar topics, themes or plots</p> <p>Identify and explain characteristics that define an author's individual style</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p> <p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text Imaginative text: narrative picture books</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How do the images support the meaning, add to the meaning or contradict the meaning of the written text? • How does the author use sound and imagery to create meaning and effect? • What literary devices does this author use? <p>Learning experience 2</p> <ul style="list-style-type: none"> • What are some examples of visual language/techniques that authors and illustrators use in picture books? <p>Learning experience 3</p> <ul style="list-style-type: none"> • What is meant by individual style? • Why do authors/illustrators develop an individual style? 	<p>Learning experience 1 Read a picture book by an author-illustrator who has created a number of texts (Appendix A). Use the focus questions to guide the teaching and learning.</p> <ul style="list-style-type: none"> • Discuss the cover page as a class, considering both text and images. Revise their knowledge about visual techniques. • Read the text aloud, showing the students the illustrations, and facilitate a discussion about the text using the students' responses. <ul style="list-style-type: none"> ▪ Did the written text alone contribute to your response or did the illustrations also contribute? ▪ How did they contribute to, or enhance meaning? ▪ What language features and/or vocabulary did the author use to enhance meaning? What effect did this have on you? • Students reflect on the picture book by responding to the questions/prompts raised in the class discussion. Students may complete some or all of the following activities: <ul style="list-style-type: none"> ▪ identify and analyse the language features by completing a retrieval chart or taking part in a brainstorm, e.g. the use of humour, hyperbole,



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	<p>Support notes</p> <p>Visual techniques in picture books can include:</p> <ul style="list-style-type: none"> • lines and vectors – how the line forces the viewer to view the image from one part to another. Lines can also represent direction or mood • point of view – which angle the reader is viewing the image from, e.g. from above • angles – used to show a point of view, e.g. the reader is looking up at the object to make the image appear powerful • salience – the part of the picture which captures the attention of the viewer and is determined by colour, image, layout, placement and distance • shot size – determines how personal the object is by whether the image is close-up or far away • social distance – a close-up connects the reader while a long-shot results in the reader/viewer feeling disconnected with the subject • placement • framing – includes taking pictures up close or at a long distance, as well as the angle of the camera. • colour – colours often represent an emotion, e.g. red can represent danger • texture – includes textured images or the illusion of texture. 	<p>imagery, dialogue, sentence structure, characterisation</p> <ul style="list-style-type: none"> ▪ image analysis by labelling, completing a graphic organiser or a written response considering the following questions <ul style="list-style-type: none"> ○ What is included in the illustration? ○ What is the image communicating? ○ Does the image add or enhance meaning? If yes, what and how? Explain your response. ○ How do the text and images work together? ○ What aspects of the image are important? <p>Learning experience 2</p> <p>Provide a range of picture books by the same author/illustrator, (Appendix A) referring to the focus questions to guide the teaching and learning.</p> <ul style="list-style-type: none"> • Brainstorm visual techniques and their effect. • Students revisit the text from the previous lesson and select two examples of visual language. Define and discuss their effect, e.g. annotating a page from the book, completing a table, creating a digital brainstorm. • Repeat the above activity using a range of the author/illustrator’s books as required discussing the techniques used by the author/illustrator.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 3</p> <p>Provide students with picture books by another author/illustrator or use the texts from the previous learning experiences (Appendix A) referring to the focus questions to guide the teaching and learning.</p> <ul style="list-style-type: none">• Prompt a class discussion by asking students to consider what aspects of the text and illustrations are consistent across the texts.<ul style="list-style-type: none">▪ Which of these help you identify that it is the work of the same illustrator?• Students interpret and analyse the picture book/s using a range of comprehension strategies, e.g. connecting, comparing, inferring, synthesising and determining important activities.• Work individually or in groups, to analyse the visual techniques in the picture books.• Reflect on the texts studied and consider the evidence of author/illustrator style through either a written reflection, or by illustrating and annotating one line of the text to ‘create a new page’ based on the illustrator’s style.

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Literature Identify similarities and differences in literary texts on similar topics, themes or plots</p> <p>Identify and explain characteristics that define an author's individual style</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p> <p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p>	<p>Text Imaginative text: narrative picture books</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What are some examples of visual language/techniques that authors and illustrators use in picture books? • How do images contribute to or enhance meaning? • Why do authors develop an individual style? <p>Suggested assessment point Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students in writing and creating of narrative texts.</p>	<p>Learning experience 1 Provide a picture book by an author/illustrator (Appendix A) who has created more than one book. Discuss by referring to the focus questions to guide the teaching and learning.</p> <ul style="list-style-type: none"> • Repeat Learning experience 1 described in Week 1 Term 4. • As a class analyse the visual techniques and their effect by labelling, using a graphic organiser or creating a written response considering the following questions. <ul style="list-style-type: none"> ▪ What is included in the illustration? ▪ What is the image communicating? ▪ Does the image add or enhance the meaning of the written text? If yes, what and how? ▪ How do the text and images work together to shape meaning? ▪ What aspects of the image are important? • Students independently view/read another picture book by the same author/illustrator and complete the above activity. • Reflect on the two texts and identify examples of the author-illustrator style by completing one of the following: <ul style="list-style-type: none"> ▪ written reflection



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>		<ul style="list-style-type: none"> ▪ create a ‘new page’ for the book, imitating the visual techniques used by the author/illustrator and annotating their visuals to demonstrate their understanding of style. <p>Learning experience 2</p> <p>Students visit the school library and choose two books by the same illustrator (or provide students with examples if resources are not available) and complete the following activities.</p> <ul style="list-style-type: none"> • Read each book, paying attention to the visual language and literary devices (or language features) in both texts. • Write a brief synopsis of each picture book. • Record ideas and examples of visual techniques. • Write a review based on the following scenario. <ul style="list-style-type: none"> ▪ You have been employed by a magazine publisher (print or digital) to analyse two picture books as part of a promotion of this illustrator’s work. Provide the publisher with feedback on the following points <ul style="list-style-type: none"> ○ the visual language ○ how the visual language contributes to this illustrator’s style



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">○ how the illustrations meet the purpose of the text, i.e. do the images support, add to or enhance the text to make it the more appealing○ your opinion about this illustrator’s work and what has influenced you to feel this way.

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p>Select and use features of digital tools to create or add to texts for a purpose and audience</p>	<p>Text Imaginative text: narrative films (age-appropriate short films)</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How are imaginative short films structured to engage audiences and convey ideas? • What visual techniques are used in moving images and; how do they develop character? What is their effect on the viewer? <p>Learning experience 2</p> <ul style="list-style-type: none"> • Are the narrative elements in short films similar to, or different from, printed narratives? <p>Support notes</p> <ul style="list-style-type: none"> • Examples of techniques used in moving images may include: <ul style="list-style-type: none"> ▪ shot size ▪ camera angle ▪ layout ▪ frames ▪ placement of elements ▪ salience ▪ composition ▪ sequence of images. 	<p>Learning experience 1 Show students a range of age-appropriate short films (Appendix A) and refer to the focus questions to support the teaching and learning.</p> <p>View a short film and discuss, interpret and analyse as a class by completing the following activities.</p> <ul style="list-style-type: none"> • Students write a brief summary of the short film. • Provide students with still images from the short film. Select one and, as a class, discuss the image in detail. <ul style="list-style-type: none"> ▪ Describe what is happening in the still? ▪ Identify visual techniques. ▪ Introduce other visual techniques that are relevant to moving images, such as camera angles. ▪ What are the effects of the techniques? ▪ Independently or in small groups, students use the other still images from the short film to analyse, identify and describe the visual techniques. <p>Repeat the learning experience with other short films as required, either independently, in small groups, or as a class.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• Students select one still from the film to change. They are to alter one visual technique to change the effect, e.g. changing the colour from cool to warm tones to alter the mood or changing a long-shot to a close-up to focus on the character’s emotions. They will need to explain their choices. <p>Learning experience 2</p> <p>Reflect on the films viewed as part of the previous learning experience. Select one and refer to the focus questions to support the teaching and learning.</p> <ul style="list-style-type: none">• Discuss the narrative structure of a short film.<ul style="list-style-type: none">▪ How is it similar to, or different from, a print narrative?▪ How does the audience learn about the character through visual techniques, including audio?• Recap narrative elements, such as characterisation, setting, plot, conflict, resolution.• Students analyse the narrative elements of one of the short films by completing some or all of the following activities.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ Annotate a still image from the film to identify and explain the visual techniques used and what information they provide about the character.▪ Create a detailed character profile which includes information about their physical description, personality traits, relationships with other characters, connection to the setting, dilemma and/or conflict. Include details about how the author has communicated this information.▪ Write a description of the setting/s and include details about how the filmmaker communicated this information.▪ Create a plot profile of the events, including details of character and setting. Highlight and explain critical or important events. Include details about how the film maker communicates this information.

Term 4 Week 4

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Literature Identify similarities and differences in literary texts on similar topics, themes or plots</p> <p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p> <p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p>	<p>Text Imaginative text: narrative films (age-appropriate short films)</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What is the film about? • What is the main idea or message of the film? How do you know? • How is this short film structured to engage audiences and convey ideas? • What are the stages of this film? • What visual techniques are used and what is their effect on the viewer? • What sound effects are used to shape meaning? 	<p>Summative assessment (Appendix C) Students watch the short film, <i>Alike</i> by Daniel Martinez Lara and Rafa Cano Mendez. They answer a range of questions in which they identify and discuss the ideas presented in the film and the development of character. Students identify and discuss the effects of visual techniques (including audio) and provide an explanation of how visual techniques contribute to meaning and the viewer’s understanding.</p> <p>Optional The following learning experience can be used in addition to the summative assessment. Cross-curriculum connections can be made, e.g. Media Arts.</p> <p>Students plan and create a short film.</p> <ul style="list-style-type: none"> • Brainstorm topics for short films, e.g. topics studied in other learning areas, familiar topics, topics of interest, books studied in class. • Create a storyboard or develop a plot line. Encourage students to consider: <ul style="list-style-type: none"> ▪ narrative structure of the storyline ▪ how they want the audience to react ▪ visual techniques to support audience response.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p>Select and use features of digital tools to create or add to texts for a purpose and audience</p>		<ul style="list-style-type: none"> • Develop a character profile. How will you demonstrate the features of the characters in a short time frame or through digital tools or apps, such as Claymation, Stopmotion, Flip Book Video? • Sketch the main events of the short film, focusing on the visual techniques, including a selection of images to support the topic/theme to influence the viewer. • Annotate the sketch to highlight and explain the use of visual techniques. • Develop images using digital technology or freehand. Create main setting and characters. Ensure visual techniques are applied. • Develop a short film using digital tools (Appendix A). • Peer- and self-assessment to identify the visual techniques, how the audience was influenced and how the viewer responded.

Term 4 Week 5

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand that language varies as levels of formality and social distance increase</p> <p>Understand the uses of objective and subjective language, and identify bias</p> <p>Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Literacy Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions</p>	<p>Text Persuasive: discussions/debates</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What is the purpose of a persuasive text? • What devices are effective to persuade an audience? • How can repetition be used in persuasive texts for cohesion and effect? <p>Learning experience 2</p> <ul style="list-style-type: none"> • How can the effectiveness of arguments be strengthened in order to persuade? • How can a position be presented, either for or against, a topic? • What is the structure of a formal debate? • What are the protocols for engaging in a respectful debate? 	<p>Learning experience 1 Select a range of persuasive texts to explore their purpose and prepare students for the introduction of debates.</p> <p>Revise the text and language structures of persuasive texts by reading aloud, sharing and discussing a persuasive text with the class.</p> <p>Provide a range of persuasive texts, such as news articles, editorials, letters to the editor or emails that represent different perspectives on the same topic.</p> <ul style="list-style-type: none"> • Students analyse a small range of persuasive texts in small groups or individually, e.g. they identify the persuasive devices used. • Students contribute examples of persuasive devices to add to a display or a digital pin-up board. • In groups, they discuss and develop criteria for evaluating persuasive texts and then rate the persuasive texts from least to most effective. • Engage in a discussion or write a response to a persuasive text answering the following questions. <ul style="list-style-type: none"> ▪ What issue is being discussed? ▪ What is the perspective of the author? ▪ What devices does the author use to persuade the reader? ▪ What personal connections or opinions do you have about the topic?



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p> <p>Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p>	<p>Support notes</p> <ul style="list-style-type: none"> • Listening responses include how to respond appropriately to others, how to seek clarification, appropriate body language and how to build on others’ ideas. • Speaking behaviours include how to share information, develop ideas and arguments, how to express opinions and acknowledge others. <p>Other interaction skills include varying voice, volume, tone and pitch according to purpose, audience and degree of formality</p>	<p>Learning experience 2</p> <p>Show students an online debate (Appendix A).</p> <ul style="list-style-type: none"> • Revise and analyse a number of debates to build and extend student knowledge of: <ul style="list-style-type: none"> ▪ verbal and non-verbal language ▪ body language ▪ spoken interactions ▪ language, such as formal and informal tone, objective and subjective language ▪ positive and negative interaction ▪ effective and ineffective communication. • Discuss the differing perspectives and viewpoints. How effective are the spoken interactions between the participants? What is respectful and considerate communication? • Create a simple chart or prompts to remind students of effective verbal and non-verbal interaction skills. • Model and guide short, simple, informal debates between students on familiar topics, e.g. television shows, food items, results from a science experiment. <ul style="list-style-type: none"> ▪ Consider two different perspectives on the topic and brainstorm arguments for both perspectives. ▪ Choose one of the perspectives, for or against, and continue to develop the arguments and consider persuasive devices to strengthen your argument. ▪ List some verbal and non-verbal debating skills.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		As a class or in small groups, engage in an informal debate on a chosen topic. The debate will be peer-assessed, based on the charts developed in class with a focus on appropriate interaction skills. If working in a group, debates may be filmed to be reviewed by the teacher for feedback

Term 4 Week 6

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand the uses of objective and subjective language, and identify bias</p> <p>Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas</p> <p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p>	<p>Text Persuasive: discussions</p> <p>Focus questions</p> <p>Learning experiences 1 and 3</p> <ul style="list-style-type: none"> • What is the purpose of a persuasive discussion? • What are the stages of a persuasive discussion? • What phases can be used within these stages? • How can arguments be presented to be effective? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • What is meant by objective and subjective language? How is this used in persuasive texts? • How does repetition create cohesion and emphasis in persuasive texts? • How can an embedded clause elaborate, extend or explain ideas? • How/why is hyperbole used in persuasive texts? 	<p>Learning experience 1 Provide students with examples of persuasive discussions using the focus questions to guide the teaching and learning.</p> <ul style="list-style-type: none"> • Elicit students' prior knowledge about the structure of a persuasive discussion and their use of persuasive devices. Revise their understandings. • Read and deconstruct a range of persuasive discussions to analyse the text structures (stages and phases). • Working in groups, students analyse a number of persuasive discussions. <ul style="list-style-type: none"> ▪ Identify writers' positions, the arguments for and against, and evaluate the effectiveness of the arguments. ▪ Identify examples of persuasive devices, record the examples, label, and describe the effects. ▪ Discuss and share examples with peers, highlight or add any missed examples.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p>	<p>Support notes</p> <ul style="list-style-type: none"> • The stages of a persuasive discussion could include an introduction/thesis, arguments for and against, concluding statement/conclusion. • Intended audience, writer position and arguments are important aspects of persuasive reviews. • Persuasive devices in Year 6 may include, but are not limited to; personal opinion, modality, rhetorical questions, hyperbole, punctuation, inclusive language, evidence, evaluative language, emotive language, emphatic statements, authoritative statements, repetition, metaphor and simile. 	<p>Learning experience 2 Provide students with examples of persuasive discussions. Use the focus questions to guide the teaching and learning about the language of persuasive discussions. Identify and discuss the follow language features:</p> <ul style="list-style-type: none"> • subjective and objective language • repetition in persuasive texts • embedded clauses that elaborate, extend and explain ideas • hyperbole • images. <p>Provide explicit lessons on any areas of need, e.g. the construction of sentences containing embedded clauses.</p> <p>Learning experience 3 Model how to construct a persuasive text on a topic of choice.</p> <ul style="list-style-type: none"> • Draft an introduction/thesis, body paragraphs (arguments and reasoning) and a conclusion. • Include an image, such as a graph or annotated diagram if applicable. • Reread and edit as a class to enhance meaning through grammar, vocabulary and persuasive devices.

Term 4 Week 7

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>Literacy Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	<p>Text Informative/Persuasive text: texts</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What is the purpose of a persuasive exposition/discussion? • How can the effectiveness of arguments be strengthened in order to persuade? • How can a position be presented, either for or against, a topic? • How can an image such as a table or graph be used in a persuasive text? <p>Suggested assessment point Learning experience 2 may be used as a formative or summative assessment (Appendix A).</p> <p>Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students in writing and creating of narrative texts.</p>	<p>Learning experience 1 Show students a video or provide them with a topic as a stimulus for writing a persuasive letter/email. This learning experience uses the Persuasive letter or email assessment task (Appendix A) as an example.</p> <ul style="list-style-type: none"> • Provide students with a range of media articles in relation to the safe use of technology. • Discuss the data, facts and figures in the articles. • Students use a graphic organiser to record the data, facts and figures in the articles. • Provide students with a range of topics or arguments, for or against, e.g. 'Western Australia's new law for phone use while driving is necessary to maintain road safety'. Activities include the following. <ul style="list-style-type: none"> ▪ Separate the class into two groups to develop arguments for or against. ▪ Engage in an informal debate. ▪ Students work individually to develop arguments for each view. ▪ Students work in pairs or small groups and have constructive discussions about the topic. ▪ Students interview class members to gather 'community responses' to the topic.



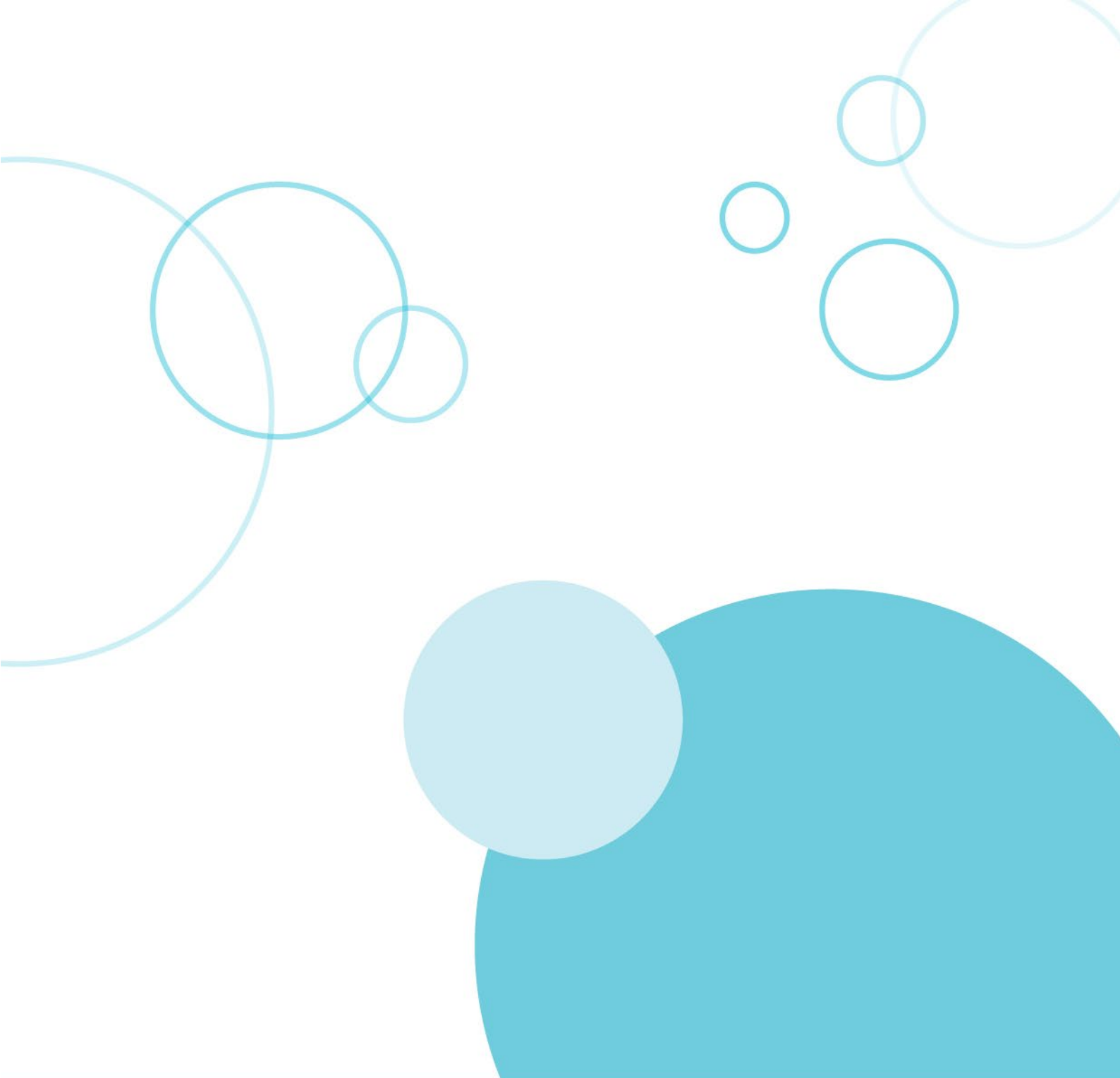
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features</p>		<p>Learning experience 2</p> <p>Explain to students that they will be watching a video <i>iPod inattention</i>, and writing a response in the form of a persuasive letter or email to the Western Australian Police. Persuasive letter or email assessment task (Appendix A).</p> <ul style="list-style-type: none">• In their response, they will argue for, or against the following statement: ‘In Western Australia, police should issue a fine to pedestrians who use handheld devices when crossing roads’.• Instruct students to consider the statement prior to watching the video.• Play the video for students. Ensure students understand that handheld devices include mobile phones and tablets.• Play the video a second time, instructing students to record notes which may be scaffolded by using a graphic organiser.• Students plan their response using an agreed planning template or graphic organiser, or with negotiated success criteria.• Students write and edit their response.

Term 4 Week 8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>Literacy Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p>	<p>Text Informative/Persuasive text: procedures</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What structure will this text have? • How can you create this persuasive procedure in order to change the audience’s behaviour? • How can you ensure the audience engages with the text? • How will the structure and form meet the needs of the audience? <p>Suggested assessment point This activity may be used as a formative or summative assessment.</p> <ul style="list-style-type: none"> • Plan, draft and present a procedural text to persuade and inform other students (or their parents) to be cyber safe. Discuss with your teacher who your audience will be and negotiate the form it could take. Some ideas include a poster, a TV-type advert, a brochure, a poster, a song, a poem, or a presentation. • Use the negotiated criteria to assess your work. 	<p>Learning experience 1 Students are to plan, draft and publish an informative/persuasive procedure to help other students in the school to be cyber safe (or choose another topic that aims to change a behaviour to suit your context).</p> <p>Teachers can decide how students work, i.e. they may work independently, in pairs or in small groups to create a text for another class, year group or whole school (library), or to publish on the school website or social media page.</p> <ul style="list-style-type: none"> • Discuss with students, the audience, purpose and form of the procedure. <ul style="list-style-type: none"> ▪ Discuss the purpose, e.g. <i>engage, persuade</i> and <i>inform</i>. ▪ Discuss the target audience, e.g. how will the target audience affect the form and language features? How will the text be different for parents on the social media page to one for Pre-primary students? ▪ Negotiate the form with students, e.g. what is best for the purpose and audience? For Pre-primary, it may be a puppet play or a colourful poster. For parents, it may be more factual with statistics and graphs.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features</p> <p>Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p>		<ul style="list-style-type: none"> • Connect with students’ prior knowledge by viewing other procedural texts designed to change a behaviour (Appendix A). • Students complete the suggested assessment point as either a learning experience or formative or summative assessment. Guide the students to plan, draft, edit and publish their texts. Where possible, provide a real purpose and audience. <ul style="list-style-type: none"> ▪ Discuss how the text needs to be engaging as well as informative and persuasive. ▪ Review knowledge of persuasive devices, such as referring to experts, emotional language, inclusive language and rhetoric. ▪ Negotiate the criteria for self- and peer-assessment, and what needs to be included.



APPENDIX A: RESOURCES

Resources

- A New Grammar Companion for Teachers, Beverly Derewianka

Term 1	
Weeks 3–4	<p>Websites</p> <ul style="list-style-type: none"> • Culture Victoria – <i>Baranjuk: Creation Stories</i> https://victoriancollections.net.au/stories • ABC News – <i>How to learn the name of the Indigenous language of the land on which you live</i> https://www.abc.net.au/news/2020-05-31/learn-the-name-of-the-indigenous-language-of-the-land-you-live/12252006 • ABC – Word Up Podcast https://www.abc.net.au/radionational/programs/wordup/ (podcast word up Aboriginal language) • Queensland Curriculum and Assessment Authority. <i>Storytelling in Aboriginal and Torres Strait Islander cultures</i> https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/storytelling <p>Books</p> <ul style="list-style-type: none"> • Walley, A. (2024). <i>Norn and Kaarda</i>. UWA Publishing. • Walley, A. (2024). <i>Yonga and Waitch</i>. UWA Publishing. • Murphy, Aunty Joy & Kelly, A. (2019). <i>Wilam: A Birrarung Story</i>. Walker Books. • Green, M. (1984). <i>The Echidna and the Shade Tree</i>. Scholastic. • Dolumyu, J. & Jandany, H. (1987). <i>The Bat and the Crocodile</i>. Scholastic. • Lirrimiyarri Mung Mung, G. (2004). <i>How the Kangaroos got their Tails</i>. Scholastic. • Dreise, G. (2015). <i>Kookoo Kookaburra</i>. Magabala Books. • Albert, M. (2012). <i>How the Birds got their Colours</i>. Scholastic. • Greene, G., Tramacchi, J. & Gill, L. (1992). <i>Tjarany Roughtail</i>. Magabala Books. • Secombe, T. & Fielding, G. (2019). <i>Marngrook: The Long-Ago Story of Aussie Rules</i>. Magabala Books. • Garlil Christopherson, J. (2007). <i>Kakadu Calling</i>. Magabala Books. <p>Websites</p> <ul style="list-style-type: none"> • Dreamtime – Discover stories of creation from Australia’s First Peoples https://dreamtime.net.au • Kaartdijin Noongar – Noongar Knowledge: Language https://www.noongarculture.org.au/language/ <p>Teacher resource</p> <ul style="list-style-type: none"> • Reading Australia: Primary – <i>Tjarany Roughtail</i> https://readingaustralia.com.au/books/tjarany-roughtail/



Term 1	
Week 5	<p>Websites</p> <ul style="list-style-type: none">• The Children’s Book Council of Australia – Reading Time http://readingtime.com.au/category/reviews/• Australian Council on Children and Media – Movie Reviews https://childrenandmedia.org.au/movie-reviews/ <p>Stimulus video</p> <ul style="list-style-type: none">• ABC Behind the News – Kid Critics https://www.abc.net.au/btn/classroom/kid-critics/10538184 <p>Teachers must select and censor reviews and information as appropriate.</p>
Week 6	<ul style="list-style-type: none">• School Curriculum and Standards Authority – Year 6 sample assessment task: Bubbling with possibility, https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0007/408229/English-Viewing-Year-6-Sample-Assessment-Task-Bubbling-with-possibility.PDF
Week 7	<p>Websites (Feature articles)</p> <ul style="list-style-type: none">• Kids News – Home www.kidsnews.com.au• ABC Education – News and Articles https://education.abc.net.au/newsandarticles• ABC – Behind the news https://www.abc.net.au/btn/

Term 2

Weeks
1–6

Novel suggestions

- Morpurgo, M. (2018). *In the Mouth of the Wolf*.
- Murphy, S. (2020). *Worse Things*. Walker Australia.
- Pennypacker, S. (2020). *Here in the Real World*. Balzer + Bray.
- Wang, G. (2009). *A Ghost in my Suitcase*. Puffin.
- Twain, M. (1876). *The Adventures of Tom Sawyer*.
- McDonald, M. & Pryor, B.M. (1998). *My Gurragundji*. Allen & Unwin.
- Palacio, R.J. (2012). *Wonder*. Penguin.
- Morgan, S. (2015). *Sister Heart*. Fremantle Press.

Website for novel suggestions

- Reading Australia – Primary
<https://readingaustralia.com.au/level/primary/>

Picture book suggestions for non-stereotypical characters

- McKinlay, M. (2011). *No Bears*. Walker Books Australia.
- Yolen, J. & Stemple, E.Y. (2010). *Not All Princesses Dress in Pink*. Simon & Schuster Books for Young Readers.
- Hoffman, M. (1991). *Amazing Grace*. Dial Books.
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press.
- Negley, K. (2015). *Tough Guys (Have Feelings Too)*. Flying Eye Books.

Resources

- Reading journal
- Exposition from *The Amazing Spencer Gray*
- Task related to *The Amazing Spencer Gray*
- Formative assessment tool for task on *The Amazing Spencer Gray*

Teacher resources

- Layne, S. L. (2009). *Igniting a Passion for Reading*. Routledge.
- Layne, Steven L. (2015). *In Defense of Read-Aloud*. Routledge.
- Online resources for text suggestions and teaching notes:
 - <https://fremantlepress.com.au/education/>
 - <https://readingaustralia.com.au/level/primary/>
 - https://readingaustralia.com.au/level/secondary/?post_type=book

Novels for assessment

- Fitzpatrick, D. (2013). *The Amazing Spencer Gray*. Fremantle Press.
- Paterson, K. (1997). *Bridge to Terabithia*. Thomas Y Crowell Co.
- Hiaasen, Carl. (2002). *Hoot*. Alfred A. Knopf.

Assessment – Appendix B Exploring exposition

Term 2

Weeks
7–8

- School Curriculum and Standards Authority – *Year 6 sample assessment task: Sell it!*
https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0003/459417/English-Speaking-and-Listening-Year-6-Sample-Assessment-Task-Sell-it.PDF

Websites

- Radio Centre – Radio Archive (listen to options prior to lesson)
<http://www.radiocentre.org/adfinder/>
- Sandbox – television advertisements archive (view options prior to lesson)
https://thesandbox.com.au/portfolio_category/tv-commercials/

Term 3

Weeks
1–4

Some poet suggestions for bush ballads

- Banjo Patterson
- Henry Lawson
- S.K. Kelen
- C.J. Dennis
- Dorothea Mackellar

Websites

- Australian Geographic – Top 10 Iconic Banjo Patterson Ballads
<https://www.australiangeographic.com.au/topics/history-culture/2014/02/top-10-iconic-banjo-paterson-ballads/>
- Australian Children’s Poetry – Home
<https://australianchildrenspoetry.com.au/>
- Poetry Foundation – Explore Poems
https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_children=1
- Kenn Nesbitt’s Poetry4Kids.com – Home
<https://www.poetry4kids.com/>

Books

- *Poetry by Heart – A Treasury of Poems to Read Aloud* by Blake, Julie, Dixon, Mike, Motion, Andrew, and Sprackland, Jean.
- *Guwayu – For All Times, A Collection of First Nations Poems*, Leane, Jeanine (Editor)

Weeks
5–6

Websites

- National Geographic Kids – Science
<https://www.natgeokids.com/uk/category/discover/science/>
- Kids News. A variety of topics are available with some examples linked below
<https://www.kidsnews.com.au/news>
- Behind the news, ABC Retrieved March 2024 from
<https://www.abc.net.au/btn/geography/10554198>

Weeks
7–8

Suggested texts

- *Landing with Wings*, Trace Balla
- *Sand Swimmers*, Narelle Oliver
- *Stone Age Boy*, Satoshi Kitamura

Teacher resource

- Online Library – Hybrid text: An Engaging Genre to Teach Content Area Material Across the Curriculum
<https://ila.onlinelibrary.wiley.com/doi/pdf/10.1002/trtr.1560>

Term 4	
Weeks 1–2	<p>Suggested author-illustrators</p> <ul style="list-style-type: none"> • Shaun Tan • Matt Ottley • Frané Lessac • James Foley
Weeks 3–4	<p>Website for short story or films (do not show the film <i>Alike</i> as this will be used as part of the assessment, Appendix C)</p> <ul style="list-style-type: none"> • The Literacy Shed – Home https://www.literacyshed.com/the-great-animations-shed.html • The Kids Should See This – Home https://thekidshouldseethis.com/ <ul style="list-style-type: none"> ▪ Campos, Clémentine. <i>Patouille</i>. ▪ Bidinger, Michael & Kwon, Michelle. <i>Jinxy Jenkins and Lucky Lou</i>. ▪ Joyce, William. The Fantastic Flying Books of Mr. Morris Lessmore. • Vimeo – <i>Soar</i> https://vimeo.com/238243614 <p>Assessment – Appendix C: <i>Short film</i></p> <p>Note: some of these videos have not been classified by the Australian Classification Board and should be previewed by the teacher and selected with the cohort of students and the school’s context in mind.</p> <p>Suggested applications to create 2D and 3D animations</p> <ul style="list-style-type: none"> • Brad Colbow – 5 Free Animation Apps That Are Really Good https://www.youtube.com/watch?v=zpNvnqy8u6U • Shanoon Cox – 10 Best Animation Makers for Kids to Have Fun https://filmora.wondershare.com/animated-video/best-animation-makers-for-kids-to-have-fun.html • Adobe Anime, Animaker Class, Windows Movie Maker, Binumi, Adobe Spark, Toontastic 3D, iMovie, Flip Book, Blender
Week 5	<p>Websites</p> <ul style="list-style-type: none"> • Debating SA – Year 5 Demonstration Debate https://www.debating.sa.com.au/year-5-demonstration-debate/

Term 4

Week 7

- School Curriculum and Standards Authority – Year 6 sample assessment task: Persuasive letter/email
https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0005/484385/English-Year-6-Moderation-Task.PDF

Week 8

Websites

- Sun Smart – Campaign Videos
<https://www.sunsmart.com.au/advice-for/schools-early-childhood/primary-school-resources/schools-videos>
- Kids safe WA – Publications and Posters
<http://www.kidsafewa.com.au/publications-posters>



Exploring conversations – think of a **conversation** you may have with these people and think how some aspects of your speech may change.

	Your best friend	Your parents	Your teacher	The principal	A local dignitary
vocabulary					
tone of voice					
pitch					
pace					
formality					
needs of the audience					
other considerations, such as body language					



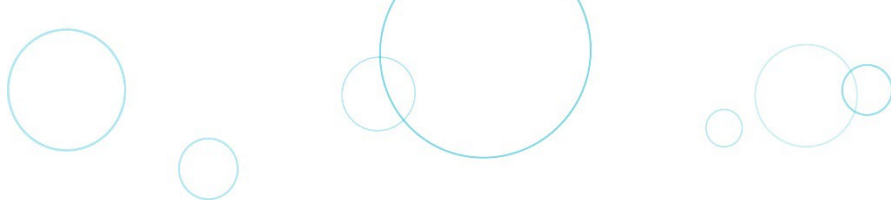
Exploring Aboriginal vocabulary

Word used in the text	What do you think it means?	What clues were in the text?



Reading journal

Title and author:	
Before reading/predicting	
<p>Do you have questions about the text before you start to read?</p> <p>Skim and scan the book to identify:</p> <ul style="list-style-type: none">• the purpose of the text• the text type. <p>Who may read this and why? What may interest a reader?</p>	
During reading/predicting	
<p>Make ongoing predictions about the text as you read.</p>	<p>Confirm and review your predictions as you read.</p>



During and after reading

Ideas from the text.

- What will you remember about the text?
- What do you want to find out more about?
- What do you need to clarify?
- What was puzzling?
- What surprised you?
- What did you need to re-read? Why?
- What are you curious about?

What did this make you think about?

- make connections – text to self, another text, world
- ask questions
- visualise
- infer



Evaluating

Write a brief summary of the text.

What is your opinion of this text? Explain your thoughts.

What makes it appealing/not appealing?

Think about:

- language features
- text structure
- vocabulary
- images
- content
- personal connections.

How is it the same or different from other texts you have read:

- by the same author?
- on the same topic?
- with a similar theme?

Who would you recommend this text to? Why?



Sentence starters for the journal

Making predictions

- I predict ...
- I wonder if ...
- By looking at the front cover, I think ... (contents page, skimming and scanning the book, pictures)

Making connections

- This reminds me of ...
- This character reminds me of ...
- This book/character is similar to ...
- By making the connection ... I was able to understand ...
- This text is similar to ...
- ... makes me think about ...
- Another text with similar information is ... (ideas, characters, settings)

Self-questioning

- I wonder ... (why, who, what, when, where, how, if ...)
- Does ... ?
- I don't understand why ...
- Why does ... ?
- Why did the author ... ?

Creating images

- I pictured ...
- I imagined ...
- I visualised ...
- The word ... makes me think of ...
- The part of the text ... describes ...
- The description of ... makes me see ...

Opinion

- In my opinion ...
- I would recommend this book because ...
- I liked this book; however, ...
- This book would be suitable for ...
- The best thing about ...
- The characters in this text ... (setting, plot, images, vocabulary)
- I found this book difficult because ...



Inferring

- I infer ...
- I think that the word ... means ... because ...
- I believe that this means ...
- The author is hinting at ...
- By using my background knowledge about ... I infer ...
- Although the text doesn't say it directly, I think ...
- The images hint at ...
- The images add information that help me infer...



Part 1: The Amazing Spencer Gray

Exposition One: the opening of *The Amazing Spencer Gray* by Deb Fitzpatrick.

Spencer Gray reckoned the first few minutes were always the hardest. His legs hurt, his lungs hurt, his breath was thin and hot. Bones jarred as feet met the ground. He could so easily stop.

Then, after he'd gone a couple hundred metres, Spencer would begin to find his rhythm, with his feet hitting the ground like the beat of a couple of drums. His breathing smoothed, and the air didn't rasp so drily over the back of his throat. His breaths would match his feet – in, in, out. In, in, out. They began to fit one another: breath and feet. In, in, out. In, in, out.

Stay at the front, Spencer.

And his feet would push off the earth, rather than uncomfortably slapping down on it. He would feel his feet actively using the ground to make the next stride strong and long.

In, in, out.

In, in, out.

In, in, out.

In, in, out.

If Spencer was going to get a stitch, he'd begin to feel it around then, pulling in his side. Like a zip being yanked up and down, over and over, up and down, up and down. That was when he'd push his thumb right into the pain, deep into it, try to almost press it away. At the same time, he'd close his mouth and suck air in through his nose, and push it out the same way. It was much harder to get enough air in that way, but it was the only way to kill a stitch. Spencer would want to open his gob and greedily suck in all the oxygen he needed, but he knew that if he did, the stitch would get him in the end.

It will pass, Spencer. Push through it, push through.

Give me a break, he'd want to shout; let me stop now!

But there was no stopping, Spencer knew that. You couldn't stop. You kept at it, and afterwards, after all the pain had gone and your body glowed with the effort of it, you realised what you'd done; how far you'd gone; how hard it had been, and how worth it.



1. What is the main character doing, and how do you know?

2. Circle the word that best describes the main character.

- determined
- lazy
- enthusiastic
- stubborn
- brave
- cowardly
- other _____

Explain why you chose that word. Give reasons for your choice.



3. Give an example of repetition from the text. Why has the author used this language feature?

4. Why do you think the author has used the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story, and what is the effect of these words?

5. 'Stay at the front, Spencer'. Who is saying this and why?



6. There are two statements in the text that are written in italics. This is a language feature authors use. Explain why the author has used italics for these two particular statements.

7. Identify other language features. Give examples and explain the effect of the language features.



8. Based on the title of the book and the exposition you have read, make predictions about the remainder of this book. Consider what has been revealed about the characters, setting, conflict, plot, and the author’s style and use of language.

Formative assessment tool

<i>The Amazing Spencer Gray</i>	✓
Question 1: What is the main character doing, and how do you know?	
Explains how they know the main character is running and uses evidence from the text to clearly support their explanation	
Identifies the main character is running and provides evidence from the text	
Identifies the main character is running	
Question 2: Which word best describes the main character? Explain why you chose that word. Give reasons for your choice.	
Selects an appropriate word to describe the main character and gives relevant and/or accurate reasons for their choice using evidence from the text	
Selects an appropriate word to describe the main character and gives reasons for their choice using evidence from the text	
Selects an appropriate word to describe the main character and gives a reason for their choice	
Selects an appropriate word	
Question 3: Give an example of repetition from the text. Why has the author used this language feature?	
Provides an example of repetition and accurately explains the effect, or explains in detail	
Provides an example of repetition and attempts to explain why the author may have used it	
Provides an example of repetition	
Question 4: Why do you think the author has used the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story and what is the effect of these words?	
Explains how the use of specific vocabulary enhances the story, and the reader's response to the character/events	
Identifies that the use of vocabulary enhances the story, and the reader's response to the character/events	
Identifies the relationship between the vocabulary and the theme of running	
Recognises that verbs make the writing more interesting	
Question 5: '<i>Stay at the front, Spencer</i>'. Who is saying this and why?	
Identifies the use of italics to represent Spencer Gray and provides an explanation of the dialogue's purpose	
Identifies the use of italics to represent Spencer Gray	



Question 6: There are two statements in the text that are written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.	
Identifies the use of italics to represent inner dialogue and provides a detailed explanation of the purpose of inner dialogue	
Identifies the use of italics to represent inner dialogue and provides an explanation of the purpose of inner dialogue	
Identifies the use of italics to represent inner dialogue	
Identifies the use of italics to suggest a change in the description	
Question 7: Identify other language features. Give examples and explain the effect of the language features.	
Accurately identifies examples of language features and provides an accurate and detailed explanation of its effect	
Accurately identifies an example (or examples) of language features and provides an explanation of its effect	
Identifies an example (or examples) of a language feature	
Question 8: Based on the title of the book and the exposition you have read, make predictions about the remainder of this book. Consider what has been revealed about the characters, setting, conflict, plot, and the author's style and use of language.	
Makes insightful predictions about possible events and/or conflict in forthcoming chapters. Considers how the character and setting may be further developed and/or comments on language and style	
Makes plausible predictions about possible events and/or conflict in forthcoming chapters. Considers some aspects of how character and setting may be further developed and/or may make some comments on aspects of language and style	
Makes predictions about possible events and/or conflict in forthcoming chapters. Mentions character and/or setting and may comment on some examples of language or style	
Provides some comments about what may occur in the remainder of the book	

Teacher feedback:

Student self-evaluation:



Interview with Mulga Bill

Answer the questions as if you were Mulga Bill. Give as much detail as you can.

1. Introduce yourself and tell us something about your life and where you live.

2. Why did you take up cycling?

3. Describe what happened the day you first rode your new bike.

4. Will you ride again? Why?



5. Do you think bicycle riding has a big future?

6. What advice do you have for anyone who may want to take up cycling?



Retrieval chart for poetic devices

Find examples of poetic devices in this poem and explain their effect on the reader.

Poetic device	Definition	Example from this poem	Effect in this poem

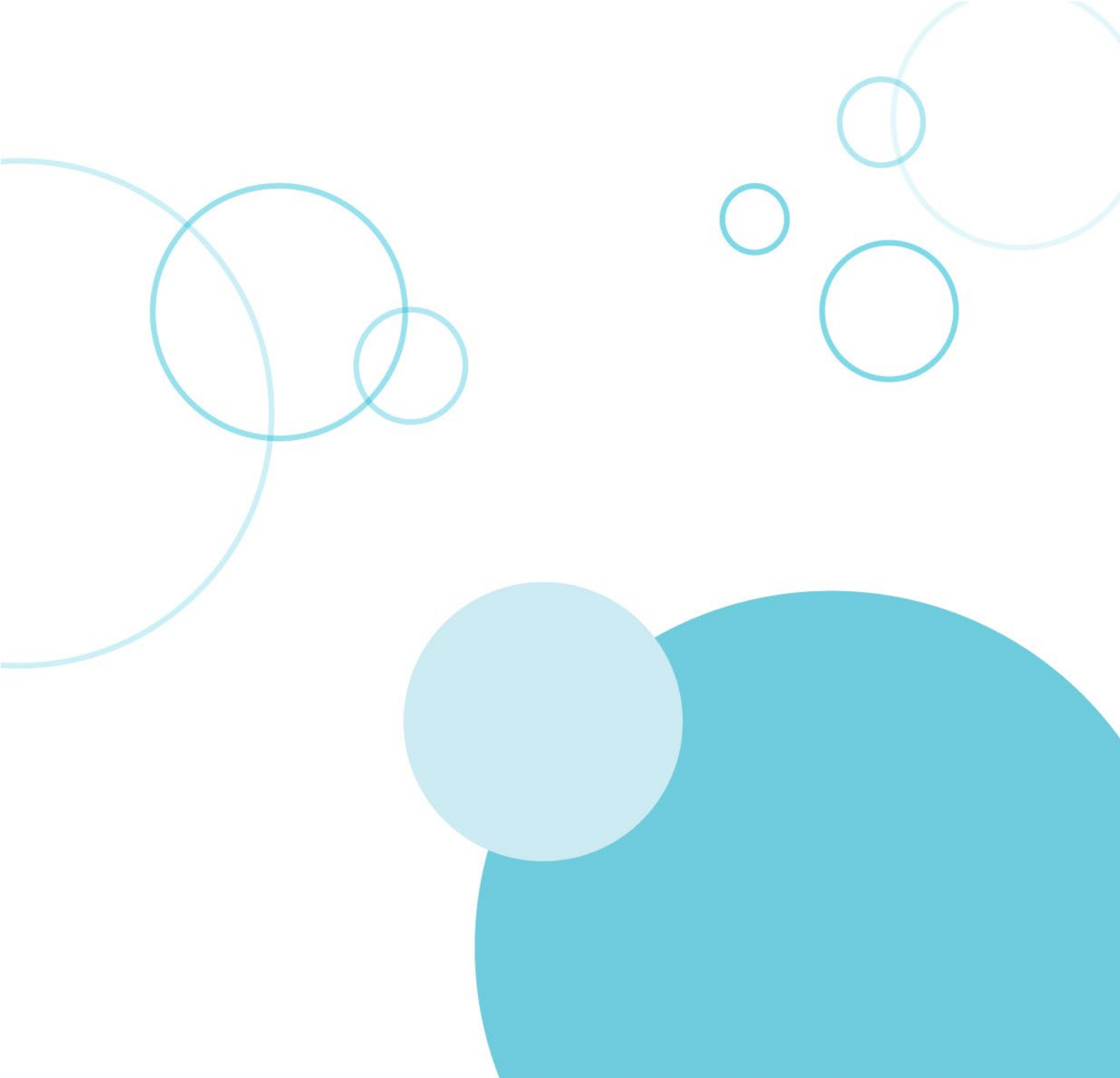


Comparison of two poems

Choose two poems by the same poet and write an extended response that compares them. In your response, explain:

- the meaning of both poems
- the text and language features of both poems that are similar or different
- what features represent the author's style
- which one of these poems you prefer and why.

Notes only	Poem 1	Poem 2
paragraph 1 Meaning of each poem		
paragraphs 2 and 3 Features of each poem: <ul style="list-style-type: none">• topic• settings• characters• language features• vocabulary• other Identify the similarities that you think represent this author's style of writing		



APPENDIX B: ASSESSMENT TASK 1

Exploring expositions



Achievement standard

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They make presentations and contribute actively to class and group discussions. They use and vary text structures to organise, develop and link ideas. They use and vary language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

Reading and Viewing

Students listen to, read, view and comprehend different texts created to inform, entertain or persuade audiences. They use comprehension strategies to build literal and inferred meaning, and to connect and compare information and ideas from a range of texts with more complex text structures, language features, and challenging vocabulary. They identify similarities and differences in how ideas are presented and developed, including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features, literary devices, and visual features influence audiences.

Writing and Creating

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features, sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell more complex words, including some technical words using phonic, morphemic and vocabulary knowledge.



Assessment task

Title of task

Exploring expositions

Task details

Description of task	Students will explore the role of expositions in novels and analyse the language features in the expositions from two novels: <i>Bridge to Terabithia</i> by Katherine Paterson and <i>Hoot</i> by Carl Hiaasen. The expositions will be considered separately, and students will complete short answer questions for each one, before completing a comparative task.
Type of assessment	Formative and summative
Purpose of assessment	To assess students' ability to comprehend, interpret, analyse and compare written texts.
Evidence to be collected	Written responses
Suggested time	Minimum time to complete all 4 parts of the task: 4 x 50–60-minute lessons Recommended time allocation: 9 x 50–60-minute lessons.

Content descriptions

Content from the Western Australian Curriculum

Literacy

Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences

Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources

Literature

Identify similarities and differences in literary texts on similar topics, themes or plots

Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry



Task preparation

Prior learning

This task is scheduled to be started in Week 4 Term 2 as part of the Year 6 Teaching, learning and assessment exemplar. The exemplar sets out prior teaching and learning to take place in Weeks 1–4 Term 2, and includes:

- expositions, and the role of expositions in narratives, i.e. to introduce central characters, setting, plot, conflict, style of writing
- language features, such as repetition, word associations, metaphor, simile, personification, idioms, imagery, hyperbole, onomatopoeia, rhythm
- purpose and audience as demonstrated in a range of imaginative texts, particularly novels
- how the use of vocabulary and language features create representations of ideas, characters and events
- strategies to interpret, analyse, compare and evaluate a range of texts and text types.

Assessment task

Assessment conditions

Individual, in-class assessments

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

Provided resources

- *Bridge to Terabithia*, Katherine Paterson (pages 1–7)
- *Hoot*, Carl Hiaasen (pages 1–3)

Provided resources

- lined paper for the extended response
- task questions, marking keys and task specific assessment pointers

Suggested professional reading resources for teachers

- *Igniting a Passion for Reading*, Steven L. Layne
- *In Defense of Read-Aloud*, Steven L. Layne
- Online resources for text suggestions and teaching notes
<https://www.fremantlepress.com.au/classroom-express>
<https://readingaustralia.com.au/level/primary/>
https://readingaustralia.com.au/level/secondary/?post_type=book



Exploring expositions

Instructions for teacher

Lesson one

Provide students with the exposition (pages 1–7) from *Bridge to Terabithia*.

1. Read the text aloud and provide students the time to read it independently.
2. Ask students to reflect on their reading, choosing from a range of independent activities, such as:
 - making notes in a reflective reading journal using before, during and after reading prompts (Appendix A)
 - identifying, highlighting and/or recording any examples of language features
 - visualising the characters and/or setting described by completing a quick sketch or making notes.
3. Discuss the text as a whole class, in small groups or in pairs, and have students consider how it functions as an exposition to the novel. Consider what the exposition reveals about the text, e.g. characters, setting, conflict, themes.
4. Allow students to take notes during the discussion or write a brief reflection afterwards.

Lesson two

Provide students with the exposition (pages 1–7) and assessment task for *Bridge to Terabithia*.

Explain the requirements and give them the opportunity to ask questions before starting the task.


1. Allow approximately one hour.
2. Students may review their notes from Lesson one.
3. Collect students answers and review briefly to gain formative information about student achievement.

Note: students will be using their answers for this task when writing the comparison task. Therefore, feedback to students needs to be considered carefully and noted for assessment.

Lesson three

Lead a discussion and reflection with the class on the *Bridge to Terabithia* exposition (Lesson one).

1. Provide general formative feedback to the whole class based on teacher observations about student responses.
2. Provide students with the exposition (pages 1–3) from *Hoot*.
3. Read the text aloud and provide students time to read it independently.

- 
4. Allow students to reflect on their reading by choosing from a range of independent activities, such as:
 - making notes in a reflective reading journal using before, during and after reading prompts (Appendix A)
 - identifying, highlighting and/or recording any examples of language features
 - visualising the characters or setting described by completing a quick sketch or by making notes.
 5. Discuss the text as a whole class, in small groups or in pairs and have students consider how it functions as an exposition to the novel. Consider what the exposition reveals about the text, e.g. characters, setting, conflict, themes.
 6. Allow students to take notes during the discussion or write a brief reflection afterwards.

Lesson four

Provide students with the exposition (pages 1–3) and assessment task for *Hoot*. Clarify the requirements and give them the opportunity to ask questions before starting the task.

1. Allow approximately one hour.
2. Students may review their notes from Lesson three.
3. Collect students answers and review briefly to gain formative information about students' achievement.

Note: students will be using their answers for this task when writing the comparison task. Therefore, feedback to students needs to be considered carefully and noted when assessing.

Lessons five to eight

Plan for the written comparison of *Bridge to Terabithia* and *Hoot*.

1. Optional: Teachers may choose to use two of the expositions previously studied in class to model a comparison and written response.
2. Ensure students have copies of both expositions, their notes and their responses to the texts.
3. Lead a discussion with students about the comparative task, deconstructing the question and getting students to identify points of comparison and make notes. Group discussion and note-making in this lesson is advisable.
4. Give students the opportunity to read the question independently and ask questions. They may use the graphic organiser provided or another note-making format to compare the two texts or the two running characters.

Lesson nine

Written comparison of *Bridge to Terabithia* and *Hoot*.

1. Allow students time to independently plan, use the scaffold or graphic organiser they are familiar with, and write the comparison.



Instructions to students

You will be reading two expositions and answering a series of questions on each one. Once this is complete, you will plan for and write a comparison of the expositions on how the authors describe the scenes where the characters are running and make readers interested in what is happening in each story.

Parts one and two: *Bridge to Terabithia* and *Hoot*

1. Read the expositions, and complete activities.
2. Complete the question sheets with as much information as you can to show your understanding. You may use any notes or activities you have completed (your teacher will direct you to this).

Part three: Comparison of the two texts

1. Plan for the extended response using the outline provided by your teacher.
2. Use this plan, any notes you have taken and the answers you have given to Parts one and two, to help you answer the following question.

Compare the descriptions of the person running in each of the two extracts. How have the authors described the running, and made readers interested in what is happening in each story?

Consider the following:

- characterisation
 - language features
 - vocabulary
 - setting
 - events/plot.
3. Check and edit your work before handing it in.



Part one: *Bridge to Terabithia*

1. Why is Jesse determined to be the fastest runner?

2. What do these other characters think about Jesse? Give evidence from the text.

May Belle:


Ellie:



3. We are given an insight into the characters of Momma and Dad. What do we learn about these characters? Why did the author choose to include this information?

Momma:

Dad:

- 
4. Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.

Language features	Quotes from text	Effect/Purpose
repetition		
simile		
other		



5. Choose the character that you have the greatest emotional response or opinion towards. How has the author influenced you to feel this way?

6. Based on what you have read in this extract, which details do you believe will be important to the novel?

Assessment tool

Part one: <i>Bridge to Terabithia</i>	✓
Question 1: Why is Jesse determined to be the fastest runner?	
Strong answers might mention his desire to redefine himself as someone other than the crazy kid who draws, to be the best at something, or to make his Dad proud	
Identifies and discusses Jesse's personal desire to be the fastest runner and provides clear text references to justify the response	
Identifies Jesse's personal desire to be the fastest runner and provides specific evidence from the text	
Provides a reason with some general evidence from the text	
Provides a general response	
Question 2: What do these other characters think about Jesse? Give evidence from the text.	
Provides an accurate and detailed explanation of the characters' relationship to Jesse and uses evidence from the text to support their explanation	
Provides an accurate explanation of the characters' relationship to Jesse and uses evidence from the text to support their explanation	
Provides a simple explanation of the characters' relationship to Jesse and uses some evidence from the text	
Provides a general statement	
Question 3: We are given an insight into the characters of Momma and Dad. What do we learn about these characters? Why did the author choose to include this information?	
Infers details about the characters from the text and provides an explanation about how this information positions/influences the reader	
Infers details about the characters from the text and provides some reasoning as to why it is included	
Identifies literal and implied details about the characters from the text and describes what the information tells the reader about the characters	
Identifies some literal and implied details about the characters from the text	
Question 4: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.	
Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose	
Identifies some language features using examples from the text and provides an explanation of their effect/purpose	
Identifies some language features using examples from the text	



Question 5: Choose the character that you have the greatest emotional response or opinion towards. How has the author influenced you to feel this way?	
Selects a character and discusses, in detail, their response to/opinion of, the character, supporting their response with an explanation of the features the author used to influence their response/opinion	
Selects a character and discusses their response to/opinion of the character and provides some explanation of the features the author used to influence their response/opinion	
Selects a character and discusses their response to/opinion of the character	
Makes a general statement	
Question 6: Based on what you have read in this extract, which details do you believe will be important to the novel?	
Uses specific evidence from the text to make inferences about characters, and/or plot and/or setting, conflict, etc.	
Draws on some evidence from the text to make inferences about the text	
Makes a general statement about the characters or actions of the novel	



Part two: *Hoot*

1. What sort of character is Dana? What clues does the author give?

a. Think about the strange boy who is running. Who could he be? Why is he running?

b. Is the strange boy likely to be a protagonist (hero) or antagonist (villain)? Why do you think this?



2. The author has positioned the audience to be curious about the strange boy. How has the author done this?

3. Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.

Language features	Quotes from text	Effect/Purpose
repetition		
simile		
other		

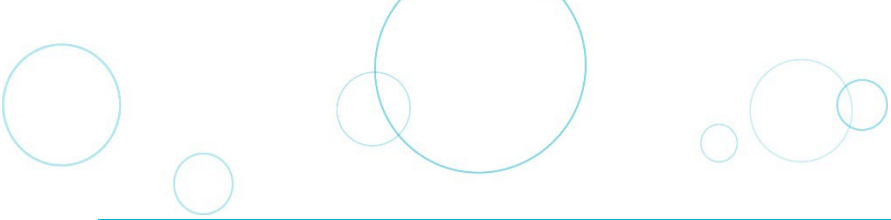


4. Describe the settings that are included in this extract and whether you believe those settings will, or will not, be significant to the remainder of the novel and why.

5. Based on the title of the novel and the extract, make predictions about the ongoing plot, characters, conflict, setting, theme and style of this novel, as well as a suggested audience.

Assessment tool

Part two: <i>Hoot</i>	✓
Question 1: What sort of character is Dana? What clues does the author give?	
Discusses the character of Dana using both literal and implied information, and provides clear, relevant evidence from the text	
Discusses some of the literal and implied characteristics of Dana with some evidence from the text	
Provides a literal description of the character of Dana and includes literal examples from the text	
Question 1a: Think about the strange boy who is running. Who could he be? Why is he running?	
Makes plausible and relevant inferences about the character, using a range of information from the text to justify their response	
Makes a plausible and relevant prediction about the character, referencing some information from the text	
Provides a simple prediction about the character referring to some information from the text	
Question 2: The author has positioned the audience to be curious about the strange boy. How has the author done this?	
Explains in detail, a range of features or moments the author has used to position the audience to be curious about the character and explains how this was achieved	
Identifies a number of features or moments the author has used to position the audience to be curious about the character and explains how this was achieved	
Generally refers to a moment that the author has used to position the audience to be curious about the character	
Question 3: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.	
Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose	
Identifies some language features using examples from the text and provides a simple explanation of their effect/purpose	
Identifies some language features using examples from the text	



Question 4: Describe the settings that are included in this extract and whether you believe those settings will or will not be significant to the remainder of the novel and why.	
Describes the setting within and outside the bus and may identify the time setting. Provides a reasonable explanation of the significance of the settings for the novel and explains why they made that decision	
Describes more than one setting and makes some inferences about the potential significance of them	
Identifies the bus as a setting and infers its relevance	
Question 5: Based on the title of the novel and the extract, make predictions about the ongoing plot, characters, conflict, setting, theme and style of this novel, as well as a suggested audience.	
Selects appropriate references from the extract and/or uses the title to make thoughtful predictions about the audience and development of the novel based on what is suggested in the opening pages	
Uses evidence from the extract and/or the title to make sound predictions about the novel and audience	
Makes logical predictions about the novel and suggests an audience	
Makes general predictions and/or suggests an audience	



Part three: Comparison of the two texts

Compare the descriptions of the person running in each of the extracts. How have the authors described the running, and made readers interested in what is happening in each story?

Consider the following:

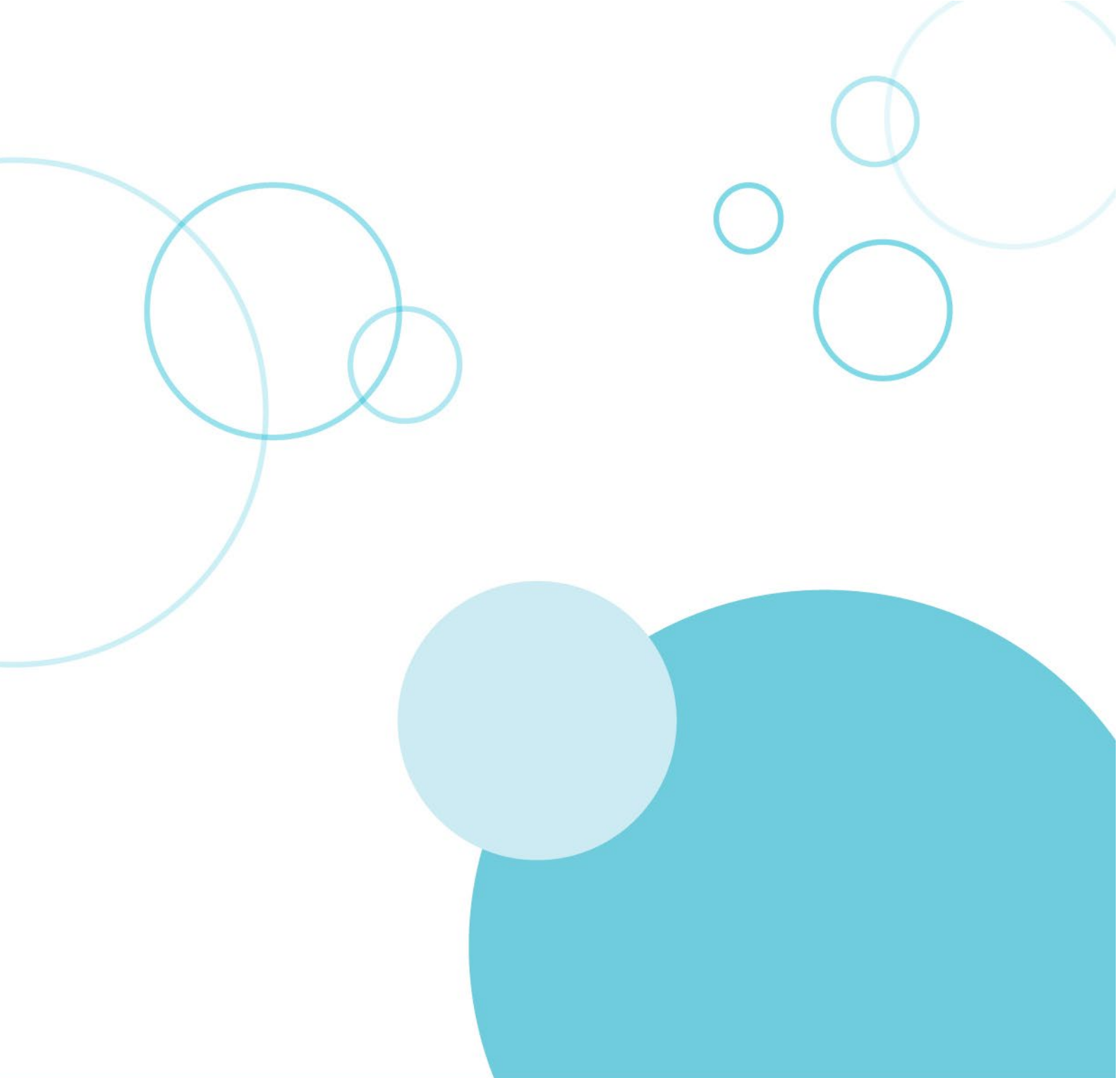
- characterisation
- language features
- vocabulary
- setting
- events/plot.



Comparison	<i>Bridge to Terabithia</i>	<i>Hoot</i>	Similarities
Description of the character who is running.			
How does the text entertain or engage the reader? Consider: <ul data-bbox="123 710 392 917" style="list-style-type: none">• characterisation• language features• vocabulary• setting• events/plot.			
Would you continue reading this book? Why or why not?			

Assessment tool

<p>Part three: Comparison of the texts Compare the descriptions of the person running in each of the extracts. How have the authors described the running, and made readers interested in what is happening in each story?</p>	✓
<p>Comparing the descriptions</p>	
<p>Compares and analyses the person running in both the texts, effectively explaining how the authors described the running, e.g. language features, choice of words, punctuation</p>	
<p>Analyses the descriptions of the person running in both texts, explaining how the authors described running by referring to the authors' use of language or structure, e.g. language features, choice of words, punctuation</p>	
<p>Describes the runner/running in both texts and explains in detail or with examples</p>	
<p>Makes general statements about the running in one or both texts</p>	
<p>How the authors have engaged the readers</p>	
<p>Provides a highly effective comparison of language features, analysing the narrative elements or techniques of the authors and justifying their response; showing awareness of how language choice builds interest and engages the audience</p>	
<p>Provides an effective comparison of language features, discussing the narrative elements or techniques of the authors; how the authors have attempted to interest readers, and providing specific examples to enhance their argument</p>	
<p>Effectively comments on how the authors have attempted to interest readers, providing examples</p>	
<p>Provides a brief comment regarding engagement with the texts, which may list one or more techniques or language features</p>	



APPENDIX C: ASSESSMENT TASK 2

Short film



Achievement standard

By the end of the year:

Speaking and Listening

Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They make presentations and contribute actively to class and group discussions. They use and vary text structures to organise, develop and link ideas. They use and vary language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

Reading and Viewing

Students listen to, read, view and comprehend different texts created to inform, entertain or persuade audiences. They use comprehension strategies to build literal and inferred meaning, and to connect and compare information and ideas from a range of texts with more complex text structures, language features, and challenging vocabulary. They identify similarities and differences in how ideas are presented and developed, including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features, literary devices, and visual features influence audiences.

Writing and Creating

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features, sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell more complex words, including some technical words using phonic, morphemic and vocabulary knowledge.



Assessment task

Title of task

Short film

Task details

Description of task	<p>Students watch the short film <i>Alike</i> by Daniel Martínez Lara and Rafa Cano Méndez. They will be required to answer a range of questions in which they will identify and discuss the ideas presented in the film and the development of character. Students will identify and discuss the effects of visual language (including audio) and provide an explanation of how visual language contributes to meaning and the viewer's understanding.</p> <p>Link: The Kids Should See This – Alike http://thekidshouldseethis.com/post/alike-an-animated-short-film</p>
Type of assessment	Formative and summative
Purpose of assessment	To assess students' ability to analyse and interpret visual texts.
Evidence to be collected	Task 1: Note-making Task 2: Written response in two questions
Suggested time	3 x 1-hour lessons Prior learning required prior to moderation task. The amount of time required for prior learning will be dependent on the teaching and learning that has occurred to date. See Task preparation below.

Content descriptions

Content from the Western Australian Curriculum

Language

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning

Literature

Identify similarities and differences in literary texts on similar topics, themes or plots

Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry



Literacy

Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created

Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources

Task preparation

Prior learning

Students have viewed, interpreted and analysed a range of multimodal texts as part of the teaching and learning described in the exemplar in Weeks 1–4 Term 3. These teaching and learning opportunities provide students the opportunity to gain the knowledge, skills and understandings required to complete this assessment; however, teachers are best placed to make decisions regarding the timing of the lessons and assessment and may decide to revise or consolidate the knowledge, skills and understandings required with more lessons prior to undertaking this assessment.

In preparing for this task, students should learn about and revise their understanding of:

- techniques used by authors in still and moving images, e.g. picture books, advertisements and film segments. Techniques may include shot size, camera angle, layout, frames, placement of elements, salience, composition, and sequence of images (Year 3, Year 4, Year 5)
- codes and conventions of still and moving images, including lines and vectors, point of view, angles, salience, media, layout, colour and texture
- how imaginative texts are structured to engage the audience and convey ideas
- the different purposes and effects of texts and how authors/producers create those effects
- strategies used to interpret and analyse a range of texts and text types.

Assessment task

Assessment conditions

This is an individual, in-class assessment

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.



Resources

Background information for teachers

- YouTube – *The Subtle Brilliance of Pixar’s Filmmaking*
<https://www.youtube.com/watch?v=FegjvrAzrJs&feature=youtu.be>
- Websites to support the teaching of Viewing based on *The Red Tree*, Shaun Tan
 - *Reading Australia*
<https://readingaustralia.com.au/books/the-red-tree/>
 - A unit of study (Yr 4 upwards)
<https://www.australiancurriculumlessons.com.au/2014/05/03/red-tree-shaun-tan-unit-study-yr-4-upwards/>

Suggested short films

- The Kids Should See This – Home Page
<http://thekidshouldseethis.com/?s=animated+short+film>

Note: do not use short film *Alike* as this is the text which will be part of the moderation task.

- Some suggested films are:
 - *Patouille*, Clémentine Campos
 - *Jinxy Jenkins and Lucky Lou*, Michael Bidinger and Michelle Kwon
 - *The Fantastic Flying Books of Mr. Morris Lessmore*, William Joyce
 - *Pixar* short films

Suggested picture books to support student understanding of visual language

- *The Rabbits*, Shaun Tan
- *Home and Away*, John Marsden and Matt Ottley
- *Tree*, Danny Parker and Matt Ottley
- *Teacup*, Rebecca Young and Matt Ottley
- *The Seeing Stick*, Jane Yolen
- *The Whisper*, Pamela Zagarenski
- *Mirror*, Jeannie Baker

Short film for moderation task

- *Alike*, Daniel Martínez Lara and Rafa Cano Méndez
<http://thekidshouldseethis.com/post/alike-an-animated-short-film>



Instructions for teachers

Lesson one: initial viewing of film

1. Inform the students they will be watching a short film called *Alike* and answering a number of questions. <http://thekidshouldseethis.com/post/alike-an-animated-short-film>
2. View the film initially but do not provide students with a copy of Task 1 or Task 2. Students will be able to take notes during and after the second viewing of the film on the visual techniques.
3. After viewing, have a general discussion as a class or in groups to connect with prior knowledge. Encourage students to ask questions in order for them to understand the storyline. Scaffold the discussion with focus questions, such as:
 - How did you feel about the film?
 - How did the author make you feel this way?
 - What was the story about?
 - What effects helped you understand the story?

Lesson two: second viewing and task 1

1. Provide students with a note-making organiser. Two sample note-making sheets are provided. Teachers can choose to provide either, both or a different one.
2. Explain that they will be watching the film again to identify examples of visual techniques and how they are used for effect. Review this information with a brief discussion if necessary.
3. Direct students to take notes during viewing and add to them after the film.
4. Show *Alike* to the students.
5. Allow time for students to reflect on the film by taking notes.
6. Collect students' note-making sheets to hand out again during the next lesson.

Lesson three: final viewing and completion of task 2

1. Provide each student with Task 2: Written response. Instruct students to read through the questions in Task 2: Written response, prior to watching the film. Teachers may choose to read the questions aloud.
2. Explain to students that they will be given another opportunity to watch the short film, *Alike*. They will be able to take further notes on Task 1: Note-making and then develop their responses to a number of questions about the film.
3. View the short film *Alike*.
4. Provide students with about 45 minutes to answer all questions in the task package.
5. Collect Task 1: Note-making and Task 2: Written response.



Lesson four (optional): Comparison of texts and completion of task 3

1. Select one other text, either print or film, which has been studied in class over the last 4 weeks (refer to your viewing journal for support). Compare and evaluate the visual techniques used by the author/illustrator and/or producer. Provide a score out of 10 for each text on the effectiveness of the techniques and justify your scoring.
2. The graphic organiser has been included to show an example of how the activity may be completed. Teachers may choose to provide an alternative, or have students structure their comparison as a written response.
3. As an additional task and if time permits, teachers may instruct students to record, or present an oral review comparing the two texts. Revise the speaking and communication skills studied throughout the exemplar prior to this task.



Instructions to students

Lessons one and two

You will watch a short film *Alike* and write a response to a number of questions about the film. You will have the opportunity to watch the film several times over three lessons.

1. In the first lesson, you will watch the movie and discuss it with your class.
 - Watch the movie. Be prepared to ask any questions to understand the storyline.
2. In the second lesson, you will be taking notes on the visual techniques used by the producers.
 - Task 1: Note-making during and after viewing *Alike*.

Lesson three

In the final lesson, you will use your notes to develop responses to the questions in Task 2: Written response.

1. Prior to writing your final responses, you will have the opportunity to watch the film for a final time.
2. Read through the questions prior to watching the film. Ask any questions you may have about the task.
3. Watch the film for the final time and take notes on the questions you will be required to answer. Pay attention to:
 - the visual techniques, noting as many examples as you can
 - the effect of the visual techniques, e.g. how they help you understand the storyline and the characters, and how they impact your emotions
 - the purpose of the film
 - how the ideas are communicated.
4. Complete Task 2: Written response with as much information as you can. Ask your teacher for extra paper if required.

Lesson four (optional)

In this lesson, you will compare and evaluate *Alike* with another film or text, then prepare an oral review to be recorded or as a presentation.

1. Select one other text, either print or film, which has been studied in class over the last 4 weeks (refer to your viewing journal for support). Compare and evaluate the visual techniques used by the author/illustrator and/or producer using the template provided. Provide a score out of 10 for each text based on the effectiveness of the techniques discussed and justify your scores.
2. Use your graphic organiser to record or present an oral review of the two texts. Remember the speaking skills required for effective communication.



Task 1: Note-making

Identify examples and effects of visual techniques in the short film *Alike*.

Technique:
Description:
Effect:

Examples and effects
of visual language



Task 1: Note-making

Identify examples of visual techniques in the short film *Alike*.

Technique	Effect



Task 3 (optional): Comparison of texts

Text A

Text B

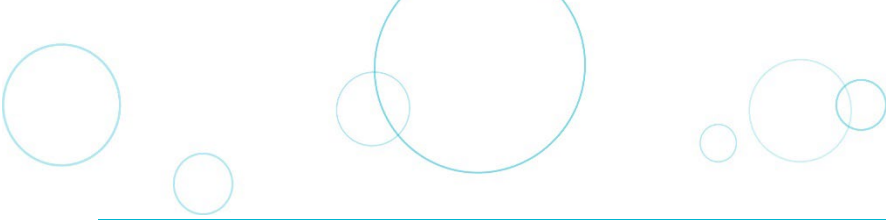
Description of visual techniques that are similar	
Score	Score

Description of visual techniques that are different	

Overall score and justification	



Assessment tool	
Task 1: Note-making	✓
Identifies a range of visual techniques; using specific examples to accurately explain their effect on the viewer in detail and how they contribute to the understanding of the text	
Identifies a range of visual techniques; describing their effect on the viewer and how they contribute to the understanding of the text	
Identifies some examples of visual techniques and states their effect on the viewer	
Identifies some examples of visual techniques	
Task 2: Written response (Question 1)	
Explains in detail the ideas and/or messages the producers were aiming to communicate and the ways in which they were communicated	
Identifies the ideas and/or messages the producers were aiming to communicate and discusses some ways in which they were communicated	
Identifies some of the ideas and/or messages the producers were aiming to communicate. Provides some examples of ways in which they were communicated	
Explains some of the ideas and/or messages with generalisations	
Task 2: Written response (Question 2)	
Provides an effective and detailed analysis of one of the characters in the short film using specific examples of visual techniques as evidence	
Provides an analysis of one of the characters in the short film using specific examples of visual techniques as evidence	
Explains how one of the characters in the short film is represented, referring to some elements of visual techniques	
Identifies how a character in the short film is represented, describing some elements of visual techniques	



Task 3: Comparison of texts – written (optional)	
Identifies and describes a range of techniques in both texts which are similar and different, and judges their effectiveness by providing a score out of 10 and a justification	
Identifies a range of techniques in both texts which are similar and different, and judges their effectiveness by providing a score out of 10 and a detailed justification	
Identifies some techniques in both texts which are similar and different and judges their effectiveness by providing a score out of 10 and a judgement	
Identifies some techniques in both texts and provides a score out of 10 and a judgement	
Task 3: Comparison of texts – oral recording/presentation (optional)	
Plans and delivers an oral presentation to communicate ideas in a clear and logical manner using a range of speaking skills effectively (e.g. tone, volume, pitch, pace)	
Plans and delivers an oral presentation to communicate ideas using a range of speaking skills effectively (e.g. tone, volume, pitch, pace)	
Plans and delivers a simple oral presentation to communicate ideas and uses some speaking skills effectively (e.g. tone, volume, pitch, pace)	



Acknowledgements

Term 1

Week 2 Learning experience 3 information from: Department of Education. (2013). *First Steps. Speaking and Listening Map of Development*. Government of Western Australia, pp. 243–244.

Term 2

Week 2 Learning experience 2 quote from: Fitzpatrick, D. (2013). *The amazing Spencer Gray*. Fremantle Press, p. 5.

Term 4

Week 4 Support notes limerick from: Lear, E. (1887). There Was an Old Man With a Beard [Poem]. *The Book of Nonsense*. Frederick Warne & Co., p. 1.
[https://en.wikisource.org/wiki/The_Book_of_Nonsense/There_was_an_Old_Man_with_a_beard_\(1\)](https://en.wikisource.org/wiki/The_Book_of_Nonsense/There_was_an_Old_Man_with_a_beard_(1))

Appendix A

Exposition One Fitzpatrick, D. (2013). *The amazing Spencer Gray*. Fremantle Press, pp. 5–6.

