



# Canungra SS – English Curriculum

	Term 1	Term 2	Term 3	Term 4
English	<b>P</b> <b>Retelling Familiar Stories</b> Listening Comprehension: Shared reading and TDQs Oral Language - PLD Phonological Awareness- PLD & Heggerty Phonics: PLD- Alphabet Sounds; Blending Onset & Rime; Segmenting; Reading CVC words Handwriting: Upper Case Grammar: Capital letters are used for names	<b>Rhyme Time/Information texts</b> Listening Comprehension: Shared reading and TDQs Read decodable texts Shared editing of written texts; create short spoken texts Oral Language - PLD Phonological Awareness- PLD & Heggerty Phonics: PLD- Alphabet Sounds; Blending Onset & Rime; Segmenting; Reading CVC words, sh, ch, th, oo, ee, ck Handwriting: Lower Case, Upper Case & CVC Grammar: Sentences are key units for expressing ideas	<b>Retelling Fairy-tales</b> Listening Comprehension: Shared reading and TDQs Read decodable texts Shared editing of written texts; create short spoken texts Oral Language - PLD Phonological Awareness- PLD & Heggerty Phonics: PLD- Alphabet Sounds; Blending Onset & Rime; Segmenting; Reading CVC words; sh, ch, th, oo, ee, ck; CCVC; CVCC Handwriting: Lower & Upper Case, CVC & CVCC Grammar: Sentences are made of noun groups	<b>Picture Books – Exploring Narratives</b> Listening Comprehension: Shared reading and TDQs Read decodable texts Write sentences Oral Language - PLD Phonological Awareness- PLD & Heggerty Phonics: PLD- Alphabet Sounds; Blending Onset & Rime; Segmenting; Reading CVC words; sh, ch, th, oo, ee, ck; CCVC; CVCC Handwriting: Lower & Upper Case, CVC & CVCC Grammar: punctuation is a feature of written text. Capital letters are used for beginning of sentences.
	<b>Reading: Listening Comprehension</b> <b>Speaking &amp; Listening: Retell a Story</b> Early start – PA questions – On Entry PLD- Pre-reading Screen – week 6 PLD End of Term1- Reading Screen	<b>Reading: Responding to a Rhyming Story</b> <b>Written: Innovate on a Rhyme</b> <b>Speaking &amp; Listening: Present a Rhyme</b> PLD- Mini Screener -Early Reading screen mid-term 2 (as required) PLD – End of term 2 Reading & Spelling Screen	<b>Reading: Running record – decoding &amp; Listening Comprehension</b> <b>Writing &amp; Speaking &amp; Listening: Retells- beginning, middle and end. Present retell and answer questions.</b> PLD- Early Reading mini- screen mid-term 3 (as required) PLD – End of term 3 Reading & Spelling Screen	<b>Reading: Running record – decoding &amp; Listening Comprehension</b> <b>Writing: Innovate – write a letter to ae character</b> PLD- Early Reading mini- screen mid-term4(as required) PLD – End of term 4 Reading & Spelling Screen
English	<b>1</b> <b>Retelling cultural Stories</b> Recognise different text purpose, discuss plot, characters and settings. Retell. Read decodable and authentic texts with increasing fluency, re-reading and self-correcting. Comprehension: Shared Reading & TDQs Phonological Awareness- PLD & Heggerty Phonics & Spelling: PLD- CVCC, CVCC, ai, ar, or, er, ay, all, oi Morphology: Add , <-ed>, <-s>, <-ing>, <-er>; es, s Creating: create and re-read to edit short written/spoken and/or multimodal texts/presentations. Handwriting: write words with unjoined lower-case and upper-case letters Grammar: simple sentences-single independent clause. Punctuation full stops, question marks, exclamation marks, capital letters for proper nouns	<b>Engaging with Information Texts</b> Students explore how texts such as simple procedures, reports and factual descriptions are organised according to their purpose. Students will create short texts to record and report on events or experiences. Read decodable and authentic texts with increasing fluency, re-reading and self-correcting. Comprehension: Shared Reading & TDQs Phonological Awareness- PLD & Heggerty Morphology: <-ing>, <-ed>, <-er>, <-er>, <-est>, <-y>, <-ish>, <-en>, <-able> Phonics & Spelling: PLD- ar, or, er, ay, all, oi Creating: create and re-read to edit short written/spoken and/or multimodal texts/presentations. Spoken: Use opening, middle and concluding statement, appropriate gesture, volume and pace. Handwriting: write words with unjoined lower-case and upper-case letters Grammar: simple sentences-single independent clause. Punctuation full stops, question marks, exclamation marks, capital letters for proper nouns	<b>Expressing opinions about procedures in texts</b> Students engage with a range of texts which contain topics or story elements that can be presented as a procedure. Read decodable and authentic texts with increasing fluency, re-reading and self-correcting. Comprehension: Shared Reading & TDQs Phonological Awareness- PLD & Heggerty Phonics & Spelling: PLD- ss, ll, ff, zz, a-e, ea, e-e, i-e, oa, oe, o-e, ow, u-e, Morphology: <-ly>, <-ful>, <-less>, <-ness>, <-hood>, <-ment> Creating: create and re-read to edit short written/spoken and/or multimodal texts/presentations. Spoken: Use opening, middle and concluding statement, appropriate gesture, volume and pace. Handwriting: write words with unjoined lower-case and upper-case letters Grammar: simple sentences-single independent clause. Nouns, pro-nouns, verbs, adjectives, adverbs. Punctuation full stops, question marks, exclamation marks, capital letters for proper nouns.	<b>Narrative Texts</b> Recognise different text purpose, discuss text structure and language features of narrative texts Read decodable and authentic texts with increasing fluency, re-reading and self-correcting. Comprehension: Shared Reading & TDQs Phonological Awareness- PLD & Heggerty Phonics & Spelling: PLD- ss, ll, ff, zz, a-e, ea, e-e, i-e, oa, oe, o-e, ow, u-e, Morphology: <un->, <dis->, <under->, <mis-> Creating: create and re-read to edit short written/spoken and/or multimodal texts/presentations. Spoken: Use opening, middle and concluding statement, appropriate gesture, volume and pace. Handwriting: write words with unjoined lower-case and upper-case letters Grammar: simple sentences-single independent clause. Nouns, pro-nouns, verbs, adjectives, adverbs. Punctuation full stops, question marks, exclamation marks, capital letters for proper nouns.
	<b>Reading: Running Record Decoding, Fluency Reading: Comprehension – Cultural Story</b> <b>Written: Retell</b> <b>Speaking and Listening: Present Retell</b> <b>PLD – Reading &amp; Spelling</b>	<b>Reading: Running Record, Decoding, Fluency</b> <b>Reading Comprehension – Information Text- Frogs</b> <b>Writing: Create multi-modal Informative text</b> <b>PLD – Reading &amp; Spelling</b>	<b>Reading: Running Record, Decoding, Fluency</b> <b>Reading Comprehension – Persuasive Text/Procedure</b> <b>Speaking &amp; Listening: Recount a procedure for a game</b> <b>PLD – Reading &amp; Spelling-</b>	<b>Reading: Running Record, Decoding, Fluency</b> <b>Reading Comprehension – Narrative</b> <b>Writing &amp; Speaking &amp; Listening: recount of a narrative</b> <b>PLD – Reading &amp; Spelling</b>

English	<p><b>2 Narratives – Author Study – Julia Donaldson</b> Recognise the purpose an audience of imaginative texts. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the main idea, author's purpose, text structure, vocabulary, inferred meaning and themes in texts. Make predictions, visualise and summarise texts. <b>Read</b> authentic texts with increasing fluency. <b>Phonics &amp; Spelling:</b> PLD dd, kn, mm, pp, ve, y, ie, ir, ur, ue, ew, ou <b>Morphology:</b> &lt;-ion&gt; &lt;-ure&gt; &lt;-able&gt; &lt;over-&gt; &lt;anti-&gt; &lt;ant&gt; &lt;out-&gt; &lt;a-&gt; &lt;for-&gt; <b>Creating:</b> Adapting structures and language features of texts. Create short imaginative and informative texts. <b>Written:</b> Correct spelling of some 1 &amp; 2 syllable words, using text structure, simple sentences with noun and verb groups and topic specific vocabulary. <b>Handwriting:</b> write words legibly and with growing fluency using unjoined upper-case and lower-case letters. Consolidate pencil grip. <b>Grammar:</b> Compound sentences – 2 independent clauses linked by coordinating conjunctions. Noun groups can be extended using articles and adjectives. Capital letters are used for titles and commas are used to separate lists. Build morphemic word families using knowledge of prefixes and suffixes.</p>	<p><b>Information reports – Australian Animals</b> Recognise the purpose an audience of informative texts. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the main idea, author's purpose, text structure, vocabulary, inferred meaning and main message in texts. Make connections, visualise and summarise texts. <b>Read</b> authentic texts with increasing fluency. <b>Phonics &amp; Spelling-</b> dd, kn, mm, pp, ve, y, ie, ir, ur, ue, ew, ou <b>Morphology:</b> &lt;pre-&gt; &lt;re-&gt; &lt;sub-&gt; &lt;trans -&gt; &lt;dis-&gt; &lt;in-&gt; &lt;multi-&gt; &lt;super-&gt; &lt;-able&gt; <b>Creating:</b> Adapting structures and language features of texts. Create short informative texts. <b>Written:</b> Correct spelling of some 1 &amp; 2 syllable words, using text structure, simple sentences with noun and verb groups and topic specific vocabulary. <b>Spoken:</b> Deliver short and/or multimodal presentations using text structure, appropriate purpose and vocabulary, varying tone, volume and pace. <b>Handwriting:</b> write words legibly and with growing fluency using unjoined upper-case and lower-case letters. Consolidate pencil grip. <b>Grammar:</b> Compound sentences – 2 independent clauses linked by coordinating conjunctions. Noun groups can be extended using articles and adjectives. Capital letters are used for titles and commas are used to separate lists. Build morphemic word families using knowledge of prefixes and suffixes.</p>	<p><b>Persuasive texts- Sustainability</b> Recognise the purpose an audience persuasive texts. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the main idea, author's purpose, text structure, vocabulary, inferred meaning and main message in texts. Make connections, visualise and summarise texts. <b>Read</b> authentic texts with increasing fluency. <b>Phonics &amp; Spelling-</b> se, ce, tt, bt, nn, ey, mb, igh, ge, dge, dg, se, ze, oar, our, ore, tch, ear, eer, air, are, ear <b>Morphology:</b> silent final &lt;e&gt; <b>Creating:</b> Adapting structures and language features of texts. Create short imaginative and persuasive texts. <b>Written:</b> Correct spelling of some 1 &amp; 2 syllable words, using text structure, simple sentences with noun and verb groups and topic specific vocabulary, literary devices. <b>Spoken:</b> Deliver short and/or multimodal presentations using text structure, appropriate purpose and vocabulary, varying tone, volume and pace. <b>Handwriting:</b> write words legibly and with growing fluency using unjoined upper-case and lower-case letters. Consolidate pencil grip. <b>Grammar:</b> Compound sentences – 2 independent clauses linked by coordinating conjunctions. Noun groups can be extended using articles and adjectives. Capital letters are used for titles and commas are used to separate lists. Build morphemic word families using knowledge of prefixes and suffixes.</p>	<p><b>Multimodal Procedures – George's Marvellous Medicine</b> Recognise the purpose an audience of imaginative texts. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the main idea, author's purpose, text structure, vocabulary, inferred meaning and main message in texts. Make connections, visualise and summarise texts. <b>Read</b> authentic texts with increasing fluency. <b>Phonics &amp; Spelling</b> se, ce, tt, bt, nn, ey, mb, igh, ge, dge, dg, se, ze, oar, our, ore, tch, ear, eer, air, are, ear <b>Morphology:</b> &lt;-ly&gt; &lt;-ist&gt; &lt;-ous&gt; &lt;-age&gt; &lt;-ic&gt; &lt;-al&gt; &lt;-dom&gt; &lt;de-&gt; <b>Creating:</b> Adapting structures and language features of texts. Create short imaginative and persuasive texts. <b>Written:</b> Correct spelling of some 1 &amp; 2 syllable words, using text structure, simple sentences with noun and verb groups and topic specific vocabulary, persuasive devices. <b>Spoken:</b> Deliver short and/or multimodal presentations using text structure, appropriate purpose and vocabulary, varying tone, volume and pace. <b>Handwriting:</b> write words legibly and with growing fluency using unjoined upper-case and lower-case letters. Consolidate pencil grip. <b>Grammar:</b> Compound sentences – 2 independent clauses linked by coordinating conjunctions. Noun groups can be extended using articles and adjectives. Capital letters are used for titles and commas are used to separate lists. Build morphemic word families using knowledge of prefixes and suffixes.</p>
English	<p><b>3 Narrative – Kumiko and the Dragon</b> Understand how settings and events influence the mood. Understand how authors use language to portray characters and settings. Discuss literary devices. Identify purpose and audience. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the opinion, author's purpose, text structure, narrative devices, vocabulary, inferred meaning and main message in texts. Make connections, visualise and summarise texts and begin to evaluate texts. <b>Read</b> a range of authentic texts with multisyllabic and multimorphemic words with complex letter patterns with fluency. <b>Spelling:</b> PLD – wh, gg, pp, tch, ti, le(schwa), eer, ore, ey, eigh, aigh, igh, ui, ey, al, ar, or(schwa) <b>Morphology:</b> &lt;- 's&gt;apostrophe, &lt;-ful&gt; + &lt;-ly&gt; &lt;-less&gt; + &lt;-ly&gt;, &lt;-able&gt; + &lt;-y&gt; &lt;-en&gt; + &lt;-ed&gt; &lt;-en&gt; + &lt;-ing&gt; &lt;-en&gt; + &lt;-ly&gt; &lt;-ly&gt; + &lt;hood&gt; &lt;-y&gt; + &lt;-ly&gt; <b>Writing:</b> plan, create, edit and publish texts, in paragraphs, mostly correct tense, clear structure, details and correct spelling of most high-frequency and phonetically regular words. <b>Spoken:</b> Plan, create, rehearse and deliver spoken and/or multimodal presentations to inform and express opinions, with a clear structure, details, precise vocabulary, visual features with appropriate tone, pace, pitch and volume. <b>Handwriting-</b> write using joined letters that are clearly</p>	<p><b>Information Reports- Minibeasts</b> Understand identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the main idea, author's purpose, text structure, vocabulary, literary devices inferred meaning and themes in texts. Make predictions, visualise and summarise texts and begin to evaluate texts. <b>Read</b> a range of authentic texts with multisyllabic and multimorphemic words with complex letter patterns with fluency. <b>Spelling:</b> PLD – wh, gg, pp, tch, ti, le(schwa), eer, ore, ey, eigh, aigh, igh, ui, ey, al, ar, or(schwa) <b>Morphology:</b> &lt;port&gt; &lt;tract&gt; &lt;scribe&gt; &lt;script&gt; &lt;vide&gt; &lt;vise&gt;&lt;dice&gt; &lt;dict&gt; &lt;mobe&gt; &lt;mote&gt; &lt;move&gt; &lt;spece&gt; &lt;spect&gt; &lt;spice&gt; <b>Writing:</b> plan, create, edit and publish texts, in paragraphs, mostly correct tense, clear structure, details and correct spelling of most high-frequency and phonetically regular words. <b>Handwriting-</b> write using joined letters that are clearly formed and consistent in size. <b>Grammar:</b> Clauses contain a subject and a verb that need to agree. Verbs represent different processes and are anchored in time through tense. Apostrophes signal missing letters, and singular and plural possession.</p>	<p><b>Persuasive Texts – Issues</b> Understand the language of evaluation and emotion – modal verbs. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the main idea, author's purpose, text structure, vocabulary, literary devices inferred meaning and themes in texts. Make predictions, visualise and summarise texts and begin to evaluate texts. <b>Read</b> a range of authentic texts with multisyllabic and multimorphemic words with complex letter patterns with fluency. <b>Spelling:</b> PLD- ui, oo, mb, bt, al, oul, ea, ti, suffixes ed, ing, ness, y, est, en <b>Morphology:</b> &lt;rupt&gt; &lt;mise&gt; &lt;miss&gt; &lt;mit&gt; &lt;pel&gt; &lt;pulse&gt; &lt;ject&gt; &lt;aud&gt; &lt;face&gt; &lt;fact&gt; &lt;fect&gt; &lt;fice&gt; &lt;gene&gt; &lt;gener&gt; <b>Writing:</b> plan, create, edit and publish texts, in paragraphs, mostly correct tense, clear structure, details and correct spelling of most high-frequency and phonetically regular words. <b>Spoken:</b> Plan, create, rehearse and deliver spoke and/or multimodal presentations to inform and express opinions, with a clear structure, details, precise vocabulary, visual features with appropriate tone, pace, pitch and volume. <b>Handwriting-</b> write using joined letters that are clearly formed and consistent in size. <b>Grammar:</b> Clauses contain a subject and a verb that need to agree. Verbs represent different processes and are</p>	<p><b>Poetry- Adapting Australian poems</b> Understand poetic devices such as rhythm and onomatopoeia in poetry and prose. Understand how authors use language to portray ideas. Discuss literary devices. Identify purpose and audience. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the main idea, author's purpose, text structure, vocabulary, literary devices inferred meaning and themes in texts. Make predictions, visualise and summarise texts and begin to evaluate texts. <b>Read</b> a range of authentic texts with multisyllabic and multimorphemic words with complex letter patterns with fluency. <b>Spelling:</b> PLD ph, ai, ey, or, multisyllabic, ey, ea, eigh, aigh, suffixes y, est, ness <b>Morphology:</b> &lt;circum&gt; &lt;extra-&gt; &lt;-ist&gt; &lt;-or&gt; &lt;-et&gt; &lt;-let&gt; &lt;-el&gt; &lt;-ella&gt; &lt;-ism&gt; &lt;-tude&gt; <b>Writing:</b> plan, create, edit and publish texts, in paragraphs, mostly correct tense, clear structure, details and correct spelling of most high-frequency and phonetically regular words. <b>Handwriting-</b> write using joined letters that are clearly formed and consistent in size. <b>Grammar:</b> Clauses contain a subject and a verb that need to agree. Verbs represent different processes and are anchored in time through tense. Apostrophes signal missing letters, and singular and plural possession.</p>

	<p>formed and consistent in size.  <b>Grammar:</b> Clauses contain a subject and a verb that need to agree. Verbs represent different processes and are anchored in time through tense. Apostrophes signal missing letters, and singular and plural possession.</p> <p><b>Reading:</b> Fluency &amp; Comprehension – Kumiko  <b>Writing:</b> Imaginative multi-modal text PPT  <b>PLD- Spelling</b></p>		<p>anchored in time through tense. Apostrophes signal missing letters, and singular and plural possession.</p>	
		<p><b>Reading:</b> Fluency &amp; Comprehension – Lifecycle of a Flowering Plant  <b>Writing:</b> Information reports - minibeasts  <b>PLD - Spelling</b></p>	<p><b>Reading:</b> Fluency &amp; Comprehension – Keeping Our Animals Safe  <b>Speaking &amp; Listening – My favourite activity</b>  <b>PLD - Spelling</b></p>	<p><b>Reading:</b> Fluency &amp; Comprehension  <b>Writing:</b> Adapting Poems  <b>PLD Spelling</b></p>
English	<p><b>4 Narrative- The Twits</b>  Discuss how authors make stories engaging by developing character, setting and plot tension. Examine literary devices. Evaluate texts.  <b>Read</b> different types of texts accurately and fluently.  <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts.  <b>Writing:</b> Create texts with visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms, antonyms, correct spelling of multisyllabic words and simple punctuation.  <b>Speaking:</b> presentations that present an argument; or recount events using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume.  <b>Spelling :</b> PLD au, augh, ough, si, ti, si, ssain, ine, our, tu  Suffixes- cian, tion, sion, sson, ion, ine, ure  <b>Morphology:</b> &lt;logy&gt; &lt;loge&gt; + &lt;-y&gt; &lt;meter&gt; &lt;metre&gt; &lt;gram&gt; &lt;graph&gt; &lt;hydr&gt; &lt;mone&gt; &lt;sym-&gt; &lt;syn-&gt; &lt;syl-&gt; &lt;phose&gt; &lt;phote&gt; &lt;phobe&gt;  <b>Handwriting-</b> write words legibly and with growing fluency using joined upper-case and lower-case letters  <b>Grammar:</b> understand that complex sentences contain independent clauses joined by subordinating conjunction to create relationships such as time and causality. Quoted (direct) and reported(indirect) speech. Adverb groups/phrases, prepositional phrases. Past, present and future tense. Quotation Marks, commas and boundary punctuation.</p> <p><b>Reading:</b> Fluency &amp; Comprehension -The Twits  <b>Writing:</b> A new Chapter -The Twits  <b>PLD - Spelling</b></p>	<p><b>Historical Recounts- Eliza Bird- Convict Child</b>  Discuss how authors make stories engaging by developing character, setting and plot. Examine literary devices. Compare texts from different times. Evaluate texts.  <b>Read</b> different types of texts accurately and fluently.  <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts.  <b>Writing:</b> Create texts with visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms, antonyms, correct spelling of multisyllabic words and simple punctuation.  <b>Speaking:</b> presentations that present an argument; or recount events using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume.  <b>Spelling:</b> PLD ei, eig, eigh, ie, ei, al, ei, ough, ure, ur, au, scgu, ui, wr, sw  Prefixes- a-, un-, com-, con-, micro  <b>Morphology:</b> &lt;hyper-&gt; &lt;pede&gt; &lt;retro-&gt; &lt;tyrann&gt; &lt;inter-&gt; &lt;bi-&gt;  <b>Handwriting-</b> write words legibly and with growing fluency using joined upper-case and lower-case letters  <b>Grammar:</b> understand that complex sentences contain independent clauses joined by subordinating conjunction to create relationships such as time and causality. Quoted (direct) and reported(indirect) speech. Adverb groups/phrases, prepositional phrases. Past, present and future tense. Quotation Marks, commas and boundary punctuation.</p> <p><b>Reading:</b> Fluency &amp; Comprehension -The Charlotte  <b>Writing &amp; Speaking – Present Historical Recount</b>  <b>PLD - Spelling</b></p>	<p><b>Persuasive Texts-Advertisements</b>  Discuss how authors use the subjective language of opinion and persuasive devices.  Evaluate texts.  <b>Read</b> different types of texts accurately and fluently.  <b>Comprehension:</b> respond to text-dependant questions about texts to analyse the opinion, author's purpose, text structure, persuasive devices, vocabulary, inferred meaning and main message in texts.  <b>Writing:</b> Create texts with visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms, antonyms, correct spelling of multisyllabic words and simple punctuation.  <b>Speaking:</b> presentations that present an argument; or recount events using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume  <b>Spelling PLD - ei, eig, eigh, ie, ei, al, ei, ough, ure, ur, au, scgu, ui, wr, sw</b>  Prefixes- a-, un-, com-, con-, micro  <b>Morphology:</b>&lt;cycle&gt; &lt;arch&gt; &lt;poly&gt; &lt;hypo&gt; &lt;tele&gt; &lt;phile&gt; &lt;aster&gt; &lt;astr&gt;  <b>Handwriting-</b> write words legibly and with growing fluency using joined upper-case and lower-case letters.  <b>Grammar:</b> understand that complex sentences contain independent clauses joined by subordinating conjunction to create relationships such as time and causality. Quoted (direct) and reported(indirect) speech. Adverb groups/phrases, prepositional phrases. Past, present and future tense. Quotation Marks, commas and boundary punctuation.</p> <p><b>Reading:</b> Fluency &amp; Comprehension- Advertisements  <b>Writing &amp; Speaking:</b> Advertisements  <b>PLD Spelling</b></p>	<p><b>Quest Novel – Rowan of Rin</b>  Discuss how authors make stories engaging by developing character, setting and plot tension.  Evaluate texts.  <b>Read</b> different types of texts accurately and fluently.  <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts.  <b>Writing:</b> Create texts with visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms, antonyms, correct spelling of multisyllabic words and simple punctuation.  <b>Speaking:</b> presentations that present an argument; or recount events using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume.  <b>Spelling PLD -Prefix – com-, con-, micro, Suffix - -ful, ar, er, eer, ier, or, -less, -ist, -ous</b>  <b>Morphology:</b> &lt;-ine&gt; &lt;-ice&gt; &lt;-ite&gt; &lt;-ic&gt; &lt;-al&gt; &lt;-el&gt; &lt;-ant&gt;  <b>Handwriting-</b> write words legibly and with growing fluency using joined upper-case and lower-case letters.  <b>Grammar:</b> understand that complex sentences contain independent clauses joined by subordinating conjunction to create relationships such as time and causality. Quoted (direct) and reported(indirect) speech. Adverb groups/phrases, prepositional phrases. Past, present and future tense. Quotation Marks, commas and boundary punctuation.</p> <p><b>Reading:</b> Fluency &amp; Comprehension -Rowan of Rin  <b>Writing – Character Analysis – published in word</b>  <b>PLD- Spelling</b></p>

English	<p><b>5 Novel Study</b> Describe how texts are typically organised into characteristic stages and phases, depending on purposes in texts. recognise that the point of view in a literary text influence how readers interpret and respond to events and characters. Examine effects of imagery. <b>Read</b> Monitoring meaning using strategies such as skimming, scanning and confirming. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. Evaluate information and ideas. Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others. <b>Write</b> literary texts experimenting with figurative language. Use text connectives, expanded noun groups, specialist and technical vocabulary and dialogue punctuation. <b>Spelling:</b> explore less common plurals, word origins and roots, suffixes <b>Morphology:</b>&lt;dactyl&gt; &lt;aut&gt; &lt;therm&gt; &lt;phone&gt; &lt;bi&gt; <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters <b>Grammar:</b> Complex sentences include a main clause and at least one dependent clause. Commas to indicate prepositional phrases, and apostrophes where there is multiple possession.</p> <p><b>Reading:</b> Fluency &amp; Comprehension – Character Analysis <b>Writing:</b> A new Chapter <b>PLD - Spelling</b></p>	<p><b>Feature Articles/News Reports – Sustainability</b> Describe how texts are typically organised into characteristic stages and phases, depending on purposes in texts. Recognise that the point of view in a persuasive text, moving beyond assertions by taking account of differing ideas and authoritative sources. <b>Read</b> Monitoring meaning using strategies such as skimming, scanning and confirming. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. Evaluate information and ideas. Present an opinion on issues using specific terms about persuasive devices, text structures and language features, and reflect on the viewpoints of others. <b>Write</b> feature articles experimenting with figurative language. Use text connectives, expanded noun groups, specialist and technical vocabulary and quotation punctuation. <b>Speaking:</b> present elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features. <b>Spelling:</b> explore less common plurals, word origins and roots, suffixes <b>Morphology:</b> &lt;une&gt; &lt;pend&gt; &lt;pense&gt; &lt;amphi&gt; &lt;chron&gt; &lt;eco&gt; &lt;tox&gt; &lt;vail&gt; &lt;value&gt; <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters <b>Grammar:</b> text connectives, expanded noun groups, specialist and technical vocabulary and dialogue punctuation.</p> <p><b>Reading:</b> Fluency &amp; Comprehension -The Sharks <b>Writing:</b> Feature Article – Sustainability Issues-Multimodal <b>PLD - Spelling</b></p>	<p><b>Review Novel &amp; Film: Storm Boy</b> Describe how texts are typically organised into characteristic stages and phases, depending on purposes in texts. recognise that the point of view in a literary text influence how readers interpret and respond to events and characters. Examine effects of imagery. <b>Read</b> Monitoring meaning using strategies such as skimming, scanning and confirming. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. Evaluate information and ideas. Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others. <b>Write</b> literary texts experimenting with figurative language. Use text connectives, expanded noun groups, specialist and technical vocabulary and dialogue punctuation. <b>Speaking:</b> present elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features. <b>Spelling:</b> explore less common plurals, word origins and roots, suffixes <b>Morphology:</b> &lt;flect&gt; &lt;flex&gt; &lt;struct&gt; &lt;decim&gt; &lt;ampl&gt; &lt;ann&gt; &lt;enn&gt; &lt;avi&gt; &lt;dec&gt; <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters <b>Grammar:</b> Complex sentences include a main clause and at least one dependent clause. Commas to indicate prepositional phrases, and apostrophes where there is multiple possession.</p> <p><b>Reading:</b> Fluency &amp; Comprehension- Storm Boy <b>Writing &amp; Speaking:</b> Comparison of Novel and Film <b>PLD Spelling</b></p>	<p><b>Review Novel &amp; Film – Storm Boy</b> Describe how texts are typically organised into characteristic stages and phases, depending on purposes in texts. Examine effects of imagery, simile, metaphor, personification and sound devices. <b>Read</b> Monitoring meaning using strategies such as skimming, scanning and confirming. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. Evaluate information and ideas. Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others. <b>Write</b> expository use text connectives, expanded noun groups and specialist and technical vocabulary. <b>Speaking:</b> present elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features. <b>Spelling:</b> explore less common plurals, word origins and roots, suffixes <b>Morphology:</b> &lt;tain&gt; &lt;tene&gt; &lt;tine&gt; &lt;sense&gt; &lt;sent&gt; &lt;verse&gt; &lt;vert&gt; <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters <b>Grammar:</b> Complex sentences include a main clause and at least one dependent clause. Commas to indicate prepositional phrases, and apostrophes where there is multiple possession.</p> <p><b>Reading:</b> Fluency &amp; Comprehension -I Am Sorry <b>Writing &amp; Speaking – Exposition on Poetry</b> <b>PLD- Spelling</b></p>
English	<p><b>6 Persuasive Texts – Advertising in the Media – Travel &amp; Holiday Destinations</b> Understand that language varies as levels of formality and social distance increase. Understand the se of subjective and objective language. Identify bias. Recognise how authors adapt text structures and language features. Cohesion can be created by repetition and word associations. Identify emotive vocabulary including figurative language- hyperbole. <b>Read:</b> examine media texts. Evaluate the structural features. Connect and compare content from a variety of sources. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. <b>Write:</b> using a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary. <b>Speaking:</b> present multimodal presentations that include</p>	<p><b>Information Texts - Migration Stories</b> Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning. Identify similarities and differences in literary texts on similar topics, themes or plots. Understand how embedded clauses and a variety of complex sentences elaborate, extend and explain ideas. Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups. <b>Read:</b> examine biographical texts. Evaluate the structural features. Connect and compare content from a variety of sources. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. <b>Write:</b> using a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary. <b>Spelling:</b> Latin and Greek roots, base words, prefixes and suffixes</p>	<p><b>Australian Short Stories</b> Identify characteristics that define an author's individual style. Identify similarities and differences in texts. Understand that cohesion can be created by the intentional use of repetition, and the use of word associations. Identify author's use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole. Identify similarities and differences in literary texts on similar topics, themes or plots. Explain the way authors use sound and imagery to create meaning an effect in poetry. <b>Read:</b> examine literary texts. Evaluate the structural features. Connect and compare content from a variety of sources. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. <b>Writing:</b> create literary texts that adapt plot structure,</p>	<p><b>Novel &amp; Movie Comparison: Wonder</b> Understand how embedded clauses and a variety of complex sentences elaborate, extend and explain ideas. Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups. Recognise how authors adapt text structures and language features. Cohesion can be created by repetition and word associations. Identify emotive vocabulary including figurative language- hyperbole. <b>Read:</b> Identify and explain characteristics that define an author's individual style. <b>Comprehension:</b> respond to text-dependant questions about texts to analyse author's purpose, text structure, literary devices, vocabulary, inferred meaning and main message in texts. using a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary.</p>

<p>arguments, with organised ideas, with topic-specific vocabulary with pitch, tone, pace, volume and visual and digital features.  <b>Spelling:</b> Latin and Greek roots, base words, prefixes and suffixes.  <b>Morphology:</b> &lt;pter&gt; &lt;cape&gt; &lt;capt&gt; &lt;cieve&gt; &lt;cept&gt; &lt;cipe&gt; &lt;spire&gt; &lt;form&gt; &lt;duce&gt; &lt;duct&gt; &lt;quest&gt;  <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters  <b>Grammar:</b> use the comma for lists, separate a dependent clause from an independent clause, and in dialogue.</p>	<p><b>Morphology:</b> &lt;ad-&gt; &lt;ad-&gt; &lt;ac-&gt; &lt;af-&gt; &lt;ag-&gt; &lt;al-&gt; &lt;an-&gt; &lt;ap-&gt; &lt;ar-&gt; &lt;as_&gt; &lt;at-&gt; &lt;in-&gt; &lt;im-&gt; &lt;il-&gt; &lt;ir-&gt; &lt;sub-&gt; &lt;suc-&gt; &lt;suf-&gt; &lt;sup&gt; &lt;sus-&gt; &lt;ob-&gt; &lt;oc-&gt; &lt;of-&gt;&lt;op-&gt;&lt;os-&gt; &lt;con-&gt; &lt;co-&gt; &lt;com-&gt; &lt;col-&gt; &lt;cor-&gt;  <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters  <b>Grammar:</b> use the comma for lists, separate a dependent clause from an independent clause, and in dialogue.</p>	<p>characters, settings and/or ideas and experiment with literary devices.  <b>Spelling:</b> Latin and Greek roots, base words, prefixes and suffixes  <b>Morphology:</b> &lt;micr&gt; &lt;scope&gt; &lt;techn&gt; &lt;tect&gt; &lt;deme&gt; &lt;-fy&gt;  <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters  <b>Grammar:</b> use the comma for lists, separate a dependent clause from an independent clause, and in dialogue</p>	<p><b>Speaking:</b> present multimodal presentations that include arguments, with organised ideas, with topic-specific vocabulary with pitch, tone, pace, volume and visual and digital features.  <b>Spelling:</b> Latin and Greek roots, base words, prefixes and suffixes  <b>Morphology:</b> &lt;spect&gt; &lt;spec&gt; &lt;ride&gt; &lt;rise&gt; &lt;aqu&gt; &lt;migr&gt;  <b>Handwriting-</b> write words legibly with fluency using joined upper-case and lower-case letters  <b>Grammar:</b> use the comma for lists, separate a dependent clause from an independent clause, and in dialogue.</p>
<p><b>Reading:</b> Fluency &amp; Comprehension –  <b>Writing :</b>Create an Advertisement - Holiday  <b>PLD - Spelling</b></p>	<p><b>Reading:</b> Comprehension –100Years  <b>Writing:</b> Interview a migrant and write an information report  <b>PLD - Spelling</b></p>	<p><b>Reading:</b> Fluency &amp; Comprehension -The Drover’s Wife  <b>Writing: Short Stories</b>  <b>PLD - Spelling</b></p>	<p><b>Reading:</b> Fluency &amp; Comprehension Wonder  <b>Writing &amp; Speaking – Comparison movie &amp; Novel</b>  <b>PLD- Spelling</b></p>