ENGLISH

Teaching, learning and assessment exemplar

Year 4

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).

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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Contents

The Western Australian Curriculum

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

The English curriculum

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

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

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

This exemplar

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

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

Catering for diversity

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

At any point, teachers can adjust the:

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

Using this exemplar

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

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

Links to electronic resources

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

Best practice

Teaching and learning

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

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

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

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 4, students begin to identify the subjective and objective language used in texts, and how the author's and/or illustrator's choices shape audience reaction. They learn how the language features and structures of a range of cross-curricula texts are organised depending on purpose.

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; short novels of different genres; rhyming verse and poetry; conversations and discussions; media, online and digital texts; dramatic performances; 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 enable students to actively build literal and inferred meaning, to expand knowledge and ideas
- texts that use language features, including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic, semantic and grammatical knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text
- literary texts that may describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences
- 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 may include narratives, dramatic performances or texts, reports, responses (such as reviews and personal reflections), poetry, procedures, and persuasive expositions or discussions 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 share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They make presentations and contribute actively to class and group discussions, varying language according to context. They use text structures and language features to organise and link ideas. They use language features, subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.
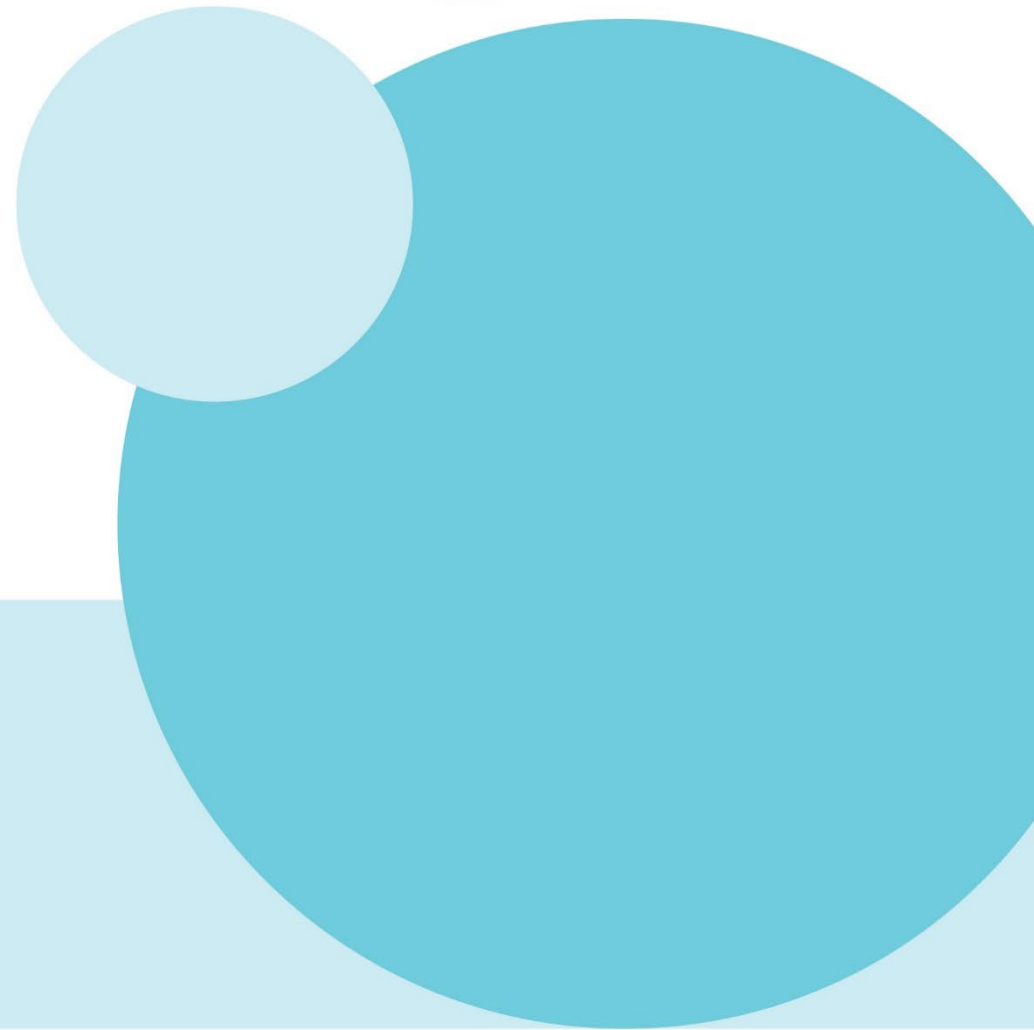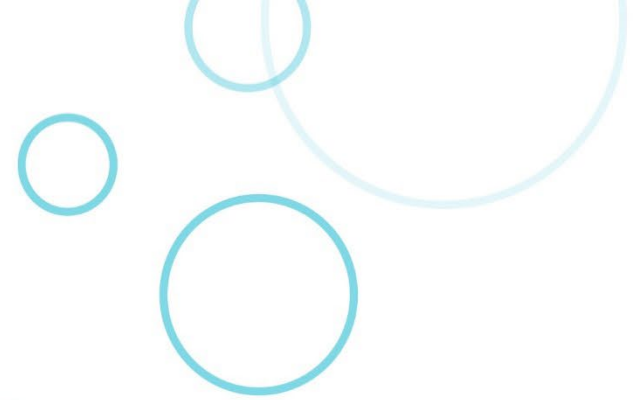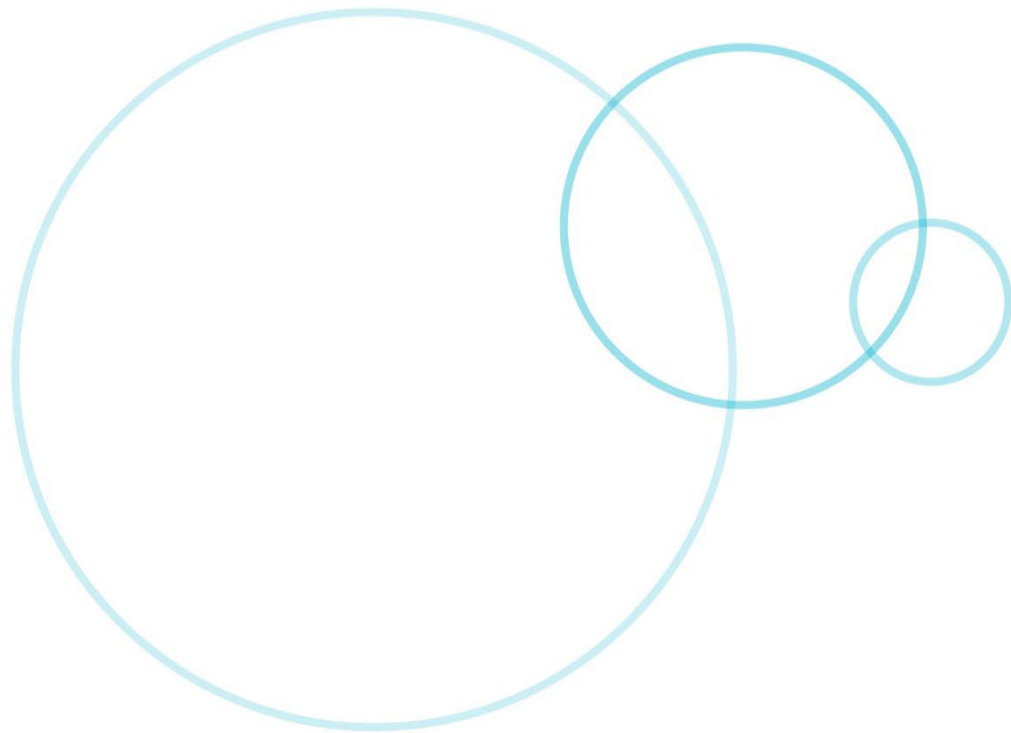
Reading and Viewing

Students listen to, read, view and comprehend texts created to entertain, persuade and/or inform audiences. They integrate phonic, morphemic, and grammatical knowledge to read texts that include varied sentence structures and some unfamiliar vocabulary, including multisyllabic and multimorphemic words. They read fluently and maintain accuracy and meaning by re-reading and self-correcting when needed. They describe literal and implied meaning, connecting ideas in different texts. They describe how ideas are developed, including through settings, characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features, including literary devices, and visual features shape meaning.

Writing and Creating

Students create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments, for purposes and audiences, developing ideas using details from learnt topics, topics of interest or texts. They use language features, including paragraphs, to create coherence and add detail to their texts. They use language features, complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell words, including multisyllabic and multimorphemic words with more complex spelling patterns using phonic, morphemic and grammatical knowledge.

Year 4 overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Informative, persuasive and imaginative – language for interaction		Imaginative, informative, persuasive (Appendix B – assessment task 1)					
Term 2	Imaginative – narratives: character and plot tension				Informative – procedures			
Term 3	Informative	Imaginative – poetry that includes word play, reviews (Appendix C – assessment task 2)					Informative/persuasive – expositions	
Term 4	Informative – reports, presentations				Imaginative, informative, persuasive – reading response/reviews			

Term 1

Weeks 1–8

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Explore language used to develop relationships in formal and informal situations **Literacy** Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	**Text** Informative, persuasive and imaginative **Focus questions** **Learning experiences 1–3** • How does the speaking and listening change according to the relationship between the listener and speaker? • How does the speaking and listening change according to the subject or purpose? • How does the degree of formality change in different contexts or situations? **Support notes** • Students need to develop the linguistic resources to engage with a variety of situations, or registers. Register refers to the different formal, informal, social and educational situations that students will encounter. In any situation the purpose of the interaction has a major influence on the language used.	**Learning experience 1** Brainstorm a wide range of events where the students have participated in speech events, e.g. getting ready for school, soccer training, ballet class, visiting a doctor, a family barbeque, working in groups to answer questions and speaking at assembly. Students work in groups to list: • the people they usually interact with over the course of a few days, e.g. the class teacher, the Phys Ed teacher, the canteen assistant, mum, dad and siblings • the purpose of interactions they usually participate in, e.g. buying food, listening to instructions or asking for help. Come together as a class and develop reference charts titled: • Who we interact with: identify broad groups, e.g. close family, close friends, classmates and familiar adults. • Why we interact with others: identify examples, such as greetings, telling jokes, asking for something, problem solving etc.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Competent speakers and listeners vary their choice of language according to: • the role that spoken language is playing in the interaction, e.g. the language used to explain and play a board game is different from the language used to tell a funny story • the topic or activity being talked about • the roles and relationships between the speakers • the relationship between the speaker and the audience. **Suggested assessment point** School Curriculum and Standards Authority website: Assessment Activities – Year 4 – English – Speaking and Listening – Audience, purpose, situation shuffle https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4 This task can be used as an assessment or could be adapted as a learning experience.	**Learning experience 2** Students create a role play using a scenario that highlights how speech changes when interacting with different people. Group students and allocate a scenario to each group, for example: • telling your grandad about your day/telling your best buddy about your day • asking your footy coach for help with a skill/asking your brother • telling a story to a younger sibling/telling a story to a peer at school • buying food from the canteen/buying something at a very expensive shop • asking your teacher for help/asking your mum for help • working on an activity with a peer/working on an activity with someone from an older or younger year level. Students reflect on how they will use: • vocabulary • tone, pace, pitch and volume • body language. Discuss how speaking and listening behaviours change according to the relationship between the participants. Record on a chart.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 3 This learning experience should be done at a suitable time, closely following an event, such as an assembly, excursion or other special event. Reflect on the event with the following questions. • How did the relationship between the listener and speaker change the behaviours? • How did the speaking and listening change according to the subject or purpose? • How did the degree of formality change in different contexts or situations? Working individually or in small groups, and using the questions above, students are to construct a diagram or graphic organiser to illustrate a speech situation that is familiar to them, such as a team sporting events, a visit to the doctor or a visit to the library.

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Learning experience 1 **Language** Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources **Literacy** Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events **Literature** Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions **Learning experience 2** **Language** Explore language used to develop relationships in formal and informal situations	**Text** Imaginative: narrative **Focus questions** **Learning experience 1** • How is the content and vocabulary of texts from earlier times similar to, or different from, contemporary texts? **Learning experience 2** • How should you interact with others in your class when you are working in a small group? **Support notes** **Learning experience 1** • Details for this learning experience can be found in Resource sheet 1 (Appendix A). **Learning experience 2** Develop success criteria, reference charts and/or assessment checklist to guide students to become aware of the skills and expectations they will require going forward as they work collaboratively throughout the year. Use explicit teaching practices when needed.	**Learning experience 1 (ongoing)** Read aloud a chapter book that contains language features and content from earlier times. Continue to read the book as a serial over several days/weeks. Timetable the read aloud to suit the context (Resource sheet 1, Appendix A). As you read the text to the students: • use a think-aloud strategy to identify and explain vocabulary and content as it unfolds • clarify content and vocabulary with discussions • discuss the changes that have taken place in society's attitudes to gender, the environment, migrants or other themes from the text • lead a discussion to make connections to students' experiences and other texts. **Learning experience 2** Set up a number of learning experiences where the students work in collaborative groups. Ideally, provide students with a number of opportunities to work in various groups with a range of peers. Before, during and after each experience, reflect on the groups' successes and any problems encountered, using the following questions to scaffold the discussion.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Literacy
 	
Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information
 	
Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume
	The group activities can be from a number of learning areas, for example:
	• English: read and respond to a text, such as a picture book or short film
	• Science: plan an investigation
	• Drama: plan and perform a sketch or dramatise a poem
	• Humanities and Social Sciences: develop a set of focus questions or complete a graphic organiser together.
	
	Suggested assessment point
	A checklist to observe speaking and listening skills has been included as Resource sheet 11 (Appendix A).
		Questions for reflection
		• How do you speak?
		  ▪ Why do you need to vary tone, pitch and pace?
		  ▪ Why is it important to speak clearly and coherently?
		• How do you interact with others in the group?
		  ▪ How can everyone be included and have a turn?
		  ▪ When is it okay to interrupt? How do you do this politely?
		  ▪ When can you ask questions?
		  ▪ How do you respond to others?
		  ▪ What happens when people disagree?
		  ▪ How do you ensure the group is a safe and helpful space for everyone?
		  ▪ How can you express your ideas if others disagree?
		• How can you build on others' ideas?
		• What body language is important when working in groups?
		  ▪ How do you show others you are listening to them?
		  ▪ How can you use body language to encourage others while they speak?
		• How can you make sure the group achieves its purpose?
		  ▪ How will the purpose of the work impact on the way you speak and listen?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		▪ What can you do if something goes wrong to get you back on track? ▪ Who has the final say in the group? Develop success criteria with the students and build self- and peer-assessment strategies into the routine of group work across learning areas.

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify text navigation features of print and digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts **Literacy** Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Text** Informative, imaginative and/or persuasive texts: picture books. **Focus questions** **Learning experience 1** • What is the text about? • What are the main ideas or theme? • What language features has the author used to shape your opinion about the characters? • How do the images complement, add to or contradict the meaning of the words? **Learning experiences 2 and 3** • How has the illustrator framed the image? • What effect does this have on the reader? • Has the illustrator used close, mid or long shots to show an event or a character? What effect does this have on the reader? • Has the illustrator used a low, high or eye level? What effect does this have on the reader? • Why are the characters or objects placed at the top, middle or bottom of the page?	**Learning experience 1** Read aloud a suitable picture book that provides opportunities to explore the visual techniques of framing and layout, e.g. *Fox* by Margaret Wild and Ron Brooks. • Use the focus questions to lead a class discussion about the meaning of the text. • Provide an activity to further explore the meaning of the text, such as a character interview or analysis, DIRDS (Described, Illustrated, Responded to by others, Do, Say) or a reading response to a set of teacher developed questions (Appendix A). **Learning experience 2** Explore the images of the text from Learning experience 1. • Re-read the text to the students and conduct a think aloud about the images. Use the focus questions and the questions below to guide the think aloud. The focus questions are general to many texts while the ones below are more specific to this text. Adapt the questions to suit your chosen text. The text *Fox* provides opportunities to explore the following. **Framing** • How are the characters framed by borders, each other and the writing?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	• What is happening in the foreground, middle ground and background? • What part of the text/image is your eye drawn to? • What reading paths are included in the image? • How has the illustrator used gaze, demand and offer to draw the eye of the viewer and/or add to the meaning of the text? **Support notes** • Framing is a way in which elements in a still or moving image are arranged to create a specific interpretation of a whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness. • Placement is where characters, text or objects are placed within the image. • Salience is a strategy of emphasis highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size and contrast in tone or colour. Salience can also be achieved by **using** reading paths or vectors, gaze and line.	• How is the writing framed? • How does the direction of the writing impact on the view? • How do the camera angles reflect the power of the characters? • When does the illustrator use high angles to look at the characters? Why? • When does the illustrator use close up images of Fox? Why? **Placement** • Which characters are placed in the centre of events? • How does the placement of the writing add to the meaning? • How does the placement of the characters reflect their feelings or power? **Salience** • How has the illustrator used colour to draw the eye of the viewer? • How has the illustrator used framing to draw attention to an object or character? • How does the direction/line of the writing draw the viewer's eye? • How does the gaze of the characters affect the viewer?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	• The choice of texts is critical to the lessons for this unit of work. A number of suggestions have been included in Appendix A. For each text, firstly focus on literal and inferred meaning before exploring the visual devices used to create the images. **Suggested assessment point** Learning experience 1 provides an opportunity for teachers to set an independent reading response activity for formative assessment.	• When does the illustrator have the character look directly out of the image at the viewer? (demand) What is the effect? • When does the illustrator have the character look somewhere else? (offer) What is the effect? • How does the placement of the characters draw the eye? Start a class chart/glossary of the metalanguage, such as gaze, offer, long shot, angles and so on. **Learning experience 3** Allocate students to groups with a scan or colour photocopy of a double page spread. • Students annotate the images with sticky notes to identify the visual devices used to develop salience, using the class chart developed in Learning experience 2 to guide them. • Groups report their findings to the whole class and discuss further.

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts **Literacy** Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Text** Informative, imaginative and/or persuasive texts: picture books **Focus questions** **Learning experience 1** • What is the text about? • What are the main ideas or themes? • What language features has the author used to shape your opinion about the characters? • How do the images complement, add to or contradict the meaning of the words? **Learning experiences 2 and 3** • What part of the text/image is your eye drawn to? • What reading paths are included in the image? • How has the illustrator used gaze, demand and offer to draw the eye of the reader and/or add to the meaning of the text? • How do the images and words work together to make meaning?	**Learning experience 1** Read aloud a suitable picture book that provides opportunities to explore salience, e.g. *Piggybook* by Anthony Browne. • Use the focus questions to lead a class discussion about the meaning of the text. • Provide an activity to further explore the meaning of the text, such as a character interview or analysis, DIRDS or a reading response to teacher developed questions (Appendix A). **Learning experience 2** Explore salience in the images of the text from Learning experience 1. • Conduct a discussion about the images, adapting the focus questions to suit the text. For example, when does the illustrator have the family looking at the reader with a demand? How does the illustrator use gaze to indicate where the mother is?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	**Suggested assessment point** Learning experience 3 may be used for assessment.	**Learning experience 3** Students work independently to create a new image that would add meaning to the text. • Once complete, they annotate it with sticky notes to indicate how they have used gaze, offer, demand, reading paths, placement of objects and/or colour to create salience. • Students share and discuss the work with the class or in groups.

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify the subjective language of opinion and feeling, and the objective language of factual reporting Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts **Literacy** Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Text** Imaginative/informative/persuasive texts: picture books **Focus questions** **Learning experience 1** • What is the purpose of the text? • What is the author's message? • How do the words and images work together to make meaning? • What visual devices has the illustrator used? What is the effect on the viewer? **Learning experience 2** • What is the difference between fact and opinion? • How does language signal fact or opinion? **Support notes** • Thinking verbs are used to express opinion. For example, I think, I believe, and summary verbs are used to report findings, for example, we concluded • The language of opinion sometimes, but not always, uses modal verbs, such as should, could and may. Sometimes subjective adjectives, comparatives and superlatives, such as good, better and the best are used.	The following learning experiences provide an opportunity for integration with other learning areas, such as Science, Humanities and Social Sciences or Health. The examples here can support the teaching of content from Year 4 Science: Biological Sciences and Humanities and Social Sciences: Geography. Choose picture books and non-fiction texts that suit your context. **Learning experience 1** Read aloud an informative picture book such as, *Fox and Fine Feathers* and/or *Sand Swimmers: The Secret Life of Australia's Desert Wilderness*, both by Narelle Oliver. • Discuss the purpose, intended audience and meaning of the text. • Provide activities to reinforce the meaning or explore ideas in the text, e.g. a story map, a retell or use the focus questions to conduct a four corners discussion. • Explore the visual devices used to add meaning to the text. • Work with students to annotate some of the images to revise metalanguage from Week 3 or allocate images to groups to annotate and report back to the class. • Explore salience and how it has been achieved.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	• Sometimes language can be biased and needs to be verified in order to decide if it is fact or opinion, e.g. clever animals or the best café. **Suggested assessment point** The independent activity in Learning experience 2 can be used as assessment.	• If you read *Fox and Fine Feathers*, make connections to the text *Fox* by Margaret Wild and Ron Brooks (Week 3) to compare how the authors and illustrators of both texts represent similar ideas. **Learning experience 2** Have a general discussion about what is meant by fact and opinion. You may link this to a current news issue or a topic from another learning area. • As a class, decide on a definition of fact and opinion. • Re-read the text from Learning experience 1. • Provide groups of students with a list of statements about a topic relevant to the book. Students decide if the statements are fact or opinion. When reporting back to the class, students must justify their response with reference to the language used and if the statement can be verified (Support notes). Examples include the following. ▪ Foxes are mammals that were brought from England in the 1800s. ▪ Foxes were brought to Australia for recreational hunting. ▪ The introduction of foxes to Australia was a bad decision as it has endangered native species. ▪ Foxes are clever creatures.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		▪ Foxes have a thick reddish coat. ▪ Foxes would make good pets. ▪ Foxes are beautiful animals. Set a topic related to the picture books read this week, e.g. a native animal, such as a quenda or lyrebird. Provide access to a range of print and/or digital resources to enable students to research the topic. • Students write a list of facts and some opinions about the topic, e.g. five facts and three opinions. • Once complete, students swap their work with a partner to work out which statements are fact, and which are opinion. • Discuss the language of fact and opinion as a class.

Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Language
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts
 	
Literacy
Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
 	
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts
	Text
	Imaginative/informative/persuasive texts: picture books, film
	
	Focus questions
	Learning experience 1
	• What is the purpose of the film?
	• How do the sounds, images and words work together to create meaning and meet the purpose of the text?
	• What visual techniques has the filmmaker used and what is their effect on the viewer?
	
	Learning experience 2
	• What is the text about?
	• What is the author's message and purpose?
	• What are the main ideas or theme?
	• What language features has the author used to shape your opinion about the characters?
	• How do the images complement, add to or contradict the meaning of the words?
	• What visual techniques has the illustrator used and what is the effect on the viewer?
		The topic for this unit of work is thylacines; however, teachers may choose to use a different topic, and choose other picture books and/or films.
		
		Learning experience 1
		Students watch the short film *The Thylacine who Guarded Mparntwe* (Appendix A).
		• Students participate in a class or group discussion of the following questions.
		  ▪ What is the purpose of the film?
		  ▪ What are some facts from the film?
		  ▪ What are some opinions put forward by the storyteller?
		• Provide students with a graphic organiser to record information about the visual devices in the film (Resource sheet 2, Appendix A).
		  ▪ Watch the film again and use the focus questions to have a general discussion about the meaning of the text.
		  ▪ Identify some visual codes together.
		  ▪ Discuss the effect the sounds and music have on the listener.
		  ▪ Watch the film again and stop at scenes that show examples of offer, demand, gaze, long-shot, close-up, high angles and eye-level angles. Discuss as necessary.
		  ▪ Guide students to complete the graphic organiser in groups or independently.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Literature
Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors
 	
Describe the effects of text structures and language features in literary texts when responding to and sharing opinions
 	
Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
		Learning experience 2
		Read aloud the text, *Dream of the Thylacine* by Margaret Wild and Ron Brooks, or another picture book on your chosen topic.
		• Provide students with sticky notes or mini whiteboard to record 'I wonder' questions as they listen to the text.
		  ▪ Have a conversation/discussion in response to students' questions.
		  ▪ Discuss the book further using the focus questions as a guide.
		• Optional: provide a written activity to further develop comprehension.
		
		Learning experience 3
		Read and view the text from Learning experience 2 again, and/or conduct an oral retell with the images.
		• Provide students with a graphic organiser to record information about the visual devices from the text (Resource sheet 2, Appendix A).
		• Optional: annotate a page with sticky notes or create a new page that fits with the style of the illustrator and meets a given purpose or create a new cover for the book.

Term 1 Week 7

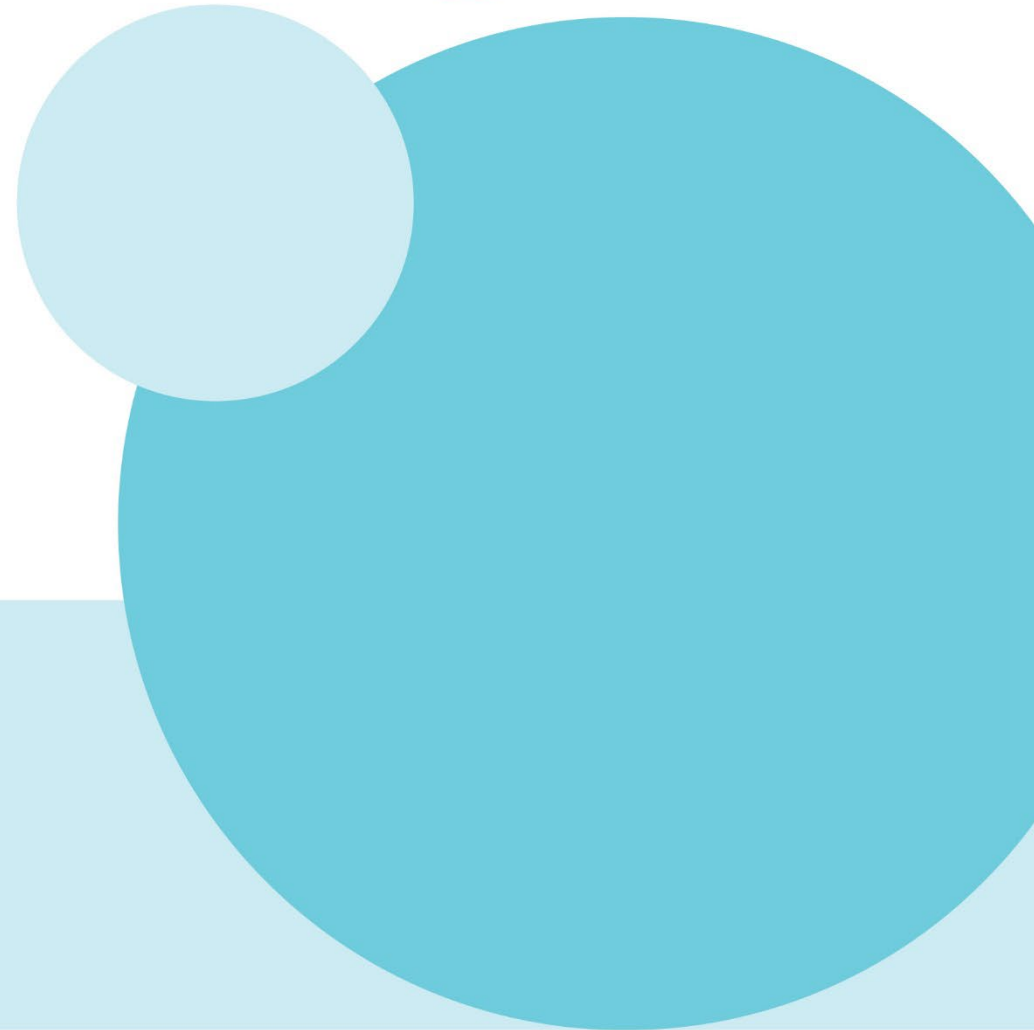| Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Language
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts
 	
Literacy
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
 	
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts
	Text
	• Imaginative/informative/persuasive texts: picture books
	
	Focus questions
	Learning experience 1
	• What is the text about?
	• What is the author's message and purpose?
	• What are the main ideas or theme?
	• What language features has the author used to shape your opinion about the characters?
	• How do the images complement, add to or contradict the meaning of the words?
	• What visual techniques has the illustrator used and what is the effect on the viewer?
	
	Learning experience 2
	• How are the following text and language features of the texts similar or different?
	  ▪ purpose
	  ▪ message
	  ▪ text structure
	  ▪ language
	  ▪ visual devices.
		Learning experience 1
		Read aloud, *I Saw Nothing: The Extinction of the Thylacine* by Gary Crew, or another picture book on your chosen topic.
		
		Provide students with sticky notes or mini whiteboard to record 'I wonder' questions as they listen to the text.
		• Have a conversation/discussion in response to students' questions.
		• Provide students with some of the focus questions for a four corners discussion about the meaning of the text.
		
		Learning experience 2
		Read and view the text from Learning experience 1 again and/or use the images to conduct an oral retell.
		• Provide students with a graphic organiser to record information about the visual devices from the text (Resource sheet 2, Appendix A).
		• Optional: create a poster or new cover for the text that tells a part of the story with images that would fit with the style of the book.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Literature
Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors
 	
Describe the effects of text structures and language features in literary texts when responding to and sharing opinions
 	
Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
		Learning experience 3
		Compare and contrast the three texts that were viewed and read in Weeks 6 and 7 with a Tri-Venn diagram.
		• Using a call-out, complete a class Tri-Venn diagram. Discuss and record how the text and language features of the texts are similar and different. Students may refer to the graphic organisers they completed for each text. Compare and contrast the:
		  ▪ purpose
		  ▪ message
		  ▪ text structure
		  ▪ language
		  ▪ visual devices
		  ▪ sound (in film).

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts **Literacy** Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Text** Imaginative/informative/persuasive texts: picture books Informative/persuasive: reviews **Focus questions** • What is the text about? • What is the author's message and purpose? • What are the main ideas or theme? • What language features has the author used to shape your opinion about the characters? • How do the images complement, add to or contradict the meaning of the words? • What visual techniques has the illustrator used and what is the effect on the viewer? **Suggested assessment point** Assessment task 1, Appendix B.	**Learning experience 1** Read aloud a suitable picture book and model how to write an extended response to discuss the meaning and language features, including the visual techniques. The response could include: • title and author/illustrator • a brief summary of the meaning or main idea • the language and images the author used to make the book interesting for the reader • discussion of the images in the text and how they add meaning to the text, using metalanguage, such as salience • how the book appealed to the reader and what made it special • who else may enjoy reading the book. **Learning experience 2** Assessment task 1, Appendix B. **Summary of task** Students write a review of the picture book that appealed to them the most from the books read over this unit of work. See Appendix B for full details and a marking key.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions Describe the effects of text structures and language features in literary texts when responding to and sharing opinions		
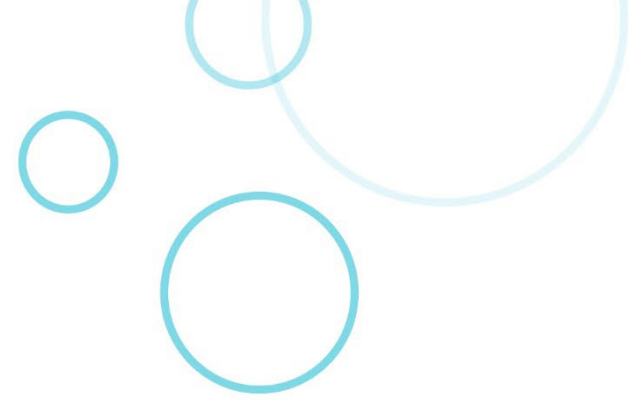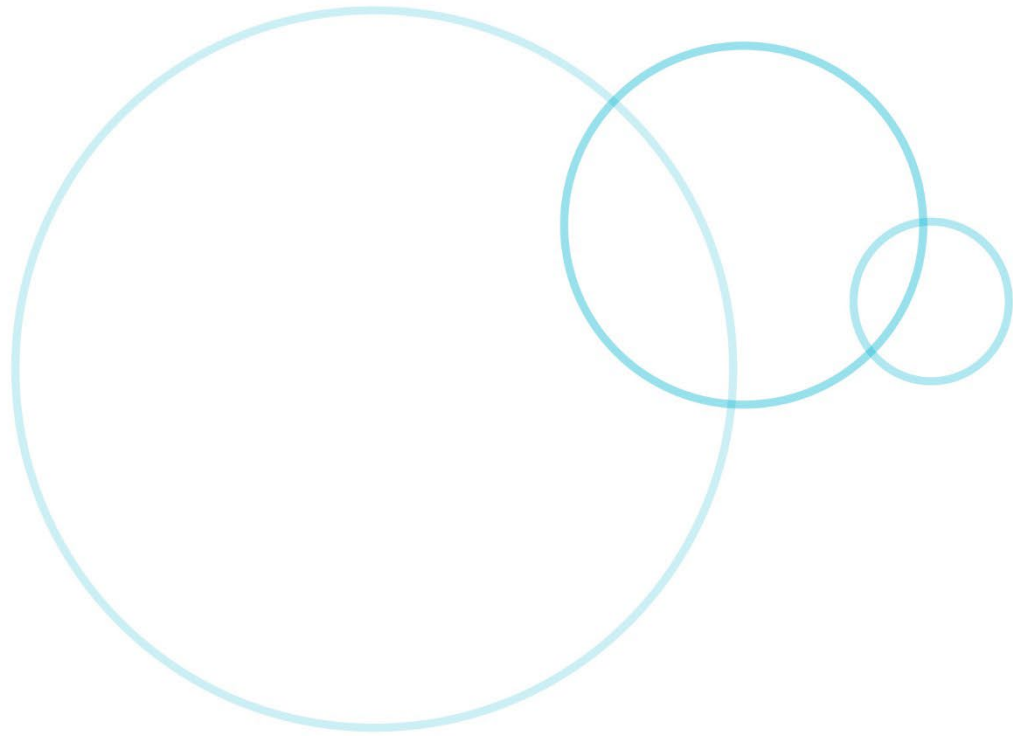
TERM 2

Weeks 1–8

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Language
Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose
 	
Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas
 	
Literacy
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
 	
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts
	Text
	Imaginative texts: narrative, chapter books, picture books
	
	Focus questions
	Learning experiences 1 and 2
	• How do authors make a narrative interesting?
	
	Learning experience 3
	• Why did the author describe the character in this way?
	• What vocabulary has the author used to develop the characters?
	• What text connectives does the author use to move the action along or connect ideas?
	
	Support notes
	Authors use a range of techniques to create excitement and gain the readers' interest, such as:
	• Character development
	  ▪ including interesting or unusual characters
	  ▪ describing any important physical features
	  ▪ giving the character a problem to solve
	  ▪ showing the characters' thoughts, emotions and goals through dialogue and action
	  ▪ describing the characters' inner thoughts.
		Learning experience 1
		Read aloud a short story, a picture book, or the **beginning** of a chapter book, e.g. *The BFG* by Roald Dahl.
		• Clarify the meaning of the text with a brief discussion.
		• Students share their opinions about the setting, events and characters in a class discussion.
		  ▪ What was interesting about the characters?
		  ▪ What was interesting about the setting?
		  ▪ What was interesting about the plot?
		• Further discuss settings, events and characters in general. For example, in this text the main characters were a giant and a little girl. What other types of characters do you like to read about? Use this response to construct reference charts with the class, including:
		  ▪ interesting ideas for characters
		  ▪ interesting ideas for settings
		  ▪ interesting ideas for events.
		
		Learning experience 2
		Allocate students to small groups and provide each group with a different picture book, short story or book extract.
		• Students read their texts and add ideas about characters, settings and events to the reference charts that were started in Learning experience 1.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	• Plot tension ▪ introducing strange characters and revealing their intentions through hints or action ▪ creating problems for the characters that can't be solved straight away ▪ including an event or object that is unusual or out of place ▪ placing a character in a lonely or strange place ▪ using the weather to create an atmosphere, e.g. *a thunderstorm* or *sunny skies* ▪ including a glimpse of something or a fleeting sound, e.g. *something flashed by* ▪ using dramatic connectives, e.g. *all of a sudden*, *without warning* ▪ hinting at danger. **Suggested assessment point** The annotated illustration in Learning experience 2 can be collected for assessment.	• Students come together to share ideas and discuss what is meant by plot tension. Ask students to share examples from their reading and add to the charts if relevant. **Learning experience 3** Read aloud a character description from a short story, picture book or chapter book, e.g. the introduction to *Matilda* by Roald Dahl. • Discuss how the author made the reader think in a certain way about the characters; for example, in *Matilda*. ▪ What does the author want readers to think about Matilda? How do you know? ▪ What does the author want readers to think about her parents? What has the author done to make you think this? ▪ What does the author want readers to think about the librarian? How do you know? ▪ What language devices has the author used to achieve their purpose? • Revise what is meant by adjectives, nouns, verbs, adverbs and figurative language and how these work to describe the characters.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		• Provide an illustration of a character from the text or have students draw one, e.g. Matilda. Around the image, record adjectives, noun groups, figurative language, and any character traits that are evident from the text. • Reflection/discussion: What vocabulary did the author use to make this character interesting?

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Language
Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose
 	
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details
 	
Investigate how quoted (direct) and reported (indirect) speech are used
 	
Literacy
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts
	Text
	Imaginative texts: narrative, chapter books, picture books
	
	Focus questions
	Learning experience 1
	• What language features has the author used to shape your opinion about a character?
	
	Learning experience 2
	• How can the meaning of sentences be enriched through the use of adverb phrases?
	
	Learning experience 3
	• Why do authors use direct speech or dialogue in narratives?
	• What is the correct punctuation for dialogue in a narrative?
	• What is a preposition?
	• What is a phrase?
	• How can sentences be enhanced through the use of prepositional phrases?
		Learning experience 1
		Provide a picture book, short story or extract from a text that contains descriptions in the form of adverb groups and examples of direct and/or indirect speech, for example, *The Emperor's New Clothes* (Resource Sheet 3, Appendix A).
		• Students read the text independently or in groups.
		• As a class, discuss the characters and record, on the board, key words and phrases that answer the following questions. (Adjust the questions if you are reading a different text.)
		  ▪ What does the author want readers to think about the emperor?
		  ▪ What does the author want readers to think about the weavers?
		  ▪ What does the author want readers to think about the servants and townspeople?
		  ▪ How has the author made you think this way about the characters?
		• Students create a cartoon strip or a drawing of the main character in a new scene, responding to new characters or events. They will need to explain what they want the reader to think about their characters and explain how they have tried to achieve this.
		• Add any new information to the reference charts constructed in Week 1.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Literature
 	
Describe the effects of text structures and language features in literary texts when responding to and sharing opinions
 	
Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
 	
Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
	Support notes
	• Adverb groups/phrases often consist of a single adverb, such as *slowly* or *soon* or work in groups to provide further information, such as *really slowly* or *far too soon.*
	• A prepositional phrase starts with a preposition and ends with a noun group or pronoun, e.g. *into the room* and *next to me.*
	• Prepositional phrases
	  ▪ can add detail to the noun group, e.g. the room [at the top of the stairs]
	  ▪ can add detail about the verb group, e.g. he worked [through the night].
	
	Suggested assessment point
	The written paragraph for Learning experience 2 can be collected for formative assessment.
		Learning experience 2
		Read the same text or another suitable text that contains a range of adverb groups or use *The Emperor's New Clothes* (Resource sheet 3, Appendix A).
		• Use an enlarged text to identify some of the verbs in the story. Find the sentence they appear in and identify the extra detail the author has added to the verbs to enrich the story, i.e. the adverb groups and prepositional phrases.
		
		Choose one or more of the activities below to consolidate the learning through guided practice or independent application.
		• Sentence expansion: provide an image (or images) that contains something happening, that students can use as a stimulus to write adverb group or prepositional phrases, e.g. The horse was galloping quickly over the uneven ground.
		• Write a paragraph that includes a number of adverb groups and prepositional phrases, e.g. a paragraph to describe the circumstances surrounding an experience.
		
		Learning experience 3
		Provide a text that contains examples of direct speech.
		Draw the students' attention to the author's use of dialogue.
		• Why does the author include dialogue in the text?
		• What effect does it have on the reader?
		• How does it enhance the story?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Provide an explicit lesson on the punctuation of dialogue and reinforce the learning by choosing an activity, such as: • transforming a comic strip with speech bubbles into a paragraph with speech marks • using an image, decide what the people are saying and write it in the form of a speech bubble and then a sentence using speech marks • using a modelled writing session to explicitly teach speech marks • using a modelling session to teach how direct speech and indirect speech is written.

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Language
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details
 	
Literature
Create literary texts by developing storylines, characters and settings
	Text
	Imaginative texts: narratives
	
	Focus questions
	Learning experience 1
	• What is a preposition?
	• How can prepositions enrich a sentence?
	
	Learning experiences 2 and 3
	• How can the meaning of sentences be enriched with the use of adverb groups and prepositional phrases?
	
	Support notes
	• By choosing precise verbs, adverbs and prepositional phrases carefully, students can add nuance to their writing. Consider the difference between the following:
	  ▪ he was in the classroom
	  ▪ he huddled in fear under the desk
	  ▪ he danced joyfully on the desk
		Learning experience 1
		Revise and consolidate what is meant by a preposition.
		• Provide a list of prepositions and discuss their function.
		• Model and guide students to write prepositional labels to put around the classroom, e.g. *this library shelf is next to the door, the speaker is above the whiteboard.*
		• Provide a text to the students that contains a number of prepositions and prepositional phrases, e.g. *Momotaro* (Appendix A).
		  ▪ Read the text with the students and have a brief discussion about the setting and characters.
		  ▪ Working in pairs, and using the list of prepositions to guide them, students highlight all the examples of prepositional phrases they can find in the text.
		  ▪ Discuss these as a class, make a class chart titled Prepositional phrases. Brainstorm additional prepositions to add.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

	Suggested assessment point
	Learning experience 3: the independent retell can provide reading and writing information.
		Learning experience 2
		Explain to students that by choosing verbs carefully and using adverb and prepositional phrases, they can add interest and specific detail to their writing.
		
		Display an image of a scene, or consider the immediate classroom, and brainstorm a number of places a character could be placed within the setting, e.g. on a chair, at the window, near the board, on the floor, in the cupboard.
		• Using the image or setting chosen, place characters into the scene and change the specificity of meaning with the careful choice of verbs, adverbs and prepositional phrases, e.g. change the preposition in the classroom.
		  ▪ Make it scary: *she shivered uncontrollably under a desk*.
		  ▪ Make it happy: *she skipped joyfully through the door*.
		  ▪ Make it tense: *he stood very quietly behind the door*.
		  ▪ Make it strange: *he hovered centimetres above the chair*.
		• Provide another image to groups of students as a stimulus. Students work independently or with a partner to write sentences that contain extended strong verbs, adverbs and prepositional phrases, e.g. The small girl <u>huddled behind the door.</u>
		• Students should be able to explain the choices they have made and what feeling, emotion or idea they were aiming to portray.
		• Share the sentences and add them to the reference charts.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

		Learning experience 3
		Students use a well-known story to create a written retell that includes a number of adverb groups and prepositional phrases. Read, view or tell a well-known narrative to the students, e.g. 'Jack and the Beanstalk'.
		
		• In pairs or groups, students identify and list the points in the plot where there is tension or excitement, e.g. when Jack meets the man with the beans, when his mother is angry, when Jack hides from the giant, when he runs from the giant etc.
		• Briefly revise the grammar work of the last few weeks with a call-out about adverb groups and prepositional phrases, and how these enhance the writing.
		• Model how to write a retell of the beginning of the text and include a number of specific adverb groups and prepositional phrases. Deliberately leave some verbs imprecise and leave out adverbs so that you can model improved vocabulary in the editing phase.
		• Students retell the rest of the story in their own words. Alternatively, read another well-known tale to the students for them to complete an independent written retell. Before commencing the retell, develop success criteria, such as:
		  ▪ a problem, complication and resolution
		  ▪ specific verbs
		  ▪ prepositional phrases
		  ▪ adverb groups.

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literacy Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	**Text** Imaginative texts: narratives **Focus questions** **Learning experience 1** • How do authors start stories to catch the interest of the reader? **Learning experience 2** • What text structures will you use to interest the reader and make your story exciting? • What language features will you include to describe the characters, settings and events? **Support notes** **Learning experience 1** Authors use a range of techniques to start narratives, such as: • starting with action, such as a strange event, discovery or an unusual happening • describing the setting and/or character • a flashback • asking a question or puzzle to be answered • dialogue • an unusual weather event	**Learning experience 1** Read aloud an opening from a chapter book that starts in a way students may be unfamiliar with, such as *The Gizmo* by Paul Jennings, which begins with an unusual event. • Discuss the techniques the author used to start this book. • Ask students to recall books they have read and how the author started them. Use the discussion to start a list or reference chart (Support notes). • Allocate students to groups, each with a different book opening to read. In groups students read the text and identify and explain the following. ▪ How does the author start the story? ▪ What techniques has the author used to gain the readers' interest? ▪ What makes you want to read on? • Each group reports back to the class on techniques they identified and explain how these techniques held the readers' attention. Guide the discussion to focus on ideas, such as those in the Support notes and create a reference chart to support students' learning.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions Create and edit literary texts by developing storylines, characters and settings	• starting with a problem to be solved • a discovery. **Learning experience 2** Develop success criteria that may include: • start with action, an unexpected event, a problem or an out of place object • describe the setting to set a mood • include a character with a goal • include a problem to be solved • don't solve the problem straight away • include descriptive language, such as specific verbs, adverbs and prepositional phrases • use strong linking words like suddenly, without warning • end the story in a satisfactory way, tying up all the loose ends. **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.	**Learning experience 2** Provide an image or other stimulus to enable students to develop their own narrative that starts with a technique to develop the plot, e.g. an action, an unexpected event, a problem or an out–of–place object. Resource Sheet 4 has an example of modelled writing (Appendix A). Using the following questions, discuss the image. Jointly construct a plan and success criteria for a narrative with the class. • What characters may be in this place? • What events could happen in this place? • What problems may occur? • How could the narrative start? • Who will be the hero? • Who or what will be the villain? Model the beginning of a narrative that starts with action, an unexpected event, a problem or an out–of–place object. Edit the work, replacing verbs with more precise ones, adding prepositional phrases and extending noun groups. Students plan, draft and edit their narrative. Share the work and peer assess against the success criteria.

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details **Literacy** Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	**Text** Informative texts: procedures **Focus questions** • What is the purpose of a procedural text? • How are procedural texts structured? • What are the language features of procedures? • How do text and language features work together to meet the purpose of the text? **Support notes** Text structure and language features of procedural texts may include: • the purpose: stated or in the title • lists of materials • steps in order • an evaluation, stated in words or sometimes an image of the completed task or item is used • images and/or diagrams to add clarification or context • action verbs, such as *place, cut, glue, paint* or *walk* • simple present tense	**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 forms, such as recipes, car manuals, game instructions, safety posters and evacuation charts. Students work independently, in pairs or small groups to read some procedures in order to complete a small range of activities over the week; for example: • cooking activities • planting seeds or other garden work • craft activities, such as making a mask or a pinch pot • playing a new maths game • carrying out a science experiment • playing a new game in Phys Ed. Deconstruct the texts with the students as you work through them, using the focus questions and Support notes to identify the features of procedural texts. • Work with the students to develop a reference chart titled: How to write a procedure. • Evaluate a number of the texts, asking students to identify the text features they liked best or found most helpful when carrying out the task, e.g. images for each step, diagrams, a glossary or other features.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts | • adjectives, adverbs and prepositions to add details and precision: small pieces, 5 cm lengths, fold carefully, stir slowly, place next to the square
• connectives, such as signal words for time: *first, then* and *finally*
• extra information to add interest, e.g. the history of ANZAC cookies as part of the recipe, notes to cooks on where to find ingredients or tips for using tools. | |

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources **Literacy** Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	**Text** Informative texts: procedures **Focus questions** **Learning experiences 1 and 2** • What are the language features of multimodal procedural texts? • How does this compare with the written examples? **Learning experience 3** • How can you make sure the text is clear to the reader? • How can you ensure the reader ends up with the product that is displayed or described? **Support notes** • Create a procedure that will be the basis for an editing lesson; one that builds on the common errors your students are making. Model how to edit for clarity, meaning and precision. Consider the following: ▪ are the materials listed separately from the instructions? ▪ does each step start with a verb or adverb?	**Learning experience 1** View and discuss a procedure online, such as a cooking demonstration, and compare the language features of the multimodal text with a similar written text, e.g. a cooking demonstration and a recipe for the same food. • With the class, complete a Venn diagram to compare and contrast the structure and language features of both texts. Reflect on ▪ Which text is more formal? ▪ Which text would be easier to follow for someone who has never made the item before? ▪ Which text would someone more experienced use? Why? ▪ How do the images add to the meaning in both texts? ▪ Why does the language need to be more precise in the written text? ▪ How does the author of the written text ensure the reader knows the meaning of technical terms? ▪ How does the presenter in the video ensure the viewer knows the meaning of technical terms? ▪ Students complete a written reflection to explain whether they prefer written procedures or multimodal texts, such as a video.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	▪ have the students used adverb and prepositional phrases to add circumstantial detail and precision to the procedures, e.g. *fold the paper* vs *carefully fold the paper into quarters*? ▪ have students used the correct tense? Examples: • Four large sheets of newspaper folded in half • ~~You need to~~ Fold the newspaper to make a line to mark the centre • ~~I folded the paper~~ Fold the newspaper. **Suggested assessment point** Use the written reflection from Learning experience 1 as formative assessment.	**Learning experience 2** View a video where the presenter makes something without using words; for example: *How to make a pirate hat out of newspaper* (Appendix A). • View the video and follow the directions to make the item. • View it again and let the students take notes. You may need to watch it a number of times. • As a class, discuss how to write some of the instructions so they will be followed precisely, e.g. you can't just say 'take 4 pieces of paper' but need to specify what size and shape will be needed. Working in pairs, the students write a procedure for the item, following the structure (stages) outlined in the reference chart that was developed in Week 5, e.g. aim, materials and steps in order. • Once students complete their procedure, swap with another pair, or take them to another class. Students are to make the item following the instructions exactly. ▪ Discuss why some procedures were easier to follow, why some weren't, and which ones worked best.

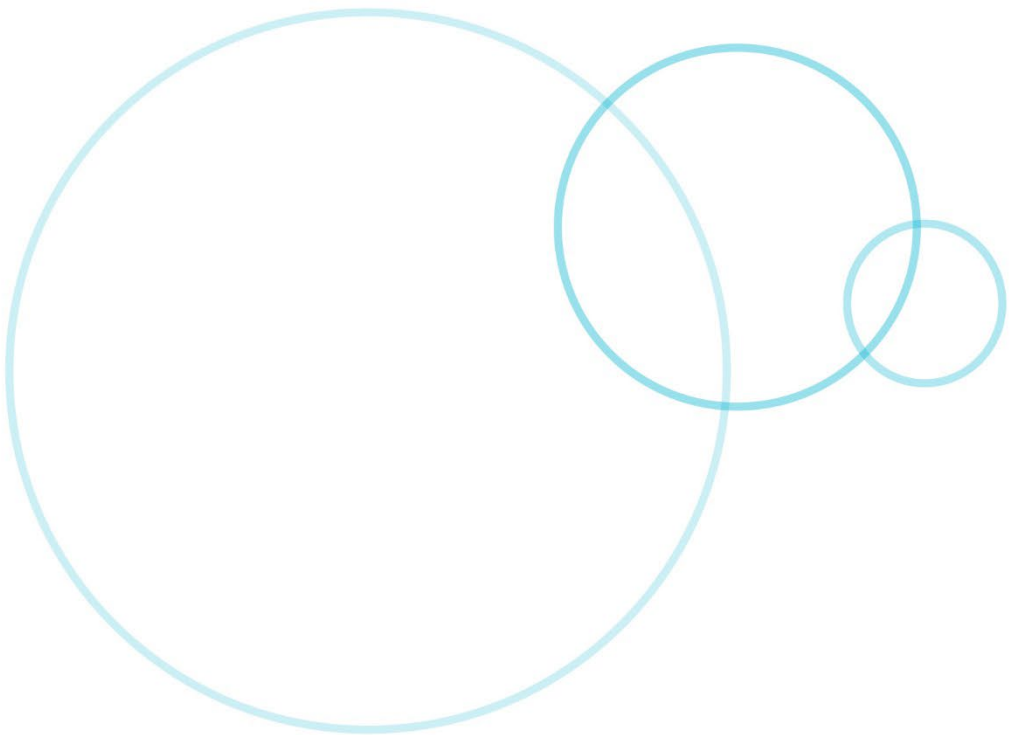| Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 3 Model how to clarify meaning and add precision to a procedure. Teacher preparation: a pre-prepared text is required to model editing (Support notes). • Model how to edit the prepared sample text. With the students listening and watching, re-read and edit to add precision and clarity. • Have students revisit their texts from the previous learning experience to edit their work for meaning, clarity and precision. • Optional: students make an updated copy of their procedures.

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details **Literacy** Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume Use features of digital tools to create or add to texts for a variety of purposes	**Text** Informative texts: procedures **Focus questions** • How can you make sure the text is clear to the reader? • How can you ensure the reader ends up with the product that is displayed or described? • How will you set out your procedure? • What text and language features should you include? **Support notes** • The procedure chosen by each student should be something that they are familiar with and could include such things as making a kite, playing Four Square, making pancakes, making a fortune teller/chatterbox or doing a dance. The task must be something that other students can follow and one that teachers can provide materials for. Students could present their work to an individual, a small group or the class. For example: 　▪ teach another student how to play a maths game 　▪ teach a group how to play Four Square 　▪ teach the class how to make a paper fortune teller/chatterbox.	**Learning experience 1** Students plan, draft, write and create a procedure that teaches other students in the class how to make or do something. The final text can be written, oral or multimodal (Support notes). • Brainstorm the topics and allow students time to think about the purpose, audience and form this will take. • Explore a range of procedural texts to see how they have been formatted or laid out. • Develop or reinforce the success criteria for procedures. • Students draft their work. • Model how to edit work by adding, deleting or moving word groups to improve content and structure. • Encourage students to peer edit their work with developed checklists for support. • Students publish their work.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	• Students could create the procedure in the style of another text, e.g. with photos or diagrams for each step, they could script and film it as a video or make it into a slide show. **Suggested assessment point** Use this learning experience to assess students writing and presentation skills against the negotiated criteria.	

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Explore language used to develop relationships in formal and informal situations **Literacy** Use features of digital tools to create or add to texts for a variety of purposes	**Text** Informative texts: procedures **Focus questions** • How will you present your procedure? • How will you ensure the tone, pace, pitch and volume of your speaking is suitable for a more formal situation? • What materials will you need to supply to the group? • Was your procedure easily understood by the audience? • What changes would you make to your procedure if you had the chance? • What procedures were the easiest to follow? Why? **Suggested assessment point** Use this learning experience to assess students' writing and presentation skills against the negotiated criteria.	**Learning experience (continued from Week 7)** Students finish their procedure and share their work in a presentation that includes other students following their instructions. • Develop success criteria, prior to students presenting their work, to include interaction skills, such as clarity, tone, pitch and pace. • Working with the class or a small group of peers, have students explain the task, and have the group follow the instructions (if applicable). • Have students give and accept feedback on each other's work. Students reflect on whether their instructions were easily understood by their audience.

TERM 3

Weeks 1–8

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words **Literacy** Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing **Literature** Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors	**Text** Imaginative and/or informative texts: picture books, online texts, film, poetry, chapter books, information books, non-fictions texts **Focus questions** **Learning experiences 1 and 2** • What Aboriginal words have become part of Standard Australian English? • Why has the author used Aboriginal words in this text? • Why is language important to culture? **Learning experience 3** • Do stories by Aboriginal and Torres Strait Islanders have similarities between different regions? **Suggested assessment point** Students work independently or in small groups to find five words that have been incorporated into English to share and explain to the class.	**Learning experience 1** Read a text that contains vocabulary from an Aboriginal Indigenous language (Appendix A). • Discuss the content of the text and take questions from the students to further the discussion. • Brainstorm Aboriginal words that have been incorporated into Standard Australian English (SAE), e.g. kangaroo, wallaby, jarrah and boomerang. • Explain that there are many Aboriginal languages and that some of the words come from different languages. For example, jarrah is a Noongar word from the southwest of WA, while koala is a word from the Dharug people of the east coast. • Explore an online map that depicts Australian Indigenous languages and find the languages close to you. Where possible, invite elders or family members to come in to share information at the local level. • Revisit the text and find the Aboriginal words. Use visual, context clues and/or the glossary to work out their meaning. • Optional: Explore the spelling patterns of the words explored and consider the double letter patterns used in many of them. • Extend this topic into spelling and word study by looking at Greek and Latin word origins.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 2 Create a class word wall with the Aboriginal words and their English translation. - Provide a range of books with Aboriginal and/or Torres Strait Islander vocabulary and/or suitable websites that list and translate them. - Students work in groups of two or three to find Aboriginal words to add to the word wall. - Identify the words that have been incorporated into Standard Australian English. Discuss with the class why language is an important part of people's cultural identity, drawing on local contexts. **Learning experience 3** Provide students with a range of traditional tales or stories from a range of Aboriginal traditions (i.e. stories from the eastern states, the Kimberley and local region). Students work independently or with a partner to read the texts and complete a graphic organiser to compare the texts. Each student or pair of students should read two or three texts. Discuss as a class, drawing conclusions about similarities across areas or regions. Organiser: name of text/headings across top: purpose, characters, setting, events, language features.

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Language
Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources
 	
Literacy
Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
 	
Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed
 	
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts
	Text
	Imaginative texts: poetry and rhyming verse that includes deliberate word play and a range of other literary devices
	
	Focus questions
	Learning experiences 1 and 2
	• Which language features does the poet use to appeal to the audience and meet the poem's purpose?
	• What is a neologism? Why are they used in poetry?
	• What do some of these neologisms make you imagine?
	
	Learning experience 2
	• What is a portmanteau word?
	• What are some examples of portmanteau words?
	• Why are they used in poetry?
	
	Support notes
	• Year 1 content
	  ▪ alliteration
	  ▪ rhyme
	• Year 3 content
	  ▪ rhythm
	  ▪ onomatopoeia
	• Year 4 content
	  ▪ word play, such as nonsense words, spoonerisms, neologisms, puns, portmanteau words.
		Read aloud poetry, view poetry performances and provide a variety of poems for enjoyment that contain a range of language features, including word play.
		
		Learning experience 1
		Read aloud a suitable poem, such as the 'Ning Nang Nong' by Spike Milligan, in an entertaining way. Do not show the students any images at this stage. Provide a copy of the poem to the students.
		• Guide students to highlight the examples of rhyming words, onomatopoeia and alliteration. (Content from other years to revise or teach.) Make a class chart/glossary of these terms as an ongoing resource.
		• As a class, identify which words are made-up words and introduce the term *neologism*. Discuss why it is used in poetry. Add the term to the class glossary.
		
		Discuss the meaning or imagery of the poem. How do the neologisms portray different meanings or images?
		• Students are to draw a picture that they think represents an aspect of the poem.
		• Once complete compare students' images and view an online video or image from published works to discuss further.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Literature
Describe the effects of text structures and language features in literary texts when responding to and sharing opinions
 	
Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
	Nonsense words
	Made up words that have no conventional meaning.
	
	Spoonerisms
	When the initial sounds or letters of two or more words are transposed, often this referred to as a slip of the tongue, e.g. a pack of lies becomes a lack of pies.
	
	Neologisms
	Newly coined words.
	
	Neologisms can also be portmanteau words. A **portmanteau** word is a blend of two or more words, e.g. smoke and fog = smog.
	
	Puns
	A joke or riddle based on the different meanings of a word, often relying on homophones, homonyms or homographs, e.g. 'Mine is a long and a sad tale!' said the Mouse, turning to Alice, and sighing. 'It is a long tail, certainly' said Alice, looking down with wonder at the Mouse's tail; 'but why do you call it sad?' *Alice's adventures in Wonderland*, Lewis Carroll.
	https://en.wikisource.org/wiki/Alice%27s_Adventures_in_Wonderland_(1866)
		Learning experience 2
		Provide students with another suitable poem, such as 'The Land of Bumbley Boo' by Spike Milligan.
		• Discuss the language features.
		  ▪ Who is the intended audience?
		  ▪ What is the purpose of the poem?
		  ▪ What poetic devices are used to appeal to the intended audience and meet the purpose?
		• Model an oral response to the poem and have students give their own responses in a class or group discussion. If you choose to have group discussions, have one student report back to the class with the overall response of their group.
		  ▪ What was your response to the poem?
		  ▪ What about the poem was appealing?
		  ▪ Which devices, such as rhyme or other word play, were appealing?
		  ▪ Why did the poet make up words?
		  ▪ What was the meaning of the poem?
		
		Learning experience 3
		Allocate students to groups and provide each group with an enlarged copy of a poem that contains portmanteau words, such as 'Eletelephony' by Laura Elizabeth Richards.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Suggested assessment point Listen to students reading the poems aloud to each other or use the poems to conference the students about their reading.	• In their groups, students read the poem and identify examples of neologisms. ▪ Students should identify a number of words, such as *telephant*. Explain that these are portmanteau words and discuss the words they are made of (Support notes). • Give students examples of other portmanteau words that have entered the English language, such as *brunch*, *Bollywood*, *labradoodle*, *carjack* and *smog.* With a call-out, discuss how these words were invented, e.g. brunch = breakfast and lunch. • Brainstorm other portmanteau words and their origins. • Students work in groups to invent their own portmanteau words and present to the class to work out the meaning. Alternatively, bookmark some websites that list portmanteau words for students to browse and find interesting examples to share.

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literacy Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Text** Imaginative texts: poetry and rhyming verse Informative/persuasive texts: reviews **Focus questions** • What is your interpretation of the poem? • What is your initial response to the poem? Why? • What language devices has the poet used? • What is the purpose of these language devices? • How have the language devices influenced the reader? **Suggested assessment point** • The written response in Learning experience 1 can be collected for formative assessment.	**Learning experience 1** Read a poem to your students that contains a range of language devices, such as rhyme, rhythm, neologisms, imagery, onomatopoeia and alliteration, such as 'The Jabberwocky' by Lewis Carroll. • Discuss students' initial response to the text. ▪ What do you think the poem is about? ▪ Who are the characters in the poem? ▪ Where is the poem set? ▪ What sort of atmosphere does the poet portray? ▪ What do you visualise? • View the poem with supporting images, e.g. an online video. After viewing the images, review the questions above and discuss how seeing the images may have changed their interpretations of the poem. • Students provide a written or oral response to demonstrate their interpretation of, and response to, the poem discussing ▪ What do you think the poem is about? Why do you think this? ▪ What do you think about this poem?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Create and edit literary texts by developing storylines, characters and settings Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning		**Learning experience 2** Provide a copy of the poem from Learning experience 1 to pairs or small groups of students. - Students identify language devices by annotating the poem and then share their findings with the rest of the class. - Guide the class discussion to identify examples of alliteration, rhyme and rhythm, onomatopoeia and word play, including neologisms and portmanteau words. Discuss how each of these devices impact on the reader when reading the poem; for example: - rhyming words are a clue to pronunciation of neologisms - metaphors help the reader visualise - onomatopoeia helps the reader imagine the noises and adds to the atmosphere - neologisms and portmanteau words give the poem a strange atmosphere - alliteration makes the poem flow and sound pleasing to the listener. - Working independently or in pairs, students find the examples of neologisms in the poem. Using dictionaries and digital technology, explore if the words are real, made up or portmanteau words. Consider the portmanteau words and work out the words they came from originally, e.g. chortle = snort and chuckle. Contribute the ideas to a class chart.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 3 Students read and further discuss the meaning of the poem from the previous learning experiences. • Students retell the story/meaning of the poem in another form, e.g. a comic, a play, a narrative or a series of images. • Share and discuss with the class and justify the choices they made in regard to characters, settings and events. **Learning experience 4** Model or create a shared written response to the poem. Include in your response: • your interpretation of the main ideas and message • how the author has used poetic devices and word play to interest readers • any connections you can make to similar texts • your opinion of the poem.

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources **Literature** Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning Create and edit literary texts by developing storylines, characters and settings **Literacy** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning,	**Text** Imaginative texts: poetry, dramatic performance **Focus questions** • How has the poet used language features to meet their purpose? • What vocal effects does the author use when presenting the poem? • What text connectives are used to sequence and connect ideas in this poem? **Suggested assessment point** Learning experience 2 provides an opportunity for the assessment of writing and speaking.	**Learning experience 1** Read aloud a poem that contains language devices, such as word play to act as a model for students when writing their own poem, e.g. 'A Summer Stroll With Lewis Carroll' by Max Scratchmann. Discuss students' response to the text. ▪ What is the poem about? ▪ Why do you think that? ▪ What is the purpose of the poem? ▪ Who is the intended audience? Discuss the vocabulary in the poem and provide synonyms or explanations of unfamiliar words. Provide a copy of the poem to the students. Have the students complete a graphic organiser to record how the language features are used in this poem. <table><tr><td>Language feature</td><td>Example in text</td></tr><tr><td>rhyme</td><td></td></tr><tr><td>neologisms/portmanteau words</td><td></td></tr><tr><td>repetition</td><td></td></tr><tr><td>alliteration</td><td></td></tr></table>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume		Once complete discuss with the class, using the focus questions as a guide. Share students' interpretations of the neologisms and discuss what it was in the text that led them to this interpretation. **Learning experience 2** Revisit the poem that was read in the previous lesson. Discuss each student's response to the poem through a think-pair-share. Develop a shared written review of the poem using the framework from the assessment task (Appendix C). Students should actively contribute to this writing. Use the examples gathered in the previous examples to incorporate into the review. **Learning experience 3** Students work independently or in pairs to create and perform a poem containing word play. Using the poem from Learning experience 1, brainstorm other ideas that would fit with the style of the poem, i.e. nonsense words, alliteration, rhyme. The poem could contain characters from Lewis Carroll's, such as the Jabberwocky or Jujube bird.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		• If students require scaffolding, you could have the class brainstorm ideas and nonsense words before writing. • Develop success criteria based on the model poem, e.g. every second line should rhyme, include alliteration, include an example of onomatopoeia, use word play to make the poem funny. Students draft and edit their poems. **Learning experience 3** View a poem being read online by a poet or actor. Discuss the performance and develop success criteria for a poetry performance that could include: speak clearly, include vocal effects, facial expressions and other gestures, and vary the pace. Give students a chance to share the poems they created in the previous learning experience with another group (or the class), encouraging them to incorporate some of these elements into the reading, e.g. facial expressions and vocal effects.

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literacy Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Text** Imaginative texts: poetry, dramatic performance Informative/persuasive texts: reviews **Focus questions** • What is the poem about? • What is your response to the poem? • What atmosphere or feeling does the poem portray? • What are some of the language devices the poet has used? What is their purpose? • How do they affect your response? • Who would you recommend the poem to? **Suggested assessment point** Learning experience 2 is exemplified as an assessment task (Appendix C).	**Learning experience 1** Working independently or in pairs, students read a range of poems. Once they have read a few poems they are to choose one of the poems to review and develop a performance of the poem to share with the class or a small group. • Students prepare a written response to the poem that answers the focus questions. (Teachers could provide a graphic organiser.) • Students rehearse a poetry performance, taking account of the performance elements discussed in previous learning experiences (vocal effects, gesture etc.). • Present the poems to a small group or to the class. Use the information gathered in the written reviews to inform explicit teaching and/or model a review with direct reference to a point of need, e.g. how to include examples in your review. **Learning experience 2** Assessment task 2, Appendix C.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning		

Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify the subjective language of opinion and feeling, and the objective language of factual reporting Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality **Literacy** Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	**Text** Persuasive texts: expositions, picture books **Focus questions** **Learning experience 1** - 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? - What are the text stages and phases typical of a persuasive exposition? **Learning experience 2** - How do authors use persuasive devices to influence their audience? **Learning experiences 3 and 4** - How does language signal opinion? - What is the role of text connectives? - What do different text connectives signal?	**Learning experience 1** Read aloud a picture book that will stimulate a discussion on a topic of interest, or one being studied in another learning area. For example, *Cat on the Island* by Gary Crew and Gillian Warden raises the topic of the harm done by feral cats. Discuss the chosen topic and allow students to express their opinions freely in a class or group discussion. Provide students with a model text about the chosen topic. - See the letter about feral cats in Resource sheet 5, Appendix A. Use this resource or provide a similar one on the topic you have chosen. - Read through and discuss the purpose, meaning and author's opinion. - Identify the stages of the text: introduction, arguments conclusion. - Identify the paragraphs and topic sentences. - Identify the phases within each stage. - Have students annotate their copy of the text with this information (Resource sheet 6, Appendix A).

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

	Support notes
	
	• Choose a topic that allows students to explore the language of opinion and feeling, and the language of factual reporting or recording through reading. The topic should also be suitable for students to explore their stance with a discussion and create an exposition. A number of topics from other learning areas could be used. The example is from Humanities and Social Sciences.
	
	• The importance of environments to animals and people, and different views on how they can be protected.
	
	• Text connectives can also be referred to as connectors or signal words. They connect parts of the text and link ideas. Connectives include conjunctives, but can also include connecting adverbs or prepositions, such as however or then.
	
	• Conjunctions are one form of text connective. Conjunctions operate within the sentences to join clauses; for example, *I ran home but my brother walked*. *He will have to hurry if he wants to catch me*. (*If he wants to catch me, he will have to hurry*.)
	
	• Persuasive devices
	  ▪ refer to experts or important people
	  ▪ create trust
		Learning experience 2
		Using resource sheets 5 and 6, guide students to identify the persuasive devices used by the author of the letter. Discuss once complete. Allocate students to groups, each group with a different persuasive text. Ask them to add further devices that they find to the graphic organiser (resource sheet 6, Appendix A).
		
		• Come together as a class to identify the devices and make a class chart titled 'Persuasive devices'.
		
		Learning experience 3
		Provide strips of paper and the sentence starters (below) for students to practise writing effective sentences about the given topic, e.g. cats in the community.
		• Once complete, classify the sentences into groups according to the persuasive devices they have used
		  ▪ refer to experts or important people
		    ○ *Scientists agree …*
		    ○ *Research shows …*
		  ▪ create trust
		    ○ *There is no doubt …*
		    ○ *I have worked in this area for a long time and believe …*
		    ○ *It is obvious …*
		    ○ *I firmly believe …*

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

	▪ create a sense of belonging
	      ▪ create a sense of urgency
	      ▪ appeal to emotions.
	• Persuasive devices include
	      ▪ the use of modality (Year 3 content)
	      ▪ rhetorical questions
	      ▪ imperative statements
	      ▪ strong or forceful language
	      ▪ hyperbole
	      ▪ repetition.
		▪ create a sense of belonging
		        ○ *Together we can …*
		        ○ *Our common goal …*
		        ○ *All sensible people know …*
		        ○ *I'm sure you will agree …*
		      ▪ create a sense of urgency
		        ○ *Without immediate action …*
		        ○ *Act now to …*
		
		Discuss which of these sentence starters signals opinion, e.g. *I firmly believe.*
		
		Learning experience 4
		Provide a model expository text for students that includes fact and opinion (Appendix A). Read the text together to:
		• draw boxes around each paragraph and label their purpose or content
		• identify topic sentences and discuss their function
		• highlight persuasive devices
		• underline connectors and identify what they signal
		• identify fact and opinion.
		
		Use the text to formulate a plan for a persuasive text and a list of success criteria.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Optional/supplementary learning experience: Draw students' attention to the function of each group of connectives with a sort (resource sheets 7 and 8, Appendix A).

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Language
Identify the subjective language of opinion and feeling, and the objective language of factual reporting
 	
Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose
 	
Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas
 	
Literacy
	Text
	Informative and persuasive texts: reports, expositions, non-fiction texts including online texts
	
	Focus questions
	Learning experience 1
	• What is the purpose of the text?
	• What text and language features persuade and inform?
	• What are the important messages in the texts?
	
	Learning experience 2
	• What are the most important messages in the text?
	• What information in the text is fact, and what is opinion? How do you know?
	
	Learning experience 3
		Provide students with readings to build knowledge of the topic that they will write an exposition about, e.g. saving numbats.
		
		Learning experience 1
		Provide a sample text that includes facts, opinion and persuasion, e.g. project numbat:
		http://www.numbat.org.au/
		
		Keep Watch To Save Numbats
		https://www.wwf.org.au/news/news/2017/keep-watch-to-save-numbats#gs.bamd8w
		
		• Read/view the texts together to identify and discuss the following:
		  ▪ purpose of the text
		  ▪ vocabulary
		  ▪ parts of the text that are factual

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	• What information do you need to know in order to write an informed persuasive text about numbats? **Suggested assessment point** The activities completed as part of Learning experiences 1 and 3 can be completed independently as assessment.	▪ parts of the text that express opinion ▪ language that indicates fact and opinion ▪ parts of the texts that aim to persuade ▪ language devices that aim to persuade. • Model the strategy for determining importance with a think-aloud, while demonstrating a comprehension activity such as very important points (VIPs) or a main idea pyramid. **Learning experience 2** Allocate students to groups of two or three and provide each group with a different informative text on the topic. In pairs or independently, students read the text and complete the activity that was modelled in Learning experience 1. • Each group reports back to the class with the information they deemed important. • Discuss any conflicting opinions, e.g. the impact of burn-offs. • Develop two class charts about the topic. One chart to record facts and one to record opinions. **Learning experience 3** Explain to students they are to become numbat experts in order to create a text that will persuade people to protect them.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		• Discuss briefly what it is that they may need to find out, e.g. where they are most at risk, what the biggest risks are, what people are suggesting as solutions.
		• Working in small groups, students write a range of focus questions to guide their research, e.g. provide students with a 5Ws and an H graphic organiser (five questions starting with 'w' – who, what, where, when, why and an 'h' – how).
		• Students use a range of digital and print resources to find the answers to their questions.
		• Groups share the information they find in a presentation to the rest of the class. Students take notes during each other's presentations, ask questions and generally discuss the information.
		• When all the presentations are complete, provide a graphic organiser, such as a retrieval chart or a main ideas pyramid, for students to organise their information.
		• Using a class call-out, identify the most common suggestions for protecting the animal, e.g. creating corridors of habitat, creating sanctuaries and tackling feral animals.

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Literacy
Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
 	
Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation
	Text
	Informative texts: expositions
	
	Focus questions
	• How will you structure your text?
	• What are the essential stages of a persuasive text?
	• What phases will you use within the stages to achieve your purpose?
	• What language features will you use to convince people to agree with your point of view?
	
	Support notes
	• How to write an exposition (ideas to negotiate success criteria for a class chart)
	  ▪ state your opinion clearly in the introduction
	  ▪ include two or three good arguments with supporting reasons, place each argument in a new paragraph
	  ▪ link the paragraphs with connectives to sequence ideas
	  ▪ use effective text connectives that clarify, add information, contrast or compare ideas
	  ▪ persuade your reader with high modality words
		Learning experience 1
		Students plan, draft, edit and publish an exposition on the chosen topic, e.g. saving numbats.
		• Review the work of the previous week and develop a planning framework and success criteria.
		• Review the information that has been gathered about the topic. Lead a class discussion or have students review their information in small groups.
		  ▪ Determine what information will be most likely to convince people to save the numbats.
		  ▪ Students plan their work in small groups or to check in with a peer after planning independently.
		• They draft the exposition and edit the work for meaning:
		  ▪ teachers could provide an editing checklist and/or model the editing process.
		• Students create their final text.
		• Students share the work with peers.
		• They self- and peer-assess their work with the developed criteria.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	▪ appeal to the reader with emotional language, such as adjectives to develop enhanced noun groups ▪ persuade the reader with facts ▪ include a strong conclusion that has a persuasive technique, such as a call to action. **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 persuasive texts.	
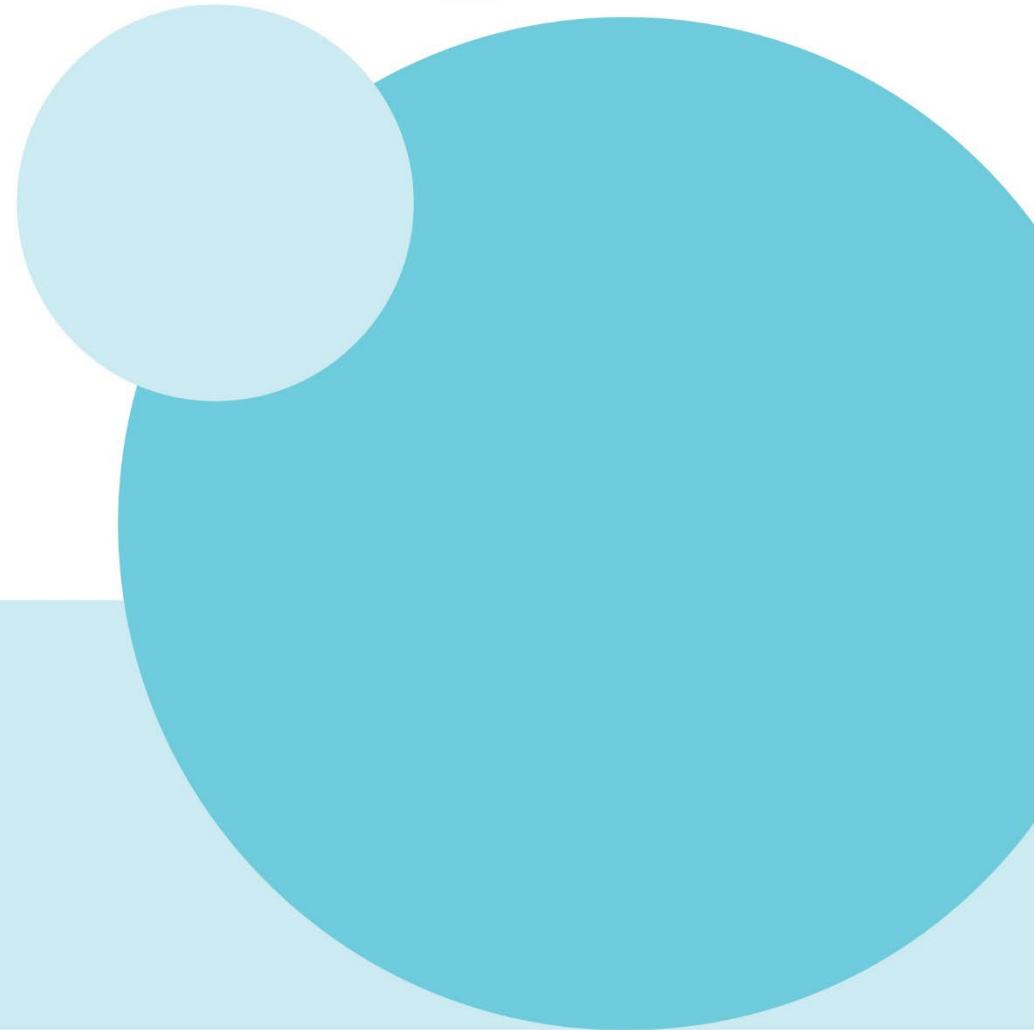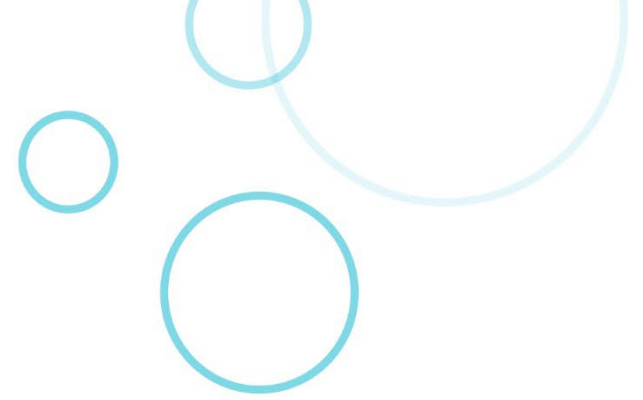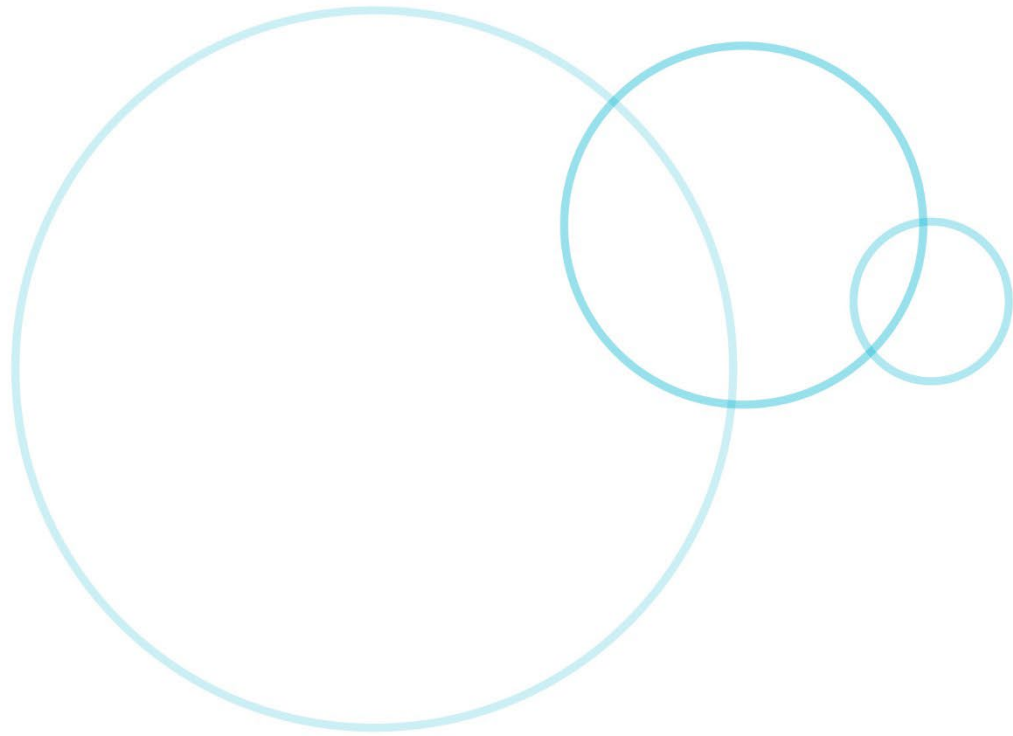
TERM 4

Weeks 1–8

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas Identify text navigation features of print and digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout **Literacy** Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed	**Text** Informative texts: reports **Focus questions** **Learning experience 1** • What information will you need to know to be informed on the topic? • How do the features of the online text enhance how you read it? **Learning experiences 1–3** • What are the most important points in the text? • What are the key words and phrases? • How do paragraphs help the reader? • How do you find the purpose of a paragraph? **Learning experience 4** • What are the language features of an informative report?	In this unit of work, students will research a topic, write an information report and use this to create a presentation. Provide a topic for writing from an area of interest or from a topic being studied in another learning area. For this example, the topic is explorers but teachers may choose another suitable topic and adjust the learning experiences to suit. **Learning experience 1** Build students' knowledge on the chosen topic and the text features of informative texts, e.g. an explorer, such as Vasco da Gama. • Have students work with partners to write several focus questions. • Discuss the questions with the class and determine which questions are likely to be more important and interesting, e.g. does it matter what his favourite food was? • View an online text such as: Kiddle | Vasco da Gama facts for kids https://kids.kiddle.co/Vasco_da_Gama • Use this to review the features of online texts that enhance readability, such as maps and links, and the salience of the composition.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Support notes**
	• Text connectives can be referred to as connectors or signal words, they connect parts of the text and link ideas. Connectives include conjunctives, but can also include connecting adverbs or prepositions, such as however or then.
	• Conjunctions are one form of text connective. Conjunctions operate within the sentences to join clauses; for example: *I ran home but my brother walked. He will have to hurry if he wants to catch me.* (*If he wants to catch me, he will have to hurry.*)
	
	Suggested assessment point
	The summary from Learning experience 2 or 3 can be used as an assessment of comprehension strategies.
		• Students take notes to answer their focus questions, encourage the use of key words and phrases.
		• Discuss the questions and information.
		• If applicable, discuss the language that signals fact and opinion.
		
		Learning experience 2
		Provide an enlarged print or digital text (on the same topic) that is structured with paragraphs and/or subheadings, e.g. Vasco da Gama
		https://exploration.marinersmuseum.org/subject/vasco-da-gama/.
		• Read the text together to
		  ▪ identify the topic of each paragraph through the subheadings and the topic sentences
		  ▪ model or work with the class to identify the key words
		  ▪ clarify any new vocabulary and start a word wall.
		• Provide a copy of the text to students with an activity to develop the reading strategy of determining importance and/or summarising the reading (Appendix A).

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 3
Provide an informative text on another prominent explorer, such as Christopher Columbus, for example:

The Mariners' Museum and Park | Christopher Columbus
https://exploration.marinersmuseum.org/subject/christopher-columbus/
• Provide an activity to develop the reading strategy of determining importance and/or summarising the reading. Examples can be found in Appendix A.
• Share and discuss the activity, clarify any information and add vocabulary to the word wall.
• Learning experience 4 Identify the features of the texts that were useful and helped with understanding.

Provide copies of an informative text to students.
• In pairs, students highlight a number of language features. Use different colours to highlight each language feature or have each pair of students search for only one feature and share at the end of the lesson. For example, look for
  ▪ tense, e.g. in the text from the previous learning experience, the tense is past tense when discussing the voyage (*Columbus departed, he headed west, he wrote back, he continued sailing*), but changes to timeless present when generally discussing aspects of the topic (*it is hard to determine, his descriptions … give us*) |

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		- topic word associations such as *discovery*, *explorations*, *voyage* - action verbs, such as *sailed*, *discovered*, *travelled*, *encountered* - factual language - connectives to signal reason, cause and effect, purpose, time order, add information, or clarify. - Create a class chart titled 'Informative texts' to highlight their text structure and language features.

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify the subjective language of opinion and feeling, and the objective language of factual reporting Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	**Text** Informative texts: reports **Focus questions** **Learning experience 1** • What is the function of connectives? • What do different connectives signal in a text? • What connectives are used frequently on this topic? **Learning experience 2** • What is an appropriate structure for an informative report on this topic? • What stages are essential? • What phases could be used within the descriptive stage of the report? • How will you use paragraphs to help the reader? • What language will you use to make sure your writing remains factual? • When is it appropriate to include an opinion in a report? • How will you signal an opinion to your audience? • What text connectives and other devices will you use to ensure the writing is cohesive?	**Learning experience 1** Provide students with a list of text connectives and revise their purpose. See Term 3, Week 6. Model how to use text connectives to create text cohesion, including how to use conjunctions to join clauses. For example: • Christopher Columbus thought he was in the Indies. He called the native inhabitants, of what is now called America, Indians. Christopher Columbus thought he was in the Indies [and as a result/therefore/and so/consequently] he called the native inhabitants, of what is now called America, Indians. • Provide a range of simple sentences and have students choose a suitable connective to create compound or complex sentences (Resource sheet 8, Appendix A). • Follow-up: Students search informative texts on this topic, e.g. explorers, and find the connectives that are mostly used. **Learning experience 2** As a class, collaboratively develop an informative text on a topic of choice, e.g. Marco Polo.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literacy Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	**Support notes** Language of fact and opinion: use the modelled writing of a conclusion to include an opinion in the text and how to signal this to the reader, e.g. 'I believe that Marco Polo is the most fascinating of all the explorers'. Differentiate the learning by providing texts of different complexity (including video and digital texts) and where necessary, form groups to scaffold the learning.	Decide on the structure the information report will take, e.g. the stages of introduction, description and conclusion. Brainstorm the phases that could be included in the descriptive body of the text, e.g. early life, major expeditions, what they found, why they are remembered, their contacts and exchanges with native peoples. (The structure will differ according to topic and based on the texts the students have read.) • Write each of these subheadings (paragraph topics) on a large piece of paper. Students will record their information on these sheets after research. • Provide a range of print and digital texts on the topic and give students a set time, such as 30 minutes, to find as much information as they can to add to the charts. They should not repeat information and only include information others have not already written. • Review the information and add information where required. • Choose one of the paragraphs (subheadings) and model how to use the information to write a paragraph. Think aloud the choices you make, including decisions about vocabulary, tense and text cohesion. • Model the editing process.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		• After modelling, allocate students to small groups of two or three to write a paragraph. More than one group can write the same paragraph.
		• Once the paragraphs have been written and edited, students engage in a gallery walk to read the work and give feedback to each other.
		• Discuss as a class and use the writing to develop any teaching points.
		• As a class, develop a conclusion that includes an opinion. Model when this is appropriate in an information text and what language to use to signal an opinion to the reader.

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify the subjective language of opinion and feeling, and the objective language of factual reporting Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources **Literacy** Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	**Text** Informative texts: reports, presentations **Focus questions** • What is the purpose of an information report? • Who are you writing it for? • What information will you include? • How will you structure your report? • What language features will you include? • What graphics will you include to help the reader or enhance your presentation? **Support notes** Success criteria for a report on an explorer could include: • five paragraphs logically ordered, such as an introduction; early life and influences; major expeditions and why they are remembered; contacts and exchanges with native peoples; their death and legacy • language features; subheadings, paragraphs, graphics • technical vocabulary • connectives to indicate time and conjunctions to signal reason, cause and effect, purpose • graphics or images.	**Learning experience 1** Explain to students that they will be writing an informative report on the topic of choice, e.g. an explorer. They will use this to make an oral or multimodal presentation to the class (or to a group or onto a digital device). • Review the text and language features of informative reports and develop success criteria. • Students develop a range of focus questions and discuss these with a peer before commencing research. • The teacher should also discuss the focus questions with each student to direct the research. • Provide students access to a range of informative texts to gather information on the topic and a graphic organiser to record this information. **Learning experience 2** Students plan, draft, edit and create their report in a format that will enable them to make an oral presentation to the class (or a group). Students should not make their presentation until next week after they have viewed an analysed a presentation.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	**Suggested assessment point** • The written report and the presentation can be used as summative assessments. • Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students in writing and creating information reports.	

Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Language Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose **Literacy** Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	**Text** Informative texts: reports, presentations **Focus questions** • How do effective speakers engage their audience and achieve their purpose? • How will you engage your audience? • What speaking skills will you use? • How will you ensure your audience understands the content? • How will you prepare for your presentation? • Will you include sounds or images to enhance the presentation? **Suggested assessment point** The written report and the presentation can be used as summative assessments. Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students in writing and creating information reports.	**Learning experience 1** View a suitable informative presentation, e.g. TED Talks	A 12-year-old app developer https://www.ted.com/talks/thomas_suarez_a_12_year_old_app_developer?referrer=playlist-ted_under_20. • Discuss the purpose of, and audience for, this presentation using the focus questions. • Develop criteria for a presentation that includes reference to clarity, pace, tone, pitch, volume and coherence. • Identify and discuss any multimodal elements to incorporate in the presentation, such as images, sound effects, maps or graphs. **Learning experience 2** Students plan, rehearse and create any graphics or props (such as palm cards or charts) for their presentation. • Students present their work to the class, a group or record it onto a digital device. • Students use the developed criteria for self- and peer-assessments.

Term 4 Weeks 5–7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences

Literacy
Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
 	
Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed
 	
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts
 	
Literature
Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors
	Text
	Imaginative texts: traditional Aboriginal stories, picture books, simple chapter books, poetry
	
	Focus questions
	Predicting
	• What will be the author's message or purpose?
	• What will happen to the characters?
	• What evidence in the text supports your predictions?
	• Did your predictions make sense within the story?
	• How can you adjust your predictions now that you have read on?
	
	Connecting
	• What other texts does this 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?
	• Non-fiction: does the information seem to match what you already know about the topic?
		In this unit of work, students read and view a range of texts to complete a reflective reading and viewing journal to reflect on a range of comprehension strategies. Teachers teach and review the reading strategies each week in a modelling session.
		
		See further information in Support notes.
		
		Learning experience 1
		Choose a text to share with the class. Model the process of viewing or reading a text and thinking aloud one or more comprehension strategies.
		
		Choose a different text type each week, e.g. a short film, a short story, a poem or an informative text.
		• Model the comprehension strategies you want students to focus on; for example:
		  ▪ predicting
		  ▪ connecting
		  ▪ self-questioning
		  ▪ inferring
		  ▪ summarising.
		• After viewing or reading, clarify the meaning of the text with a callout of questions about the characters, events and setting.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	Self-monitoring • Does this make sense? • How can you monitor your reading? • What can you do to clarify meaning? • What clues in the text will help you understand? Inferring • What does the author want you to feel or think about in the text? • Which language features do they use to achieve this? • What background knowledge do you bring to the text that helps you understand it? Summarising • What is a summary? • What makes a good summary? • What is important to remember?	(See Resource sheet 9, Appendix A for a sample graphic organiser.) **Learning experience 2** • Students choose a text (texts) to read and/or view. • Provide students with sticky notes to record notes as they read or view the text. • Once they have completed reading/viewing, they complete a graphic organiser (or use another form of recording such as a journal, digital blog or a graffiti board) to record information about the text and their comprehension strategies. **Learning experience 3** • Students share their reflections with the class and make recommendations to their peers about the texts they have read or viewed.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Support notes The structure of this unit of work is: • the teacher models a reading strategy through a think-aloud • students spend time reading their choice of texts independently and recording their responses in a journal • some time is spend sharing their responses and recommending texts to others. Provide a range of suitable texts, including Aboriginal stories, picture books, chapter books, rhyming verse, poetry, non-fiction, film and multimodal texts. These can be print or digital. Teachers may set up the journal to suit their context. It could take the form of a notebook, a digital blog, graphic organisers or a graffiti board. Allow students to choose freely from the texts, but teachers should ensure they read a range of text types. For example, teachers may decide to stipulate one poem, one short film, one picture book and one informative text. If students read more than one text in the week, you may decide that they only complete a written response for one of these.	
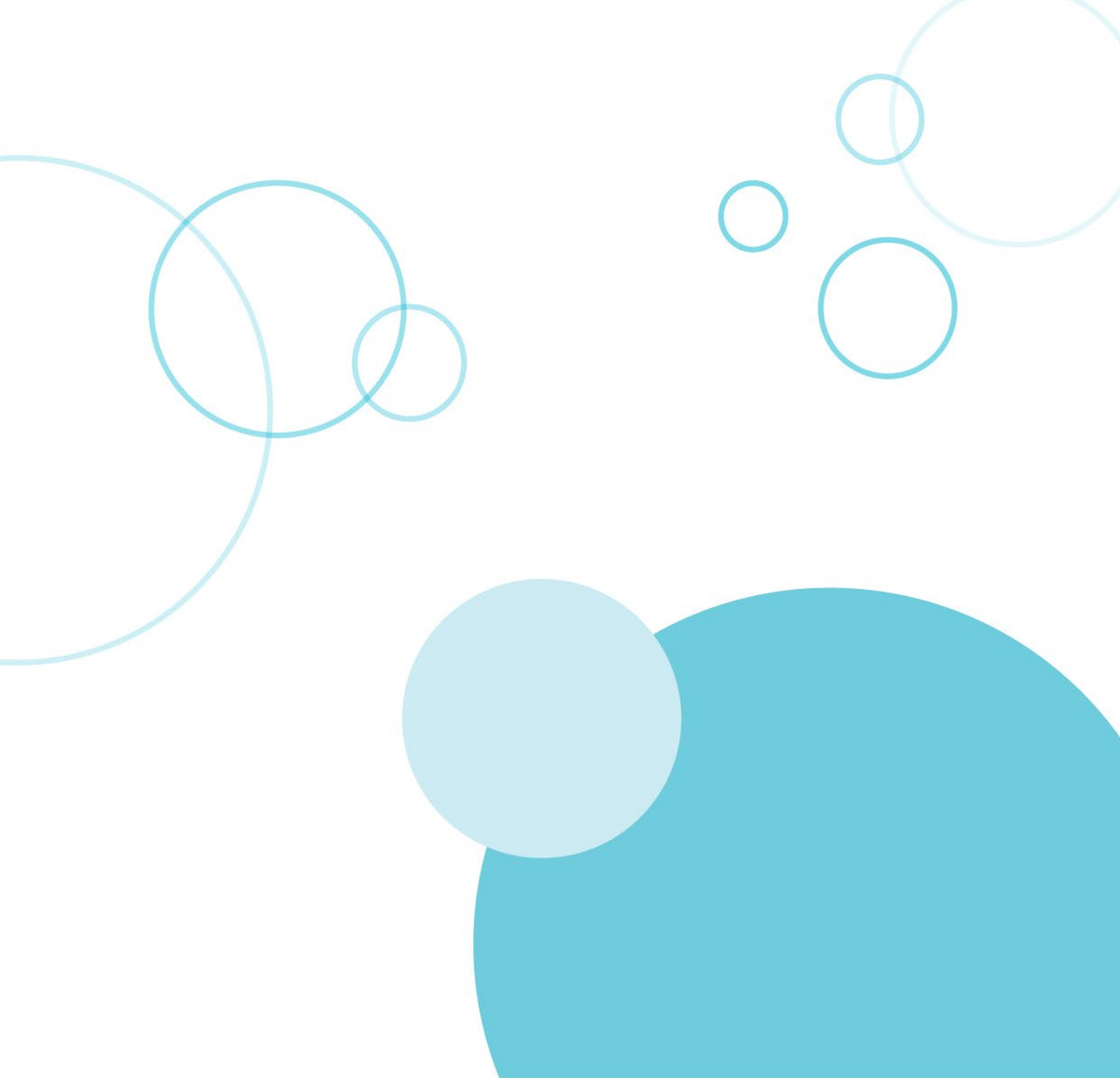
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Suggested assessment point Develop ongoing checklists to monitor the reading and group and class discussions (Resource sheets 10 and 11, Appendix A) and/or use this time to conference students. A link to Reading conferences is included in Appendix A.	

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literacy Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	**Text** Imaginative, persuasive and informative texts **Focus questions** • What text appealed to you the most? Why? • Do you have a favourite author, poet, genre or type of text? • What text and language features appeal to you most when reading or viewing texts? • Who else may enjoy reading/viewing this text? **Suggested assessment point** Collect the reading response in Learning experience 2 for summative assessment. Brightpath resources may also be used as a tool to support teachers in formatively and/or summatively assessing students in creating a book review.	**Learning experience 1** Students are to complete their reflective journal and meet in small groups or with the class to discuss the texts that were the most appealing from all those covered over this unit of work. Use the focus questions to guide the discussion. **Learning experience 2** Have students create a recommendation for their favourite text in the form of a review, poster, persuasive letter or other form. Once complete, share these with the class and/or provide opportunities for students to share their preferences with other classes or with another audience such as a letter to the author, an email to the publisher or a poster for the local library.

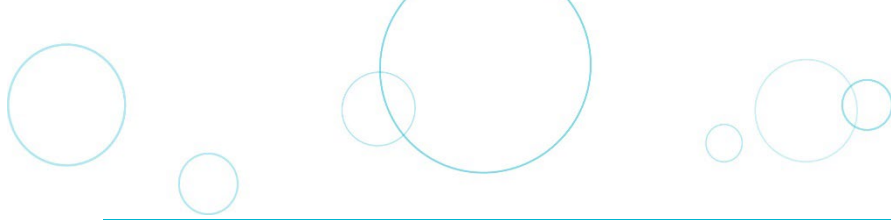| Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Literature Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors Describe the effects of text structures and language features in literary texts when responding to and sharing opinions Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning		

APPENDIX A: RESOURCES

Resources

Term 1	
General	**Grammar** • Derewianka, Beverly & Primary English Teaching Association (Australia). (2011). *A New Grammar Companion for Teachers*. Marrickville Metro, NSW: e:lit – Primary English Teaching Association. • Derewianka, Beverly & Primary English Teaching Association (Australia). (1990). *Exploring how texts work*. Rozelle, NSW: Primary English Teaching Association.
Week 1	• School Curriculum and Standards Authority (n.d.) - Assessment Activities – Year 4 – English – *Audience, purpose, situation shuffle* https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4
Week 2	• Baum, L. F. (2014). *The Wonderful Wizard of Oz*. Melbourne, Victoria: Penguin Books. • Blyton, E. (2021). *Secret 7 Series* (15 Book Collection Set) Enid Blyton (Secret-Seven). Hodder. • Blyton, E. E. B. (2021). *Famous Five Collection 3 Books in 1*. Hodder Children's Books. • Burnett, F. H. & Ingpen, R. (2010). *The Secret Garden*. Newtown, NSW: Walker Books. • Lewis, C.S. & Baynes, P. (2000). *The Complete Chronicles of Narnia*. London: Collins. • Marshall, A. (1966). *I Can Jump Puddles*. Berlin: Seven Seas. • Norton, M., Krush, B., & Krush, J. (2003). *The Borrowers* (First ed.). HMH Books for Young Readers. • Paterson, K., & Diamond, D. (2017). *Bridge to Terabithia.* HarperCollins. • Thiele, C. (1970). *February Dragon*. Adelaide: Rigby. • Turner, E. (2013). *Seven Little Australians.* CreateSpace Independent Publishing Platform. **Teacher resources** • Reading Australia – Primary https://readingaustralia.com.au/level/primary

Term 1	
Weeks 3–8	• ABC education – *Back Roads Dreaming: the Thylacine that Guarded Mparntwe* https://www.abc.net.au/education/back-roads-dreaming-the-thylacine-who-guarded-mparntwe/13954994 • Browne, A. (1990). *Piggybook* (Illustrated ed.). Dragonfly Books. • Crew, Gary. & Wilson, Mark. (2003)*. I Saw Nothing: The Extinction of the Thylacine.* South Melbourne, Vic : Lothian Books. • Oliver, Narelle. (1999). *Sand Swimmers: The Secret Life of Australia's Desert Wilderness*. Port Melbourne: Lothian. • Oliver, Narelle. (2009). *Fox and Fine Feathers.* Malvern, S. Aust: Omnibus Books. • Wild, Margaret., & Brooks, Ron. (2000). *Fox.* St Leonards, NSW: Allen & Unwin. • Wild, Margaret., & Brooks, Ron*.* (2011). *The Dream of the Thylacine.* Crows Nest, NSW: Allen & Unwin. **Teacher resources** • Callow, Jon., & Primary English Teaching Association (Australia). (2013). *The Shape of Text to Come: How Image and Text Work.* Marrickville Metro, NSW: Primary English Department of Education. (2013). • *Reading Australia* – Primary https://readingaustralia.com.au/level/primary

Term 2	
Weeks 1–5	• Penguin – (Extracts) Matilda by Roald Dahl https://www.penguin.co.uk/articles/children/2018/sept/matilda-by-roald-dahl-extract.html • Dahl, Roald. *The BFG.* https://www.penguinrandomhouse.ca/books/36204/the-bfg-by-roald-dahl/9780679428138/excerpt • Jennings, Paul. & McEwan, Keith. (1994). *The Gizmo.* Ringwood, Victoria: Puffin Books. • Martin, B.T. *Momotaro*. https://www.shortkidstories.com/story/momotaro/
Weeks 5–8	• How to make a pirate hat out of newspaper. https://www.youtube.com/watch?v=7SPQRBrjpG8

Term 3	
Week 1	• Seymour, J., & Watson, L. M. (2019). *Cooee Mittigar: A Story on Darug Songlines.* Broome, Western Australia: Magabala Books. • Richardson, T., Houston, B., & Broome Primary School. (2012). *My Home Broome*. Adfo Books. • Kaarrtdijin Noongar – Noongar Word List https://www.noongarculture.org.au/glossary/noongar-word-list/ • University of Melbourne – 50 words project https://arts.unimelb.edu.au/research-unit-for-indigenous-language/research/current-research-projects/50-words-project

Week 2	**Poetry websites**
	• Australian Poetry – Home
	https://www.australianpoetry.org/
	• Michael Rosen – Home
	https://www.michaelrosen.co.uk/
	• Poetry 4 Kids – Home
	https://www.poetry4kids.com/
	• Poetry 4 Kids – *Eletelephony* by Laura Elizabeth Richards
	https://www.poetry4kids.com/news/laura-e-richards-the-first-american-childrens-nonsense-poet/
	• Poetry Foundation – *Jabberwocky* by Lewis Carroll
	https://www.poetryfoundation.org/poems/42916/jabberwocky
	• The Children's poetry archive
	  ▪ *The Ning Nang Nong* by Spike Milligan
	   https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/
	  ▪ *The Land of Bumbly Boo* by Spike Milligan
	   https://childrens.poetryarchive.org/poem/the-land-of-the-bumbly-boo/
	• *A Summer Stroll With Lewis Carroll* by Max Scratchmann
	https://funny-poems.co.uk/nonsense/kids/nonsense-verse/
	
	Teacher reference
	• Tunica, M., & Primary English Teaching Association. (2005). *A Passion for Poetry: Practical Approaches to Using Poetry in the Classroom*. Newtown, NSW: Primary English Teaching Association.

Term 3	
Weeks 6–8	• Crew, G., & Warden, G. (2008). *Cat on the Island.* Pymble, NSW: Angus & Robertson • Derewianka, Beverly., & Primary English Teaching Association (Australia). (2011). *A New Grammar Companion for Teachers.* Marrickville Metro NSW: e:lit – Primary English Teaching Association. • projectnumbat – Home https://www.numbat.org.au/ • World Wildlife Foundation – Keep watch to save numbats https://www.wwf.org.au/news/news/2017/keep-watch-to-save-numbahttps://static1.squarespace.com/static/5308542ce4b0dd985a42b5ef/t/5db66318628b613d41a2eecc/1572234122434/upper-resources-complete-comp.pdfts#gs.0ziz4x

Term 4	
Weeks 1–2	• The Mariners' Museum and Park – Christopher Columbus https://exploration.marinersmuseum.org/subject/christopher-columbus/ • The Mariners' Museum and Park – Marco Polo https://exploration.marinersmuseum.org/subject/marco-polo • TED Talks – A 12-year-old app developer https://www.ted.com/talks/thomas_suarez_a_12_year_old_app_developer?referrer=playlist-ted_under_20 • Kiddle – Vasco da Gama facts for kids https://kids.kiddle.co/Vasco_da_Gama • The Mariners' Museum and Park – Vasco da Gama https://exploration.marinersmuseum.org/subject/vasco-da-gama/
Weeks 6–8	• Derewianka, Beverly. & Primary English Teaching Association (Australia). (1990). *Exploring how Texts Work.* Rozelle. NSW: Primary English Teaching Association. • National Film and Sound Archive's website: *Australian Screen, Children's genres.* https://aso.gov.au/titles/genres/childrens/ **Short film** • Kids Love Short Films – Home http://kidsloveshortfilms.com/ • The Kids Should See This – Home https://thekidshouldseethis.com/ • The Literacy hed – Home https://www.literacyshed.com/ Note: these videos have not been classified by the Australian Classification Board and should be previewed by the teacher and selected with the cohort of students and the schools context in mind.

Resource sheet 1

Chapter book read aloud using texts from earlier times.

Instructions to teachers

Choose a chapter book that contains language features and content from earlier times to read aloud as a serial over several days/weeks.

Suggested texts can be found in Appendix A.

Aim to read aloud to the class regularly, the timing and duration should be planned to suit your context.

Read aloud to the students and reflect on content, vocabulary and language features. Some texts may also be suitable to discuss images and layout.

Some suggestions for engaging with the text:
- use a think–aloud strategy to identify and explain language and content as it unfolds
- allow students to ask questions to clarify and explore the content, language and themes
- create a word wall of old fashioned and/or colloquial language
- make connections to personal experiences, other texts and the wider world, and encourage students to share their connections
- discuss the content and track the changes in attitudes to gender, the environment, migrants or other themes from the text
  - the life of men and women, e.g. their responsibilities and role in the family, their work, how they were perceived by wider society, the jobs that they did
  - the life of children, e.g. their responsibilities and role in the family, education
  - medical issues, e.g. childhood diseases, health and exercise
  - technology, e.g. transport and communications
  - the environment, e.g. attitudes to the environment
  - the life of, and attitudes to, minority groups, such as migrants, Indigenous Australians, the disabled.

Examples of focus questions to choose from include:
- How are minority groups portrayed in the text? Is this fair?
- Who is telling this story?
- Are there other stories that are not told?
- What is the author's message?
- What does the author believe?
- How have attitudes changed since the time depicted in the text?
- What language features has the author used to influence the reader?
- How has language changed since this time?

Optional learning experiences:

- model a reflective journal and have students contribute to their own journal
- set up a class blog where students respond to open-ended questions about the text
- set up a word wall or an 'I wonder' wall
- allow students to sketch while listening to the read aloud.

Compare the text to a contemporary one

Once you have completed reading the text, or at any suitable point while reading, compare the vocabulary and content of the text with any contemporary texts you are reading or viewing. It may also be appropriate to compare layout and images. You may choose to read a contemporary chapter book with a similar theme or content. Alternatively, you could view a film, read short stories or picture books.

Suggested assessment

A Venn diagram or T–chart to compare and contrast the content, and text and language features of a contemporary text and a text from an earlier time.

Resource sheet 2

Identify visual techniques in the text, give an example, a description and explain the effect on the viewer.

Text			
Visual technique	Example	Description	Effect

Resource sheet 3

The emperor's new clothes

Some examples of extended adverb groups and prepositional phrases are underlined. Can you find more?

Once upon a time <u>in a faraway land</u>, there lived a vain and lazy emperor who <u>loved his own appearance above all other things</u>. In particular, he loved to dress himself <u>in the latest and most expensive clothes</u>. He had palaces bulging with the finest silk gowns, feathered hats and golden robes from all corners of his vast kingdom.

One cold autumn morning, a pair of strange travellers with mischief in their heads and a twinkle in their eyes arrived at the splendid summer palace of the emperor. 'We are weavers and have come at the request of the emperor,' they lied to the guards. 'He is expecting us to make him new clothes of the finest magic cloth.' And, of course, the guards believed them for they knew of the emperor's love of clothes.

The emperor was delighted by the idea of new clothes and immediately inquired what they would be making for him. 'We will weave your clothes with magic silk,' they explained. "Not only will the clothes shimmer like a peacock and float like a butterfly, they will also help your majesty find out which citizens are not worthy to live in this glorious kingdom because only clever and trustworthy people can see our cloth. Those who say it is invisible are the truly stupid. Of course, it will cost a lot of money, but it will be truly worth it."

The emperor didn't hesitate. He gave the strangers a spacious room at the top of the castle turret and two bags of gold coins. The strangers locked themselves away in the room with their looms and soon the loud noise of weaving could be heard all over the palace. For days they worked away, only coming out to sleep and eat.

Finally, the chief chamberlain managed to force his way into the locked room to see the progress of the work. He was horrified! The room was full of hooks and coat hangers and there, hanging on all of them was … absolutely nothing! There was not one single stitch of clothing.

'What do you think?' murmured one of the dishonest weavers. 'Aren't the emperor's new clothes truly the most beautiful clothes in the whole kingdom?'

Not wanting to appear foolish and untrustworthy, the chief chamberlain panicked. 'Of course,' he replied. 'They are gorgeous. The emperor is going to love them.' And shortly afterwards he told the emperor the same thing: 'You are going to love them, Your Majesty.'

The excited emperor sent one of his most trusted servants with gifts of gold to reward the weavers. 'Beautiful, aren't they?' gushed the weavers. Not wanting to appear foolish, the servant agreed and quickly fled the room.

News of the emperor's wonderful new clothes spread quickly around the palace and town. People from all walks of life looked forward to seeing their emperor in these fine new clothes that had magical powers.

Finally the day came for the emperor to wear his new clothes to the opening of parliament. The weavers pretended to hold out the clothes, helped the emperor to dress and even held up a mirror for him, all the while murmuring compliments and remarking on the beauty of the garments.

The emperor could only agree with them as he could not afford to look foolish in front of them and his staff. 'Magnificent!' cheered his staff. 'Stupendous! Amazing!'

As the emperor stepped out into the cobbled streets, his people clapped and cheered. The emperor bowed and smiled as he slowly made his way to Parliament House. 'They feel so light and airy,' he said to his chief chamberlain. 'I feel like I'm walking on air. I must look magnificent.'

The cobbled streets of the city were packed tightly with excited people who had turned out to see their emperor. Secretly, they all were thinking the same thing. 'I can't see the clothes so I must be foolish.' Meanwhile the emperor himself was thinking, 'I must be foolish because everyone can see my clothes except me.'

And then, a little boy, who had squeezed to the front of the crowd, pointed at the emperor. 'He's not wearing any clothes!'

The town fell silent. The people looked at the little boy and then at the emperor. 'He's right! The emperor is wearing no clothes!' they all said.

'Of course, this proves they are all fools,' thought the emperor to himself. And with a smug smile he continued parading through the cobbled streets.

Resource sheet 4

Devices to build tension

1. Use the weather to create an atmosphere, e.g. a thunderstorm or grey skies

2. Use dramatic connectives, e.g. *all of a sudden, without warning*

3. Have an object or character behave in an unexpected way

4. Don't let the character know they are in danger

5. Hint at danger but don't give away the problem too soon.

1
Ryan felt <u>the stir of a cold breeze on the back of his neck</u>. 'Wouldn't you know it?' he thought to himself. 'I finally get to this amazing amusement park and it turns cold!'

2   **3**
<u>All of a sudden</u>, <u>the large submarine,</u> that Ryan had so looked forward to visiting <u>let out a loud</u>
3
<u>blast and disappeared under the water. A moment later, the carousel screeched to a halt and the horses jumped to the ground and bolted into the distance.</u>

4
<u>'Cool,' thought Ryan. 'They must be putting on a show.'</u>
5
<u>Little did Ryan know, this was not part of the planned show.</u>

Resource sheet 5

Dear Mayor,

I am writing in the hope that the council finally takes action to control the spiralling numbers of stray and feral cats in our community. It is truly a disgrace that nothing has been done to tackle this enormous problem when you have known about it for many years.

Firstly, the council must immediately pass a regulation that all cats are kept indoors or in an enclosed cat run. Let me tell you that I love all animals and have two well-loved cats of my own. I, however, unlike many irresponsible owners, always keep my cats indoors. I am well aware that cats have a natural instinct to hunt and that even the friendliest and cutest pets can become killers. All cat owners need to stop thinking that their precious pets wouldn't kill a cute bandicoot or a helpless baby bird. The only way cats can be kept from following their natural instincts is to be strictly controlled and that includes being kept inside.

Furthermore, cats must not be allowed to breed. All cat breeders should be licensed and be made to only sell sterilised kittens. There are far too many negligent backyard breeders adding to the problem. They need to take more responsibility! A strict code of conduct should be put in place immediately. Anyone found selling or giving away cats without a valid breeders' license should be given a hefty fine.

Finally, the council must do much more to educate people in the area. Not only should they encourage **responsible** pet ownership, but there needs to be more education around native habitat and caring for our native animals. For years environmental experts have been asking for action on this problem and encouraging householders to create habitat for native animals. It's as easy as planting more small prickly bushes for native animals to shelter in. This would keep them much safer, not only from cats, but also from foxes and dogs.

In conclusion, I am sick and tired of the council making excuses. This problem has been going on for far too long and as a result has got out of hand. The simple steps I have outlined could be put in place quickly with little expense and effort. Stop putting this off and show some responsibility.

Yours sincerely,

A concerned ratepayer.

Resource sheet 6

Spot the persuasive device.

Persuasive device	Example from the text
referring to experts or important people	
strong or forceful language	
the use of modality	
appealing to emotions	
creating a sense of urgency	
creating a sense of belonging	
creating trust	

Resource sheet 7

Connectives sort

Cut these up and provide to students to sort into groups.

adding ideas	time or sequence	cause and effect	examples and/or clarifying	contrast	summarising
and	first	therefore	in other words	in contrast	in conclusion
also	finally	as a result	that is	on the other hand	finally
in addition	in conclusion	so	for example	however	on the whole
furthermore	secondly	for this reason	for instance	even so	in summary
another	first of all	consequently	that means	nonetheless	as you can see
what's more	next	because of this	similarly	though	to sum up

Resource sheet 8

Identify the topic word associations in this text.

Text connectives

Ideas for sample sentences.
- Marco Polo left Venice when he was 17 with his father and uncle. They wanted to trade valuable items. (*because, in order to*)
- War broke out when Marco Polo wanted to return home. He was forced to stay in Bukhara for another three years. (*consequently, therefore, as a result, because of this*)
- Marco Polo travelled to the Middle East by ship. He travelled over land to China. (*then, later, afterwards*)
- Christopher Columbus read Marco Polo's book. It made him want to be an explorer. (*and as a result, for that reason, consequently, because of this*)
- It is not known exactly which islands Columbus visited. The descriptions from his letters give some clues. (*however, although, nevertheless*)
- In 1502, Columbus was caught in a storm. His ship was badly damaged. (*and as a result, consequently, because of this*)

Resource sheet 9

Viewing or reading response organiser

Predicting	
Before What is the text likely to be about?	
After What could happen to the characters after this?	
Monitoring meaning and self-questioning	
Is there anything you don't understand?	
Have you any questions that weren't answered by the text?	

Determining importance	
What will you remember about this text?	

Making connections	
What does this text remind you of?	
Are the characters, setting, events or information similar to other texts or things you know?	
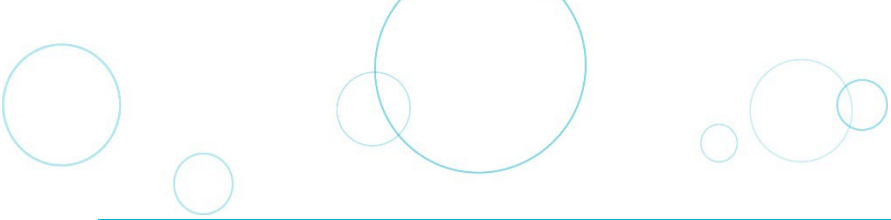
Inferring	
What does the author want you to think? What is the main message?	

Summarising	
Write a brief summary of the text.	

Resource sheet 10

Reading response/interpreting checklist

Interpreting	✓
Describes and analyses the literal and implied meaning in the text and makes connections between ideas in the texts and across texts	
Describes the literal and implied meaning in the text and makes connections between ideas in the texts	
Locates literal meaning in texts and makes connections between ideas in the texts	
	✓
Fluently reads a range of different types of texts that include varied sentence structures, unfamiliar vocabulary and multisyllabic words	
Fluently reads different texts that include varied sentence structures, unfamiliar vocabulary and multisyllabic words	
Reads short texts that include varied sentence structures, some unfamiliar vocabulary and multisyllabic words with developing fluency	

Viewing response/interpreting checklist

Interpreting	✓
Describes and analyses the literal and implied meaning in the text and explains connections between ideas in the texts and across a range of texts	
Describes the literal and implied meaning in the text and makes connections between ideas in the different visual texts	
Locates literal and implied meaning in visual texts and makes connections throughout the texts	
	✓

Resource sheet 11

Group and class discussions checklist

Class members											
Creating and responding in group and class discussions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Contributes actively to class and group discussions and varies language to suit the context											
Contributes actively to class and groups discussions and attempts to vary language to suit the context											
Attempts to contribute to class and/or group discussions											
Listens for key points and uses them to share and extend ideas											
Listens for key points											
Attempts to listen for key points											
Creates coherent and structured oral texts with details that extend key ideas											
Creates structured oral texts with some detail that extends key ideas											
Creates simple oral texts for a familiar audience											

Communication skills												
Speaks clearly, coherently and purposefully to engage familiar and unfamiliar audiences												
Speaks clearly and coherently to familiar and unfamiliar audiences												
Attempts to speak clearly to a familiar audience												
Uses (varies) tone, pitch, volume and pace purposefully to engage familiar and unfamiliar audiences												
Uses (varies) tone, pitch, volume and pace some of the time												
Attempts to use (vary) tone, pitch, volume or pace, or does so with assistance												
Uses body language, such as gestures or eye contact purposefully												
Makes some use of body language, such as gestures or eye contact												
Makes little attempt to, or does not, use body language, such as gestures or eye contact												
Asks questions in group and class discussions to clarify information												
Attempts to ask questions to clarify information												
Does not yet ask questions in group or class discussions												
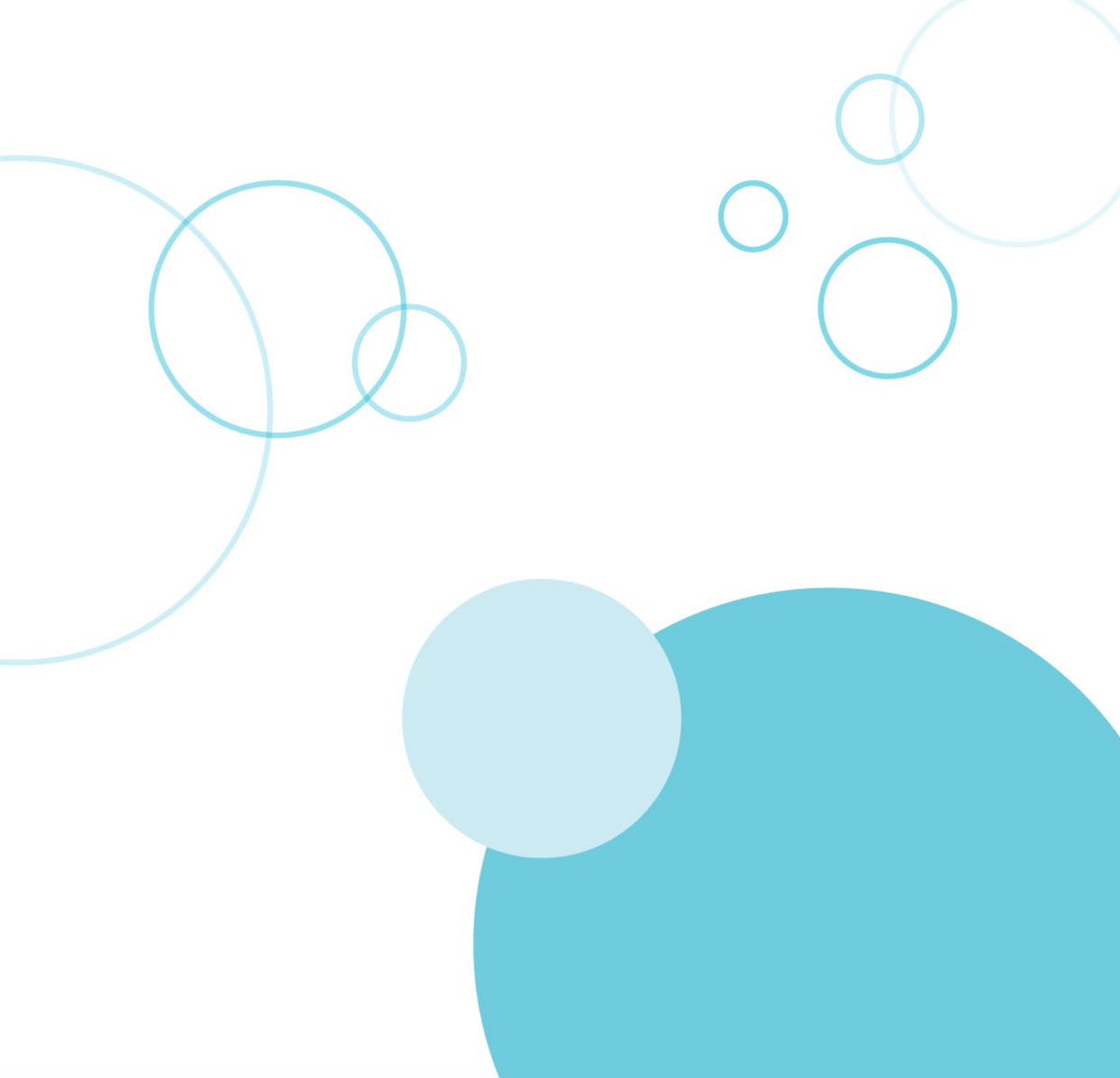
APPENDIX B:
ASSESSMENT TASK 1

Picture book response

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 share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They make presentations and contribute actively to class and group discussions, varying language according to context. They use text structures and language features to organise and link ideas. They use language features, subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

Reading and Viewing

Students listen to, read, view and comprehend texts created to entertain, persuade and/or inform audiences. They integrate phonic, morphemic, and grammatical knowledge to read texts that include varied sentence structures and some unfamiliar vocabulary, including multisyllabic and multimorphemic words. They read fluently and maintain accuracy and meaning by re-reading and self-correcting when needed. They describe literal and implied meaning, connecting ideas in different texts. They describe how ideas are developed, including through settings, characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features, including literary devices, and visual features shape meaning.

Writing and Creating

Students create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments, for purposes and audiences, developing ideas using details from learnt topics, topics of interest or texts. They use language features, including paragraphs, to create coherence and add detail to their texts. They use language features, complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell words, including multisyllabic and multimorphemic words with more complex spelling patterns using phonic, morphemic and grammatical knowledge.

Assessment task

Title of task

Picture book response

Task details

Description of task	Students choose a picture book that appeals to them and complete a graphic organiser and written response that includes an interpretation of the text and an analysis of the visual devices used by the illustrator.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to interpret and analyse text, and visual images in picture books.
Evidence to be collected	Graphic organiser and written response
Suggested time	2 X 1 hour lessons

Content description

Content from the Western Australian Curriculum

Language

Describe the effects of text structures and language features in literary texts when responding to and sharing opinions

Literacy

Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

Literature

Describe the effects of text structures and language features in literary texts when responding to and sharing opinions

Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions

Task preparation

Prior learning

In preparing for this task, students have:
- read and viewed a range of picture books
- analysed the techniques used by authors in still and moving images, including
  - shot size, camera angle and layout (Year 3)
  - frames, placement of elements, salience and composition (Year 4)
- analysed how texts are structured to engage the audience and convey ideas
- had the provided graphic organisers and response structures modelled and had the opportunity to use these to respond to other texts.

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

- Student selected picture book.
- A range of picture books are suggested (Term 1, Appendix A).

Picture book response

Instructions for teacher

This work is placed at the end of Week 8, Term 1. Teachers will need to have completed most of the Learning experiences from Week 3 onwards to prepare for this assessment.

Lesson one

Discuss and display the picture books that students have read, or had read to them, throughout the term.

Have a general class discussion about the books with the following questions.
- What picture book appealed to you the most? Why?
- What were the main ideas or messages?
- How did the authors and illustrators make the book interesting?
- Which visual effects did the illustrator use to enhance the meaning of the text or engage the reader?
- Which parts of the book appealed to you and made the book special?

Allow students to browse the books, select one, re-read it and take notes using the graphic organisers provided.

Students may need to share books, or you will need to provide multiple copies of texts.

Lesson two

Students use the notes they made in Lesson 1 to independently write an extended written response.

Collect all organisers and the written response to gather information for assessment.

Instructions to students

Lesson one

Choose the picture book that most appeals to you.

Think about the following questions.
- What picture book appealed to you the most? Why?
- What were the main ideas or messages?
- How did the authors and illustrators make the book interesting?
- Which visual effects did the illustrator use to enhance the meaning of the text or engage the reader?
- Which parts of the book appealed to you and made the book special?

Use the graphic organisers to take notes about the book to answer the questions.

Lesson two

Read the book again and review your notes.

Use the graphic organisers to help you to write a response about the book.

Find examples of visual devices in the text and explain how they affect the reader.

Text:			
Visual technique	**Example**	**Description**	**Effect**

Name of text: **Author and illustrator:**

What were the main ideas or messages?	
How did the authors and illustrators make the book interesting?	
Which visual effects did the illustrator use to enhance the meaning of the text or engage the viewer?	
Which parts of the book appealed to you and made the book special?	

Marking key

Description	✓
Interpreting	
Describes, using detail and evidence from the text, the literal and implied meaning about the storyline	
Describes the literal and implied meaning of the storyline	
Locates literal and implied meaning in the texts and connects ideas throughout the text	
Conventions of viewing	
Accurately describes a range of visual devices	
Describes some visual devices	
Identifies some features of visual language	
The effect of visual devices	
Explains, in detail, how the visual devices are used by the author to engage or influence the reader	
Explains how the visual devices are used by the author to engage the reader	
Makes general statements about how the visual devices are used by the author	
Text Structure and use of evidence	
Explains, in detail, why they chose the text and justifies their opinion by using relevant examples from the text (visual language/ideas/language features) to explain their answer	
Discusses why they chose the text and justifies their opinion by using examples from the text (visual language/ideas/language features) to explain their answer	
Expresses a preference for the chosen text and provides some reasons, in reference to the storyline and/or visual language	

APPENDIX C:
ASSESSMENT TASK 2

Word play in poetry

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 share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They make presentations and contribute actively to class and group discussions, varying language according to context. They use text structures and language features to organise and link ideas. They use language features, subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

Reading and Viewing

Students listen to, read, view and comprehend texts created to entertain, persuade and/or inform audiences. They integrate phonic, morphemic, and grammatical knowledge to read texts that include varied sentence structures and some unfamiliar vocabulary, including multisyllabic and multimorphemic words. They read fluently and maintain accuracy and meaning by re-reading and self-correcting when needed. They describe literal and implied meaning, connecting ideas in different texts. They describe how ideas are developed, including through settings, characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features, including literary devices, and visual features shape meaning.

Writing and Creating

Students create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments, for purposes and audiences, developing ideas using details from learnt topics, topics of interest or texts. They use language features, including paragraphs, to create coherence and add detail to their texts. They use language features, complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell words, including multisyllabic and multimorphemic words with more complex spelling patterns using phonic, morphemic and grammatical knowledge.

Assessment task

Title of task

Word play in poetry

Task details

Description of task	Students are to provide a written analysis of the poem 'Wipwapwop' by Jennifer Watson.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of language devices such as word play in poetry.
Evidence to be collected	Planning notes
	Written response
Suggested time	1 hour lesson

Content description

Content from the Western Australian Curriculum

Literature

Describe the effects of text structures and language features in literary texts when responding to and sharing opinions

Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning

Literacy

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts

Task preparation

Prior learning

This assessment follows the learning from Weeks 2–5 in Term 3 of the Year 4 Teaching, learning and assessment exemplar. Students have been exposed to a range of poems, in particular nonsense poems. They have been explicitly taught the following language features of poetry.
- Year 1: alliteration, rhyme
- Year 2: rhythmic word and sound patterns
- Year 3: literary devices used to enhance meaning and shape the reader's reaction, such as rhythm and onomatopoeia
- Year 4: deliberate word play to shape meaning.

Students will also have experience writing responses, such as book reviews.

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

- Poem for assessment activity: 'Wipwapwop' by Jennifer Watson (or another suitable poem) https://clpe.org.uk/poetry/poems/wipwapwop.

Word play in poetry

Instructions for teacher

Lesson one

Provide students with a copy of the poem 'Wipwapwop' by Jennifer Watson.

- Read it together as a class and discuss the poem in a general way.
- Direct students to re-read the poem independently.

Provide each student with a planner and explain that they are to take notes in a planner and then write an extended response using the following prompts:
- interpret the main ideas and message
- analyse and explain how the author has used poetic devices and word play to engage readers
- discuss any connections to similar texts
- provide an opinion of the poem.

Explain any of these prompts to the students, and how to complete the planner using dot points.

Allow students approximately 30 minutes to analyse the poem using the planner attached.

Once they have finished the planner, allow time for them to write an extended response (discussion) with the planner as a guide. Teachers can gauge the needs of their students to decide the timetabling of these lessons and may decide to complete the second part of the assessment in another session.

Collect both the planner and the extended response as evidence.

Instructions to students

Read the poem 'Wipwapwop' by Jennifer Watson and use the planner to take notes about the poem.

Write notes that will help you discuss:
- what the poem is about
- what message the poet has for the reader
- how the poet has used poetic devices and word play to interest readers
- any connections you can make to similar texts
- your opinion of the poem.

Once you have read the poem and written your notes, complete a written response to the poem.

Planner

Structure	What to include	Your notes
Paragraph 1: Introduction	Title, author, what is the poem about? (main ideas and message). What emotions does the storyteller show? Do they change through the poem?	
Paragraphs 2, 3, 4	Identify and explain how the author has: • organised/structured the poem ▪ Does it rhyme? How? ▪ Is there repetition? ▪ Does it have a rhythm? ▪ Does it have verses or stanzas? • used poetic devices, such as alliteration, onomatopoeia, imagery • used word play, such as neologisms, portmanteau words, spoonerisms, puns, nonsense words How is it similar to other poems you have read? What poems does it remind you of? Why?	
Final paragraph: Conclusion What is your opinion of the poem?	What did you like and dislike? Would you recommend it to a friend? Why? Was the author successful in conveying a message and making it interesting for the reader? Why?	

Marking key

Description	✓
Reading – Interpreting	
Provides an insightful interpretation of the implied meaning and message of the poem by connecting ideas and interpreting unfamiliar vocabulary across the text	
Provides a reasonable interpretation of the literal and implied meaning of the poem's message by connecting ideas and interpreting familiar and some unfamiliar vocabulary across the text	
Provides a literal interpretation of the poem by connecting ideas and known vocabulary across the text	
Reading – Conventions of language	
Explains in some detail how a range of poetic devices and word play are used in this poem to engage the reader	
Describes a small range of poetic devices and examples of word play, and demonstrates an understanding of how they are used in this poem to engage the reader	
Identifies some poetic devices and examples of word play in this poem and may make general statements about the engagement of the reader; may require assistance	
Reading – Text structures	
Describes a range of poetic devices (rhyme, rhythm, alliteration) and word play (neologisms, portmanteau words, nonsense words, puns) evident in this poem, and makes connections to other poems or texts	
Identifies a small range of poetic devices (rhyme, rhythm, alliteration) and word play (neologisms, portmanteau words, nonsense words, puns) evident in this poem	
Identifies some simple text structures or poetic devices and language choices	

Writing – Language features		
Creates a cohesive and detailed text with the use of varied sentence structure, connectives, pronouns and some punctuation accuracy to create a response to the poem		
Uses some simple pronouns, connectives, some varied sentences structures and some punctuation accuracy to create a mostly cohesive text and add some detail		
Use simple and compound sentences, and repetitive and familiar connectives in an attempt to create a cohesive text		
Writing – Language features		
Expresses an opinion based on information in the poem using evaluative and factual language		
Expresses an opinion based on information in the poem		
Attempts to express an opinion based on information in the poem		

Acknowledgements

Term 1

Week 1
Support notes from: Department of Education. (2013). *First Steps. Speaking and Listening Resource Book*. Government of Western Australia, p. 43. Retrieved September, 2021, from http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/

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Term 3

Week 2
Puns example from: Carroll, L. (1865). *Alice's Adventures in Wonderland* (Millennium Fulcrum 3rd ed.). Retrieved September, 2021, from https://www.gutenberg.org/files/11/11-h/11-h.htm

Appendix A

Resource sheet 3
Adapted from: Andersen, H. C. (1837). *Eventyr, fortalte for Børn. Første Samling. Tredie Hefte* [Fairy Tales Told for Children. First Collection. Third Booklet]. C. A. Reitzal.

Resource sheet 4
Image from: Azuma, D. (2005). [Photograph of an amusement park with a carousel and rollercoaster]. Retrieved September, 2021, from https://www.flickr.com/photos/97624390@N00/24749060

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Resource sheet 8
Information from: The Mariners' Museum and Park. (n.d.). *Christopher Columbus.* Retrieved September, 2021, from https://exploration.marinersmuseum.org/subject/christopher-columbus/