

Australian Curriculum: English.

<http://www.australiancurriculum.edu.au/English/Rationale>

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand.

Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy:** expanding the repertoire of English usage

	Strands		
	Language	Literature	Literacy
Sub-strands	Language variation and change	Literature and context	Texts in context
	Language for interaction	Responding to literature	Interacting with others
	Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
	Expressing and developing ideas	Creating literature	Creating texts
	Phonics and word knowledge		

School Core Priority: Writing. In 2016, writing is a core priority for all staff.	
PCRSS core English planning documents	PCRSS English core teaching and learning programs
<ul style="list-style-type: none"> • PCRSS Literacy Plan 2016 • PCRSS Writing framework • PCRSS Reading Framework • PCRSS Spelling Framework • PCRSS Oral Language Framework • PCRSS Grammar & Punctuation Framework • PCRSS Editing & Proofreading Code • PCRSS Bookwork policy 	<ul style="list-style-type: none"> • Literacy CAFÉ • Seven Steps to Writing Success • Sheena Cameron • Reading Eggs • HRLTP'S by Associate Professor John Munro • THRASS; Words their Way; Magic Words; • STRIVE • John Collins writing program

ENGLISH		
PREP	<p>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, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p>	<p>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, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>
YEAR 1	<p>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 that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between 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 and interaction skills.</p>	<p>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 on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and correctly form all upper- and lower-case letters.</p>
YEAR 2	<p>By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. 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.</p>	<p>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 learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>
YEAR 3	<p>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 extra information. They use phonics and word knowledge to fluently read more complex words. 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 using interaction skills.</p>	<p>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 letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>
YEAR 4	<p>Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and context. 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 fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p>	<p>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, re-reading and editing their work to improve meaning.</p>
YEAR 5	<p>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. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. 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.</p>	<p>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 imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>
YEAR 6	<p>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 and complex 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.</p>	<p>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 an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p>

Class:

Teacher(s):

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	P-2	<p>Exploring emotion in picture books</p> <p>Unit Focus: Students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories. (This unit has been informed by aspects of Year 1 Unit 1 Exploring emotion in picture books.)</p>	<p>Creating persuasive imaginative texts</p> <p>Unit Focus: Students read and view elements of persuasion in multimodal texts to create a spoken response (Prep), an innovation (Year 1) or a new blurb for a persuasive imaginative text (Year 2). Students publish their work digitally and present their new texts to their peers.</p> <p>(This unit has been originally created for multi-level and has minor connections to Year 1 Unit 8 Creating digital texts)</p>	<p>Creating and presenting a retell</p> <p>Unit Focus: Students listen to, read and view a range of narratives, including some multi-modal texts, to explore the use of descriptive language in the construction of a character.</p> <p>Students retell a familiar story as a multimodal text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.</p> <p>This unit is based on Year 1 Unit 3 'Exploring characters in stories', Year 2 Unit 2 'Stories of families and friends' and Prep Unit 2 'Enjoying and retelling stories'. Prep, Year 1 and Year 2 content descriptions are embedded across the learning sequence.</p>	<p>Exploring Australian text</p> <p>Unit Focus: Students listen to, read and view informative and narrative Australian texts. They respond to questions about a story and create a multimodal retell of a character from a book.</p> <p>This unit has been informed by aspects of Year 2 Unit 2 'Stories of families and friends' and Prep Unit 2 'Enjoying and retelling stories' (Weeks 5-10). Prep, Year 1 and Year 2 content descriptors are embedded across the learning sequence.</p>	<p>Examining stories and informative texts.</p> <p>Unit Focus: Students read, view and listen to a range of stories with animal characters and ask open and closed questions of an animal character. Students create an informative text about a character in a literary text, using ICT.</p> <p>This unit is based on Year 2, Unit 6 'Exploring informative texts'.</p>	<p>Exploring Poetry</p> <p>Unit Focus: Students listen to, read and view a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. Students create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience.</p> <p>This unit is based on Prep Unit 3 'Interacting with Others', Year 1 Unit 4 'Engaging with Poetry' and Year 2 Unit 1 'Reading, Writing and Performing Poetry'.</p>	<p>Responding persuasively to narratives</p> <p>Unit Focus: Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference. This unit is based on Year 2 Unit 4 'Identifying stereotypes', however, coverage of Prep and Year 1 Content descriptions is embedded throughout.</p>	<p>Exploring plot and characterisation in stories</p> <p>Unit Focus: Students explore a variety of picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a new event to be added to a familiar narrative.</p> <p>This unit is based on Year 2 Unit 7 'Exploring plot and characterisation in stories'.</p>

Narrative Writing tells a story.



Persuasive Writing tells your opinion.



Class:

Teacher(s):

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Year 2	<p>Reading, writing and performing poetry</p> <p>In this unit students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience and explain why it is entertaining.</p> <p>Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate. Resources that support higher-order thinking skills:</p>	<p>Stories of families and friends</p> <p>In this unit, students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p> <p>Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate. Resources that support higher-order thinking skills:</p>	<p>Identifying stereotypes</p> <p>In this unit, students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers.</p>	<p>Responding persuasively to narratives</p> <p>In this unit, students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.</p>	<p>Exploring Procedural Text</p> <p>In this unit, students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Exploring informative texts</p> <p>In this unit, students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p>Exploring plot and characterisation in stories</p> <p>In this unit, students explore a variety of stories, including Dreaming stories, picture books, traditional tales and digital texts, to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. Students present their written event to their peers.</p>	<p>Exploring narrative texts</p> <p>In this unit, students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied, and then present a performance of the retell to an audience of peers.</p>
	Year 3	<p>Analysing and creating persuasive texts</p> <p>In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p> <p>Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate. Resources that support higher-order thinking skills:</p>	<p>Investigating characters</p> <p>In this unit students listen to, view and read a short narrative, a digital book and a novel to explore authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p> <p>Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate. Resources that support higher-order thinking skills:</p>	<p>Exploring personal experiences through events</p> <p>In this unit students explore a literary text that deals with an ethical situation. They make inferences about characters' feelings and use comprehension strategies to answer questions about the text. They write a persuasive letter that links to the literary text.</p>	<p>Exploring procedures</p> <p>In this unit students listen to, read, view and analyse informative and literary texts and create a spoken procedure between two characters.</p>	<p>Examining stories from different perspectives</p> <p>In this unit students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</p>	<p>Examining imaginative texts</p> <p>In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Engaging with poetry</p> <p>In this unit, students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and present a poem.</p>	<p>Reading, responding to and writing people's stories</p> <p>In this unit, students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</p>

Class:

Teacher(s):

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Year 4	<p>Investigating author's language in a familiar narrative</p> <p>In this unit, students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p> <p>Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.</p>	<p>Examining humour in poetry</p> <p>In this unit, students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p> <p>Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.</p>	<p>Examining traditional stories from Asia</p> <p>In this unit students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.</p>	<p>Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories</p> <p>In this unit, students listen to, read and view information and stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing, identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories. In the assessment task, students create an informative multimodal presentation providing information and views on a selected story from Aboriginal peoples' or Torres Strait Islander peoples' history and culture.</p>	<p>Exploring recounts set in the past</p> <p>In this unit students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was around at the time of January 1788.</p>	<p>Exploring a quest novel</p> <p>Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. In the assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel.</p>	<p>Examining persuasion in advertisements</p> <p>In this unit students will understand how to recognise and analyse characteristic ideas, language and techniques in advertisements and their impact on the target audience. Students will understand how to navigate around a website identifying text, navigation, layout and links, which are used and contribute to the effectiveness of still image advertisements. As a group they will take part in a panel discussion about the persuasive techniques used in advertisements.</p>	<p>Examining persuasion in product packaging</p> <p>In this unit students will understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students will use word processing software tools to manipulate text and images to create an effective composition and write a text to promote a breakfast cereal.</p>
	Year 5	<p>Examining literary texts (fantasy novel)</p> <p>In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. Ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.</p>	<p>Creating fantasy characters</p> <p>In this unit, students continue to read and interpret a novel from the fantasy genre showing understanding of character development. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p> <p>Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.</p>	<p>Examining media texts</p> <p>In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</p>	<p>Examining characters in animated film</p> <p>In this unit students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.</p>	<p>Appreciating poetry</p> <p>In this unit, students listen to, read and view a range of poems, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.</p>	<p>Responding to poetry</p> <p>In this unit, students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p>Exploring narrative through novels and film</p> <p>In this unit, students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.</p>	<p>Reviewing narrative film</p> <p>In this unit, students listen to and view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about the film during a panel discussion.</p>
	Year 6	<p>Short stories</p> <p>In this unit students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. Ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.</p>	<p>Writing a short story</p> <p>In this unit students read and view short stories and write a short story about a character that faces a conflict. Students will also reflect on the writing process when making and explaining editing choices. Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.</p>	<p>Examining advertising in the media</p> <p>In this unit students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.</p>	<p>Exploring news reports in the media</p> <p>In this unit, students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. They create a written response to a news report.</p>	<p>Interpreting literary texts</p> <p>In this unit students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences</p>	<p>Exploring literary texts by the same author</p> <p>In this unit, students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.</p>	<p>Comparing texts</p> <p>In this unit, students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.</p>	<p>Transforming a text</p> <p>In this unit, students read and compare literary and informative texts, such as websites and information texts, which deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.</p>