



















































Identify curriculum	Achievement standard	Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian English Curriculum, ranging from Foundation to Year 10 according to individual student ability level. This includes both receptive (listening, viewing and reading) and productive (speaking, writing and creating) modes.							
		Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: English for Foundation–10 Version 9, <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/english>.							
Teaching and learning	Term overview	Term 1		Term 2		Term 3		Term 4	
		Novel Study: A Long Walk to Water - Chapter analysis (vocabulary, comprehension of text) - Juxtaposition and Historical Fiction structure - Book Review  Self Directed Literacy - Spelling - Reading Comprehension - Note taking		Personal Communication: Letter Writing - Text Structure of Personal Communication - Formal/Informal Letter Writing - Word Choice and use of Language - Sentence structure  Self Directed Literacy - Spelling - Reading Comprehension - Note taking		Rabbit-Proof Fence - Aboriginal and Torres Strait Islander histories - Film Techniques - Visual texts  Self Directed Literacy - Spelling - Reading Comprehension - Note taking		Narrative - Creative Writing - Creative writing devices - Narrative structures - Information and media texts  Self Directed Literacy - Spelling - Reading Comprehension - Note taking	
	Cross curriculum priorities	  		   		 			
	General capabilities	      		      		      		      	
	Key to general capabilities and cross-curriculum priorities	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability							
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		Ongoing	Chapter analysis	4	Informal Letter	3	Rabbit Proof Fence Discussions	4	Short Story (narrative)
		9	Book Review: Discussion of literary techniques	7	Formal Letter	6	Study of Film Techniques Visual Analysis	7	Graphic Novel Character Monologue
		Ongoing all year	Self Directed Literacy Program	Ongoing all year	Self Directed Literacy Program	Ongoing all year	Self Directed Literacy Program	Ongoing all year	Self Directed Literacy Program
		Ongoing all year	Continuous collection of evidence of learning	Ongoing all year	Continuous collection of evidence of learning	Ongoing all year	Continuous collection of evidence of learning	Ongoing all year	Continuous collection of evidence of learning
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers co-mark Chapter Analysis and book review to ensure consistency of judgements and moderate ongoing learning tasks to identify areas of strength and individual next steps for students.		Teachers co-mark letters to ensure consistency of judgments and moderate ongoing learning tasks to identify areas of strength and individual next steps for students.		Teachers co-mark visual analysis to ensure consistency of judgments and moderate ongoing learning tasks to identify areas of strength and individual next steps for students.		Teachers moderate samples of short stories to ensure consistency of judgments as well as ongoing learning tasks to identify areas of strength and individual next steps for students.	