Prep to Year 7 unit overview for multiple year levels   
Australian Curriculum: English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.

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| School name | Conceptual thread | Unit title | Year levels | Duration of unit |
| Our School | Imaginative texts | Why are stories important to us? | Prep to Year 7 | 8 weeks |

| Unit outline |
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| The big idea for this unit is that stories are important to who we are, where we have come from and who we want to become.  Children/students learn that stories are an important part of everyday life because they help us to communicate, capture and shape our ideas and histories. Stories can be presented in different ways according to their audience and purpose. In this unit, each Year level will explore different ways to share stories, create stories, and learn from and about each other. |

Outlining the conceptual threads

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| Imaginative texts conceptual thread | | | | | | |
| Prep to Year 2 | | Years 3 to 4 | | | Years 5 to 7 | |
| * Language is used for different purposes * Texts can be used for different purposes * Authors create texts for a purpose * Texts may contain characters and events * Literary texts can be retold | | * Texts vary according to their purpose and audience * Characters, events and settings are portrayed in different ways in texts * Responses to texts can vary based upon personal experience * Language is used for different purposes and effects | | | * Texts can be drawn from different historical, social and cultural contexts * Ideas in texts can convey different viewpoints * Text structures and language features are used for purposes in texts | |
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| Elements of the conceptual thread across Prep to Year 4 | | |  | Elements of the conceptual thread across Years 3 to 7 | | |
| * Texts are created for different purposes * Characters and events may be found in texts | | | * Characters, events, settings and ideas can be portrayed in different ways in texts * Language is used for different purposes and effects | | |
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|  | Elements of the conceptual thread across Prep to Year 7 | | | | |  |
| For this unit, the conceptual threads from Prep to Year 7 focus on imaginative texts which allow students to explore stories that become more complex and sophisticated at each Year level. Children/students will be provided with opportunities to understand that stories:   * are created for a purpose and for a particular audience * are created by authors, poets, songwriters, filmmakers * have particular features and language depending on their type * are imaginative and different from persuasive or informative texts * can be written, spoken or multimodal. | | | | |

Context for the unit

‘The stories that are important to us’

| Identify curriculum | | | | |
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| Content descriptions to be taught | | | | |
| Prep to Year 2 | | | | |
| Language | | Literature | | Literacy |
| Prep   * Understand that language can be used to explore ways of expressing needs, likes and dislikes [(ACELA1429)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1429) * Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes [(ACELA1430)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1430) | Prep   * Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences [(ACELT1575)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1575) * Respond to texts, identifying favourite stories, authors and illustrators [(ACELT1577)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1577) * Share feelings and thoughts about the events and characters in texts [(ACELT1783)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1783) * Identify some features of texts including events and characters and retell events from a text [(ACELT1578)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1578) * Retell familiar literary texts through performance, use of illustrations and images [(ACELT1580)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1580) | | Prep   * Identify some differences between imaginative and informative texts [(ACELY1648)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1648) * Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1651) | |
| Year 1   * Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others [(ACELA1444)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1444) * Understand that the purposes texts serve shape their structure in predictable ways [(ACELA1447)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1447) | Year 1   * Discuss how authors create characters using language and images [(ACELT1581)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1581) * Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences [(ACELT1582)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1582) * Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts [(ACELT1584)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1584) * Recreate texts imaginatively using drawing, writing, performance and digital forms of communication [(ACELT1586)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1586) | | Year 1   * Describe some differences between imaginative informative and persuasive texts [(ACELY1658)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1658) * Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams [(ACELY1661)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1661) | |
| Year 2   * Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context [(ACELA1461)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1461) * Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose [(ACELA1463)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1463) | Year 2   * Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created [(ACELT1587)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1587) * Compare opinions about characters, events and settings in and between texts [(ACELT1589)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1589) * Discuss the characters and settings of different texts and explore how language is used to present these features in different ways [(ACELT1591)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1591) * Create events and characters using different media that develop key events and characters from literary texts [(ACELT1593)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1593) | | Year 2   * Identify the audience of imaginative, informative and persuasive texts [(ACELY1668)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1668) * Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose [(ACELY1671)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1671) | |

| Identify curriculum | | |
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| Content descriptions to be taught | | |
| Years 3 to 4 | | |
| Language | Literature | Literacy |
| Year 3   * Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences [(ACELA1478)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1478) | Year 3   * Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons [(ACELT1594)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1594) * Draw connections between personal experiences and the worlds of texts, and share responses with others [(ACELT1596)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1596) * Develop criteria for establishing personal preferences for literature [(ACELT1598)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1598) * Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative [(ACELT1599)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1599) * Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle [(ACELT1601)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1601) | Year 3   * Identify the audience and purpose of imaginative, informative and persuasive texts [(ACELY1678)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1678) * Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose [(ACELY1682)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1682) |
| Year 4   * Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience [(ACELA1490)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1490) | Year 4   * Make connections between the ways different authors may represent similar storylines, ideas and relationships [(ACELT1602)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1602) * Discuss literary experiences with others, sharing responses and expressing a point of view [(ACELT1603)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1603) * Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension [(ACELT1605)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1605) * Create literary texts that explore students’ own experiences and imagining [(ACELT1607)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1607) | Year 4   * Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text [(ACELY1690)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1690) * Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [(ACELY1694)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1694) |

| Identify curriculum | | |
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| Content descriptions to be taught | | |
| Years 5 to 7 | | |
| Language | Literature | Literacy |
| Year 5   * Understand how texts vary in purpose, structure and topic as well as the degree of formality [(ACELA1504)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1504) | Year 5   * Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts [(ACELT1608)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1608) * Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others [(ACELT1609)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1609) * Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [(ACELT1610)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1610) * Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [(ACELT1612)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1612) | Year 5   * Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text [(ACELY1701)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1701) * Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience [(ACELY1704)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1704) |
| Year 6   * Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [(ACELA1518)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1518) | Year 6   * Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts [(ACELT1613)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1613) * Analyse and evaluate similarities and differences in texts on similar topics, themes or plots [(ACELT1614)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1614) * Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style [(ACELT1616)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1616) * Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(ACELT1618)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1618) | Year 6   * Analyse how text structures and language features work together to meet the purpose of a text [(ACELY1711)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1711) * Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [(ACELY1714)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1714) |
| Year 7   * Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors [(ACELA1531)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1531) | Year 7   * Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [(ACELT1619)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1619) * Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view [(ACELT1620)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1620) * Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches [(ACELT1622)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1622) * Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition [(ACELT1625)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1625) | Year 7   * Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose [(ACELY1721)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1721) * Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas [(ACELY1725)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1725) |

| Identify curriculum |
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| General capabilities and cross-curriculum priorities |
| Description: Description: Description: gc_literacy Literacy   * Explore stories about families and communities, in texts and online, including stories from different cultures and times * Investigate increasingly complex language and structure of point of view in spoken, written and multimodal stories * Discuss and respond to imaginative literary stories   Description: Description: Description: gc_ict **ICT capability**   * Use ICTs to find, listen and respond to a range of imaginative literary stories, including media texts * Create stories using software to plan, draft and publish imaginative multimodal stories   Description: Description: Description: gc_critical Critical and creative thinking   * Pose questions about the stories that they know * Explore, examine and respond to these stories * Generate ideas and possibilities to create their own stories   Description: Description: Description: gc_ethical Ethical behaviour   * Read, view, listen and respond to issues and arguments in the stories they explore * Examine and analyse how moral principles affect characters’ behaviour and judgments in relation to their own understanding and practice of ethical behaviours   Description: Description: Description: gc_personal_social **Personal and social capability**   * Recognise their own emotions and responses to stories * Show empathy for different points of view * Build positive relationships through group work * Communicate effectively with others   Aboriginal and Torres Strait Islander histories and cultures   * Explore stories by and about Aboriginal and Torres Strait Islander peoples, including traditional oral texts * Deepen knowledge of their country and appreciate the ongoing contribution of Aboriginal and Torres Strait Islander peoples to Australia * Develop an awareness and [appreciation](http://www.australiancurriculum.edu.au/Glossary?a=E&t=appreciation) of, and respect for, the historical and contemporary literature of Aboriginal and Torres Strait Islander peoples |

| Identify curriculum | |
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| Achievement standard | |
| Prep | Receptive modes (listening, reading and viewing)  By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.  They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.  Productive modes (speaking, writing and creating)  Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.  In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. |
| Year 1 | Receptive modes (listening, reading and viewing)  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.  Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.  Productive modes (speaking, writing and creating)  Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.  They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters. |
| Year 2 | Receptive modes (listening, reading and viewing)  By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.  They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.  Productive modes (speaking, writing and creating)  When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.  Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters. |
| Year 3 | Receptive modes (listening, reading and viewing)  By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.  They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately.  Productive modes (speaking, writing and creating)  Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.  Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size. |
| Year 4 | Receptive modes (listening, reading and viewing)  By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.  They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions.  Productive modes (speaking, writing and creating)  Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.  Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. |
| Year 5 | Receptive modes (listening, reading and viewing)  By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.  They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.  Productive modes (speaking, writing and creating)  Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.  Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. |
| Year 6 | Receptive modes (listening, reading and viewing)  By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.  Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Productive modes (speaking, writing and creating)  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. |
| Year 7 | Receptive modes (listening, reading and viewing)  By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.  Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.  Productive modes (speaking, writing and creating)  Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.  Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. |
| Links to other learning areas | |
| The skills, processes and knowledge of text structures and organisation developed in English are transferred across a range of learning areas. They develop to include the specific language and structure of the learning area. For example a narrative in History is a story about the past, such as a specific event or experience, or a recounting of a series of past events. It is important that children/students learn to distinguish the different purposes and audiences of stories a within different learning areas. | |

| Assessment |
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| Assessment overview |
| Children/students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in individual assessment folios and allows for ongoing feedback to children/students on their learning.  Teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for children/students to develop the understanding and skills required to complete these assessments. As children/students engage with these learning experiences, the teacher can provide feedback on specific skills. |

| Assessment | | |
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| Describe the assessment | Assessment date | Make judgments |
| Prep to Year 7  Imaginative: Short statements/ retellings/ narrative (Written)  Prep to Year 3   * Children/students create short statements or retellings based upon a text, either shared as a group or read independently.   Years 4 to 7   * Students create a narrative based upon ideas from a collection of shared and independent texts. Students and teachers will negotiate the content of the narrative.   This written task will be used for the following multimodal presentation. | Weeks 5–6 | Teachers gather evidence to make judgments about the following characteristics of children’s/students’ work:  Prep  Productive   * use of familiar words, phrases and images to convey ideas   Year 1 and Year 2  Productive   * use of detail about ideas and events in their own texts   Year 3 and Year 4  Productive   * use of a narrative text structure to meet purpose and audience * use of a range of grammar and vocabulary to achieve the purpose and effect of a narrative * use of a text and language features to engage and entertain an audience |
|  |  | Years 5 and 6  Productive   * use of a narrative text structure to achieve a particular purpose and effects * use of a grammar and vocabulary to achieve the purpose and effect of a narrative * use of text and language features to engage and entertain an audience   Year 7  Productive   * use of a narrative text structure to achieve a particular purpose and effects * use of grammatical structures and vocabulary to achieve the purpose and effects of a narrative * use of text and language features to engage and entertain an audience |
| Prep to Year 2  Imaginative: Presentation (Multimodal)  Retell a familiar imaginative story with visual aids.  Prep   * Children create a short spoken presentation, including pictures, to retell a familiar imaginative story for teacher and peers.   Year 1   * Children create a short presentation that recreates an imaginative story and shows emerging use of appropriate text structure and language features for the teacher and peers.   Year 2   * Children create a multimodal imaginative retelling of a story that demonstrates knowledge of text structures and language features appropriate to share with another class. | Weeks 7–8 | Teachers gather evidence to make judgments about the following characteristics of children’s work:  Prep  Productive   * retelling of events, experiences and literary text to peers and known adults in familiar situations * use of familiar words, phrases and images to convey ideas   Year 1  Productive   * use of linked sentences and spoken language features in short presentations on learned topic   Year 2  Productive   * use of topic specific vocabulary and spoken language features in short presentations on learned topic |
| Years 3 and 4  Imaginative: Presentation (Multimodal)  Year 3   * Students plan, draft and present an imaginative story in a multimodal format, appropriate for an audience of peers and teachers, to demonstrate structures, language features, simple literary devices and clearly express ideas and opinions.   Year 4   * Students plan, draft and present an imaginative narrative in a multimodal format based on favourite plots, events and characters appropriate for an audience of peers and teachers. | Weeks 7–8 | Teachers gather evidence to make judgments about the following characteristics of students’ work:  Year 3 and Year 4  Productive   * selection, organisation and synthesis of a variety of relevant ideas to present an imaginative story * use of a variety of text and language features to achieve the purpose and effects of an imaginative multimodal presentation |
| Years 5 to 7  Imaginative: Presentation (Multimodal)  Students plan, draft and present an imaginative narrative in a multimodal format.  Year 5   * Students plan, draft and present an imaginative narrative in a multimodal format, appropriate for an audience of peers and teachers, to demonstrate structures, language features, simple literary devices and clearly express ideas and opinions.   Years 6 and 7   * Students plan, draft and present an imaginative narrative in a multimodal format, experimenting with text structures, language features and digital resources, appropriate for an audience of peers and teachers. | Weeks 7–8 | Teachers gather evidence to make judgments about the following characteristics of students’ work:  Year 5, Year 6 and Year 7  Productive   * selection, organisation and synthesis of a variety of relevant ideas to present an imaginative story * use of a variety of text and language features to achieve the purpose and effects of an imaginative multimodal presentation   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) |

| Teaching and learning |
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| Adjustments for needs of learners |
| Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child/student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. |
| Resources |
| * a range of imaginative literary texts in print, audio and digital including traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and junior and early adolescent novels * stories by and about Aboriginal peoples and Torres Strait Islander peoples (negotiated according to protocols, in consultation with elders and communities) * a range of media texts including newspapers, film and digital texts * access to online stories * magazines (for Year 7 students) |

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| Teaching strategies and learning experiences  Group work allows flexibility for children/students to revise or extend learning according to individual needs, which caters for the needs of all learners. | | |
| Prep to Year 2 | Years 3 to 4 | Years 5 to 7 |
| * Provide access to a range of imaginative stories in print, audio, electronic and digital format for children to read, view, listen to and express personal preferences. Use groups to extend and support a range of readers. * In a dialogue or yarning circle, share favourite imaginative stories from family and community and different cultures and times (including oral narrative traditions of Aboriginal peoples and Torres Strait Islander peoples). * Discuss and compare different types of stories and language patterns, structures and literary features of stories. * Explore connections to own experiences through a range of activities. * Recognise that some stories are different from children’s/students’ own experiences and explore how they differ. * Explore the role of authors and illustrators and suggest why they may have created and shaped stories in particular ways. * Explore how illustrations work within a variety of stories. * Discuss common features of and identify differences between stories heard, viewed and read. * Express own responses to stories in discussion groups. * Provide access to a range of imaginative stories including traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. * Participate in shared, independent and guided reading (older children/students in a multiple year level classroom can support this). * Retell and sequence stories in a variety of ways, e.g. orally, through roleplay, using pictorial representations. * Make predictions about stories before and during reading, and confirm predications after reading. * Identify main ideas and events directly stated in stories. * Make links between own experiences and how these influence inferring meaning in stories. * Identify simple structural and language features of different types of texts. * Ask questions about the stories before, during and after reading. * Suggest ideas and possibilities to create their own stories. * Practise writing about stories collaboratively and individually. * Create a story for peers, presented in a multimodal form. * Discuss the structure and features of a spoken presentation, focusing on language, characters and events in the story. * Use ICTs to support children/students in finding images for multimodal presentation. * Practise their presentation focusing on language, characters and events in the story. * Present their presentation to teacher and peers. | | |
| Prep to Year 2 | Years 3 to 4 | Years 5 to 7 |
| Prep   * Explore how language is used appropriately to express needs, likes and dislikes. * Explore different types of texts and their purposes. * Ask questions about stories and link to own experiences. * Predict events and outcomes in stories before and during reading, and confirm after reading. * Interpret and explain characters and main events in stories in a range of activities. * Respond to stories, identifying favourites. * Model and practise writing short responses to stories. * Model and practise making short presentations to peers. | Year 3   * Explain the structure, language and purpose of an imaginative narrative. * Investigate tense, mood and types of sentences used in a range of imaginative narratives. * Discuss how language is used to describe the settings in [stories](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), and explore how the settings shape the events and influence the mood of an imaginative [narrative](http://www.australiancurriculum.edu.au/Glossary?a=E&t=narrative). | Year 5   * Discuss purpose, structure and formality of texts. * Identify literary features that convey details about social, cultural and historical contexts. * Identify and discuss how different viewpoints in texts lead to different interpretations and responses. * Create stories that use real or imagined contexts and connect to stories that students have experienced. * Choose appropriate structure, features, images and sounds to create a multimodal imaginative narrative. |
| Year 1   * Explore characters and events in stories and share responses. * Explore features of plot, character and setting and how these differ in different stories. | Year 4   * Discuss differences in complexity of texts related to topic, purpose and audience. * Identify connections between stories. * Identify and discuss how authors and illustrators use techniques to keep stories exciting and make sure readers, viewers, listeners stay interested. * Introduce the term *aesthetic* and explain how it is used in imaginative stories and in writing. | Year 6   * Identify how authors innovate and play with language and what purpose it achieves. * Make connections between students’ experiences and those of characters in stories from different times and cultures. * Discuss and write about similarities and differences in stories and evaluate what defines an author’s individual style. * Create stories that include some innovative ways of writing, modelled on texts students have experienced. * Create a multimodal story that experiments with and innovates on the structure, language features, images and digital resources available. |
| Year 2   * Express opinions about characters, events and setting in a story. * Compare characters, events and setting in different stories. * Explore how language is used to develop characters and settings in stories. |  | Year 7   * Explain how text structures and language features interact for cause and effect and extended metaphors. * Explore different ideas and viewpoints about events, issues and characters in stories from different social and historical times. * Analyse the ways that characters, events and settings are combined in different imaginative narratives and discuss the effectiveness and appeal of different approaches. * Create stories that adapt the structure and features encountered in exploring a range of imaginative narratives, for example viewpoint and juxtaposition. * Create an imaginative multimodal narrative that selects aspects of subject matter, language, visual and/or audio features to entertain and maintain the interest of an audience. |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of a child’s/student’s work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children/students on their strengths and areas for improvement.  Children/students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children/students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common child/student misconceptions that need, or needed, to be clarified. |