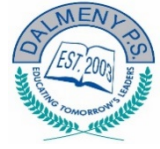# Dalmeny Public School
CURRICULUM and PROGRAMMING POLICY

1.   **POLICY STATEMENT**

Dalmeny Public School develops teaching and learning consistent with the Education Act and NSW Education Standards Authority (NESA) syllabus implementation.

Curriculum planning and programming is collaborative and designed to improve student learning experiences and outcomes by facilitating quality teaching, assessment and reporting practices. It is an ongoing process that occurs at a whole school level, stage, year and lesson level in order to provide for explicit and systematic delivery of syllabus that meets the learning and wellbeing needs of each and every student.

1.2   Planning for teaching and learning incorporates assessment and is a record of outcomes addressed, teaching and learning activities delivered and assessment strategies implemented.

Planned learning experiences:

- reflect the needs, interests and abilities of students
- are based on assessment data and syllabus outcomes
- include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- may include adjustments for students with special education needs
- can reflect school and sector priorities, values and initiatives
- are a record of how syllabus requirements are met.

1.2.1   Student instruction caters for individual students with differences in learning rates, styles and needs through differentiation. This may include adjustments for:
- cognitive abilities.
- background knowledge
- learning styles
- motivation and engagement with learning
- interests and talents.

Differentiated programming will:

- provide teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively
- provide alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- consider what resources and stimulus materials will assist students
- include a range of activities and resources appropriate for students with different learning needs and levels of achievement
- promote flexible learning experiences and encourages students to work at their own pace to develop their knowledge, understanding and skills

- monitor student learning over time using evidence of student achievement to guide future teaching and learning opportunities
- consider how individualised feedback to students can help identify student strengths and areas for improvement.

Differentiated programming will provide students with opportunities to:

- demonstrate, in different ways, what they know, understand and can do at different points of the learning cycle
- discuss with their teachers their preferred learning style and new ways of learning
- explore, experiment and engage with the concepts and principles underpinning what they learn
- develop higher-order thinking and creative and critical thinking skills.

1.2.2 Information communication technology (ICT) is built into teaching and learning activities to:

- improve student learning outcomes
- motivate and engage student learning
- support effective research and evaluation skills
- promote creative and critical thinking
- increase student and teacher efficiency
- support the interactive process of teaching, learning and assessment at Dalmeny Public School
- develop the knowledge, skills, understanding, attitudes and behaviours to assist students to live and work successfully in the 21st century.

1.2.3 Learning intentions and assessment are shared. Teachers inform students of:

- what they are going to learn
- what their learning needs to look like throughout the task
- the criteria used to assess their learning
- the meaning of the language used, including subject-specific vocabulary.

1.2.4 Learning Progressions are aligned to syllabus, assessment and teaching and learning.

1.2.5 Personalised Education Plans are developed for students with special education needs beyond quality teaching and learning adjustments, Aboriginal Education Students, Out of Home Care students and Integrated students.

2.   AUDIENCE and APPLICABILITY
2.1   This policy applies to all Dalmeny Public School staff, students and parents.

3.   CONTEXT

3.1   The Curriculum and Programming Policy provides greater clarity in response to the delivery of planning for teaching and learning.

RESPONSIBILITIES and DELEGATIONS
4.1   Dalmeny Public School Principal and School Executive will:
- ensure the currency of the English policy and support material
- provide oversight of the policy and implementation including advice and assistance to staff
- notify staff of changes to the policy.   Page 2

5.   MONITORING, EVALUATION and REPORTING

5.1   The principal, school executive and delegated teachers will:

- supervise policy implementation and report evaluations to the Director of Educational Learning NSW Public School

5.2   Director of Educational Learning for the Blue Mountains', Public Schools NSW will:

- monitor and support the implementation of the policy at Dalmeny Public School and report to Metropolitan North executive director.

5.3. Executive Directors will:

- collect information to inform the Directors, Early Learning and Primary Education and Secondary Education and for evaluation of the policy.
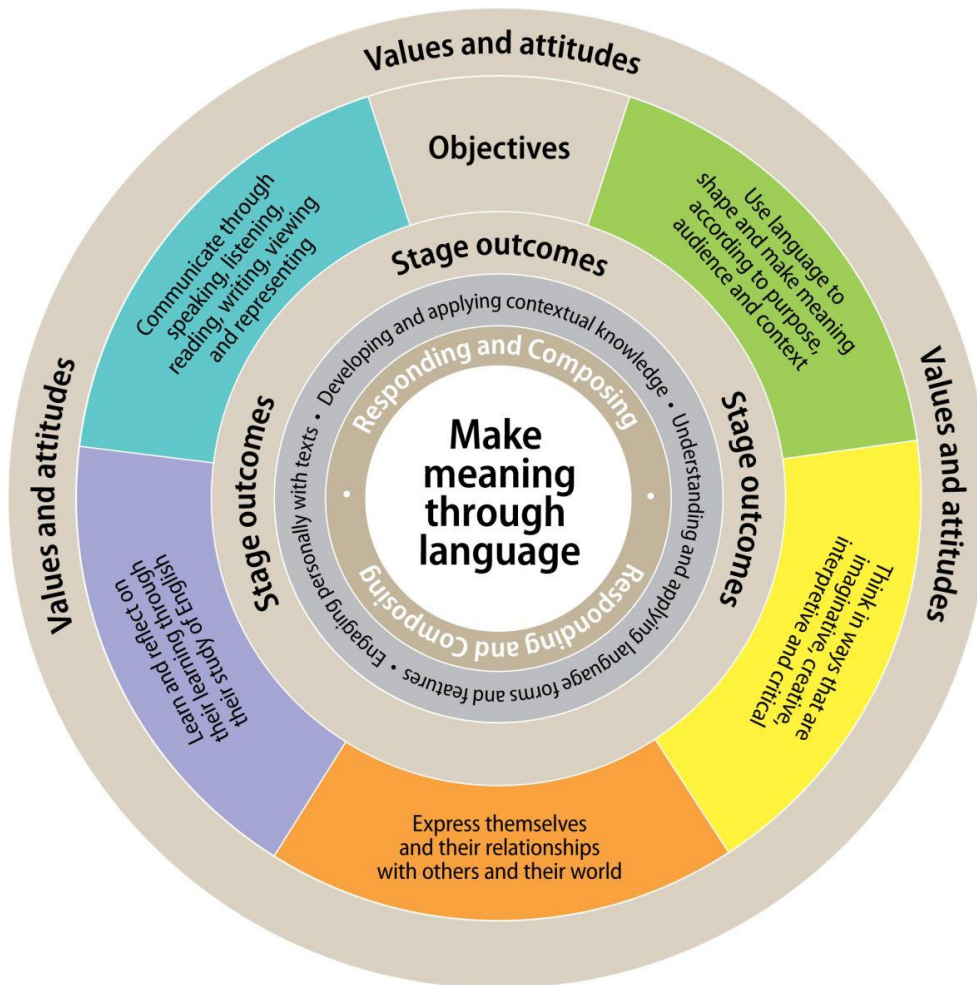
5.4. The Directors, Early Learning and Primary Education, and Secondary Education will:

- monitor the implementation of this policy and will report annually, or as required, to the Executive Director, Learning and Teaching.

Policy Date: 9th September 2019

Date for review: May 2022 or as required.

ENGLISH

Stages of Development and Areas of Study

The diagram shows concentric circles. Center: "Make meaning through language". Surrounding segments include: "Values and attitudes", "Objectives", "Stage outcomes", "Responding and Composing", "Developing and applying contextual knowledge", "Understanding and applying language forms and features", "Engaging personally with texts".

Objectives (outer ring text):
- Communicate through speaking, listening, reading, writing, viewing and representing
- Use language to shape and make meaning according to purpose, audience and context
- Think in ways that are imaginative, creative, interpretive and critical
- Express themselves and their relationships with others and their world
- Learn and reflect on their learning through their study of English

Syllabus Modes and Skills Content

Speaking and Listening (communicating)   Reading and Viewing   Writing and Representing

Grammar, Punctuation and Vocabulary   Spelling   Responding and Composing

Handwriting and using digital technologies   Thinking imaginatively and creatively

Expressing themselves   Reflecting on learning

Dalmeny Public School will provide quality learning experiences for each and every student in order to:

❖ develop knowledge, understanding and skills through the study of a range of texts such as spoken, print, visual, media, multi media and digital texts.
Quality texts will provide students with intercultural experiences differing in time, people and countries and include poetry, drama, prose fiction and picture books.

Students will:
➢ communicate through speaking, listening, reading, writing, viewing,
➢ use language to shape and make meaning according to purpose, audience and context,
➢ think in ways that are imaginative, creative, interpretive and critical,
➢ express themselves and their relationships with others and their world and
➢ learn and reflect on their learning through their study of English.

❖ appreciate and value
  ➢ the importance of the English language as a key to learning
  ➢ the personal enrichment to be gained from a love of English, literature and learning
  ➢ the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
  ➢ the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
  ➢ the role of language in developing positive interaction and cooperation with others
  ➢ the diversity and aesthetics of language through literary and other texts
  ➢ the independence gained from thinking imaginatively, creatively, interpretively and critically.

K – 6 CONTINUUM of LEARNING

Objectives: through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

A. **communicate through speaking, listening, reading, writing, viewing and representing**

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction	EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts	EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
ENe-2A composes simple texts to convey an idea or message	EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers	EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	EN3-2A composes, edits and presents well-structured and coherent texts
ENe-3A produces most lower case and upper case letters and uses digital technologies	EN1-3A composes texts using letters of consistent size and slope and uses digital technologies	EN2-3A uses effective handwriting and publishes texts using digital technologies	
ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies	EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies	EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies	EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling	EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words	EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words	EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when compo

B. **use language to shape and make meaning according to purpose, audience and context**

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language	EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts	EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features	EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts
ENe-7B recognises some different purposes for writing	EN1-7B identifies how language use in their own writing differs according to	EN2-7B identifies and uses language forms and features in their own writing	ENe-7B recognises some different purposes for writing

and that own texts differ in various ways	their purpose, audience and subject matter	appropriate to a range of purposes, audiences and contexts	and that own texts differ in various ways
ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter	EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter	EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter	ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter
ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts	EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts	EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

C. think in ways that are imaginative, creative, interpretive and critical

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts	EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

D. express themselves and their relationships with others and their world

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences	EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences	EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own	EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

E. learn and reflect on their learning through their study of English

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning	EN1-12E identifies and discusses aspects of their own and others' learning	EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning	EN3-9E recognises, reflects on and assesses their strengths as a learner

Meeting the Needs of all Students

Students with Special Needs

Adjustments (measures or actions) in relation to teaching and learning and assessment are to be made to enable a student with special education needs to access syllabus outcomes and content and demonstrate the achievement of outcomes.

Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Dalmeny Public School will:

- provide continuing professional development in English in order to develop teacher understandings as well as the knowledge and skills to provide appropriate strategies in the classroom.

- provide for consistency in learning through a planned whole school approach.

- acquire, renew and review resources regularly to ensure they are relevant, practical and in good condition.

- support incursions and excursions relevant to quality teaching/learning in English.

Teachers will:

- provide daily literacy sessions

- implement the syllabus, providing opportunities in learning that develop research skills and inquiry processes in the support of student learning.

- identify individual student needs through ongoing assessment.

- provide in- class support for students experiencing learning difficulties.

- provide meaningful quality learning situations in which students acquire deep knowledge, deep understanding, values and the appreciation of the study of English.

- provide real time, positive and constructive feedback for students, affirming what they know and guiding where to next.

- conduct meaningful, relevant assessment of student learning, teaching practices and English units taught.

- provide written reports to parents on student achievements at the end of Semester 1 and Semester 2.

Students will:

- participate constructively in teaching and learning activities.

- engage in planning for their future learning directions.

- take responsibility for their role in positive and active learning.

Parents can support student achievement by:

- demonstrating a positive interest in their child's / children's learning.

- helping their child / children set a time and place for homework.

- sharing concerns or difficulties experienced by their child with the class teacher

- encouraging their child / children.

ASSESSMENT
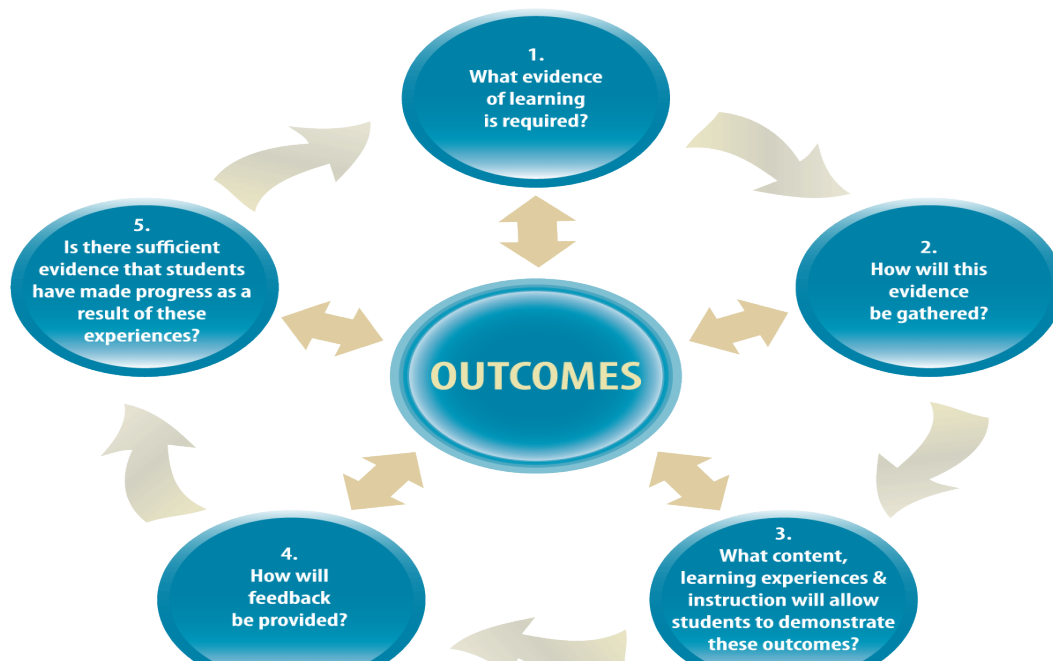
Guidelines

Assessment for Learning**, **Assessment as Learning and ***Assessment of Learning*** are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses promote *Assessment for Learning* as an essential component of good teaching.

Assessment for Learning	• enables teachers to use information about students' knowledge, understanding and skills to inform their teaching • teachers provide feedback to students about their learning and how to improve
Assessment as Learning	• involves students in the learning process where they monitor their own progress, ask questions and practise skills • students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals
Assessment of Learning	• assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Reporting

Descriptions of student achievement in English provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan future learning.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a semester of work.

LEARNING ACROSS THE CURRICULUM
Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding

- Information and communication technology capability 💬
- Intercultural understanding 🌐
- Literacy ☞
- Numeracy 🔢
- Personal and social capability 👥

The Board's syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🦘   Difference and diversity ‡   Work and enterprise ✸

SAMPLE ENGLISH SCOPE AND SEQUENCE
Literacy Sessions 2 hours per day

Units of work implemented are at the discretion of teachers and stage supervisors.

EARLY STAGE 1

Term 1	**Topic: Responding to literature Unit – 'Let's Read'** Discussing personal experiences and learning to express themselves	
	Outcomes: ENe-4A, ENe-8B, ENe-11D, ENe-12E	
8 hours per week	**Focus Areas:** • Modelled and shared reading and viewing of different types of texts • Skills and strategies for reading, viewing and comprehension • Composing simple texts and expressing themselves • Handwriting	**Types of Texts** A variety of texts, including picture books and animations, for example *Alfie Gets In First* by Shirley Hughes, *Belinda* by Pamela Allen, *I'm Not Scared* by Jonathan Allen, *I'm the Best* by Lucy Cousins and *Invisible Me* by Wendy Binks.
2 hours per wk	Guided/modelled reading and spelling activities	A range of spoken texts, print texts, visual texts and other types of texts will also be used, as appropriate, throughout the term.
Term 2	**Topic: This is me!** Identity – what makes people similar and different and how does this affect their behaviour and feelings?	
	Outcomes: ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-8B, ENe-10C, ENe-11D, ENe-12E	
8 hours per week	**Focus Areas:** • Discussion and role-play • Shared and modelled reading • Building skills and knowledge in grammar, punctuation and vocabulary • Handwriting and using digital technologies Composing informative texts	**Types of Texts** Spoken texts, print texts, visual texts, media, multimedia and digital texts. *Olivia* by Ian Falconer; *Where the Wild Things Are* by Maurice Sendak; *When I was a Baby* by Deborah Niland; *Pearl Barley and Charlie Parsley* by Aaron Blabey.
2 hours per wk	Guided/modelled reading, spelling and comprehension activities	A range of other texts will also be used, as appropriate, throughout the term.
Term 3	**Topic: Personal and Family Histories** Family history and the history of others explored through a variety of texts, including digital, visual, picture, and multimodal books	
	Outcomes: ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-6B, ENe-7B, ENe-8B, ENe-10C, ENe-11D, ENe-12E	
8 hours per week	**Focus Areas:** • Shared and modelled reading to develop an appreciation of narrative • Responding to texts from a range of cultures • Composing simple texts (narrative and recount) to express themselves Handwriting and using digital technologies	**Types of Texts** Spoken texts, print texts, visual texts, media, multimedia and digital texts. *Tom Tom* by Rosemary Sullivan. Dreamtime Stories; Ernie Plays the Digeridoo; My Family; Are We There Yet?; In My Street A range of other texts will also be used, as appropriate, throughout the term.
2 hours per wk	Guided/modelled reading, spelling and comprehension activities	
Term 4	**Topic: Living Things** An exploration of living things, what they need to live and grow and how they are affected by daily changes and the seasons.	
	Outcomes: ENe-1A, ENe-2A, ENe-3A, ENe-4A, ENe-5A, ENe-6B, ENe-7B, ENe-8B, ENe-9B, ENe-10C, ENe-11D, ENe-12E	

8 hours per week	**Focus Areas:** • Shared reading, writing, speaking and listening • Informative and imaginative texts • Grammar, punctuation and vocabulary, including rhyme and repetition • Responding to and composing informative texts Handwriting and using digital technologies	**Types of Texts** Spoken texts, print texts, visual texts, media, multimedia and digital texts. *Giraffes Can't Dance* *Jeremy* *Diary of a Wombat*
2 hours per wk	Guided/modelled reading, spelling and comprehension activities	A range of other texts will also be used, as appropriate, throughout the term.

STAGE 1

Term 1

Topic: Let's Talk!

This unit, integrated with PDHPE outcomes, is designed to promote an understanding of how to build interaction skills and use language to build friendships and maintain them. Students learn how to choose appropriate language to demonstrate respect towards others. Students read the picture book, *Whoever You Are,* by Mem Fox and discuss the key ideas about diversity and accepting others. They reflect on the different languages spoken in their community and alternative forms of communication, including assistive technology and nonverbal communication. They practise using language appropriate to audience and purpose.

While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.

Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.

Outcomes: EN1-1A, EN1-4A, EN1-5A, EN1-6B, EN1-7B, EN1-8B. Other: GDS1.9, IRS1.11, INS1.3

Reading **Guided/Modelled reading** • story illustration • interpreting characters and events in literary texts • the behaviour of characters • simple expressions of points of view • reading more complex texts	**Spelling** **Weekly spelling focus** • story illustration • interpreting characters and events in literary texts • the behaviour of characters • simple expressions of points of view • reading more complex texts

Term 2

Topic: Living in Communities

This unit, integrated with History outcomes, explores the concept of communities and the changes and continuities in family life in the local community over time, including the lives of students, parents and grandparents. A range of books, visual and multimedia texts about family celebrations and traditions, leisure activities and changes in technology and communication over time are used as the basis for students' recording of their family's history and traditions. Students will record information gained, construct imaginative texts and use computer technology to create presentations to share their knowledge with parents and peers.

While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.

Text E.g. *Clancy and Millie and the Very Fine House* by Libby Gleeson, *Mirror* by Jeannie Baker, *Collecting Colour* by Kylie Dunstan.
Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.

Outcomes: EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-11D, EN1-12E. Other: HT1-1 and HT1-4

Reading **Guided/Modelled reading** • clusters and categorises ideas • reading more complex texts about less familiar topics • where, why, when and how • literary texts, poems, illustrations, films, visual texts	**Spelling** **Weekly spelling focus** • letter–sound relationships, reading & spelling unknown words • common letter patterns and letter–sound correspondence when writing texts • spelling known sound and sight words • a variety of strategies to spell words

Term 3

Topic: Journeys

The concept of journeys is explored through a range of spoken, print and digital texts about transport, including timetables, itineraries, travel brochures, poems and presentations by parents, grandparents and guest speakers about particular journeys. Students can begin to express their point of view about different aspects of the topic such as interesting methods of travel, unusual or memorable experiences.

While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.

Texts: *Discovery at Paradise Island* by Sharon Boyce, *Here's a Little Poem Anthology* compiled by Jane Yolen, *Is Your Grandmother a Goanna?* by Pamela Allen
Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.

Outcomes: EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-11D, EN1-12E

Reading **Guided/Modelled reading** • strategies to locate information • interpreting more complex story illustrations, characters and events in literary texts related to experience • shared and guided reading and responding to questions about texts	**Spelling** **Weekly spelling focus** • sight words and high-frequency words when writing a text • common letter patterns and letter–sound correspondence when writing texts • a variety of strategies to spell words

Topic: Fantasy Heroes

Using a range of print and digital texts students explore the fantasy genre. Students identify and discuss common features of plot, fantasy characters and what constitutes the hero in these texts. They create their own fantasy text to share with their peers using the medium of their choice.

While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.

Term 4	Texts: *April Underhill, Tooth Fairy* by Bob Graham, *Beware of the Storybook Wolves* by Lauren Child, *Look, a Book!* by Libby Gleeson. Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.			

Outcomes: EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-10C, EN1-11D, EN1-12E

Reading **Guided/Modelled reading**	**Spelling** **Weekly spelling focus**
• using clues in a text • identifying different perspectives • retelling to capture key events • comprehension strategies to gain meaning and respond to texts	• morphemic word families • letter combinations • spelling rules • word origins • homophones

STAGE 2

Term 1

Topic: *Darius Bell and the Glitter Pool* by Odo Hirsch

Through a variety of shared reading, writing, speaking and listening activities, students investigate effective techniques used by authors to engage readers. Analysing these techniques, students develop skills to apply these devices to their own writing. They compose imaginative texts such as descriptions and narratives. Language focuses will include complex sentences, quoted speech, noun groups, adjectives, idioms and apostrophes.

Outcomes: EN2-1A, EN2-3A, EN2-4A, EN2-8B, EN2-9B, EN2-10C; other: EN2-2A, EN2-5A, EN2-7B

Reading **Guided/Modelled reading**	**Spelling**
• specific skills and strategies for reading • comprehension strategies to build literal and inferred meaning	• morphemic word families • better combinations • spelling rules • word origins • homophones • alphabetical order

Term 2

Topic: Pictures tell the story! Wordless picture book and film study

Focus 5 – 6 weeks	Integrated PDHPE 3 – 4 weeks	**Reading 10 wks**	**Spelling 10 wks**
Through a variety of shared reading, writing, speaking and listening activities, students develop their understanding of how stories can be communicated using still and moving images. Through an in-depth study of a wordless picture book and an animated short film, they explore how visual narratives are constructed. They engage in interpretation of the settings, events, characters and themes expressed in texts. Students also experiment with digital tools and processes to compose their own multimodal texts and narratives.	Food glorious food Example text: *World Food Alphabet* by Chris Caldicott *Tuesday* by David Wiesner	• specific skills and strategies for reading • comprehension strategies to build literal and inferred meaning	• morphemic word families • letter combinations • spelling rules • word origins alphabetical order
Outcomes: EN2-3A, EN2-8B, EN2-10C, EN2-11D, EN2-12E; other: EN2-2A	**Outcomes:** EN2-1A, EN2-4A, COS2.1, INS2.3, ALS2.6	**Outcomes:** EN2-5A	**Outcomes:** EN2-4A, EN2-8B, EN2-10C

Term 3

Topic: Convince me! I don't believe it!   Persuasive techniques

Through shared reading, writing, speaking and listening activities, students study persuasive techniques. They analyse and compose a range of persuasive texts, including advertisements, arguments, persuasive letters, expositions and discussions. They plan and rehearse simple oral texts, including presentations, for a variety of audiences and purposes.

Outcomes: EN2-3A, EN2-5A, EN2-6B, EN2-7B, EN2-10C; other: EN2-1A, EN2-2A, EN2-4A, EN2-8B, EN2-9B, EN2-11D

Reading **Guided/Modelled reading**	**Spelling**
• specific skills and strategies for reading • comprehension strategies to build literal and inferred meaning **Outcomes:** EN2-4A, EN2-8B, EN2-10C	• morphemic word families • letter combinations • spelling rules • word origins **Outcomes:** EN2-5A

Topic: Did you know?   Informative texts and source analysis

In this unit, students engage in reading, writing and discussion about celebrations and commemorations in Australia and around the world. They engage in shared reading of Dreaming stories, with a focus on meaning and comprehension. Students develop their research skills to locate information and compose a range of informative texts, including information reports about global celebrations and commemorations and those of major world religions. They analyse a range of sources and visual texts, including maps and photographs, in order to investigate the past.

Outcomes: EN2-1A, EN2-3A, EN2-8B; other: EN2-2A, EN2-4A, EN2-5A, EN2-6B, EN2-7B, EN2-9B, EN2-10C

| Term 4 | Reading
Guided/Modelled reading

• specific skills and strategies for reading
• comprehension strategies to build literal and inferred meaning

Outcomes: EN2-4A, EN2-8B, EN2-10C | Spelling
Weekly spelling focus
• morphemic word families
• letter combinations
• spelling rules
• word origins
• homophones
Outcomes:EN2-5A |

STAGE 3

Term 1 10 wks 5 – 7 hours per week	**Topic: Relationships** This unit focuses on the power of friendships, the importance of networks of friends, anti-bullying behaviours, stereotypes and prejudices through a variety of imaginative, informative and persuasive texts beginning with the focus text, *Hating Alison Ashley,* by Robin Klein (book or script). In addition, students read, view and respond to a variety of spoken, print and digital texts that build their field of understanding on the topic and investigate how text structures and language features work together to communicate ideas. They experiment with these techniques in their own compositions about relationships. Students identify features of texts that convey information about stereotypes, explore the social and ethical dilemmas encountered in these texts and discuss aspects of experience that are common as well as recognising difference. Text: *Hating Alison Ashley* by Robin Klein. Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.
	Outcomes: **English** EN3-2A, EN3-3A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. **PDHPE** COS3.3, INS3.3, GDS3.9, IRS3.11, SLS3.13
	Language Focus: • Use of first- and third-person narration • Evaluative language, including emotive language and modality • Possessives, including the apostrophe • Irony and humour • Idiom appropriate to context *Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing*
Term 2 10 wks 5 – 7 hours per wee	**Topic: Survival in our world** Students read the picture book, *Where the Forest Meets the Sea,* by Jeannie Baker and identify and discuss the environmental issues presented in the text. They also read/view a variety of other texts about these issues, assess the reliability of these sources and analyse how they are presented. Students compose imaginative and persuasive texts about aspects of sustainability. Students identify features of their local environment and how these affect living things. In small groups they design a plan or model for a built environment that meets the needs of users and incorporates sustainable environmental practices. They present their findings using a multimodal presentation and reflect on their own learning achievements. Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.
	Outcomes: **English** EN3-1A, EN3-2A, EN3-3A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. **Science and Technology** ST3-2VA, ST3-4WS, ST3-5WT, ST3-11LW, ST3-14BE
	Language Focus: • Topic sentences • Complex sentences • Main and subordinate clauses • Connectives to show cause and effect • Objective and subjective language • Commas to separate clauses *Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing*
Term 3 10 wks	**Topic: Australia grows to nationhood** Students read or view *My Place* by Nadia Wheatley and discuss how Australia developed and changed as a society. They identify and analyse the features of the text that represent these ideas. Students read, view, discuss and compose a variety of texts that explore how Australia developed and changed as a society. They compare the different ways these texts represent ideas and events. Aspects of Australian human rights, such as those affecting Aboriginal and Torres Strait Islander peoples (the Stolen Generations), migrant people, women and children (e.g. Australian Democracy) can be explored in this unit through a variety of different types of texts. Texts: *A Banner Bold: The Diary of Rosie Aarons* by Nadia Wheatley and *Picture Australia* from the Trove website. Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.
	Outcomes:

5 – 7 hours per week	**English** EN3-1A, EN3-2A, EN3-3A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E. **History** HT3-3, HT3-4, HT3-5
	Language Focus: • Noun groups/phrases • Adjectives groups/phrases • Connectives to indicate time • Verb groups • Active and passive voice, including nominalisation • Emotive language • Evaluative language *Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing*
Term 4 10 wks 5 – 7 hours per week	**Topic: Global connections** Using the text *Japan Diary* by Trudy White, students analyse how two different cultures (Australia and Japan) are represented. Students read and/or view a variety of other publications of various organisations working in the area of social justice with groups such as children and refugees, e.g. UNICEF and World Vision and interpret, analyse and compare the information and ideas and the ways they are represented. As students consider the individual and national responsibilities of global citizens of the 21st century they compose a variety of texts, including a persuasive piece such as a speech, magazine article or letter that focuses on facilitating equity and justice for others through personal choices and actions. Texts: *Japan Diary* by Trudie White, *Sadako and the Thousand Paper Cranes* by Eleanor Coerr, *Mao's Last Dancer: Young Readers Edition* by Li Cunxin, UNICEF and World Vision publications. Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.
	Outcomes: **English** EN3-1A EN3-2A, EN3-3A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D EN3-9E
	Language Focus: • Connectives to indicate condition/concession • Emotive language • Evaluative language • Imagery • Complex sentences *Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing* • Topic sentences • Complex sentences • Main and subordinate clauses • Connectives to show cause and effect • Objective and subjective language • Commas to separate clauses *Learning activities related to spelling strategies, vocabulary acquisition, handwriting and specific skills and strategies related to reading and comprehension are ongoing*