



ENGLISH

Teaching, learning and assessment exemplar
Year 3



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 curricula 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 two 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 practise 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.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

Ways of teaching – 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 3, students use spoken, written and visual communication to interact with familiar audiences for a purpose. 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. Students should be given opportunities to reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

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 3, students learn about literary devices and techniques used by authors and/or illustrators to shape audience reaction, and about the language features and structures that are relevant to the purpose of cross-curricula texts.

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 print, oral and digital stories; chapter books; rhyming verse and poetry; film and animation; dramatic performance; conversations and discussions; websites and other digital media; non-fiction texts; and texts used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that reflect a range of contexts, text structures and language features that enable students to actively build literal and inferred meaning, and begin to evaluate texts
- literary texts that may describe events that extend over several pages, unusual happenings within a framework of familiar experiences, and may include images that extend meaning
- texts that use language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words that can be decoded using phonic, semantic and grammatical knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the text
- informative texts that include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include narratives, procedures, dramatic performances, reports, responses (such as reviews or personal reflections), poetry and persuasive arguments/expositions 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 stories. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They relate ideas; express opinions, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features, including topic-specific vocabulary, and/or visual features and features of voice.

Reading and Viewing

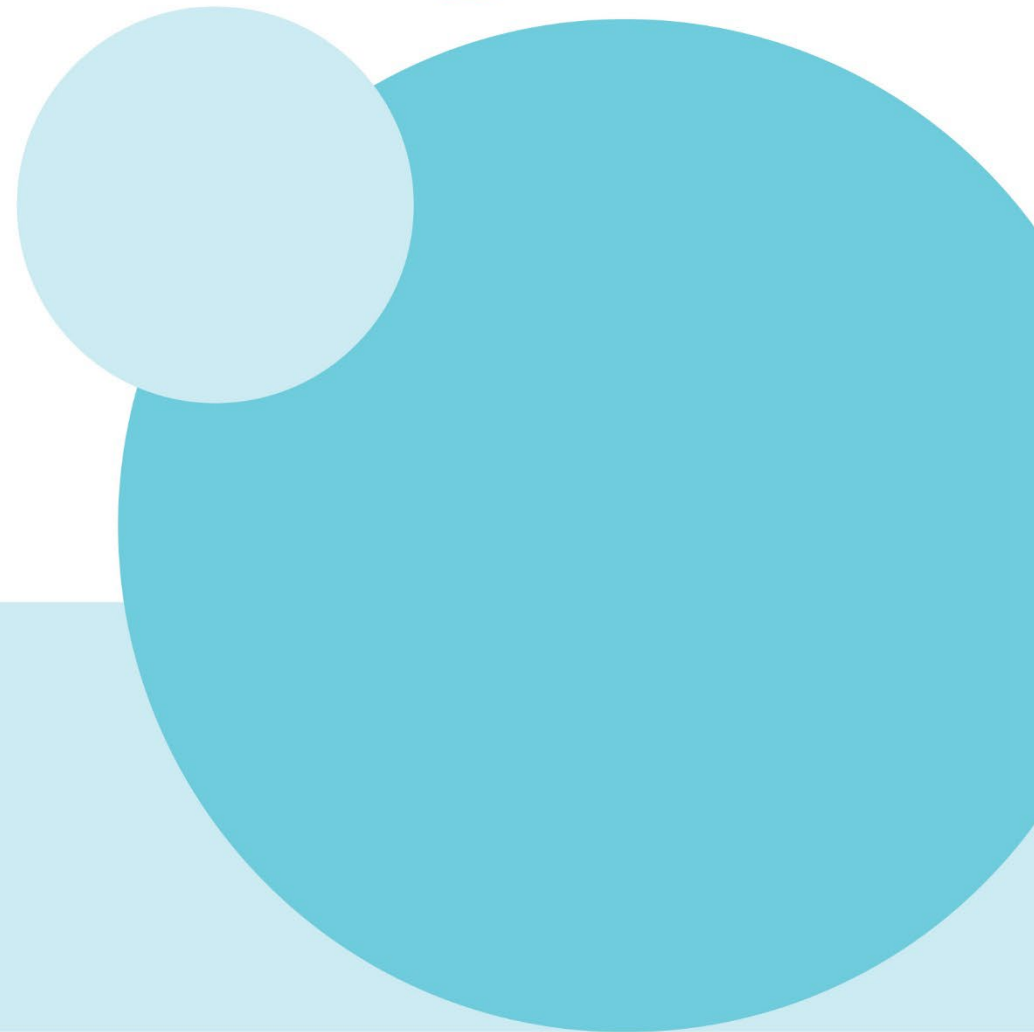
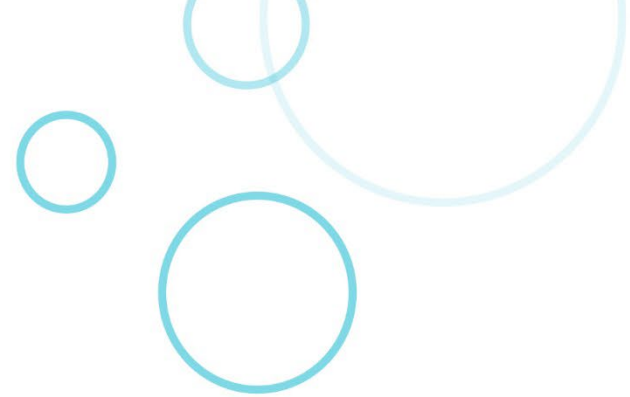
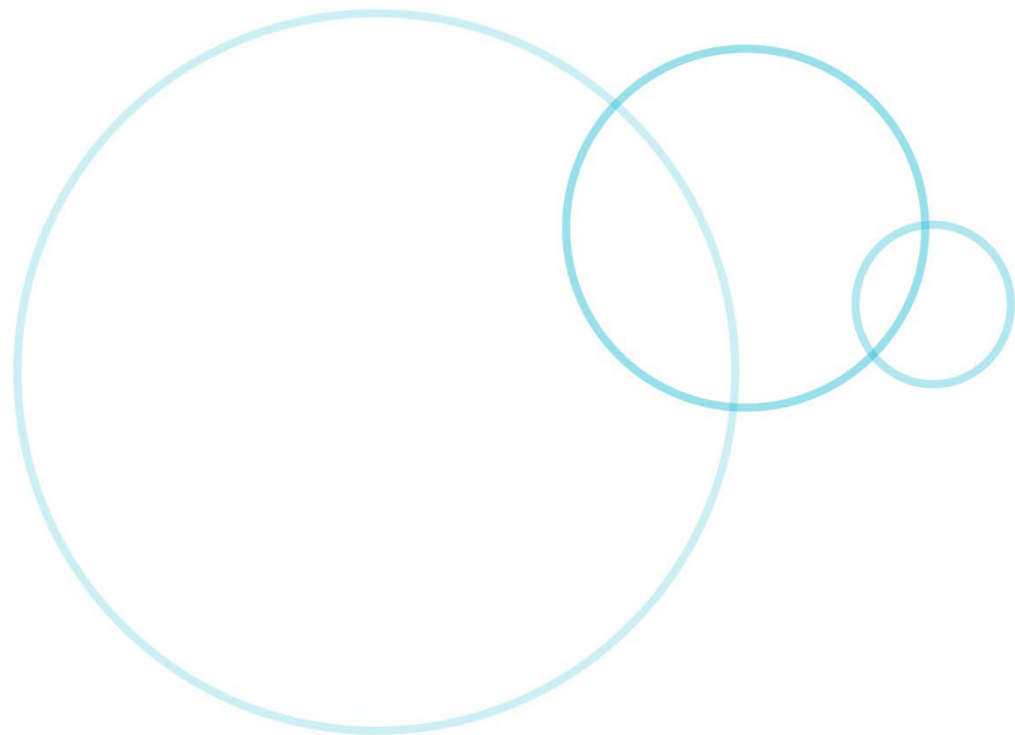
Students listen to, read, view and comprehend texts, recognising their purpose and audience. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They read with fluency and phrasing, and use comprehension strategies to build literal and implied meaning, connecting ideas in different parts of a text. They describe how stories are developed through characters, settings and/or events. They identify how texts are structured and presented. They describe the language features of texts, topic-specific vocabulary and literary devices, and how visual features extend meaning.

Writing and Creating

Students understand how language can be used to express feelings and opinions on topics. They create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments for audiences, relating ideas, including relevant details from learnt topics, topics of interest or texts. They use text structures, including simple paragraphs, and language features, compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell high-frequency words and multisyllabic words with less common letter patterns using phonic and morphemic knowledge.

Year 3 overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Imaginative – narrative structure with a focus on settings Appendix B – assessment task 1			Informative/persuasive – print and digital non-fiction texts		Persuasive – expositions		
Term 2	Imaginative – picture books (visual language)				Informative – non-chronological report writing across learning areas, with a focus on paragraphs			
Term 3	Imaginative – poetry, poetic devices, response and performances Appendix C – assessment task 2				Informative – hybrid texts that incorporate recounts, procedures and traditional Aboriginal stories			
Term 4	Imaginative – chapter books, comprehension strategies						Imaginative – narrative, reading and performing traditional tales	



TERM 1

Weeks 1–8

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Understand how verbs represent different processes for doing, feeling, thinking, saying and relating</p> <p>Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p>	<p>Text Imaginative: narrative, short film or picture books</p> <p>Focus questions</p> <p>Learning experiences 1–3</p> <ul style="list-style-type: none"> • What are the typical stages of a narrative? • How does the setting influence what events take place in the story? • How does the setting influence the mood of the story? • What connections can you make with the settings, characters and events in the story? <p>Support notes Verbs can be categorised according to their process.</p> <ul style="list-style-type: none"> • Doing verbs include <i>ran, walked, scurried, wrote</i> and <i>read</i>. • Feeling verbs include <i>loved, worried</i> and <i>hurt</i>. • Thinking verbs include <i>thought, imagined, dreamed</i> and <i>hoped</i>. • Saying verbs include <i>said, whispered, murmured</i> and <i>shouted</i>. • Relating verbs include <i>was, were, had, became</i> and <i>is</i>. 	<p>Learning experience 1 Provide a short narrative film for students to view or read a narrative picture book to the class.</p> <p>Clarify the meaning of the text with a call-out of questions about the characters, events and setting; for example:</p> <ul style="list-style-type: none"> • What is the purpose of the story? • Who is the intended audience? • How does the author start the story? • What was this text about? • Where is the story set? • How does the setting shape the events that happen? • Who were the main characters? • What is the problem in this text? • How is the problem solved? • How does the story end? • What message is the author presenting? • What connections can you make with the settings, characters and events in the story? <p>Guide the students to identify the structure of the narrative, including the stages, such as opening, problem, resolution and ending.</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>Literacy</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Suggested assessment point</p> <p>Learning experience 1 provides an opportunity to assess the students’ writing of the five-sentence summary.</p> <p>Learning experience 3 provides an opportunity to assess the students’ independent reading comprehension with the retell or summary.</p>	<p>Explore how the setting is described, and how this affects the mood of the story.</p> <p>Model and encourage students to make a connection to the setting or a character in the setting.</p> <p>Share an opinion of the text, modelling metalanguage, such as characters, plot and setting. Encourage students to do the same.</p> <p>Students write a five-sentence summary of the text that follows the structure of this narrative (adapt the following to reflect the text structure):</p> <ul style="list-style-type: none"> • ‘Once there was ...’ • ‘One day ...’ • ‘Unfortunately ...’ • ‘Luckily ...’ • ‘In the end ...’ <p>Learning experience 2</p> <p>Read a traditional narrative, picture book or short story that has a well-defined structure (i.e. an introduction, initiating event, problem, complication, resolution and ending).</p> <p>Discuss the story with the students, encouraging them to ask clarifying questions. Lead a discussion or annotate a copy of the text to identify the structure (phases).</p>




Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>As a class, in groups or individually, graph the plot to show the beginning, the problem, the build-up of tension, the resolution and the ending (Appendix A).</p> <p>Learning experience 3 Provide a narrative text for independent reading. Once students have read the text independently, guide them to complete one of these activities to consolidate their knowledge of narrative structure:</p> <ul style="list-style-type: none">• a story map• a retell – written, oral or pictorial• a summary and opinion. <p>Learning experience 4 Provide an enlarged or shared copy of a short story. Read it with the students and discuss the meaning with a think-pair-share.</p> <ul style="list-style-type: none">• Guide the students to identify some of the verbs in the story. Record these on sticky notes and stick onto a chart or the whiteboard.• Write the words <i>doing</i>, <i>feeling</i>, <i>thinking</i>, <i>saying</i> and <i>relating</i> above the sticky notes.• Working with the students, classify the verbs according to their process.

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>Literacy Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Text Imaginative: narrative, short film or picture books</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • Where does this story take place? • What language devices has the author used to help you visualise? • How do you visualise the setting? • Is there more than one setting? • When does the story take place? • How does the illustrator portray the setting? • What characters could be found in such a setting? • What events could happen in a setting like this? • How does the setting affect the characters and events? • How would the events and mood of the story change if it was set in another place/country/time? 	<p>Learning experience 1 Read students a range of excerpts that describe settings from short stories, chapter books or picture books. Discuss these settings using some of the focus questions.</p> <p>Have students explore the class library to find a range of settings to share with others.</p> <p>Discuss the settings as a class and start to build a class chart entitled 'How to write a setting'.</p> <p>Learning experience 2 Provide a suitable text that describes a setting for students to read independently or in groups.</p> <p>Allocate students to a small group with a placemat or another visual organiser. Students are to read the setting and respond to some of the focus questions.</p> <p>Once students have discussed this in their groups, bring the class together and discuss further.</p> <p>Add ideas to the 'How to write a setting' chart throughout future lessons.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>	<p>Learning experiences 3</p> <ul style="list-style-type: none"> How do authors use language to effectively portray settings? <p>Support notes</p> <p>There are many ways to create the opening stage in a narrative, such as starting with a character description, an event, dialogue or a problem. Students should be exposed to all of these; however, for this unit of work, students will focus on an orientation/opening that describes the setting.</p> <p>Explore how the setting can shape events and influence the mood of the narrative, e.g. <i>Deep in the dark woods</i> may indicate traditional tales and a sense of foreboding. <i>Running quickly through the gate, John realised the school was busier than usual</i> may indicate that something is unusual, but it is likely to be about school children and school events.</p> <p>When developing a setting with students, include the following elements (Resource sheet 1, Appendix A):</p> <ul style="list-style-type: none"> what do you see, hear, touch, smell and feel? 	<p>Learning experience 3</p> <p>Provide an image of a setting to act as inspiration for a narrative (Resource sheet 1, Appendix A).</p> <ul style="list-style-type: none"> Discuss the image using any background knowledge students may have about visual techniques, e.g. shot size, angles, line and colour. Brainstorm events that could happen in this setting; think-aloud your ideas and get students to write their own ideas on a mini whiteboard or paper. Model, and later guide, students to extend their ideas to be more specific and descriptive with the use of adjectives, stronger synonyms and adverbs; for example: <ul style="list-style-type: none"> <i>a door becomes a big red door or a blood red door</i> <i>a scary noise becomes a loud bang or a strange whisper</i> <i>I was scared becomes I felt a tingle up the back of my neck.</i> Use your ideas to model a paragraph that sets the scene for a narrative. Students use their own ideas to write their own paragraph. Share the writing and celebrate achievements. Draw the students' attention to their and the teacher's use of descriptive language.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • have the character interact with the setting • use time for effect • use imagery, such as similes or metaphor • use effective adjectives and adverbs • use language devices, such as onomatopoeia and alliteration. <p>Build class charts as ongoing resources; for example:</p> <ul style="list-style-type: none"> • synonyms for over-used words, such as scary, said, happy and noise (explore onomatopoeia) • ideas for settings, characters, events • examples of imagery. <p>Suggested assessment point Collect the paragraphs written by the students in Learning experience 3 or 4 for formative assessment.</p>	<p>Learning experience 4 Repeat Learning experience 3 with a different image or stimulus.</p>

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Understand that verbs are anchored in time through tense</p> <p>Literature Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p>	<p>Text Imaginative: narrative, short film or picture books</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can you write a setting that will catch the reader’s interest? • How will you write a setting that shapes the events and sets a mood for your story? • What characters could be found in such a setting? • What events could happen in a setting like this? • What problem and complications will take place in this story? • How will you solve the problem and write a satisfactory ending? • Why is it important to use paragraphs for each stage of the narrative? <p>Support notes Provide a planning template that you have negotiated with the class, outlining stages, such as opening/orientation, problem, resolution, and ending.</p> <p>Encourage students to use charts that have been developed.</p> <p>Students should edit their work with a simple checklist that looks at meaning first.</p>	<p>Learning experience 1 See Assessment task 1, Appendix B for details of this Learning experience/assessment and a marking key.</p> <p>Learning experience 2 Draft and create the rest of the narrative.</p> <p>Follow a pattern to suit the needs of your students and form groups for targeted instructions where required. For example:</p> <ul style="list-style-type: none"> • Teacher models how to plan a narrative; students plan their narrative. • The introduction (setting) should be completed independently as an assessment (See Learning experience 1). • Teacher models a paragraph that has an initiating event; students write their initiating event. • Teacher models writing the events; students write their events. • Teacher models a conclusion; students write their conclusion. <p>During modelling, teach the use of stages, paragraphs and conventions, such as full stops, or any other conventions as needed.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>	<p>Suggested assessment point Assessment task 1, Appendix B is an assessment of students' ability to write a setting suitable to open a narrative.</p> <p>Teachers may choose to assess the students' ability to write a whole narrative.</p> <p>Brightpath resources may be used as tools to support teachers in formatively and/or summatively assessing students in writing and creating narrative texts.</p>	<p>Model how to edit your work for meaning, appropriate structure, grammatical choices and punctuation.</p> <p>Once complete, share the narratives and have students reflect on their work against the success criteria that have been developed.</p> <p>Learning experience 3 This learning experience can be a stand-alone lesson or incorporated into the modelled writing.</p> <p>Identify the verbs in the narrative and how their tense indicates time.</p> <p>Model how to change the tense, e.g. <i>We had searched the village carefully and didn't find the treasure. We are going to search the village carefully to find the treasure.</i></p> <p>Experiment with changing the tense of one of the paragraphs and discuss how this may change the narrative.</p>

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Literacy Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</p>	<p>Text</p> <ul style="list-style-type: none"> • Informative: non-fiction, reports <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What are the stages of the informative text? • What are the text and language features typical of informative texts? • What features of informative texts are most useful? • What features of informative texts do you look for when selecting one to read or for research? <p>Learning experiences 3 and 4</p> <ul style="list-style-type: none"> • What words and symbols are used for navigation in digital texts? <p>Support notes Features of online texts may include:</p> <ul style="list-style-type: none"> • audio • hyperlinks • interactive images • interactive questions • pop-ups • sidebars • video. 	<p>Learning experience 1 Provide an informative text from an area of interest or from a topic being studied in another learning area. For this learning activity the text needs to contain text structures, such as contents pages, an index, a glossary, headings, subheadings, paragraphs, and graphics, such as maps or tables.</p> <p>Set a purpose for reading, e.g. some questions for the students to explore.</p> <p>Model how to scan the text to ascertain suitability for the task you have set, and model how to discard texts that are not suitable.</p> <ul style="list-style-type: none"> • What questions could be answered by the text? • What can't be answered by this text? • Where could you find further information? <p>Scan the texts and identify the features, such as contents page, index, headings and subheadings. Discuss the purpose of these text features. Think-aloud as you look for information and model how to use some of the text features.</p>



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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Suggested assessment point Students could complete the graphic overlay in Learning experience 4 as a formative or summative assessment.</p>	<p>Use a set of pre-prepared questions about the text you have chosen. Present the questions one at a time and have individual students scan the text to locate the relevant information. Include questions that will require students to use the index, contents page, glossary and/or graphics. This task could also be done in small groups or individually if you have multiple copies of texts.</p> <p>Learning experience 2 Set students a task that requires them to locate information from informative texts.</p> <p>Provide students with a graphic organiser, such as a retrieval chart, to record information as they find it. Alternatively, students write quiz questions for each other.</p> <p>Once complete, come together to discuss the information.</p> <p>Model how to check the information students give you using the text features that have been discussed in the previous learning experiences.</p> <p>Learning experience 3 Use a digital text for modelled reading and set a purpose for the reading.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Start the lesson at the home page and think-aloud as you navigate to the required page. Often pages about animals; for example, are organised by hierarchies or taxonomies and this can be an aid to navigation.</p> <p>Read the text with the students and identify:</p> <ul style="list-style-type: none">• the visual features, such as images, text boxes and videos• words and symbols used to navigate the text. <p>A potential digital resource is Britannica Kids https://www.natgeokids.com/au/.</p> <p>For example, koala https://kids.britannica.com/kids/article/koala/353344.</p> <p>Give students time to explore the website.</p> <p>Ask students to share something they learnt and discuss what features of the website are useful for the reader.</p> <ul style="list-style-type: none">• What features of digital texts made the navigation easier?• Was there anything in the text to clarify information or add information?



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 4</p> <p>Model creating a graphic overlay of a double-page spread from an informative text. Students place tracing paper or plastic over the text. They then label each section, e.g. <i>heading, sidebar, diagram, image</i>.</p> <p>Identify the visual features of the webpage.</p> <p>Provide a similar page for students to complete their own overlay.</p> <p>Display the annotated pages to identify the purpose of some of the features of online texts.</p>

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation</p> <p>Literacy Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Text Informative: non-fiction reports, infographics</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What are the text and language features of informative texts? • What are the stages (structure) of an informative text, such as a report? • What is the function of a paragraph in an informative text? <p>Learning experiences 3 and 4</p> <ul style="list-style-type: none"> • What is an infographic? • How does it present information? • What are the language features of an infographic? <p>Suggested assessment point Repeat Learning experience 2 as an independent activity for assessment.</p>	<p>Learning experience 1 Provide an enlarged report about a topic that is being studied in another learning area, such as Humanities and Social Sciences or Health and Physical Education.</p> <ul style="list-style-type: none"> • Read the text with the class and discuss its audience and purpose. • Identify the structure of the text. • Identify the paragraphs, their topic and topic sentence. <p>Learning experience 2 Provide individual students or small groups with an informative report on a relevant topic.</p> <p>Students annotate the text to identify the paragraphs, topic of the paragraph, topic sentence and key ideas.</p> <p>Each student reads and discusses the text with a partner before writing a summary of the text.</p> <p>Learning experience 3 Provide a suitable example of an infographic where the purpose is to inform and/or persuade. Some suitable texts can be found on the Crunch and Sip site (Appendix A).</p> <p>Read the text to the students, modelling through a think-aloud with questions, such as:</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• What is the purpose of the text?• Who is the target audience?• What features of informative text help you make meaning?• What is the purpose of this stage of the text? <p>Review what is meant by persuade and look for elements of the text that may be aiming to persuade the reader.</p> <ul style="list-style-type: none">• Is the creator of the text trying to inform or persuade you (or both)? How do you know? <p>Learning experience 4</p> <p>Allocate students to small groups with another infographic. Use a collaborative strategy, such as a placemat, to make meaning of the text. Give each group a set of questions to guide their reading response; for example:</p> <ul style="list-style-type: none">• What is the message?• Who is the target audience?• What language devices are used?• What effect do they have on the reader?• How does the layout of the text affect how you read it?• What images are used and why? <p>Discuss as a class.</p>

Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Literacy Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p>	<p>Text</p> <ul style="list-style-type: none"> Persuasive: expositions <p>Focus questions</p> <p>Learning experiences 1–4</p> <ul style="list-style-type: none"> What is the purpose of a persuasive text? What text and language features are used in persuasive texts? <p>Learning experience 3</p> <ul style="list-style-type: none"> What are modal verbs? How do they help the author show the strength of their opinion? <p>Support notes Suggest a five-paragraph text structure. Note: it is better to write one or two reasons with good supporting arguments than three or more without supporting detail.</p> <ol style="list-style-type: none"> Thesis: state your opinion clearly Argument 1 and supporting reasons Argument 2 and supporting reasons Argument 3 and supporting reasons Concluding statement. 	<p>Learning experience 1 Model a persuasive argument by attempting to persuade students on a topic that they will not be easily convinced on, e.g. there should be no outside play at recess or lunch.</p> <p>Provide students with the opportunity to voice their opinions and model:</p> <ul style="list-style-type: none"> how to clearly state an opinion in a respectful manner how to give reasons to back up your opinion other relevant persuasive devices, such as the use of high-modality verbs and emotive language. <p>Learning experience 2 Use a call-out to elicit prior knowledge about persuasive texts, such as purpose, structure and language features.</p> <p>Read an enlarged or shared persuasive exposition that clearly articulates a viewpoint. Model how to make meaning and identify the opinion or argument of the author.</p> <p>Deconstruct and annotate the text with your students and consider:</p> <ul style="list-style-type: none"> text structure the structure and purpose of the stages (and paragraphs) language choices, such as emotive language and connectives.



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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Modal verbs: demonstrate a range of feelings and positions, e.g. <i>may/must, shall/should/must, can/will</i>.</p> <p>Persuasive devices include:</p> <ul style="list-style-type: none"> • modality • rhetorical questions • inclusive language • evidence and reference to an authority • emotive language • a call to action with an imperative statement • strong or forceful language • hyperbole • repetition. <p>How to write a persuasive text (ideas to use to negotiate success criteria for a class chart).</p> <ul style="list-style-type: none"> • State your opinion clearly. • Give two or three good reasons. • Back up your opinions with good arguments. • Persuade your reader with high-modality words or bossy language. • Appeal to the reader with emotional language. • Persuade the reader with facts. • Include a strong conclusion that has a persuasive technique, such as a call to action. 	<p>Provide a similar text to small groups to have each group deconstruct the text to find the structural elements and language features.</p> <p>Begin to develop a chart entitled: ‘How to write a persuasive text’ in which to list the elements of a persuasive text (Support notes).</p> <p>Learning experience 3</p> <p>Read students a persuasive text and unpack the meaning. Identify the author’s opinion and suggest other opinions on the topic.</p> <p>Introduce students to the concept of modality by highlighting examples of modal verbs used in the text, such as <i>must, should, could</i> and <i>can</i>. Consider how these portray the author’s strength of opinion or commitment to the idea.</p> <p>Present a number of students with a card each that contains a modal verb in large, clear letters. Ask students to line up the cards along a continuum from low to high modality, e.g. <i>may, can, might, could, will, should, must, need to, has to</i>.</p> <p>Discuss the shades of meaning and how these words indicate the strength of feeling.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point</p> <p>Learning experience 1: students write a paragraph to express their opinion on the topic under discussion as a formative assessment.</p>	<p>Allocate students to small groups and provide each group with a larger set of cards that contain a range of modal verbs. Students are to sort the cards into three groups: high, low and medium modality (Resource sheet 2, Appendix A).</p> <p>Discuss as a class or in the groups.</p> <p>Learning experience 4</p> <p>Provide a range of persuasive texts to enable students to participate in a scavenger hunt to find words to build charts to display around the room; for example:</p> <ul style="list-style-type: none">• sentence starters (connectives), such as: firstly, did you know, furthermore and in conclusion• emotive language, such as disgraceful, wonderful, shocking• rhetorical questions• high-modality words• topics for persuasive texts. <p>Come together as class to discuss the findings.</p>

Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p> <p>Literacy Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information</p>	<p>Text Persuasive: expositions</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How can you identify the author's opinion in the text? • How does the author express his opinion with evaluative language, modal verbs and adverbs, and other vocabulary? <p>Learning experience 2</p> <ul style="list-style-type: none"> • What is the purpose of each of the stages in the text? • What is the topic in each paragraph? • What linking words connect the paragraphs? <p>Learning experiences 3 and 4</p> <ul style="list-style-type: none"> • What text and language features will you use to convince people to agree with your point of view? 	<p>Learning experience 1 Read a persuasive text with the class.</p> <p>Discuss the text and identify the opinion, or argument, the author is putting forward.</p> <p>Find examples of statements from the text and identify where the author is using high-, mid- or low-modality verbs.</p> <p>Present students with a number of statements with low modality and have them rewrite them to reflect high modality. Examples may include:</p> <ul style="list-style-type: none"> • <i>Plastic is pretty bad for the ocean./Plastic is a disaster for the oceans.</i> • <i>Recycling can be good for the environment.</i> • <i>Koalas might need to have more habitat to save them from possible extinction.</i> • <i>We should probably clean up the playground.</i> • <i>Perhaps I could start saving money in case I want a new phone.</i> • <i>People should not buy too much palm oil as it may be harming the orangutans' habitats.</i>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Support notes</p> <p>Modal statements can:</p> <ul style="list-style-type: none"> • use modal verbs, e.g. <i>plastic could be recycled/plastic should be recycled/plastic must be recycled</i> • use modal verbs and adverbs, e.g. <i>plastic should always be recycled.</i> <p>Text connectives (connective adverbs) contribute to text cohesion. Although the use of connectives is Year 4 content, as part of the work on paragraphs students should be exposed to how they link sentences within paragraphs, and how they link paragraphs in the overall text.</p> <p>Text connectives that help connect paragraphs include:</p> <ul style="list-style-type: none"> • order: <i>firstly, secondly, lastly, finally</i> • adding information: <i>in addition, additionally, furthermore</i> • summarising: <i>in conclusion, to summarise, as a result</i> • signalling another view: <i>on the other hand, alternatively, however.</i> 	<p>Learning experience 2</p> <p>Allocate students to pairs or small groups. Present them with a model text that has been cut into paragraphs. Have students reassemble the text (Resource sheet 3, Appendix A).</p> <p>Compare the reassembled texts to the original.</p> <p>Discuss with the students how they knew what order to put the sections in by examining the opening words (connective adverbs) that were used and the topic sentence of the paragraphs.</p> <ul style="list-style-type: none"> • Discuss the purpose of each stage of the text. • Identify the topic sentence of each paragraph and discuss its function. • Discuss how the connectives signal a sequence, connect ideas and provide links between paragraphs. <p>Read the model text together and add any new connectives to the class chart.</p> <p>Identify the author’s opinion or argument, any persuasive techniques used and the author’s choice of language.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point</p> <ul style="list-style-type: none">• Develop a checklist, or adapt Resource sheet 8, Appendix A to monitor the students' contributions to group and class discussions.	<p>Learning experience 3</p> <p>Present students with a topic that is likely to cause a discussion with differing opinions, e.g. <i>Phones should be allowed in class. We shouldn't have to wear uniforms to school.</i></p> <p>Discuss your own opinion about the topic and model how to record your ideas for the supporting arguments and reasons in the form of a brainstorm or graphic organiser (Resource sheet 4, Appendix A).</p> <p>Students participate in a think-pair-share about this topic and then use their ideas to complete a plan with their partner.</p> <p>Once complete, share ideas as a class and use the students' ideas to co-construct a plan for an exposition on that topic. Use the strongest ideas and model how to discard seemingly good arguments that can't be backed up with supporting reasons.</p> <p>Model how to write the introduction to set the thesis.</p> <p>Allocate pairs/groups of students to write one of the paragraphs from the body of the essay.</p> <p>Once the paragraphs are complete, use a gallery walk to review the work and have students offer feedback to other groups.</p>



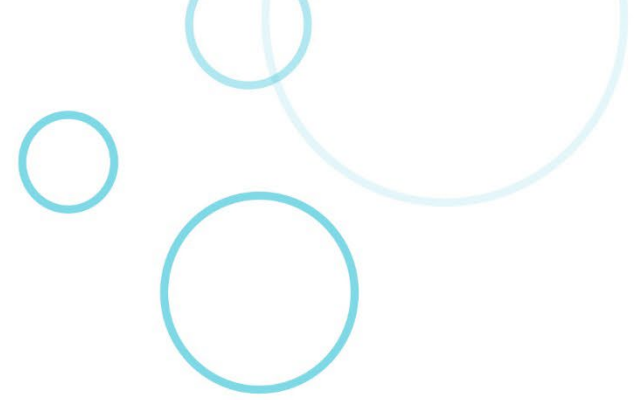
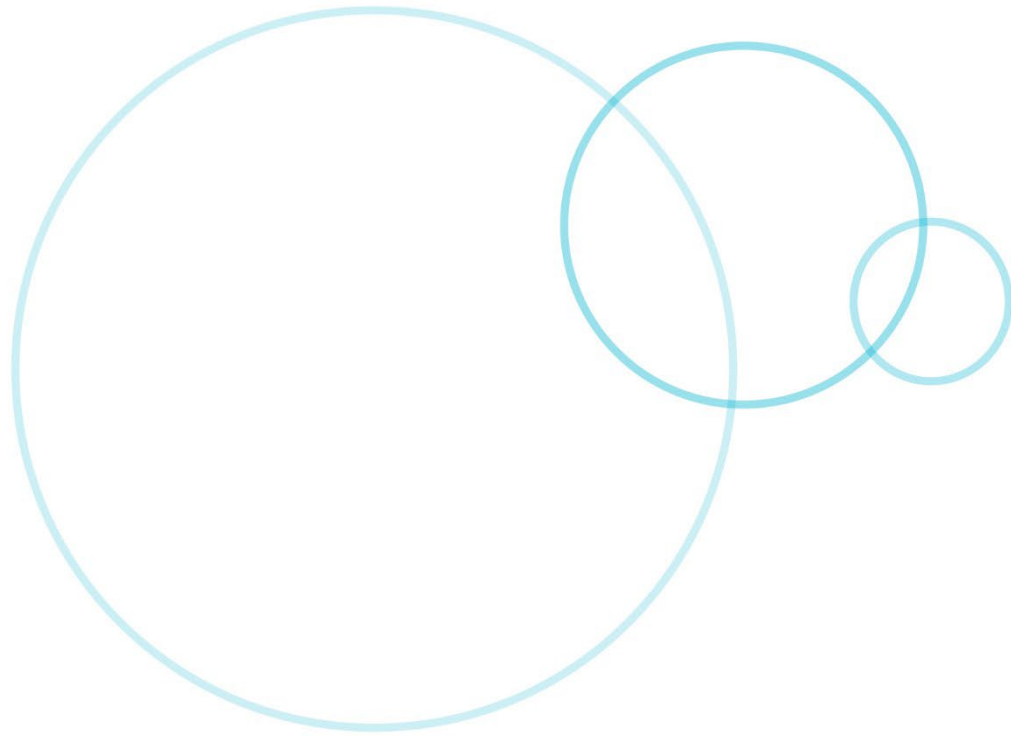
		<p>Learning experience 4</p> <p>Choose or invent a topic that is likely to cause strong feelings and will provide a reason for writing a letter or email.</p> <p>Organise with another staff member to act the part and spark a debate; for example:</p> <ul style="list-style-type: none">• the Principal calls in to say that they are thinking of locking away all the loose parts of play equipment as the playground is being left in an untidy state after each break• the deputy calls in to say that the administration team is considering shortening recess by 10 minutes from next Monday to allow more time in class• the president of the P&C calls in to tell students that money raised in an event will likely be spent in the Kindergarten, and the Year 3 classes will not receive any new equipment. <p>Discuss and debate the issue with the class. Suggest to students that they could write to the person to change their minds.</p> <ul style="list-style-type: none">• Divide the students into groups to come up with solutions and arguments.• Come together as a class and pick the strongest ideas to plan and write a joint letter, or work in collaborative groups.• Organise for the letter's recipient to call in at another time and agree to change their mind because of the letter. Ask them to explain to the class why the exposition convinced them to change their mind.
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Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Literature Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p> <p>Literacy Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information</p>	<p>Text Persuasive: expositions</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What text and language features will you use to convince people to agree with your point of view? <p>Support notes When writing the exposition, allow students to have fun with the topic. The focus is on the text structure and language features rather than content.</p> <p>Students do not need to research the topic or include information. They may include made-up witnesses, invent experts or use literary characters to back up their arguments, e.g. <i>Goldilocks could testify how dangerous the wolf is</i>, or <i>Dr Smith-Jones, a world-renowned expert, could testify to sightings of a bunyip</i>.</p> <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 persuasive texts.</p>	<p>Learning experience 1 Read a picture book that can act as a stimulus to the students writing a persuasive exposition; for example:</p> <ul style="list-style-type: none"> • <i>The Bunyip of Berkeley's Creek</i> by Jenny Wagner and Ron Brooks: argue whether or not bunyips are real. • <i>The Boy Who Cried Bigfoot!</i> by Scott Magoon: argue whether or not Bigfoot exists. • <i>Edward the Emu</i> by Sheena Knowles: decide and justify what is the best animal at the zoo. • <i>Wolf Won't Bite</i> by Emily Gravett: argue why Wolf must be set free. <p>Debate the topic orally before writing an exposition that takes one side of the debate, e.g. <i>bunyips exist/ bunyips do not exist</i>. Students are to plan, draft, edit and publish their exposition.</p> <p>Negotiate success criteria for the writing that includes:</p> <ul style="list-style-type: none"> • a strong introduction that grabs readers' attention • two or three good arguments with supporting reasons, each idea in a new paragraph • the use of high modal language • the use of emotive language • a strong conclusion.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>		<p>Encourage students to use the resources that have been developed and are on display around the room.</p> <p>Once finished, students should assess their work against the agreed criteria.</p> <p>Share the work and celebrate success.</p>



TERM 2

Weeks 1–8

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p>	<p>Text</p> <ul style="list-style-type: none"> Imaginative: narrative Informative: reviews <p>Focus questions</p> <p>Learning experiences 1–4</p> <ul style="list-style-type: none"> What is the author’s underlying message, purpose or opinion? What strategies does the author use to enhance meaning and shape your reaction? How can you express your opinion with precise, evaluative vocabulary, including modal verbs and adverbs? <p>Support notes</p> <p>Model and encourage students to use a wide range of words to discuss opinions, such as:</p> <ul style="list-style-type: none"> I am curious to find out if this works out for the main character. I am confused about the ending. I was disappointed when the main character wasn’t able to find the answer to his problem. 	<p>Learning experience 1</p> <p>Read a book or provide a short film for students to view. Guide a discussion about the content of the text.</p> <ul style="list-style-type: none"> What is the purpose of the text? What was this text about? What message is the author presenting? What do you think about the main character? <p>Ask students for their opinions about the text.</p> <ul style="list-style-type: none"> Was this an interesting story? What do you think about the characters, events and setting? Did the story have a satisfactory ending? How could the story have been improved? <p>As a class, discuss and brainstorm genres of film and/or literature, e.g. documentaries, cartoons, short film, feature film, comedy, historical, horror, fantasy, adventure, non-fiction, poetry, musicals and so on.</p> <p>Guide students to consider their favourite types of films and books by conducting a think-pair-share and/or have students stand along a line that indicates how much they like the text (e.g. animations), from really love it to really hate it. Encourage students to give reasons.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in literary texts, including poetry and prose</p> <p>Literacy Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Evaluative and emotive language can be varied to be more or less forceful by using:</p> <ul style="list-style-type: none"> verbs of varying intensity (<i>like/love, dislike/hate/loathe</i>) emotive nouns (<i>what a mess, a dog’s dinner, a shambles</i>) adjectives (<i>a terrible idea, a wonderful night, a shocking event</i>) adverbs (<i>I really detest, I liked it very much</i>). <p>Suggested structure for a text recommendation:</p> <ul style="list-style-type: none"> name the book and author identify the type of book briefly describe what the book is about, without giving away the plot give an opinion of the whole book give an opinion about specific settings, events or characters make a final comment summing up your opinion. <p>Suggested assessment point The written response from Learning experience 1 can be used as formative assessment to guide further learning experiences.</p>	<p>Students write an opinion of the viewed text. Alternatively, students write an opinion of their personal favourite text.</p> <p>Learning experience 2 Read a book or provide a short film for students to view. Use some of the following questions as a scaffold to guide a discussion where students share their opinions about different aspects of the text.</p> <ul style="list-style-type: none"> Would you recommend this text? Why? Who do you think would like to read or watch it? Why? What was the best part of the story? What did you think about the characters? What did you think of the setting? What did you think of the events? What were your favourite illustrations/scenes? Why? What would you change? <p>Model a written response to the text and think-aloud to identify vocabulary that can be used to express opinions about texts (Support notes). Brainstorm more ideas to create a chart which lists vocabulary that expresses feelings and opinions.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information</p> <p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>		<p>Learning experience 3 Read a picture book to the class.</p> <p>Have students stand in a line to express how much they liked the text; from really loved it to really hated it.</p> <p>Students are to find at least one person standing near them and work in small groups to share an opinion of the text.</p> <p>Model how to write a recommendation using a scaffold that provides a model for the students.</p> <p>Learning experience 4 Provide a range of picture books for students to read independently or within a small group.</p> <p>Students are to choose one text to read and respond with a recommendation using the structure that has been modelled in previous lessons.</p> <ul style="list-style-type: none">• Optional: take pictures of, or scan, the covers of the books and display alongside the students' recommendations.

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Literacy Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Text Imaginative: narrative, picture books</p> <p>Focus questions</p> <p>Learning experiences 1–4</p> <ul style="list-style-type: none"> • Why has the illustrator used a close-up/ mid-/long-shot? • Why has the illustrator used a low-angle/ high-angle? • How does the layout of the pages affect our interpretation of the text? • What effect do these choices have on the viewer? <p>Support notes Choose picture books that contain a range of:</p> <ul style="list-style-type: none"> • shot sizes: close, mid or long • angles: high, low, eye-level • layouts: top/bottom, right, left and centre margins. <p>A range of references can be found in Appendix A to support teachers with this learning content.</p>	<p>Learning experience 1 Provide a narrative picture book with images that support or extend the text, and contain a range of techniques, such as shot size, angles and layout. Ensure students have access to the images by providing scans or by viewing on the interactive white board (many books are also available on YouTube).</p> <p>Read the text to the students and focus firstly on meaning with a brief discussion. Explore how the images and text work together to communicate meaning.</p> <p>Draw students’ attention to some of the images in the text with a modelled viewing lesson for one of the techniques, e.g. shot size. The illustrator has used:</p> <ul style="list-style-type: none"> • a close-up of the main character to show his emotions. • a long-shot on this page to make sure we can see what is happening in the background. • a mid-shot to show the main character in the setting of the park. <p>Chart some of the terms and have students help you to define them.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literature</p> <p>Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>		<p>Have students work in pairs to find an image in a book from the class library that illustrates the technique under discussion. Share ideas with the class, encouraging and modelling the use of metalanguage.</p> <p>Learning experience 2</p> <p>Choose from these learning experiences to embed the technique that was discussed in the previous learning experience.</p> <ul style="list-style-type: none"> • Draw the main character from close-up, mid-range or in a long-shot. • Create a new page from the text that adds new ideas or meaning. Label the drawing and write about the choices you made about the shot size. • Provide students with an image from the story to redraw from another shot size, e.g. make a long-shot into a close-up. Discuss how this adds meaning to the story and when it may be used. <p>Learning experiences 3 and 4</p> <p>Repeat Learning experiences 1 and 2 with a different technique as the focus, e.g. angle.</p>

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Literature Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>Literacy Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information</p>	<p>Text Imaginative: films/picture books</p> <p>Focus questions Learning experiences 1, 2 and 3</p> <ul style="list-style-type: none"> • How does the filmmaker portray information about the characters, events and setting through their use of visual techniques? • How does the use of visual techniques influence your interpretation or opinion of the text? • How does the setting influence the mood of this story? • What visual techniques are used to show the feelings of the characters and other implied information? <p>Generic questions for visual techniques</p> <ul style="list-style-type: none"> • What are some of the techniques used throughout the film, e.g. camera angles, shot size, colour? • What is the effect on the audience of the different techniques? • Where are you viewing the image from? • Does the distance of the subject/angle affect how you feel? 	<p>Learning experience 1 View a short film that enables you to explore visual techniques; for example: CGMeetup – CGI Animated Short Film: 'Scrambled' by Polder Animation CGMeetup https://www.youtube.com/watch?v=9JBNmGIEdLY.</p> <p>This text has no spoken words so students should firstly discuss the meaning of the text and how the filmmaker portrayed meaning.</p> <p>Have the students generate 'I wonder' questions on sticky notes or on mini whiteboards during and after viewing. Use the generated questions to do a think-pair-share to clarify meaning, explore ideas and share opinions about characters, events and setting.</p> <p>Draw students' attention to some of the images in the text with a modelled viewing lesson to revise visual techniques, e.g. shot size, camera angle and layout. 'Think-aloud' your thoughts regarding some stills or scenes from the animation; for example:</p> <ul style="list-style-type: none"> • the illustrator has used a close-up of the main character to show his emotions

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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<ul style="list-style-type: none"> Does the distance/angle of the image affect how you interpret the events? How do the music and sound shape your feelings or help make meaning? <p>Suggested assessment point</p> <ul style="list-style-type: none"> School Curriculum and Standards Authority (English) – Sample assessment task, Viewing – Paper planes https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year3 	<ul style="list-style-type: none"> they have used a low camera angle in this scene to make us feel part of the story they have used a long-shot of the setting to show it as a deserted place. <p>Extend the discussion by posing questions about the visual techniques used to tell the story. The examples below are based on the film ‘Scrambled’. Adapt the questions to suit your text. Pause the film at particular points for a discussion.</p> <ul style="list-style-type: none"> How does the music and other sound effects add meaning? What could the character be thinking here? How do you know? How does the filmmaker get us to think that the cube has human-like characteristics? How would you describe the setting? What has the filmmaker put into the images that make you think this? <p>Learning experience 2</p> <p>Provide another text that enables you to explore visual techniques used to portray information about characters in the text; for example:</p> <p>CGMeetup – CGI Animated Short Film: ‘The Box’/ La Boîte by ESMA CGMeetup https://www.youtube.com/watch?v=20evunLzSgk&feature=youtu.be&fbclid=IwAR3iRxc3C6rTzCeIKXKA7RELyTCwpQnO6AsmptDQa5_FT9cyYPA8mwio4TQ.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>After viewing, conduct a think-pair-share to discuss the meaning of the text. Ask students to generate questions about the animation and clarify through a discussion.</p> <p>Select and view a range of stills to identify the intended effect on the audience. Discuss the visual techniques the filmmaker has used and ask the following questions.</p> <ul style="list-style-type: none">• How has the filmmaker used visual techniques to involve you in the story?• How has the filmmaker used visual techniques to connect you to the characters?• What emotions are portrayed by each character? How has the filmmaker achieved this?• Why has the filmmaker used low camera angles at certain points?• When has the filmmaker used close-up shots? What is the reason? <p>Have students draw a scene from the animation, adding thought or speech bubbles to include what the two characters are thinking or saying. Have students share with the class and encourage them to use metalanguage to explain how they have drawn the characters, e.g. <i>I drew the characters from a low angle to show the mouse's point of view and to show he was scared.</i></p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 3</p> <p>View another short animation that provides opportunities for students to view and discuss shot size and camera angles, such as:</p> <p>CGMeetup – CGI Animated Short Film ‘Joy and Heron’ by Passion Pictures CGMeetup https://www.youtube.com/watch?v=1lo-8UWhVcg</p> <p>After viewing, do a think-pair-share to discuss the meaning of the film.</p> <p>Watch the film again and stop at certain parts of the film and discuss visual techniques. For example, the timestamp 0:43 allows for a discussion about camera angle.</p> <p>Provide students with a number of soft toys (such as animals and dolls) and a digital device to take photos. Working in small groups, students take photos of the toys from various angles and distances. Name and label each photo with the angle or distance, e.g. <i>This is an eye-level shot of a teddy.</i></p> <p>As a class, discuss the impact the angles and distances have on the viewer.</p>

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p> <p>Literacy Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and</p>	<p>Text Imaginative: films/picture books</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • How does the vocabulary work with the images to build a description of the character? <p>Learning experience 3</p> <ul style="list-style-type: none"> • How do you feel about the main character/ other characters? • What language did the author use to make you think this way? • How has the illustrator imagined the characters? • How might the other characters feel about each other? • What may some of the minor characters think about the main character's actions? • Whose opinions are not heard in the text? • Why did the author choose to portray the characters in the way they did? <p>Suggested assessment point Collect the reading journal entries or graphic organisers from Learning experience 2 to assess the students' reading.</p>	<p>Learning experience 1 Read a book to the students that has strong characterisation through words and images; for example, a picture book by Anthony Browne.</p> <p>Explore the vocabulary used to describe one or more of the characters (nouns, adjectives, verbs, adverbs) and explore synonyms for these words. Create a chart or word wall.</p> <p>Working in small groups or individually, students develop character profiles for one of the characters. Allocate different characters to different groups to compare and contrast the characters during a sharing session.</p> <p>As a class, discuss how the vocabulary and images worked together to build a character description.</p> <p>Learning experience 2 Form literature circles or reading groups to explore a number of texts that have strong character portrayals.</p> <p>Provide a graphic organiser, such as Resource Sheet 5, Appendix A, or have students keep a reading journal to record their opinions about the characters presented in the texts.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>questioning, when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>Literature Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in literary texts including poetry and prose</p>		<p>Learning experience 3 Read a short story to the students and model an oral response where you talk about one of the characters. Include information about:</p> <ul style="list-style-type: none"> • personal connections to the character • how the language features the author has used has influenced your opinion • how the illustrations have influenced you • how the setting or events have influenced you. <p>Have students participate in a think-pair-share where they talk about a character they have read about during the week. Encourage some students to share more widely with the class.</p> <ul style="list-style-type: none"> • Optional: have students write about a character using the focus questions as a guide.

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Language Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>Literacy Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language</p>	<p>Text Imaginative: narrative</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How has the author/illustrator made the audience react differently to the characters? <p>Learning experience 2</p> <ul style="list-style-type: none"> • How will you structure your narrative? • What language features, punctuation and grammar choices will help you achieve your purpose? • What will you change in the way of settings and events? • What visual images and techniques will you include to complement the words? <p>Support notes Model the different stages of writing, such as editing or elements of publishing.</p> <p>The story can be published in print, digital, written, pictorial, oral or multimodal form, depending on the needs of the class. Students could create a narrative, a play, a comic strip, a storyboard or a puppet play.</p>	<p>Learning experience 1 Read a well-known story that is told with a twist or is from a different perspective, e.g. <i>The True Story of the 3 Little Pigs!</i> by Jon Scieszka or <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas (Appendix A).</p> <p>Review the language features used by the author and the visual techniques used by the illustrator.</p> <p>Brainstorm a list of other familiar stories, such as fairytales, fables or traditional tales, and identify who is telling the story and what the storyteller wants the reader to think. For each one, also suggest alternative perspectives. For example, most stories about <i>Jack and the Beanstalk</i> want us to feel empathy for Jack, but what if Jack was really a thief and the giant was a harmless giant trying to lead a quiet life?</p> <p>Learning experience 2 Students are to plan, draft, edit and create a story that tells a well-known tale from a different point of view, e.g. the perspective of the giant in <i>Jack and the Beanstalk</i> or the stepsisters in <i>Cinderella</i>.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p> <p>Literature Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>	<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>Brainstorm a range of ideas with the class.</p> <p>Develop success criteria that could include details about:</p> <ul style="list-style-type: none"> • the structure of the text • the language features • punctuation and grammar choices • presentation, e.g. an illustration with layout shot size, angles or other content that have been taught. <p>Explore the choices students could make when writing their story. Model these where necessary, such as:</p> <ul style="list-style-type: none"> • the tense it will be written in, e.g. <ul style="list-style-type: none"> ▪ a third-person perspective will probably be written in the past tense ▪ a first-person perspective may be written in the present tense • the use of pronouns: <i>I, we, us, they, he, she</i> • the visual techniques that could be used to portray the characters or events. <p>Once complete, publish and share.</p> <p>Use the success criteria for self- and peer-assessment.</p>

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Understand how verbs represent different processes for doing, feeling, thinking, saying and relating</p> <p>Understand that verbs are anchored in time through tense</p> <p>Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p>	<p>Text</p> <ul style="list-style-type: none"> • Informative: non-fiction, reports <p>Focus questions</p> <p>Learning experiences 1–4</p> <ul style="list-style-type: none"> • How are non-chronological reports structured? • What are the language features of non-chronological reports? • How do paragraphs help organise the information within a report? <p>Support notes</p> <p>The text organisation of a non-chronological report typically includes:</p> <ul style="list-style-type: none"> • a classification or other means of orientating the reader and specifying the topic • logically organised information, structured into stages, such as classification, elaborations, evaluation or conclusion • paragraphs within the stages that group similar information • headings, subheadings, lists, bullets points, graphics • ending, to provide a summary, additional information or opinion. 	<p>Learning experience 1</p> <p>Provide an enlarged or shared non-chronological informative report and read this with the students for meaning.</p> <ul style="list-style-type: none"> • Use questioning to find out what students already know about non-chronological reports. • Pose questions about the content of the text and answer any question for clarification. • Identify the purpose and audience. <p>Model, using a think-aloud, a deconstruction of the structure of the text, i.e. highlight or draw a circle around each of the stages, e.g. classification/elaboration, evaluation or conclusion. Label each stage according to its purpose.</p> <p>Identify the topic of each paragraph within the elaboration stage, e.g. habitat, life cycle or physical description.</p> <p>Provide a similar photocopied text to the students. After reading it through together, have students work in pairs to annotate the structure, including the topic of each of the paragraphs.</p> <p>Come together to identify and discuss the structure of the of non-chronological reports.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Language features</p> <ul style="list-style-type: none"> nouns and verbs – use subject-specific vocabulary and are usually referred to in the present tense pronouns – generalised, such as <i>they, it</i> generalisers – <i>many, some, the majority</i> conjunctions – to signal reason, cause and effect, purpose, e.g. <i>because, so, therefore, as a result</i> sentence starters, e.g. <i>interestingly, amazingly</i> words for classifying, e.g. venomous snakes, Australian animals, aquatic animals words/phrases for defining, e.g. <i>are known as, are called</i> subject-specific vocabulary timeless/present tense relating verbs, e.g. <i>are, is, do</i> 	<p>Learning experience 2</p> <p>Allocate students to small groups and provide each with an information text that has been cut into stages or paragraphs. Students work together to reassemble the text.</p> <p>Groups compare their choices with other groups and explain their reasons.</p> <p>Show the students the original text and compare. Discuss if the order of the stages/paragraphs is important to the meaning of the text.</p> <p>Learning experience 3</p> <p>Read a non-chronological report with the students. Lead a discussion to focus on the language features (Support notes).</p> <p>Allocate students to groups and provide each student with another non-chronological report. Working collaboratively, students annotate their text to identify its language features.</p> <p>Come back together and discuss as a class.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 4</p> <p>Choose some of these activities for students to further their understanding of a specific language feature, as needed.</p> <ul style="list-style-type: none">• Provide a cloze activity for a specific purpose, e.g. verb tense. <i>Whales ____ mammals. They ____ long distances.</i>• Provide students with simple sentences to modify with generalisers, e.g. <i>Dogs are smart: Most dogs are smart/Many dogs are smart/Some dogs are smart/Few dogs are smart.</i> Discuss how these alter the meaning of the text and rate on a cline of certainty, i.e. highly unlikely to certainly.• Provide students with simple sentences to join using conjunctions, e.g. <i>Many dogs are smart. They can be used for sheep herding.</i> These sentences could be joined with 'so', 'therefore' or 'as a result'.

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Literacy Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading</p>	<p>Text Informative: non-fiction, reports</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • How will you structure your text to suit the audience and purpose? • What language features do you need to use? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • How will you group information into paragraphs? 	<p>The learning experiences this week will lead to the students working together to co-construct a non-chronological report. Integrate this topic with other learning areas, such as Humanities and Social Sciences, e.g. research an Australian landform or a feature of the natural environment, such as deserts, rivers or rainforests.</p> <p>Learning experience 1 Set a topic from another learning area and develop a suitable planning proforma with class input.</p> <ul style="list-style-type: none"> • Revise all that students know about writing a non-chronological report to negotiate success criteria, including text structure and language features. • Brainstorm prior knowledge of the topic or construct a KWL chart. <p>Learning experience 2 Provide a number of informative texts, including short documentaries, books and websites on the topic for students to engage in research or participate in a common task (e.g. viewing a film or listening to a podcast as a class) to find information about the topic.</p> <ul style="list-style-type: none"> • Provide students with large strips of paper on which to write one fact about the topic. Students may write more than one fact, but each should be on a separate slip of paper.



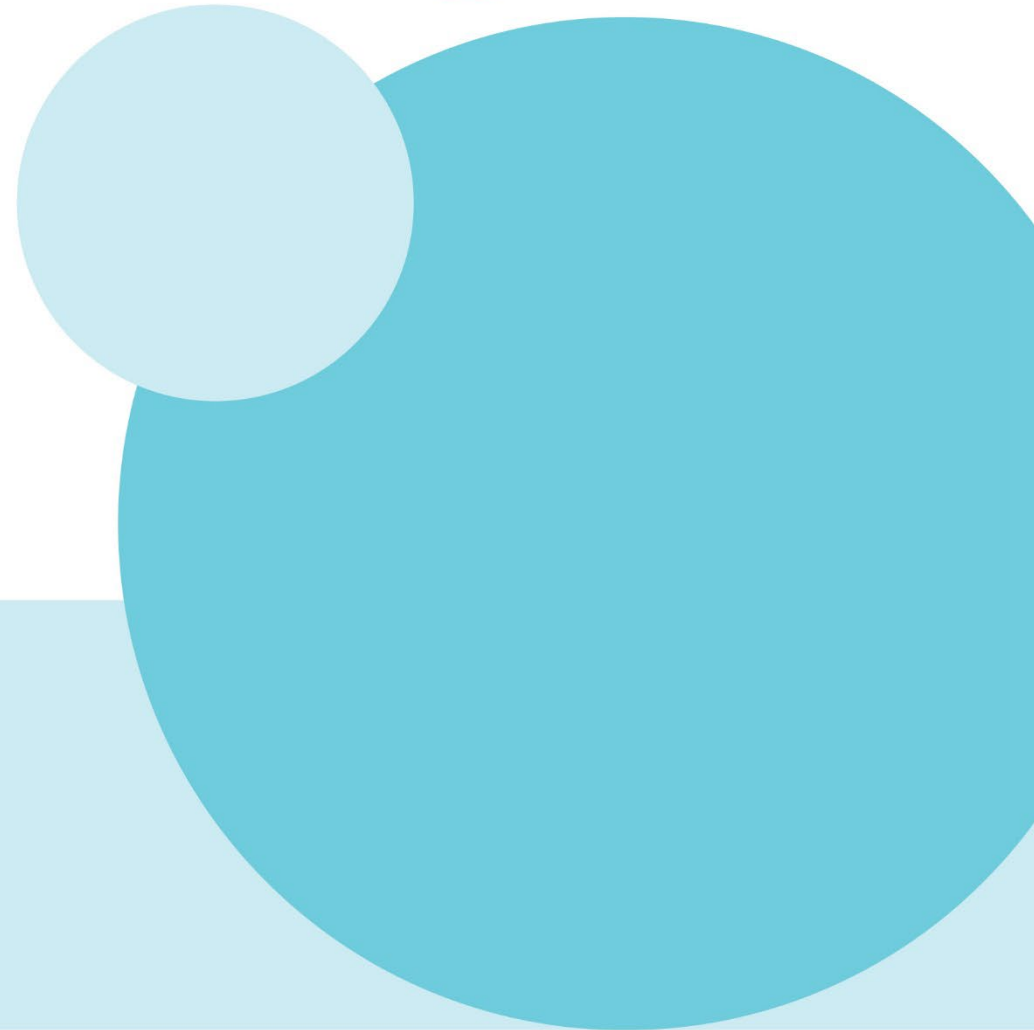
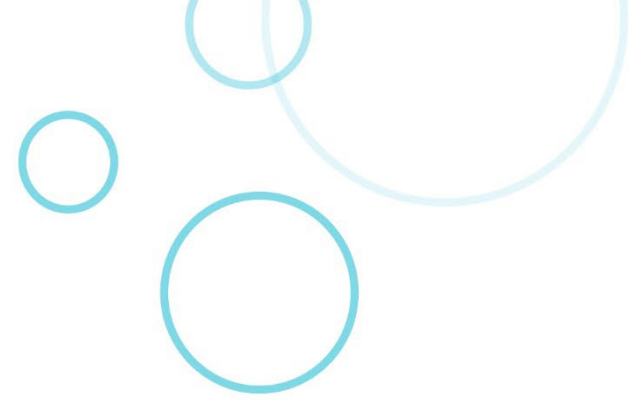
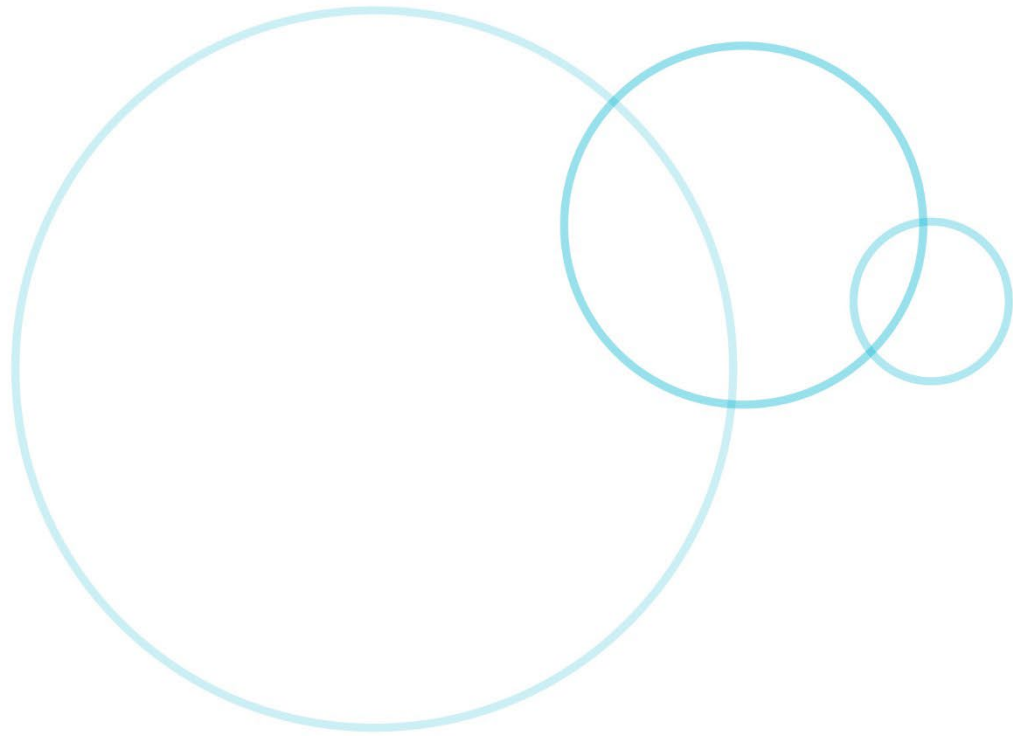
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>		<ul style="list-style-type: none"> Group the facts according to topic (there may be more than one way) and provide a heading for each paragraph, e.g. weather/climate, flora, fauna, threats. Provide more blank paper strips and informative texts for students to find information to add to the paragraphs that were under-represented, e.g. <i>We need more information about the threats to rainforests.</i> Leave these on display organised into groups/paragraphs. <p>Learning experience 3</p> <p>Use the sentences and paragraphs from the previous learning experience to jointly construct a non-chronological report.</p> <ul style="list-style-type: none"> Use the sentences from one of the groups to model how to write a cohesive paragraph that includes a topic sentence, e.g. the climate. Allocate students to groups and have each group write a different paragraph. Once complete, use a gallery walk to review each group's work. Choose some paragraphs to put in a logical order and read through as a whole text. Provide feedback to students in the form of a PMI (Positive, Minus, Ideas) to improve.

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>Literacy Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Text Informative: non-fiction, reports</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What information needs to be included in the report? • How can you efficiently record this information? • How can you check you have information on a number of aspects of the topic? <p>Learning experience 2</p> <ul style="list-style-type: none"> • How will you structure your report? • What information will you include? • What type of language will you include? • How will you make sure it makes sense and meets the purpose? <p>Suggested assessment point Brightpath resources may be used as tools to support teachers in formatively and/or summatively assessing students in writing and creating information reports.</p> <p>Teachers could assess the presentation against negotiated success criteria.</p>	<p>Learning experience 1 Set a topic that will allow students to independently write a non-chronological report. You could decide to make this the basis of a presentation.</p> <p>Provide students access to a range of informative texts to gather information on the topic and a graphic organiser to record this information.</p> <p>Once students have gathered information, come together as a class to share the information and record it in a way that all students can access, e.g. a graphic organiser filled with notes, such as key words and phrases.</p> <p>Clarify the subject knowledge with a discussion before commencing the writing and allow students to take further notes if needed.</p> <p>Learning experience 2 Provide students with a framework and/or success criteria with which to organise their report using the information gathered in the previous lesson.</p> <p>Students plan, draft, edit and create their report.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p> <p>Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume</p>		<p>Once completed, they should self- and peer-assess using the success criteria.</p> <ul style="list-style-type: none">Optional: provide several model texts to inspire the published format of the report, or have students plan and rehearse a short presentation onto a digital device.



TERM 3

Weeks 1–8

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Literacy Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p>	<p>Text Imaginative: rhyming picture books and poetry</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What is poetry? <p>Learning experiences 2 and 3</p> <ul style="list-style-type: none"> • What is rhythm? • What is the purpose of rhythm in poetry? • How does rhythm affect the reader? <p>Support notes Rhythm is the beat and pace of the poem created by stressed and unstressed syllables.</p> <p>Rhythm makes the poem easier to remember and recite. It also can reflect actions, such as walking or marching. Rhythm can also add aesthetic value to poems, making them fun to read.</p>	<p>Learning experience 1 Read aloud and discuss a range of poems with the class (Appendix A). Ask the following questions to find out information about the students' understanding of poetry.</p> <ul style="list-style-type: none"> • What poems do you know? • What is poetry? • Does all poetry rhyme? • What language features do poets use? • How do poets evoke the senses? • Do poets use the same punctuation conventions as authors of prose? <p>Decide on a definition of poetry and chart for display.</p> <p>Learning experience 2 Read aloud a poem that contains rhythm, and have students join in with clapping, instruments and voice.</p> <p>Define and identify examples of rhythm in the poem.</p> <ul style="list-style-type: none"> • Mark up an enlarged copy of the poem up by highlighting or underlining the stressed syllable. This is best done by reading the poem aloud and using techniques, such as clapping or marching to the beat.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in literary texts, including poetry and prose</p>		<p>Discuss how this language feature shapes the reader's engagement and reaction.</p> <p>Learning experience 3</p> <p>Allocate students to small groups and provide each group with a poem that contains rhythm. Provide percussion instruments or get students to clap along where applicable.</p> <ul style="list-style-type: none">• Have groups practise reading the poem and then present it to the wider class as a choral reading performance.• After the performances, discuss the ways the groups emphasised the rhythm and the effect it had on the audience.• Optional: students could select music and images to accompany their performances.

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose</p>	<p>Text</p> <ul style="list-style-type: none"> Imaginative: rhyming picture books and poetry <p>Focus questions</p> <p>Learning experiences 1–3</p> <ul style="list-style-type: none"> What is onomatopoeia? How does the use of onomatopoeia enhance the meaning of the text? How does the use of onomatopoeia shape the readers’ reaction? <p>Learning experiences 3 and 4</p> <ul style="list-style-type: none"> What is your opinion of this poem? Would you recommend it to others? <p>Learning experience 4</p> <ul style="list-style-type: none"> What language devices does the poet use to enhance the meaning and shape the reader’s reactions? <p>Support notes Onomatopoeia: a word that sounds like the thing it refers to, such as:</p> <ul style="list-style-type: none"> animal noises: <i>baa, woof, moo, buzz, chirp, tweet</i> 	<p>Learning experience 1 Read a poem that contains onomatopoeia, such as <i>On the Ning Nang Nong</i> by Spike Milligan, or <i>What to Do With a Dinosaur</i> by Kenn Nesbitt (Appendix A).</p> <p>Identify and define onomatopoeia in the poem and discuss how the poet has used this device to enhance the understanding or influence the reader’s thoughts or emotions.</p> <p>Provide another poem to the students that also contains onomatopoeia.</p> <ul style="list-style-type: none"> Students read the poem and work with partners to find other examples of onomatopoeia to share with the class. Chart the examples and discuss how they shape the meaning or reader’s reaction to the poem. <p>Model the language of opinion and provide students with the opportunity to voice their opinions about the poems.</p> <p>Learning experience 2 Allocate students to small groups and provide each group with a number of poems that contain examples of onomatopoeia. The students work together to identify the examples of the onomatopoeia and record on cards.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • people talking: <i>chatter, whisper, mumble, growl, giggle</i> • eating: <i>chomp, crunch, yum, gobble</i> • water: <i>splash, splutter, drip, plop</i> • air: <i>breeze, swish, blow</i> • fire: <i>crackle, splutter</i> • machines: <i>bang, crash, thud, thump.</i> <p>Suggested assessment point Learning experience 3 – use the written response as formative assessment.</p>	<ul style="list-style-type: none"> • Use the cards to lead the class in a sorting activity to classify the onomatopoeia or sounds, e.g. words about animals, talking, air noises, water noises, loud noises, soft noises, noises made by machinery, and so on. • Display the grouped examples of onomatopoeia on a display board for future reference. <p>If time permits, have students illustrate some of the words.</p> <p>Learning experience 3 Read a poem or a picture book that contains examples of language devices that enhance meaning and shape the readers’ reactions (including rhythm and onomatopoeia); for example, <i>The Rain Stomper</i> by Addie Boswell. Review the language techniques used; for example:</p> <ul style="list-style-type: none"> • How does the use of rhythm/onomatopoeia enhance the meaning of the text? • How does the use of rhythm/onomatopoeia shape the readers’ reaction? • How do the images enhance the text’s meaning and shape the readers’ reactions? <p>Have students share their opinions orally and follow up with a written response.</p>

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose</p>	<p>Text Imaginative: poetry</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • How is this poem structured? • How can you use this structure to write a similar poem? • What made this poem entertaining? <p>Learning experiences 3 and 4</p> <ul style="list-style-type: none"> • How do language devices, including repetition, rhythm and onomatopoeia enhance meaning and shape the reader’s reaction, in poetry? • What is your personal opinion of some of the poetry? • What type of poetry do you like? Why? <p>Suggested assessment point</p> <ul style="list-style-type: none"> • Learning experience 4 	<p>Learning experience 1 Use a poem that has a simple structure that could be copied by the students, such as <i>Our washing machine</i> by Patricia Hubbell. Use the text for an innovation, e.g. instead of a washing machine, write about a lawnmower, a vacuum cleaner or a TV.</p> <ul style="list-style-type: none"> • Read the text with the students. • Identify the use of rhythm, onomatopoeia and any other poetic devices. • Discuss the structure of the poem. • Brainstorm other forms of familiar machines. • Students work in groups to follow the structure of this poem but use words that relate to a different machine; for example: <ul style="list-style-type: none"> ▪ ‘Our lawnmower went ...’ ▪ ‘Our television went ...’ <p>Learning experience 2 Jointly construct a poem that includes examples of onomatopoeia, rhythm and other devices, such as alliteration or repetition.</p> <ul style="list-style-type: none"> • Brainstorm a list of topics that would be suitable. • Allocate students to work in pairs or groups to come up with some lines that contain examples of rhythm and onomatopoeia.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>		<ul style="list-style-type: none"> • Bring the class together to share ideas and jointly construct a simple poem with the ideas from the class. • Read together and reflect on the poem. <p>Learning experience 3 Read a poem that uses some of these devices: rhythm, alliteration and/or onomatopoeia, e.g. <i>What to Do With a Dinosaur</i> by Kenn Nesbitt. Model a response with a suitable framework, such as:</p> <ul style="list-style-type: none"> • <i>I thought this poem ...</i> • <i>The poet uses rhythm/onomatopoeia/alliteration ...</i> (explain how and why) • <i>I prefer poems ...</i> • <i>The best part was the ...</i> <p>Include in your modelled response an explanation of how the language devices affected your interpretation, thoughts, or emotions.</p> <p>Learning experience 4 Provide access to several poems, or direct students to choose their favourite poems from the ones read over the previous learning experiences.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>The students are to choose their favourite poem and write a brief response. They will need a copy of the chosen poem to refer to and should follow the framework modelled in the previous learning experience.</p> <p>Students then share their poems and responses in groups or with the whole class.</p>

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in literary texts, including poetry and prose</p>	<p>Text Imaginative: poetry</p> <p>Focus questions</p> <p>Learning experiences 1 and 2</p> <ul style="list-style-type: none"> • What makes the poem and/or performance entertaining? • How can a poem be made into an entertaining performance? • Who is the target audience of the poem and performance? • How does the target audience affect how the poet creates and performs their poem? <p>Suggested assessment point</p> <ul style="list-style-type: none"> • Learning experience 2 requires students to choose a poem to perform. See summary of Assessment task 2 (full details and a marking key in Appendix C). 	<p>Learning experience 1 Have students watch and listen to a number of poems read by poets or actors.</p> <ul style="list-style-type: none"> • Identify the target audience of the performances (or readings) and discuss how the performance would vary for different age groups. • Discuss the ways the reader has made the poem into a performance by using rhythm, emphasis, volume, pacing, sound effects, gestures and facial expressions for effect. <p>Allow time for students to read and watch a range of poems online and/or listen to a poet give tips on how to perform poetry, e.g. Michael Rosen (Appendix A).</p> <p>Develop a list of success criteria for a poetry performance.</p> <p>Learning experience 2 See Sample assessment task 2 (Appendix C).</p> <p>Students are to choose a poem to perform for the class.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Recognise how texts can be created for similar purposes but different 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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume</p>		<p>Allow time for students to:</p> <ul style="list-style-type: none">• choose their poem• plan how they are going to read and perform it using the success criteria developed in Learning experience 1• rehearse the poem• perform it to the class. <p>Alternatively, students could record the poem onto a digital device with a green screen background.</p> <p>Ask students to write an explanation of why they chose the poem and a self-assessment of their performance.</p>

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation</p> <p>Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p> <p>Literacy Recognise how texts can be created for similar purposes but different audiences</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p>	<p>Text Informative text: texts that combine a range of text types, such as recounts, traditional stories that impart cultural knowledge and procedural texts (hybrid texts)</p> <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • What is the purpose of this text? • What is the context of the text? • How are the text and language features in this text similar to, and different from, other informative and imaginative texts? <p>Learning experience 2</p> <ul style="list-style-type: none"> • How do the text and language features, and the visual techniques, work together to create meaning and shape the reader’s reaction? • How do traditional texts construct meaning for their communities? <p>Support notes Provide a class display or library of books written about or by Aboriginal or Torres Strait Islander Peoples.</p>	<p>The suggested text for Weeks 5–8 is <i>Our World: Bardi Jaawi Life at Ardiyooloon</i>. It is a hybrid text that combines informative texts, such as recounts, explanations, traditional stories and procedural texts. If this text is unavailable, teachers could choose another hybrid text, or a range of texts written about or by Aboriginal or Torres Strait Islander Peoples, including informative and traditional texts to teach the content described.</p> <p>Learning experience 1 Preview the book’s title and any other information on the front and back cover, such as the blurb. Scan the text for chapters, graphics, headings and any other structural text features. Lead a discussion where students predict the type of text it may be.</p> <p>Explore the structure of the book, and the different text types within it.</p> <ul style="list-style-type: none"> • What type of texts are included? • What are the text structures and language features of each text type? • What visual techniques are used? Why? • What are the language features of each different text type? • What is the purpose of each text type?



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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>Literature</p> <p>Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p> <p>Discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose</p>	<p>Aboriginal and Torres Strait Islander Peoples traditionally communicated information about the past, present and future through their oral traditions. Important information is also communicated through a range of mediums, such as song, dance, carvings, body and sand paintings. Provide students access to a range of multimodal texts that will expose them to a variety of ways to construct meaning.</p>	<p>Use the title of the text and the blurb to find information about the community that wrote the text and scan the text for other clues about the community, such as maps.</p> <p>Discuss where remote communities can be found, what this means and relate it to the context of your students. Use tools, such as Google maps to find the place, and brainstorm prior knowledge of the geography of remote Western Australia.</p> <p>Learning experience 2</p> <p>Read sections of the book to the students and use some of the activities provided below.</p> <ul style="list-style-type: none"> • Students write ‘I wonder ... ’ questions throughout the reading and use these to discuss the text further. • Pose specific questions before listening, and have students contribute their answers to a blog or pin-up board. • Conduct think-pair-share sessions to clarify and interrogate information. • Find further information in response to the questions raised. • Have students keep a reflective journal or blog. • Revise concepts about visual techniques and interrogate the use of shot size, angles and layout with think-alouds and annotations of images. • Keep a word wall of Aboriginal vocabulary encountered in the texts read, or from local knowledge or research.

Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation</p> <p>Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p>	<p>Text Informative text: texts that combine a range of text types, such as recounts, traditional stories that impart cultural knowledge and procedural texts (hybrid texts) Informative text: reviews</p> <p>Focus questions Learning experiences 1–3</p> <ul style="list-style-type: none"> • How do traditional texts construct meaning for their communities? • What is the purpose of traditional narratives? • How do the text and language features, and the visual techniques, work together to create meaning and shape the reader’s reaction? <p>Support notes Aboriginal or Torres Strait oral traditions include, but are not limited to, stories that explain:</p> <ul style="list-style-type: none"> • spiritual beliefs and creation • features of the natural environment, such as why the sea is salty or how the birds got their colours • how people should act, what is right or wrong and the responsibilities of individuals within the community 	<p>Explore the characters, setting and events in a number of traditional Aboriginal or Torres Strait Islander stories. There are four within the suggested text. If the suggested text is not being used, teachers can choose a range of stories from other traditional Aboriginal or Torres Strait Islander texts.</p> <p>Learning experience 1 Read a traditional Aboriginal or Torres Strait Islander story or view one online. Identify the purpose and language features of traditional tales.</p> <p>After reading/viewing and discussing the text, model a response that includes:</p> <ul style="list-style-type: none"> • a brief summary of the plot • the message of the story • a description of the setting and characters • language features used – written and visual • a personal opinion. <p>Provide students with a different traditional story to read. Students work in small groups to develop an oral or written response and share with the wider class.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p> <p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>	<ul style="list-style-type: none"> • how to care for the environment and the maintenance of plants, animals or land • histories of individuals or groups. <p>Teachers should refer to local Elders for information about ceremonial stories, images, songs or dances before reading or viewing texts within this category.</p> <p>Suggested assessment point Collect the graphic organiser completed as part of Learning experience 2 as a reading assessment.</p> <p>Brightpath resources may also be used as tools to support teachers in formatively and/or summatively assessing students in writing and creating a book review.</p>	<p>Learning experience 2 Provide students with a range of traditional stories to read and/or view in groups, or independently. Students are to keep notes on each text, including information about the purpose, setting, characters and events in each one (Resource sheet 6, Appendix A).</p> <p>Learning experience 3 Students consider the traditional tales they have read and choose the text they had the strongest response to. They are to complete a written response following the structure of the modelled response in Learning experience 1.</p>

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation</p> <p>Understand how verbs represent different processes for doing, feeling, thinking, saying and relating</p> <p>Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Literacy Recognise how texts can be created for similar purposes but different audiences</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p>	<p>Text Informative text: procedures</p> <p>Focus questions</p> <p>Learning experiences 1–4</p> <ul style="list-style-type: none"> • What is the purpose of a procedural text? • What stages are used in procedures? • What are the language features of procedures? • How do the text and language features work together to meet the purpose of the text? • Who is the target audience for this procedure? How do you know? • How can procedures be created for different audiences, such as small children or adults? <p>Support notes</p> <ul style="list-style-type: none"> • Text structure and language features of procedural texts may include: <ul style="list-style-type: none"> ▪ stages, such as purpose, materials, method and conclusion <ul style="list-style-type: none"> ○ the purpose: stated or in the title ○ lists of materials ○ steps in order ○ an evaluation, stated in words or sometimes through an image of the completed task or item 	<p>Learning experience 1 Discuss students’ prior knowledge of procedures with a call-out about the forms and purposes of procedural texts. Identify a range of procedural text types, such as recipes, car manuals, game instructions, safety posters and evacuation charts.</p> <ul style="list-style-type: none"> • Allocate groups of students to interrogate different procedural texts from <i>Our World: Bardi Jaawi Life at Ardiyooloon</i> (scan or photocopy). If not using the suggested text, teachers can provide a range of procedures. • Model, or have students complete, a graphic overlay or retrieval chart to examine the text and language features of the procedures. • Use the focus questions to lead a class discussion and develop a class chart titled ‘How to write a procedure’. Include information about the use of images in the discussion and identify the techniques used, such as close-ups, camera angles and layout.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</p>	<ul style="list-style-type: none"> ▪ images and/or diagrams to add clarification or context ▪ action verbs, such as <i>place, cut, glue, paint</i> or <i>walk</i> ▪ simple present tense ▪ adjectives and adverbs to add precision: <i>small pieces, 5 cm lengths, carefully, slowly</i> ▪ connectives, such as signal words for time: <i>first, then</i> and <i>finally</i> ▪ extra information to add interest, e.g. the history of ANZAC biscuits as part of the recipe, notes to cooks on where to find ingredients or safety tips. 	<p>Learning experience 2</p> <p>Provide the students with a simple procedure to read and follow in groups, such as a recipe, craft activity or game. Once complete, identify and discuss:</p> <ul style="list-style-type: none"> • technical terms or vocabulary • verbs and where they are placed in the sentence, i.e. at the start of each instruction • adverbs that add precision or extra information, e.g. <i>cut the paper into small pieces</i> • text connectives. <p>Learning experience 3</p> <p>Cut up a procedural text and provide it to the students in an envelope to reassemble in a logical order. This may be done individually, with partners or in small groups. This text should include a range of text and language features, such as headings, subheadings, steps in order, images or diagrams and extra information.</p> <p>Through discussion, identify:</p> <ul style="list-style-type: none"> • the purpose of the text • the target audience • the text organisation • language features.



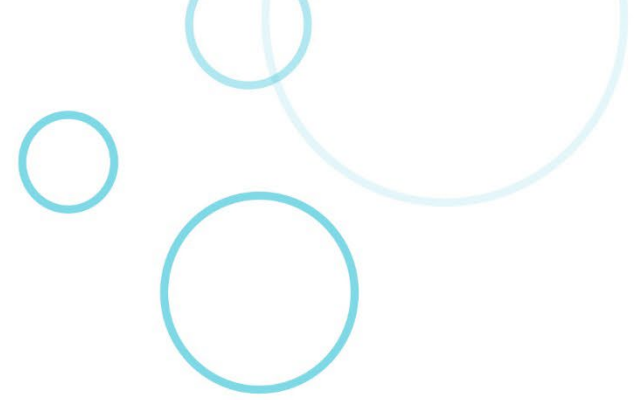
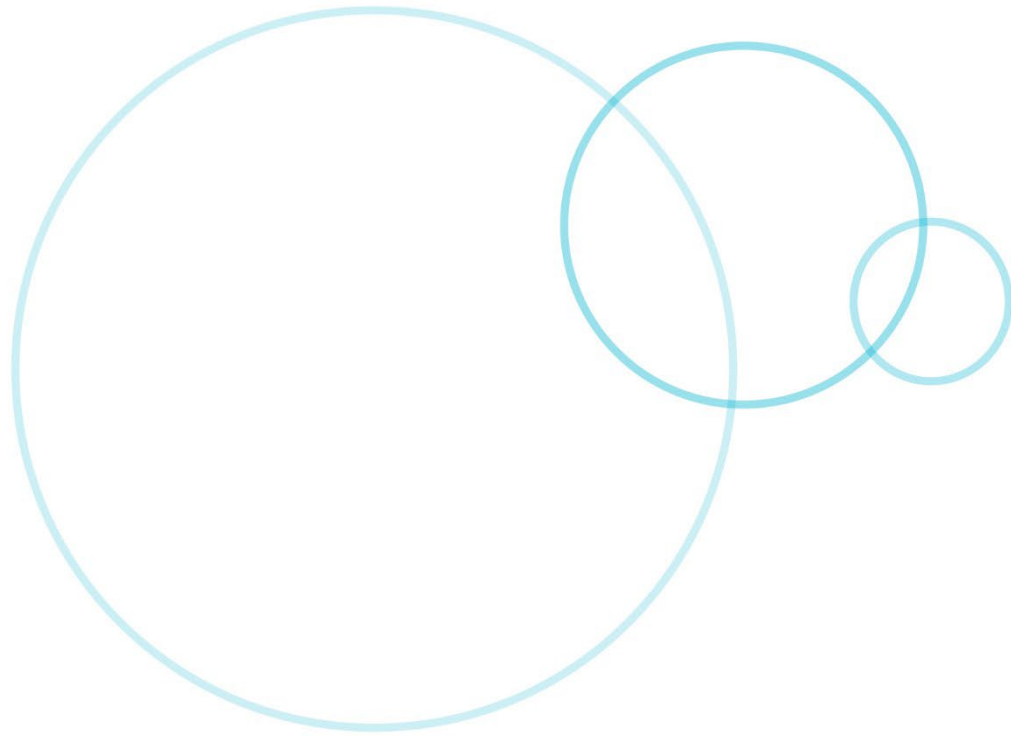
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Add ideas to the class chart where applicable.</p> <p>Discuss whether or not stages of the text need to be in a specific order.</p> <p>Learning experience 4</p> <p>Provide an experience for class participation, such as playing a new maths game, cooking or creating an artwork.</p> <p>Lead the class through the experience with clear oral instructions.</p> <p>Once the activity is completed, review the goal and the steps then evaluate the product, modelling the language features of procedures.</p> <p>Engage with the class in co-constructing or modelling a written procedure based on the activity.</p> <ul style="list-style-type: none">• Optional: students can take photos as they undertake the activity and use these as references when writing.

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>Literacy Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p> <p>Use features of digital tools to create or add to texts for a purpose</p>	<p>Text Informative text: texts that combine a range of text types, such as recounts, traditional stories that impart cultural knowledge and procedural texts (hybrid texts)</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What is the purpose of your text? • Who is the intended audience? • What text and language features will you use to create meaning and/or shape the reader’s reaction? <p>Support notes Recounts are usually a retelling of a past event that has involved the writer. The language features include:</p> <ul style="list-style-type: none"> • stages, such as orientation, events in order and conclusion • use of past tense • temporal connectives • action verbs. <p>Explanations – although these are not a required text in Year 3, they do feature in the suggested text and other texts students may be exposed to.</p>	<p>Learning experiences 1–4 Students are to create texts to contribute to a class book based on the hybrid text read, e.g. <i>Our World: Bardi Jaawi Life at Ardiyooloon</i>.</p> <p>Revisit the text and discuss the context, audience and purpose, and text and language features.</p> <p>Explain to students they will be creating a text that tells other people about their community and life.</p> <ul style="list-style-type: none"> • Each student is to contribute a recount (or explanation) of something they like to do, such as fishing, playing a certain game or going to the footy. • Each student is to contribute a procedure to inform another student how to carry out something that they (the writer) are familiar with, e.g. playing a game or making something. • Optional: students could create a report or traditional narrative to include as well, or as an alternative.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Explanations may be similar to a recount or a procedure, but they usually answer a question about why or how; for example, in some texts they may appear as a ‘Did you know?’ section. For example, a recount may be ‘The day I went fishing at Fremantle’, while the explanation would be ‘Why I love fishing at Fremantle’.</p> <p>Suggested assessment point</p> <p>Brightpath resources may be used as tools to support teachers in formatively and/or summatively assessing students in writing and creating recounts.</p>	<p>Revise the text and language features of recounts and procedures.</p> <ul style="list-style-type: none">• Develop success criteria or refer to charts that have already been developed. <p>Students plan, draft, edit and create their texts. All the texts should include an image.</p> <p>Once the texts have been finished, share with the class or another class.</p>



TERM 4

Weeks 1–8

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Language Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality</p> <p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative</p>	<p>Text Imaginative: chapter books and/or short stories</p> <p>Focus questions (predicting and confirming)</p> <ul style="list-style-type: none"> • What will be the author’s message or purpose? • What will happen to the characters? • What evidence is in the text to support your predictions? • Did your predictions make sense within the story? • How will you adjust your predictions now that you have read on? <p>Support notes Learning experiences 1–3 are repeated each week but each week focusing on a different text processing strategy</p> <p>Learning experience 1 Teachers should read aloud to the class and model in an ongoing way to:</p> <ul style="list-style-type: none"> • make predictions and monitor for comprehension as you read • discuss, clarify and question content as it unfolds • discuss vocabulary and language features, such as imagery, as they occur • discuss characters, settings and events. <p>See Resource sheet 7, Appendix A.</p>	<p>Over the coming six weeks, a chapter book (or a series of short stories) will be selected and read aloud by the teacher. In addition, students will select a chapter book to read independently. At least three students need to read the same text to allow for discussion.</p> <p>Learning experience 1 Teacher read aloud and modelling Suggested timing: 15–20 minutes at the start of each lesson over the four planned hours.</p> <p>Focus – predicting and confirming</p> <ul style="list-style-type: none"> • Model the strategy of predicting by talking about the title, cover and blurb. • Use a think-aloud to clarify understanding, predict, confirm and make connections: <ul style="list-style-type: none"> ▪ ‘I predict ... because ...’ ▪ ‘I wonder ... as ...’ ▪ ‘I think ... therefore ...’ ▪ ‘This reminds me of ...’ ▪ ‘This is similar to ...’ ▪ ‘I think that means ...’

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literacy</p> <p>Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information</p> <p>Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts</p> <p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>Learning experience 2</p> <p>Provide a range of other texts for students so that they will be able to read independently. You may need to direct this to ensure students are reading at a level that allows them to decode and comprehend the text.</p> <p>The focus of this learning experience is silent, independent reading. The written response should not take up a lot of time. Teachers will need to manage this for their context. Teachers may form groups for targeted support.</p> <p>Learning experience 3</p> <p>Ensure at least three students read the same text so they can discuss the text with peers.</p> <p>Depending on the context, teachers may need to explicitly teach interaction skills. See Speaking and listening notes at the front of this exemplar.</p> <p>Appendix A contains a Speaking and listening checklist that can direct this part of the learning experience. Note: provide groups that finish reading their texts before the others with a new chapter book, short story or picture book.</p>	<ul style="list-style-type: none"> Model an activity, such as using sticky notes to record ongoing predictions): <ul style="list-style-type: none"> preview the text and record predictions provide a selection of key words from the text record a second prediction and share ideas with the class read the text and reflect on similarities between the predictions and the actual text. <p>Learning experience 2</p> <p>Individual reading</p> <p>Suggested timing: 40–45 minutes three times per week.</p> <ul style="list-style-type: none"> Students read their own text and record ongoing predictions and confirmations in a reading response journal. Alternatively, provide a simple graphic organiser, such as a T-chart with the headings: 'Prediction/Evidence from the text'. <p>Learning experience 3</p> <p>Group discussions</p> <p>Suggested timing: one 20–30-minute session at the end of the week.</p> <ul style="list-style-type: none"> Students meet in small groups with other students who have read the same text to discuss their predictions and confirmations.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point</p> <p>The activity should be monitored throughout to collect ongoing information about the students' reading and interaction skills. Resource sheet 8 has been included in Appendix A as an example of a checklist that teachers could develop.</p>	<ul style="list-style-type: none">• Provide, or develop with students a checklist of interaction skills to use for self- and peer-assessments that includes success criteria based on:<ul style="list-style-type: none">▪ taking turns▪ listening to conversations▪ sharing information and ideas▪ negotiating▪ clear communication skills.

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>See content week 1</p>	<p>Text Imaginative: chapter books and/or short stories</p> <p>Focus questions (monitoring meaning)</p> <ul style="list-style-type: none"> • Does this make sense? • How can you monitor your reading? • How can you clarify meaning? • What clues in the text will help you understand? <p>Support notes Monitoring meaning – effective readers monitor their comprehension by constantly asking themselves questions about the text. When comprehension breaks down, they apply fix-up strategies, such as re-reading, visualising, making connections or consulting an authority, such as a dictionary.</p>	<p>Learning experience 1 Teacher read aloud and modelling Suggested timing: 15–20 minutes at the start of each lesson over the four notional hours.</p> <p>Focus – monitoring meaning</p> <ul style="list-style-type: none"> • Model how readers are actively thinking and monitoring their comprehension as they read: <ul style="list-style-type: none"> ▪ ‘Does this make sense?’ ▪ ‘I wonder ...’ • Model the use of learning strategies, such as clouds of wonder or stop-and-think cards. <p>Learning experience 2 Individual reading Suggested timing: 40–45 minutes three times per week.</p> <ul style="list-style-type: none"> • Students continue to read their chapter book and use the learning strategy modelled by the teacher as they read, e.g. clouds of wonder or stop-and-think cards. Alternatively, students record their reflections in their reading journal.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 3</p> <p>Group discussions</p> <p>Suggested timing: one 20–30-minute session at the end of the week.</p> <ul style="list-style-type: none">• Students meet in small groups to discuss and clarify anything from the text they do not understand, questions they have or something they worked out.• Students use the checklist of interaction skills for self-and peer-assessments.

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>See content Week 1</p>	<p>Text Imaginative: chapter books and/or short stories</p> <p>Focus questions (connecting)</p> <ul style="list-style-type: none"> • What other texts does this one remind you of? • Who do the characters remind you of? • What parts of the text remind you of something that you have experienced? • What are your feelings when reading this? • What in the text reminds you of something that is happening in the world? <p>Support notes Connecting – efficient readers make connections with personal experiences, other texts and knowledge about the world. Teachers can help students use this strategy as a comprehension tool by limiting their modelled connections to ones that focus on relevant connections that help in understanding the text.</p>	<p>Learning experience 1 Teacher read aloud and modelling Suggested timing: 15–20 minutes at the start of each lesson over the four notional hours.</p> <p>Focus – making connections</p> <ul style="list-style-type: none"> • Model how readers make personal connections with a text as they read to help their comprehension. <ul style="list-style-type: none"> ▪ ‘This reminds me of ...’ ▪ ‘This is similar to ...’ ▪ ‘This character reminds me of ...’ ▪ ‘This character is similar to ...’ ▪ ‘By making the connection ... I was able to understand ...’ • Model how to use a strategy, such as connecting with the text, where sticky notes are used to jot down connections as you read, or model a Double Entry Journal. Review and discuss these with the class, emphasising how they enabled you to comprehend the events, characters or settings better.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 2 Individual reading Suggested timing: 40–45 minutes three times per week.</p> <ul style="list-style-type: none">• Students continue to read their chapter book and use sticky notes or a Double Entry Journal to record their connections. <p>Learning experience 3 Group discussions Suggested timing: one 20–30-minute session at the end of the week.</p> <ul style="list-style-type: none">• Students meet in their groups to discuss and compare their connections.• Students use the checklist of interaction skills for self-and peer-assessments.

Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>See content Week 1</p>	<p>Text Imaginative: chapter books and/or short stories</p> <p>Focus questions (inferring)</p> <ul style="list-style-type: none"> • What does the author want you to feel or think about the characters? • What language features do they use to achieve this? • What background knowledge do you bring to the text when thinking about the characters? <p>Support notes Inferring – to infer, students make judgements to create their own interpretation of the text. They use clues within and outside the text to infer meaning. A useful framework to help students move beyond the literal interpretation of the text is:</p> <ul style="list-style-type: none"> • What does the text say? • What do you know about this already? • If you put these together you can infer ... <p>For example:</p> <ul style="list-style-type: none"> • The text says the car was speeding and the older man shook his head. 	<p>Learning experience 1 Teacher read aloud and modelling Suggested timing: 15–20 minutes at the start of each lesson over the four notional hours.</p> <p>Focus – inferring about characters</p> <ul style="list-style-type: none"> • Model how readers make inferences about characters based on how the author has portrayed them: <ul style="list-style-type: none"> ▪ ‘I think the author wants us to think this character is ...’ ▪ ‘This character seems to be ...’ ▪ ‘The other characters seem to believe ...’ • Model how to complete a character profile: <ul style="list-style-type: none"> ▪ brainstorm a number of traits that characters may possess, e.g. cowardice, loyalty, bravery, friendliness, hostility, laziness, energetic. Chart these for later reference ▪ choose three or four traits and rate your character from very much to not at all. Give reasons for your rating by discussing details and language features from the text and your own background knowledge.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• I know that speeding can be dangerous.• I infer the older man was worried about the speeding car. <p>To help you infer, ask questions about:</p> <ul style="list-style-type: none">• why something happened• how something happened• how the characters may feel about each other• why the characters act as they do.	<p>Learning experience 2</p> <p>Individual reading</p> <p>Suggested timing: 40–45 minutes three times per week.</p> <ul style="list-style-type: none">• Students continue to read their chapter book and complete a character rating scale to make inferences about a character. <p>Learning experience 3</p> <p>Group discussions</p> <p>Suggested timing: one 20–30-minute session at the end of the week.</p> <ul style="list-style-type: none">• After reading, students meet in small groups to discuss the rating scales for the characters from the group’s chapter book.• Students use the checklist of interaction skills for self- and peer-assessments.

Term 4 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>See content Week 1</p>	<p>Text Imaginative: chapter books and/or short stories</p> <p>Focus questions (inferring)</p> <ul style="list-style-type: none"> • What is an inference? • Why are inferences important in reading? • How can you draw on background knowledge and details from the text to make inferences? • How can you support your thinking (inferences)? 	<p>Learning experience 1 Teacher read aloud and modelling Suggested timing: 15–20 minutes at the start of each lesson over the four notional hours.</p> <p>Focus – inferring</p> <ul style="list-style-type: none"> • Model how readers make inferences about a range of ideas or events from the class text: <ul style="list-style-type: none"> ▪ ‘Although the text doesn’t say it directly, I think ...’ ▪ ‘I think the author wants us to think about ...’ ▪ ‘The author seems to be saying ...’ • Discuss the following questions in relation to the class text: <ul style="list-style-type: none"> ▪ What is the author’s message or purpose for writing this text? ▪ What evidence from the text supports this answer? ▪ How do you feel about the author’s message? <p>Learning experience 2 Individual reading Suggested timing: 40–45 minutes three times per week. Students continue to read their chapter books and record their response to the following questions.</p> <ul style="list-style-type: none"> • What is the author’s message or purpose for writing this text?



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• What evidence from the text supports this answer?• How do you feel about the author’s message? <p>Learning experience 3</p> <p>Group discussions</p> <p>Suggested timing: one 20–30-minute session at the end of the week.</p> <ul style="list-style-type: none">• After reading, students meet in small groups to discuss the questions provided.• Students use the checklist of interaction skills for self-and peer-assessments.

Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>See content Week 1</p>	<p>Text Imaginative: chapter books and/or short stories</p> <p>Focus questions (summarising)</p> <ul style="list-style-type: none"> • What is a summary? • What makes a good summary? <p>Support notes Summarising: this incorporates the ability to determine the importance of ideas and to paraphrase the text.</p> <p>Suggested assessment point Keep a checklist of the processes and strategies that students use while you assess the students’ oral and written responses to the text. Use this time to conference students to gain insights into their reading (Appendix A).</p>	<p>Learning experience 1 Teacher read aloud and modelling Suggested timing: 15–20 minutes at the start of each lesson over the four notional hours.</p> <p>Focus – summarising</p> <ul style="list-style-type: none"> • Have students call out the main ideas and events from the class text. Record these on the board. • Go through the ideas and discard those that are not important to the main plot. • Use the ideas that are left to model an oral summary of the text. • Model a written summary of the class text. <p>Learning experience 2 Individual reading Suggested timing: 40–45 minutes three times per week.</p> <ul style="list-style-type: none"> • Students develop a written summary of the text they have read independently.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 3</p> <p>Group discussions</p> <p>Suggested timing: one 20–30-minute session at the end of the week.</p> <ul style="list-style-type: none">• Students meet in small groups to discuss their summaries and develop a joint summary of the text to share with the class.• Students engage in a final self- and peer-assessment of their interaction skills.

Term 4 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Literature Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p> <p>Literacy Recognise how texts can be created for similar purposes but different audiences</p> <p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>	<p>Text Imaginative: narrative short film, chapter books or picture books, multimodal text and/or dramatic performance</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What is the purpose of traditional tales? • What are the features of traditional tales? • What text and language features do the authors use to create meaning and shape the reader’s reactions? • Who will be your target audience? • How will you make sure your audience understands and enjoys the performance? 	<p>Learning experience 1 Provide a range of traditional folktales from the students’ own or other cultures to read, view and discuss using the focus questions.</p> <ul style="list-style-type: none"> • Read one or two aloud to the class. • Find examples for students to view; for example: <ul style="list-style-type: none"> ▪ Bankside Primary – The Papaya That Spoke https://vimeo.com/17594963. • Discuss the meaning of the tale using the focus questions provided. • Draw attention to the visual features used, such as camera angles, close-ups or gestures. Discuss the effect these have on the viewer. • Allocate students to small groups and provide each one with a different traditional tale to retell in a multimodal form, such as: <ul style="list-style-type: none"> ▪ reader’s theatre ▪ a puppet play ▪ a dramatic play ▪ a digital story. • Develop success criteria about the content of the tale and how the performance will look. • Students should plan their work with a script, a storyboard or a similar strategy.

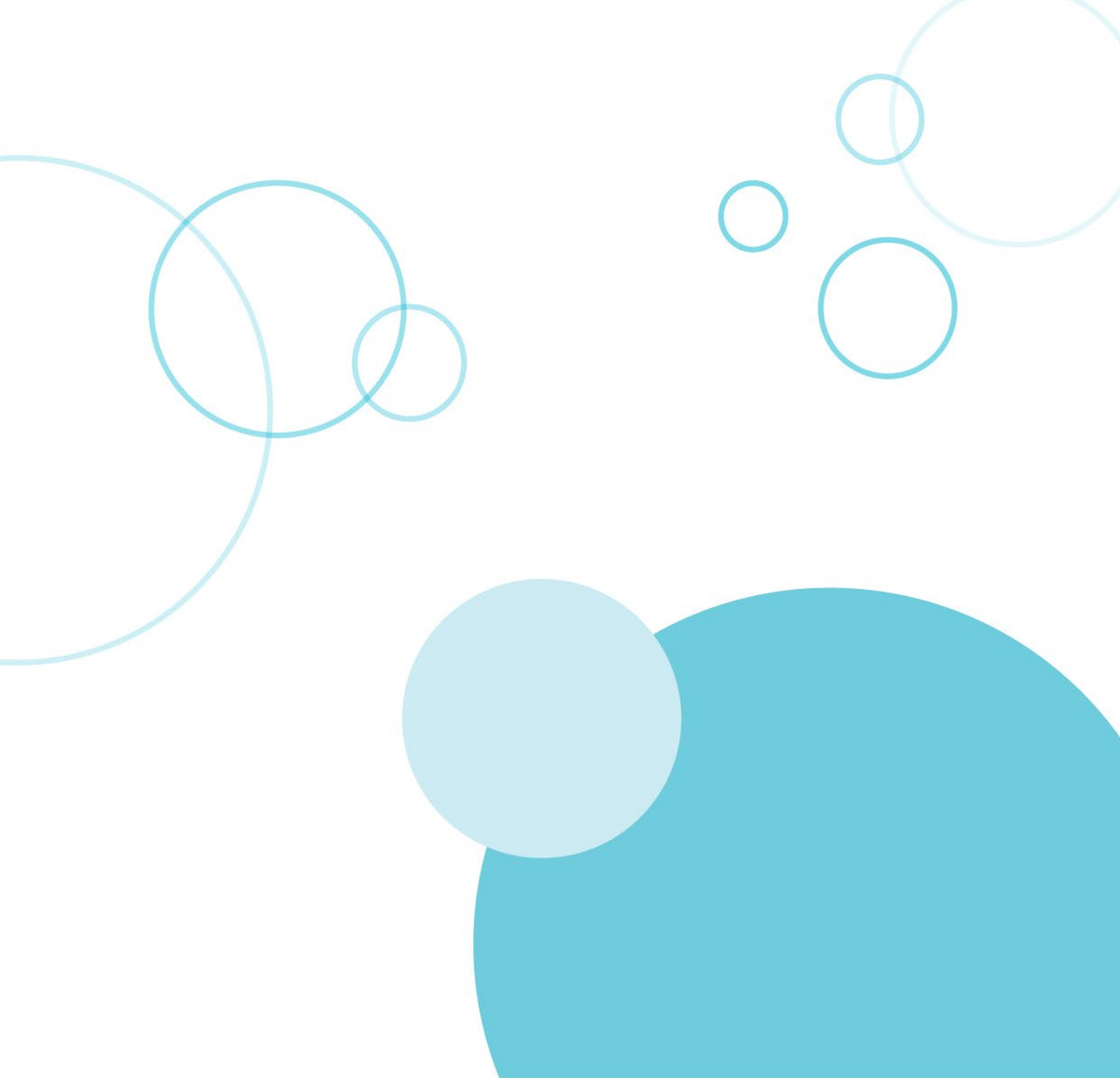


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume</p> <p>Use features of digital tools to create or add to texts for a purpose</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 begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>		



Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
See Week 7	<p>Text Imaginative: narrative short film, chapter books or picture books, multimodal text and/or dramatic performance</p> <p>Support notes Students could negotiate with other teachers to present their performance to another class, e.g. perform a play for kindergarten students. This would give students the opportunity to communicate with other known adults for an authentic reason. Students can negotiate times and the needs of the audience with the teacher, prepare a flyer and write a note to parents explaining what will be happening.</p> <p>Alternatively, the students could perform for their parents, and organise refreshments, advertising and timetables.</p>	<p>Learning experience 1 Continued from Week 7, students plan, draft, rehearse and present an imaginative retell of a traditional tale.</p> <ul style="list-style-type: none">• Perform or share with an audience.• Celebrate success and give feedback.• Optional: write reviews of each other's work.

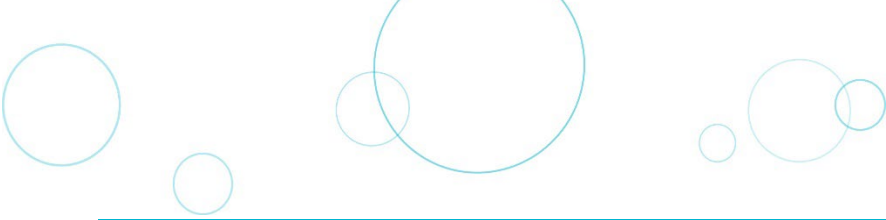


APPENDIX A: RESOURCES

Resources

Term 1

Week	Resource
1–3	<p>Narratives</p> <p>Short film</p> <ul style="list-style-type: none">• Kids love short films – Home http://kidsloveshortfilms.com/• Filmakademie Baden-Württemberg – The Present - CGI Awarded short film (2014) https://www.youtube.com/watch?v=3XA0bB79oGc• CGMeetup – CGI 3D Animation Short Film HD ‘On The Same Page’ by Carla Lutz and Alli Norman CGMeetup https://www.youtube.com/watch?v=F_nb5wBsTaQ• CGMeetup – CGI Animated Short Film ‘Joy and Heron’ by Passion Pictures CGMeetup https://www.youtube.com/watch?v=1lo-8UWhVcg• The kids should see this – Home https://thekidshouldseethis.com/• The literacy shed – Home https://www.literacyshed.com/ <p>Books</p> <ul style="list-style-type: none">• Reading Australia – Primary https://readingaustralia.com.au/level/primary• Ridgy Didge Resources – Picture books to support the Australian Curriculum: Year 3 https://ridgydidgeresources.com/picture-books-to-support-the-australian-curriculum-year-3/ <p>Teacher references</p> <ul style="list-style-type: none">• StoryboardThat – Plot Diagram and Narrative Arc https://www.storyboardthat.com/articles/e/plot-diagram• Template Lab – Story Map Templates https://templatelab.com/story-map-templates/
4–5	<p>Informative texts</p> <p>Digital</p> <ul style="list-style-type: none">• Kids National Geographic – Home https://kids.nationalgeographic.com• Britannica Kids – Home https://kids.britannica.com/• Crunch and Sip – Program Resources https://www.crunchandsip.com.au/program-resources/download



	<p>Infographics</p> <ul style="list-style-type: none">• Kids Discover – Infographics https://kidsdiscover.com/infographics/• Pinterest – Infographics https://www.pinterest.com.au/readingrockets/infographics/
6–8	<p>Picture books</p> <ul style="list-style-type: none">• Donaldson, J. (2006). <i>The Gruffalo</i> (Illustrated ed.). Puffin Books.• Fraser, M. A. (2015). <i>No Yeti Yet</i>. Peter Pauper Press.• Magoon, S. (2013). <i>The Boy Who Cried Bigfoot!</i> (Illustrated ed.). Simon & Schuster/Paula Wiseman Books.• Wagner, J., & Brooks, R. (1980). <i>The Bunyip of Berkeley's Creek (Picture Puffin)</i> (1st Edition). Puffin.• Knowles, Sheena. (1993). <i>Edward the Emu</i>. Angus & Robertson.• Gravett, E. (2012). <i>Wolf Won't Bite!</i> Simon & Schuster Books for Young Readers. <p>Teacher references</p> <ul style="list-style-type: none">• Derewianka, Beverly. <i>A new grammar companion for teachers</i>, 2nd edition. Primary English Teaching Association Australia, 2011.

Term 2

Week	Resource
1–5	<p>Film</p> <ul style="list-style-type: none"> CGMeetup – CGI Animated Short Film: ‘Scrambled’ by Polder Animation CGMeetup https://www.youtube.com/watch?v=9JBNmGIEdLY CGMeetup – CGI Animated Short Film: ‘The Box’ / La Boîte by ESMA CGMeetup https://www.youtube.com/watch?v=20evunLzSgk&feature=youtu.be&fbclid=IwAR3iRxc3C6rTzCeIKXKA7RELyTCwpQnO6AsmptDQa5_FT9cyYPA8mwio4TQ <p>Picture books</p> <ul style="list-style-type: none"> Browne, A. (2005). <i>Into the Forest</i> (New edition). Walker Books Ltd. Browne, A. (2010). <i>Little Beauty</i> (Illustrated ed.). Candlewick. Browne, A. (1990). <i>Piggybook</i> (Turtleback School & Library Binding Edition) (Turtleback School & Library ed.). Turtleback Books. Browne, A. (2001). <i>Voices in the Park</i> (1st ed.). DK Children. Graham, B. (2005). <i>Max</i>. Walker. Graham, B. (2017). <i>How to Heal a Broken Wing</i> (Reprint ed.). Candlewick. Rogers, G. (2012). <i>The Hero of Little Street</i>. Roaring Brook Press. Lester, Alison. (2021). <i>Are We There Yet?</i> Viking Children’s Books. Scieszka, J., & Smith, L. (1996). <i>The True Story of the 3 Little Pigs!</i> (Reprint ed.). Puffin Books. Trivizas, E., & Oxenbury, H. (2015). <i>The Three Little Wolves and the Big Bad Pig</i>. London: Egmont. <p>Teacher reference</p> <ul style="list-style-type: none"> Callow, Jon. & Primary English Teaching Association (Australia). (2013). <i>The shape of text to come: How image and text work</i>. Marrickville Metro, NSW: Primary English Teaching Association Australia (PETAA) Teaching Ideas – <i>Voices In The Park</i> by Anthony Browne https://www.teachingideas.co.uk/library/books/voices-in-the-park School Curriculum and Standards Authority – English > Viewing – Paper planes. https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year3
6–8	<ul style="list-style-type: none"> National Geographic Kids – Home https://kids.nationalgeographic.com DK Find out – Fun Facts for Kids on Animals, Earth, History and more! https://www.dkfindout.com

Term 3

Week	Resource
1–4	<p>Poetry</p> <ul style="list-style-type: none"> • My Word Wizard – Alliteration Poems http://www.mywordwizard.com/alliteration-poems.html • Australian Poetry – Home https://www.australianpoetry.org/ • Ken Nesbitt’s Poetry 4kids – Home https://www.poetry4kids.com/ • YouTube – Kids’ poems and stories with Michael Rosen. https://www.youtube.com/channel/UC7D-mXO4kk-XWvH6IBXdrPw • Lesson This – Writing Lesson Plan: Onomatopoeia Poems http://www.lessonthis.com/writing/onomatopoeia-poems/ • Michael Rosen – Home https://www.michaelrosen.co.uk/ • Power Poetry – Home https://powerpoetry.org/ • Puffin Books – Michael Rosen’s top tips for performing poems and stories https://www.youtube.com/watch?v=RvV23xoZRkl <p>Suggested poetry</p> <ul style="list-style-type: none"> • Boswell, A., & Velasquez, E. (2008). <i>The Rain Stomper</i> (Illustrated ed.). Two Lions. • Torre Wenaus Web Page – <i>April Rain Song</i> by Langston Hughes https://wenaus.org/poetry/april-rain-song.html • The Children’s Poetry Archive – <i>The Boneyard Rap</i> by Wes Magee https://childrens.poetryarchive.org/poem/the-boneyard-rap/ • All Poetry – <i>Spiritual Song of the Aborigine</i> by Hyllus Noel Maris https://allpoetry.com/Hyllus-Noel-Maris • The Children’s Poetry Archive – <i>On the Ning Nang Nong</i> by Spike Milligan https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/ • Kenn Nesbitt’s Poetry4kids.com – <i>What to Do With a Dinosaur</i> by Ken Nesbitt https://www.poetry4kids.com/poems/what-to-do-with-a-dinosaur/ <p>Teacher references</p> <ul style="list-style-type: none"> • School Curriculum and Standards Authority. (n.d.). Assessment Activities. Year 3. English. <i>Poetry Analysis</i>. https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year3 • Tunica, Mandy. <i>A passion for poetry. Practical approaches to using poetry in the classroom</i>. Primary English Teaching Association, 2005.

5–8

Texts by, or about, Aboriginal and Torres Strait Islander peoples

- *Our World: Bardi Jaawi Life at Ardiyooloon*. (2010).
One Arm Point Remote Community School, Magabala Books.
- Reading Australia – Teacher Resource *Our World: Bardi Jaawi Life at Ardiyooloon*.
<https://readingaustralia.com.au/books/world-bardi-jaawi-life-ardiyooloon/>
- Readings.com – Recommended First Nations children’s books
<https://www.readings.com.au/collection/recommended-first-nations-childrens-books>
- National Centre for Australian Children’s Literature Inc. –
Aboriginal and/or Torres Strait Islander Resource
<https://www.ncacl.org.au/atsi-resource/?fbclid=IwAR1F7DSLAWdzVFnHVUizwL7VMP67aKcrwFANct868isAaKLuMPDOMP2q5PU>

Web references

- First Languages Australia – Home
<https://www.firstlanguages.org.au/>

Term 4

Week	Resource
1–6	Chapter books <ul style="list-style-type: none">• Reading Australia – Year 3 Archives https://readingaustralia.com.au/level/year-3/
7–8	Traditional folk tales <ul style="list-style-type: none">• Stanford Solar Center – Solar Folklore https://solar-center.stanford.edu/folklore/folklore.html• Bankside Primary – <i>The Papaya That Spoke</i> https://vimeo.com/17594963

Some of the suggested 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.

Resource sheet 1: Modelled writing



The path stretched in front of me like a never-ending serpent. At first, the only noise was the whispering of the dry leaves rustling in the icy breeze.

At the end of that very lonely path was my home and, with daylight fading fast, I had no choice but to get a move on.

Suddenly, from behind me, came a scratching and shuffling, followed by a loud hiss.

As you model the writing, use these elements as a think-aloud.

- What do you see, hear, touch, feel and smell? Have the character interact with the setting.

1. Use imagery.
2. Use sound effects, such as onomatopoeia and alliteration.
3. Use time to set a mood – daylight fading fast suggests urgency as it will be dark soon.
4. How does the character feel or what are they thinking?
5. Use effective adjectives, verbs and adverbs for a specific effect, such as creating a mood.

¹
The path stretched in front of me like
a never-ending serpent. At first, the only
noise was the ⁵whispering of the ⁵dry
leaves ²rustling in the ⁵icy breeze.

At the end of that ⁵very lonely path was
my home and, with ³daylight fading fast,
⁴I had no choice but to get a move on.

Suddenly, from behind me, came a
²scratching and shuffling, followed by
a loud hiss.




Resource sheet 2: Modal sort

Sort these verbs and adverbs into high, medium or low modal groups.

must	have to	will	maybe
would	ought to	never	absolutely
definitely	certainly	surely	probably
perhaps	positively	completely	sometimes
should do	clearly	might	rarely

Resource sheet 3: Example of a persuasive exposition. This text can be used to model an exposition or used as a jigsaw to reassemble.

<p>Many people love a day at the beach, but I strongly disagree with them.</p>	<p>State your opinion clearly.</p>
<p>Firstly, I don't want to end up looking like a beetroot after a day in the sun. Every time I go to the beach I end up burnt, hot and thirsty. The beach is way too hot and windy for me.</p>	<p>Present a strong reason. Use emotional language. Use time order connectors.</p>
<p>In addition, I always end up with sore eyes from all that glare and salt water. I spend the next few days rubbing my poor red eyes. I have even had to go to the doctor and missed school because of this. My teacher was not impressed!</p>	<p>Use a new paragraph for a supporting reason.</p>
<p>Finally, there are too many strange and dangerous creatures at the beach. I am thinking of sharks, sea urchins, jellyfish and seagulls. All of these animals are pretty scary so I will be staying well away.</p>	<p>Use a topic sentence. Use emotional language. Use time order connectors.</p>
<p>Although many beach-lovers would not agree, give me a day under the cool gum trees anytime. They can have all that wind, sand and danger for themselves.</p>	<p>Give a concluding statement that makes your position clear. Use a rebuttal or another device, such as a rhetorical question, e.g. <i>So, you still think the beach is a good place?</i></p>



Resource sheet 4 (a): Planning a persuasive oral argument

Example	
The topic	A day at the beach is better than a day in the bush.
Introduction – give your opinion	I disagree strongly. A day in the bush is much more fun and relaxing.
Your most important reason	You can only stay at the beach for a short time before you risk getting sunburnt.
Other reasons	It is windy. The sand is annoying. Your parents have to watch you all day. You get sore eyes from the glare and salt water. There are lots of scary creatures.



Resource sheet 4 (b): Planning a persuasive oral argument

Student planner

The topic	
Introduction – give your opinion	
Your most important reason	
Other reasons	




Resource sheet 5: Graphic organiser – Characters

Text	Character	What do you think about this character?	What were the things in the text that made you feel this way?



Resource sheet 6: Graphic organiser for traditional Aboriginal or Torres Strait Islander tales

Text	Purpose	Setting	Characters	Events
How the birds got their colours	Explains natural events	In the bush	Lots of types of birds who were all black	The crow got injured ...



Resource sheet 7: Conducting a think-aloud

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 book/character is similar to ...

By making the connection ... I was able to understand ...

... makes me think about ...

Another text with similar information is ... (ideas, characters, settings)

Self-questioning

I wonder ... (why, who, what, when, where, how, if ... ?)

I don't understand why ...

Why does ... ?

Why did the author ... ?

Creating images

I pictured ...

I imagined ...

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)

My favourite character ...

I would like to read another book by this author because ...

I like this author's writing 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 ...

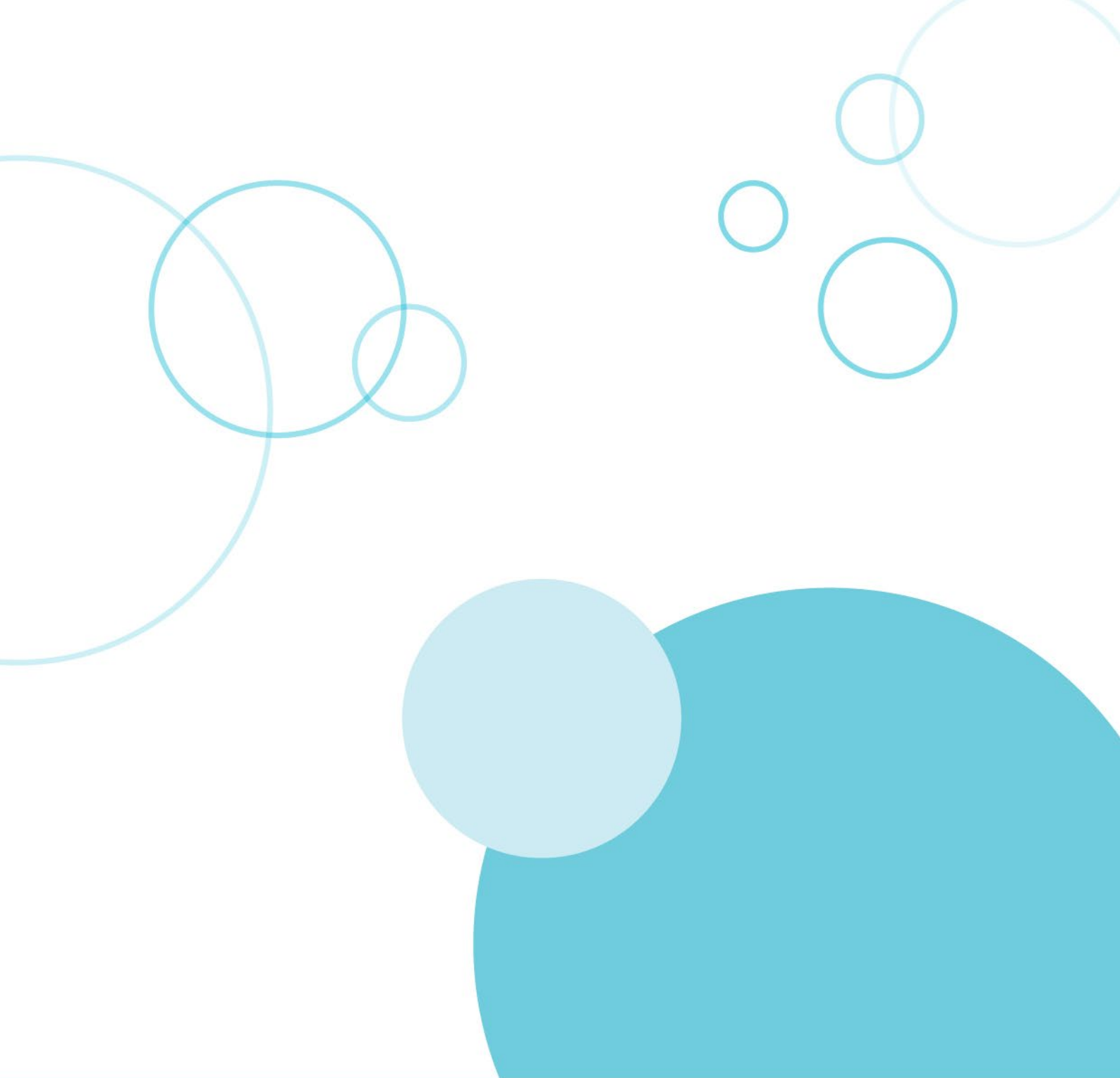
The images add information that helps me infer ...

Resource sheet 8: Teacher observation checklist for speaking and listening in collaborative reading groups

Speaking and listening checklist

Student name:

Speaking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speaks clearly and audibly, beginning to vary volume, tone and pace										
Speaks clearly in group discussions										
Attempts to speak clearly in group discussions										
Listening										
Actively and confidently participates in groups using strategies, such as listening, taking turns and contributing to others' ideas										
Participates in groups using strategies, such as listening, taking turns and contributing to others' ideas.										
Shows limited participation										
Body language										
Uses some appropriate gestures and/or body language										
Attempts to use some appropriate gestures and/or body language										
Limited non-verbal behaviours or inappropriate behaviours										
Interpreting										
Explains, with some detail, opinions, connections or personal responses to texts										
Explains opinions, connections or personal responses to texts										
Identifies characters and events in the text										



APPENDIX B:
ASSESSMENT TASK 1



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 stories. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They relate ideas; express opinions, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features, including topic-specific vocabulary, and/or visual features and features of voice.

Reading and Viewing

Students listen to, read, view and comprehend texts, recognising their purpose and audience. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They read with fluency and phrasing, and use comprehension strategies to build literal and implied meaning, connecting ideas in different parts of a text. They describe how stories are developed through characters, settings and/or events. They identify how texts are structured and presented. They describe the language features of texts, topic-specific vocabulary and literary devices, and how visual features extend meaning.

Writing and Creating

Students understand how language can be used to express feelings and opinions on topics. They create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments for audiences, relating ideas, including relevant details from learnt topics, topics of interest or texts. They use text structures, including simple paragraphs, and language features, compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell high-frequency words and multisyllabic words with less common letter patterns using phonic and morphemic knowledge.



Assessment task

Title of task

Narrative setting

Task details

Description of task	Students will use the provided image to write a description of a setting that is suitable to start a narrative
Type of assessment	Summative
Purpose of assessment	To assess the students' ability to construct an opening of a narrative that describes a setting
Evidence to be collected	Written response
Suggested time	1 hour lesson

Content description

Content from the Western Australian Curriculum

Literacy

Creating texts

Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words

Literature

Creating literature

Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts

Task preparation

Prior learning

Students have read and discussed a range of narrative texts and analysed how to write a setting as an opening to a narrative.



Assessment task

Assessment conditions

In-class independent work

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 image or image of choice
 - Images source: The Literacy Shed website, select The Images Shed
<https://www.literacyshed.com/the-images-shed.html>



Narrative settings

Instructions for teacher

Provide students with an image of a setting.

- Lead a discussion: what can you see, hear, smell, taste and feel?
- Brainstorm ideas for characters/problems/events that may occur in a story set here. Record the ideas on a large piece of chart paper or on the whiteboard:
 - What does the image make you think of?
 - What mood does the image suggest?
 - What characters may live in or visit a place like this?
 - What events could happen in a setting like this?

Allow students time to plan a narrative using a graphic organiser, a drawing or by talking with a partner.

- Students should be allowed to use any charts that have been developed for the class, such as interesting words or hints on how to write a setting.

Explain to the students that they will be writing an opening for a narrative that describes a setting. They are to write a paragraph and then edit their work.

- Negotiate criteria for the work. This should come from their prior learning; for example:
 - a paragraph
 - language to describe what you see, hear, touch, feel
 - use language effects, such as onomatopoeia and alliteration
 - use carefully chosen adjectives to describe nouns to suit the purpose of the text.

This task does not assess a complete narrative structure. It is optional to have the students write the remainder of the narrative. If you do, complete it in another session to allow students to focus on this task. Brightpath resources may be used as tools to support teachers in formatively and/or summatively assessing students in writing and creating narrative texts.

Planning sheet for students

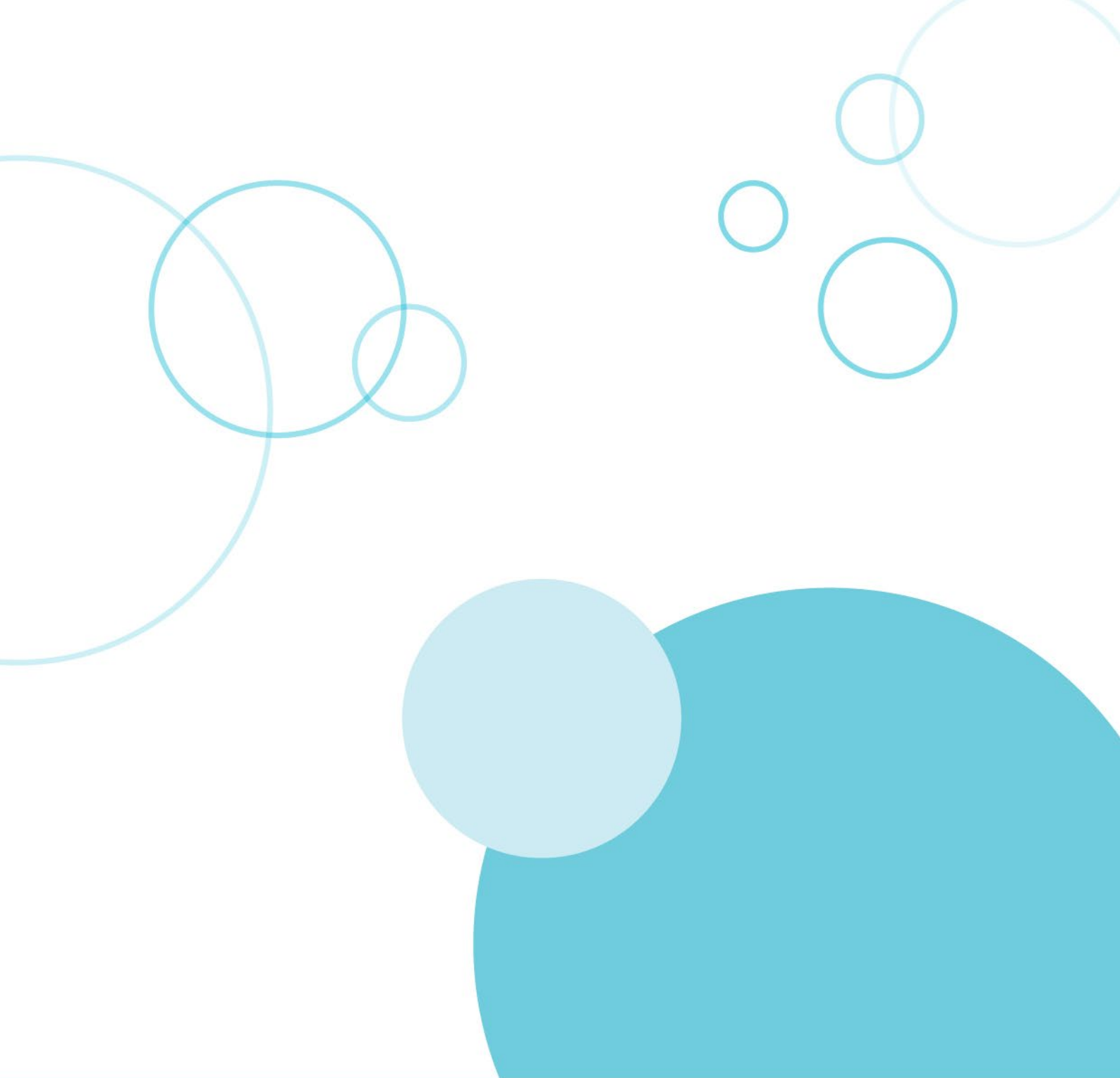


Use this image as inspiration to write the opening of a narrative. Use this page to write ideas in note form then write an opening paragraph on lined paper that describes this setting and sets the scene for an interesting story. Think about:

- What does the image make you think of?
- What mood does the image suggest?
- What characters may live in or visit a place like this?
- What events could happen in a setting like this?

Marking key

Text structure and language features	✓
Develops an effective setting that reflects a feeling or mood through a detailed description using the senses Uses a range of language features, such as alliteration, onomatopoeia and/or consciously selected adjectives for a specific effect	
Develops an effective description of a setting with some specific detail about what could be seen, heard or happen in the setting Uses a range of language features, such as alliteration, onomatopoeia and/or adjectives chosen for effect	
Develops a description of a setting with some specific detail about what could be seen, heard or happen in the setting Uses some language features, such as alliteration, onomatopoeia and/or adjectives	
Writes a simple setting with some literal description of the image Experiments with the use of language to express ideas	
Language features	✓
Uses simple and compound sentences, and a range of simple connectives to clearly link ideas Uses paragraphs to organise ideas	
Uses simple and compound sentences, and some familiar connectives to link ideas Makes some use of paragraphing	
Uses simple sentences and may attempt to write compound sentences	
Punctuation	✓
Uses a variety of punctuation appropriate to the task	
Uses simple punctuation, such as full stops and capital letters for sentences	
Makes some use of punctuation	
Editing	✓
Re-reads and makes some changes to the writing, checking for meaning, structure and vocabulary	
Re-reads and makes a few changes to the writing	



APPENDIX C:

ASSESSMENT TASK 2



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 stories. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They relate ideas; express opinions, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features, including topic-specific vocabulary, and/or visual features and features of voice.

Reading and Viewing

Students listen to, read, view and comprehend texts, recognising their purpose and audience. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They read with fluency and phrasing, and use comprehension strategies to build literal and implied meaning, connecting ideas in different parts of a text. They describe how stories are developed through characters, settings and/or events. They identify how texts are structured and presented. They describe the language features of texts, topic-specific vocabulary and literary devices, and how visual features extend meaning.

Writing and Creating

Students understand how language can be used to express feelings and opinions on topics. They create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments for audiences, relating ideas, including relevant details from learnt topics, topics of interest or texts. They use text structures, including simple paragraphs, and language features, compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell high-frequency words and multisyllabic words with less common letter patterns using phonic and morphemic knowledge.



Assessment task

Title of task

Poetry performance and response

Task details

Description of task	Students select a poem to perform that contains language devices, such as onomatopoeia, alliteration and rhythm. Students independently read and interpret the poem and explain why this poem is entertaining
Type of assessment	Formative or summative
Purpose of assessment	To assess student's ability to read and interpret a poem, and their understanding of how language features are used to enhance meaning and shape the reader's reaction
Evidence to be collected	Presentation of a poem, to the class or filmed Written response to questions Self-assessment
Suggested time	3 x 1-hour lessons

Content description

Content from the Western Australian Curriculum

Language

Text structure, organisation and features

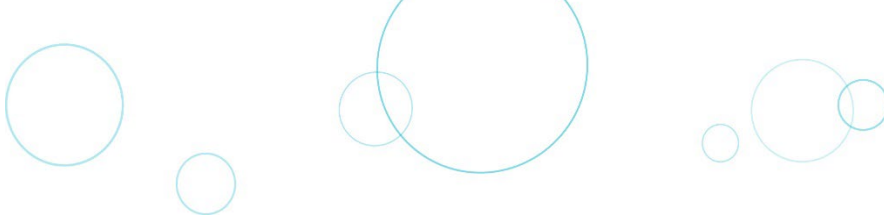
Describe how texts across learning areas are organised into stages and use language features relevant to their purpose

Literacy

Interpreting, analysing, evaluating

Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features



Creating texts

Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume

Literature

Literature and contexts

Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

Discuss connections between personal experiences and character experiences in literary texts and share personal preferences

Examining literature

Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative

Task preparation

Prior learning

Students have had opportunity to listen to and read a range of poems, and to discuss and analyse their language features, e.g. onomatopoeia, alliteration and rhythm. They have also developed lists of criteria to use when performing a poem, including tone, pitch, clarity and pace.

Assessment task

Assessment conditions

Students may work together to choose and rehearse their poem.

They are to work independently to write their response.

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.

Teachers may decide that some students are better placed to respond to the questions orally.



Resources

- My Word Wizard – Alliteration Poems
<http://www.mywordwizard.com/alliteration-poems.html>
- Australian Poetry – Home
<https://www.australianpoetry.org/>
- Ken Nesbitt’s Poetry 4kids – Home
<https://www.poetry4kids.com/>
- YouTube – Kids’ poems and stories with Michael Rosen
<https://www.youtube.com/channel/UC7D-mXO4kk-XWvH6IBXdrPw>
- Lesson This!– Writing Lesson Plan: Onomatopoeia Poems
<http://www.lessonthis.com/writing/onomatopoeia-poems/>
- Michael Rosen – Home
<https://www.michaelrosen.co.uk/>
- Power Poetry – Home
<https://powerpoetry.org/>
- Puffin Books – Michael Rosen’s top tips for performing poems and stories
<https://www.youtube.com/watch?v=RvV23xoZRkl>



Instructions for teachers

Lesson one

Provide students with a range of poems, anthologies or poetry websites from which they will choose a poem.

Explain to students that they need to choose a poem:

- they understand
- that is entertaining
- that includes examples of rhythm, alliteration and/or onomatopoeia
- can be read aloud/performed for their peers.

Lead a call-out of how the reader should present the poem and refer to any charts that have been developed; for example:

- speak clearly
- slow down or speed up for effect
- vary the pitch and volume
- pause for effect
- say the onomatopoeia words like they sound
- read the poem with rhythm
- use facial expressions or gestures.

If you haven't done so already in prior learning, listen to an actor read a poem or visit Michael Rosen's site for tips on performing poetry.

Lesson two

Allow students to browse the resources and select a poem.

Provide students with scans or photocopies of the poem and have them mark-up the poem with instructions about how they intend to read it, e.g. slow down, emphasise or say loudly. Allow time for rehearsal, including reading aloud to peers.

Give students a copy of the Performance self-assessment to allow them to plan the performance. You could negotiate your own success criteria with the students rather than using the example here.

Lesson three

Students are to rehearse then read the poem onto a digital device or perform for the class.

Students explain their choice of poem, provide a written interpretation and analyse the effect of the language devices in the poem. (Alternatively, this may be done orally to cater for the needs of some students.)

Students self-assess their performance against success criteria and/or using the checklist provided.



Response to poem

Name of the poem _____ by _____

1. Why did you choose this poem?

2. What is the poem about?



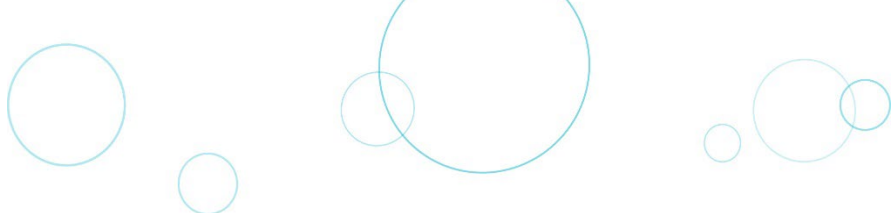
3. Give three examples of language devices used in the poem.

Language device	Example from the poem

4. Explain what made this poem entertaining.

Marking key

Personal response Why did you choose this poem?	✓
Describes the reason for their choice based on personal preferences and/or the purpose of the task, and makes reference to those elements within the poem, e.g. 'The author uses onomatopoeia, such as BANG! WALLOP! I thought this could be read aloud in an entertaining way. Also, I like poems that are about everyday things like cars.'	
Gives a reason for their choice of poem based on personal preferences or the purpose of the task, such as topic or language features, e.g. 'I like poems that have rhythm, and I thought the class would like it because of the funny things that happen in the poem.'	
Gives a general reason for their choice of poem based on personal preference or the purpose of the task, e.g. 'It had lots of rhyming words, and I like poems that rhyme.'	
Expresses a general personal opinion, e.g. 'It was funny.' or 'I like cars.'	
Interpretation What is the poem about?	✓
Describes in more detail literal and implied meaning in the poem	
Identifies the literal and implied meaning in the poem	
Identifies the literal meaning in the poem	
With assistance, identifies the literal meaning	
Identifies language features Give three examples of language used in this poem.	✓
Identifies a range of examples of onomatopoeia, alliteration and/or rhythm	
Identifies some examples of onomatopoeia, alliteration and/or rhythm	
With assistance, locates an example of onomatopoeia, alliteration and/or rhythm	



Identifies how language features are used for different effects. What makes this poem entertaining?	✓
Identifies and describes how the language features make the poem entertaining, e.g. the onomatopoeia can be read loudly or softly to almost make sound effects to help the reader feel they are there	
Identifies how the language features make the poem entertaining, e.g. the onomatopoeia can be read loudly or softly	
With assistance, locates an example of onomatopoeia, alliteration or rhythm and makes a general statement about their use when questioned, e.g. onomatopoeia helps make a sound	
Speaking	✓
Reads or presents the poem clearly and audibly, varying volume, tone and/or pace	
Reads or presents the poem clearly and audibly, beginning to vary volume, tone and/or pace	
Reads or presents the poem clearly and audibly	
Attempts to speak clearly and audibly when reading or presenting the poem	
Body language	✓
Uses a range of appropriate body language, gestures or facial expressions to enhance the performance of the poem	
Uses some body language, gestures or facial expressions to enhance the performance of the poem	
Attempts to use some body language, gestures or facial expressions to enhance the performance of the poem	
Makes limited use of non-verbal behaviours when reading or presenting the poem	



Performance self-assessment

Performing a poem	Yes	I'm working on it
<ul style="list-style-type: none">I read the poem clearly		
<ul style="list-style-type: none">I varied the pace (speed) to help people listen or for a reason		
<ul style="list-style-type: none">I varied the volume of the poem at different points to entertain the listener or for another reason		
<ul style="list-style-type: none">I read or presented the poem with rhythm		
<ul style="list-style-type: none">I used sound effects to read the onomatopoeia		
<ul style="list-style-type: none">I used appropriate facial expressions and gestures		
<ul style="list-style-type: none">other		

★ What are you most proud of?

😊 What do you hope to do better next time?



Acknowledgements

Term 3

Week 5

Information from: Wanyara, (n.d.). *Yarn in our Culture*. Retrieved January 2025, from <https://web.archive.org/web/20210311054314/https://www.wanyara.com.au/yarn/>

Appendix A

Resource sheet 1

Image adapted from: Reding, M. (2020). [Photograph of a narrow path in an autumn forest on a foggy day]. Retrieved January, 2025, from <https://www.pexels.com/photo/narrow-path-in-autumn-forest-on-foggy-day-5837852/>

Appendix B

Narrative settings

Image from: Shazz. (2009). *SU8529: Fairytale House in the Woods* [Photograph]. Retrieved January, 2025, from <https://www.geograph.org.uk/photo/1127557>
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