

The tables on these pages list the objectives, their associated outcomes and content descriptions from the NSW Syllabus (Stage 2), and the English Stars 3 and 4 modules that match these descriptions.

NSW Syllabus Match (Stage 2)

Speaking and listening 1

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-1A</p> <p>Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> understand the ways in which spoken language differs from written language when adopting a range of roles interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) 	<p>3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.6.7 Different Ways to Write and Speak</p> <p>4.1.6 Effective Listening 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.4.11 Slang, Colloquial and Formal Words 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.8 Persuasive Language 2 4.5.17 Improve Your Speaking</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) understand and adopt the different roles in a debate, eg through experience of formal debates and role-playing 	<p>3.1.2 Passionate Discussions 3.2.15 Task – Character Hot Seat 3.6.7 Different Ways to Write and Speak 3.7.10 How Do We Learn?</p> <p>4.1.6 Effective Listening 4.1.10 Effective Speaking 4.5.17 Improve Your Speaking 4.4.11 Slang, Colloquial and Formal Words 4.8.13 Task – Discuss Poetry</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> interact effectively in groups or pairs, adopting a range of roles use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792) use information to support and elaborate on a point of view demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations retell or perform part of a story from a character's point of view adapt language to suit familiar situations, eg giving instructions to a younger child respond appropriately to the reading of texts to demonstrate enjoyment and pleasure 	<p>3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.10 Task – Compare Texts 3.2.15 Task – Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.6.11 Task – Act It Out 3.7.17 Revise Oral Presentation Skills</p> <p>4.1.10 Effective Speaking 4.5.17 Improve Your Speaking 4.8.13 Task – Discuss Poetry</p>

Writing and representing 1

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-2A</p> <p>Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences experiment and share aspects of composing that enhance learning and enjoyment discuss issues related to the responsible use of digital communication 	<p>3.1.8 Task – Convince Me! 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.2.12 Task – Write a Fable 3.2.14 Task – Change the Ending 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.7 Using the Internet 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.6.8 Task – Write a Letter to a Character 3.6.11 Task – Act It Out 3.6.12 Task – Write a Story</p>

		<p>3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.7 Task – Write Quatrains 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku 3.8.15 Task – Publish Your Poetry</p> <p>4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.2.8 Task – Write an Information Report 4.3.6 Plot 4.3.7 Task – From Plot to Story 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.12 Task – Write a Persuasive Essay 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.7.4 Task – Review a Film 4.8.14 Task – Publish a Poem</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • 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 (ACELY1682, ACELY1694) • understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606) 	<p>3.1.8 Task – Convince Me! 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.2.12 Task – Write a Fable 3.2.14 Task – Change the Ending 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.2 Review Structure 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.7 Task – Write Quatrains 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku 3.8.15 Task – Publish Your Poetry</p> <p>4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.8 Task – Write an Information Report 4.3.3 Characters 4.3.6 Plot 4.3.7 Task – From Plot to Story 4.3.10 Task – Rewrite Billy's Bad Day 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.7.4 Task – Review a Film 4.7.8 Task – Write Comprehension Questions 4.8.1 Comprehension – Rosie's Scowl 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.7 Neologisms</p>

		<p>4.8.8 Task – Write Quatrain Poems 4.8.10 Puns 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem 4.8.13 Task – Discuss Poetry 4.8.14 Task – Publish a Poem</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> plan, compose and review imaginative and persuasive texts discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features plan and organise ideas using headings, graphic organisers, questions and mind maps 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, ACELT1794) create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791) experiment with visual, multimodal and digital processes to represent ideas encountered in texts identify elements of their writing that need improvement and review using feedback from teacher and peers reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) 	<p>3.1.8 Task – Convince Me! 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.2.12 Task – Write a Fable 3.2.14 Task – Change the Ending 3.3.3 Proofreading Skills 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.14 Editing Skills 3.5.16 Taking Photos 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.7 Task – Write Quatrains 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku 3.8.15 Task – Publish Your Poetry</p> <p>4.2.8 Task – Write an Information Report 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.7 Task – From Plot to Story 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.14 Tension and Suspense 4.4.8 Task – Respond to Artwork 4.4.12 Sentences 4.5.12 Task – Write a Persuasive Essay 4.6.7 Task – Describe a Minibeast 4.7.4 Task – Review a Film 4.7.7 Task – Retell a Story</p>

Handwriting and using digital technologies

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-3A</p> <p>Uses effective handwriting and publishes texts using digital technologies</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> recognise that effective handwriting and presentation of work is required in order to communicate effectively for a range of audiences 	<p>3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.14 Task – Publish Your Story 3.7.16 Task – Publish Your Explanation 3.8.15 Task – Publish Your Poetry</p> <p>4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.2.7 Websites and Readability 4.4.13 Task – Publish a Personal Response 4.8.14 Task – Publish a Poem</p> <p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>

	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility • recognise that legibility requires consistent size, slope and spacing 	<p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> • write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1684, ACELY1696) • use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697) 	<p>3.1.12 Task – Create a Persuasive Poster 3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.18 Revise Slideshow Design 3.6.14 Task – Publish Your Story 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.15 Task – Publish Your Poetry</p> <p>4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.4.13 Task – Publish a Personal Response 4.8.14 Task – Publish a Poem</p> <p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>

Reading and viewing 1

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-4A</p> <p>Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> • discuss how a reader’s self-selection of texts for enjoyment can be informed by reading experiences • draw on experiences, knowledge of the topic or context to work out the meaning of unknown words 	<p>4.2.11 New Vocabulary 1 4.8.3 New Vocabulary 2</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • use metalinguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) • understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) • know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) • skim a text for overall message and scan for particular information, eg headings, key words • identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) 	<p>3.3.7 Contractions</p> <p>4.1.8 Contractions 4.2.3 This, That, These, Those 4.2.9 Compare Texts from Different Eras 4.4.9 Pronoun Reference 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.14 Compare and Contrast Words 4.7.2 Genres 4.7.4 Task – Review a Film 4.7.9 Different Stories, Similar Ideas 4.7.11 Book Review Language</p> <p>This descriptor is also covered by Spelling Spot (contractions). For more information see the Year 3 and Year 4 Spelling Spot Scope and Sequence documents.</p>
	<p>Develop and apply graphological, phonological, syntactic and semantic knowledge</p> <ul style="list-style-type: none"> • use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes • identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning • recognise high frequency sight words (ACELA1486) 	<p>4.1.8 Contractions 4.1.14 Prefixes 4.2.4 Suffixes 4.4.4 Homophones 4.4.10 Tricky Homophones</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the Year 3 and Year 4 Spelling Spot Scope and Sequence documents.</p>
	<p>Respond to, read and view texts</p> <ul style="list-style-type: none"> • read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) • read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation 	<p>3.1.1 Understanding Text 3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.1.13 Comprehension – Experience Teaches Us More than Books 3.2.1 Predicting 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.10 Task – Compare Texts 3.2.13 Comprehension – The Fox and the Crow 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South</p>

	<ul style="list-style-type: none"> • use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) • use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts • recognise how aspects of personal perspective influence responses to texts • recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning • connect information by observing text connectives • summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts • interpret text by discussing the differences between literal and inferred meanings • justify interpretations of a text, including responses to characters, information and ideas 	<p>3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.7 Making Connections 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.5 Comprehension – The Cinderella Letters 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 3.6.13 Task – Fill in the Missing Words 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.2 Summarising 3.7.5 Comprehension – BTN: Bark Canoe 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?</p> <p>4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.6 Effective Listening 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.11 Non-Verbal Communication 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.5 Comprehension – Buderim 4.2.11 New Vocabulary 1 4.2.13 Comprehension – Visit Wales 4.3.1 Comprehension – The Curious Dictionary 4.3.5 Comprehension – The Monster in the Roof 4.3.9 Comprehension – Billy’s Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.4.1 Comprehension – Matrix Blast Review 4.4.5 Comprehension – Mona Lisa 4.5.1 Comprehension – BTN: Free Range 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.13 Comprehension – Explore the Stars! 4.5.16 Comprehension – BTN: Debating Championships 4.6.1 Comprehension – Streetscape 4.6.5 Comprehension – Who Am I? 4.7.1 Comprehension – Somewhere Around the Corner 4.7.5 Comprehension – At the Creek 4.7.8 Task – Write Comprehension Questions 4.7.9 Different Stories, Similar Ideas 4.7.12 Book Review Structure 4.8.1 Comprehension – Rosie’s Scowl 4.8.3 New Vocabulary 2 4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake 4.8.9 Comprehension – Six Limericks</p>
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Spelling

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-5A</p> <p>Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> • understand how accurate spelling supports the reader to read fluently and interpret written text 	<p>4.1.4 Greek and Latin Roots 4.1.8 Contractions 4.1.14 Prefixes 4.2.4 Suffixes 4.4.4 Homophones 4.4.10 Tricky Homophones</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the Year 3 and Year 4 Spelling Spot Scope and Sequence documents.</p>

	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779) recognise homophones and know how to use context to identify correct spelling (ACELA1780) understand how knowledge of word origins supports spelling 	<p>4.1.3 Doubling in Spelling 4.1.14 Prefixes 4.2.4 Suffixes 4.2.12 Consonant Clusters 4.4.4 Homophones 4.4.10 Tricky Homophones 4.5.15 Plural Rules 4.7.3 Spelling Rules</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the Year 3 and Year 4 Spelling Spot Scope and Sequence.</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words discuss and use strategies for spelling difficult words experiment with spell check applications and develop an awareness of the limitations of their features in digital technology use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries identify spelling errors in own writing and unknown texts and provide correct spelling 	<p>3.7.3 Dictionary Strategies</p> <p>4.1.3 Doubling in Spelling 4.1.4 Greek and Latin Roots 4.1.14 Prefixes 4.2.4 Suffixes 4.2.12 Consonant Clusters 4.4.10 Tricky Homophones 4.5.15 Plural Rules 4.7.3 Spelling Rules</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the Year 3 and Year 4 Spelling Spot Scope and Sequence documents.</p>

Speaking and listening 2

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-6B</p> <p>Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts make connections between Standard Australian English and different methods of communication, including home language, sign language and body language understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487) understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475) identify purposes for listening in a variety of formal and informal situations 	<p>3.5.13 Comprehension – How to Make an Earth Oven 3.6.2 Different Ways to Tell a Story 3.6.15 Task – Write a Story from Pictures</p> <p>4.1.4 Greek and Latin Roots 4.1.16 Borrowed Words 4.4.11 Slang, Colloquial and Formal Words</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> identify organisational patterns and language features of spoken texts appropriate to a range of purposes understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts 	<p>3.6.7 Different Ways to Write and Speak</p> <p>4.1.15 Write a Speech 4.4.11 Slang, Colloquial and Formal Words</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) discuss how writers and composers of texts engage the interest of the reader or viewer listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) 	<p>3.1.2 Passionate Discussions 3.1.6 Persuasive Language 3.1.8 Task – Convince Me! 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.1.17 Oral Presentation Skills 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.15 Task – Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.6.2 Different Ways to Tell a Story 3.6.11 Task – Act It Out 3.7.10 How Do We Learn?</p>

	<ul style="list-style-type: none"> • use persuasive language to compose simple persuasive texts appropriate to a range of contexts • enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis 	<p>4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.5.11 Persuasive Essay Structure 4.5.17 Improve Your Speaking</p>
Writing and representing 2		
Outcomes	Content Descriptions	English Stars Modules
<p>EN2-7B</p> <p>Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> • identify and analyse the purpose and audience of imaginative, informative and persuasive texts • understand how characters, actions and events in imaginative texts can engage the reader or viewer <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • understand how a range of language features can shape readers' and viewers' understanding of subject matter • describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts • examine how evaluative language can be varied to be more or less forceful (ACELA1477) • use images in imaginative, informative and persuasive texts to enhance meaning • understand how audience and purpose influence the choice of vocabulary <p>Respond to and compose texts</p> <ul style="list-style-type: none"> • discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes • express a point of view for a particular purpose in writing, with supporting arguments • make constructive statements that agree/disagree with an issue • compare and review written and visual texts for different purposes and audiences 	<p>3.1.4 Persuasive Essay Structure 3.2.8 Character Profiles 3.3.2 Recount Structure 3.4.2 Review Structure 3.5.4 Procedural Text Structure 3.6.2 Different Ways to Tell a Story 3.7.4 Explanation Structure</p> <p>4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.2.1 Comprehension – The Giraffe 4.3.1 Comprehension – The Curious Dictionary 4.3.13 Comprehension – The Sapphire Robbery 4.4.1 Comprehension – Matrix Blast Review 4.5.5 Comprehension – The Case for Homework 4.5.16 Comprehension – BTN: Debating Championships 4.7.1 Comprehension – Somewhere Around the Corner 4.8.1 Comprehension – Rosie's Scowl 4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake 4.8.9 Comprehension – Six Limericks</p> <p>3.1.6 Persuasive Language 3.2.3 Adjectives 1 3.4.8 Evaluative Language 3.5.3 Precise Vocabulary 3.5.11 Adjectives 2 3.6.7 Different Ways to Write and Speak 3.7.6 Technical Vocabulary 3.7.14 Task – Write for a Younger Child 3.8.3 Rhyme 3.8.5 Onomatopoeia 3.8.9 Similes and Metaphors</p> <p>4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.2.6 Informative Paragraphs 4.2.10 Informative Language Features 4.5.3 Persuasive Language 1 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.14 Compare and Contrast Words 4.6.2 Adjectives 1 4.6.6 Adjectives 2 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.7 Neologisms 4.8.10 Puns</p> <p>3.1.2 Passionate Discussions 3.1.4 Persuasive Essay Structure 3.1.8 Task – Convince Me! 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.2.2 Plot 3.2.10 Task – Compare Texts 3.3.2 Recount Structure 3.4.2 Review Structure 3.5.4 Procedural Text Structure 3.6.3 Revise Plot 3.7.4 Explanation Structure 3.7.14 Task – Write for a Younger Child</p>

		<p>4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.2 Fact or Opinion 4.5.4 Task – Write Persuasive Paragraphs 4.5.12 Task – Write a Persuasive Essay</p>
Reading and viewing 2		
Outcomes	Content Descriptions	English Stars Modules
<p>EN2-8B Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic 	<p>3.1.4 Persuasive Essay Structure 3.1.5 Comprehension – All Children Should Play Sport 3.1.6 Persuasive Language 3.1.9 Comprehension – Books Are Better than Films 3.1.12 Task – Create a Persuasive Poster 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.13 Comprehension – The Fox and the Crow 3.3.5 Comprehension – Sophie Scott Goes South 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.4 Text Types 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.4 Procedural Text Structure 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.2 Different Ways to Tell a Story 3.6.10 Comprehension – Fantastic Mr Fox 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?</p> <p>4.1.12 Design a Poster 4.1.15 Write a Speech 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.7 Task – From Plot to Story 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Comic Strips 4.3.14 Tension and Suspense 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.7.7 Task – Retell a Story 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> identify organisational patterns and language features of print and visual texts appropriate to a range of purposes 	<p>3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.2.2 Plot 3.2.3 Adjectives 1</p>

<ul style="list-style-type: none"> • identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) • understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) • explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1483, ACELA1496) • identify the features of online texts that enhance navigation (ACELA1790) • recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects • recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) • 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) • identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793) 	<ul style="list-style-type: none"> • 3.2.4 Interesting Introductions • 3.2.6 Quoted Speech • 3.2.8 Character Profiles • 3.3.2 Recount Structure • 3.3.6 Tense 1 • 3.4.2 Review Structure • 3.4.4 Text Types • 3.5.2 Tense 2 • 3.5.4 Procedural Text Structure • 3.5.6 Sequence Words • 3.5.7 Using the Internet • 3.5.16 Taking Photos • 3.5.17 Visual Procedure Structure • 3.6.2 Different Ways to Tell a Story • 3.6.3 Revise Plot • 3.6.4 Revise Quoted Speech • 3.6.6 Reported Speech • 3.6.14 Task – Publish Your Story • 3.7.4 Explanation Structure • 3.8.6 Quatrains • 3.8.10 Cinquains • 3.8.13 Haikus 	<ul style="list-style-type: none"> • 4.1.12 Design a Poster • 4.1.15 Write a Speech • 4.1.17 Design a Slideshow • 4.2.2 Information Report Structure • 4.2.7 Websites and Readability • 4.2.9 Compare Texts from Different Eras • 4.2.10 Informative Language Features • 4.3.2 What Is a Story? • 4.3.3 Characters • 4.3.4 Setting • 4.3.6 Plot • 4.3.7 Task – From Plot to Story • 4.3.8 Quoted and Reported Speech • 4.3.10 Task – Rewrite Billy’s Bad Day • 4.3.11 Quotation Marks • 4.3.12 Comic Strips • 4.3.14 Tension and Suspense • 4.4.6 Personal Response Structure • 4.4.8 Task – Respond to Artwork • 4.4.13 Task – Publish a Personal Response • 4.5.2 Fact or Opinion • 4.5.3 Persuasive Language 1 • 4.5.4 Task – Write Persuasive Paragraphs • 4.5.8 Persuasive Language 2 • 4.5.11 Persuasive Essay Structure • 4.6.3 Description Text Structure • 4.6.4 Task – Describe a Subject • 4.6.7 Task – Describe a Minibeast • 4.7.2 Genres • 4.7.4 Task – Review a Film • 4.7.7 Task – Retell a Story • 4.7.8 Task – Write Comprehension Questions • 4.7.10 Plot Summary • 4.7.11 Book Review Language • 4.7.12 Book Review Structure • 4.8.13 Task – Discuss Poetry • 4.8.14 Task – Publish a Poem
<p>Respond to, read and view texts</p> <ul style="list-style-type: none"> • discuss personal choices of texts for enjoyment • respond to a wide range of literature and analyse purpose and audience • discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600) • identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images 	<ul style="list-style-type: none"> • 3.2.3 Adjectives 1 • 3.8.2 Syllables • 3.8.3 Rhyme • 3.8.5 Onomatopoeia • 3.8.6 Quatrains • 3.8.9 Similes and Metaphors • 3.8.10 Cinquains • 3.8.13 Haikus 	<ul style="list-style-type: none"> • 4.1.1 Comprehension – The Origins of English • 4.1.5 Comprehension – A Trip to the Australian War Memorial • 4.1.11 Non-Verbal Communication

		<p>4.2.1 Comprehension – The Giraffe 4.3.1 Comprehension – The Curious Dictionary 4.3.12 Comic Strips 4.3.13 Comprehension – The Sapphire Robbery 4.4.1 Comprehension – Matrix Blast Review 4.5.5 Comprehension – The Case for Homework 4.5.16 Comprehension – BTN: Debating Championships 4.7.1 Comprehension – Somewhere Around the Corner 4.8.1 Comprehension – Rosie’s Scowl 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake 4.8.6 Spoonerisms 4.8.7 Neologisms 4.8.9 Comprehension – Six Limericks 4.8.10 Puns</p>
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Grammar, punctuation and vocabulary

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-9B</p> <p>Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning understand that choice of vocabulary impacts on the effectiveness of texts 	<p>3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.10 Paragraphs 1 3.2.2 Plot 3.2.3 Adjectives 1 3.2.11 Paragraphs 2 3.3.2 Recount Structure 3.4.2 Review Structure 3.5.3 Precise Vocabulary 3.5.4 Procedural Text Structure 3.6.3 Revise Plot 3.6.7 Different Ways to Write and Speak 3.7.6 Technical Vocabulary 3.7.14 Task – Write for a Younger Child</p> <p>4.2.2 Information Report Structure 4.2.10 Informative Language Features 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.14 Tension and Suspense 4.4.6 Personal Response Structure 4.5.3 Persuasive Language 1 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.6.2 Adjectives 1 4.6.3 Description Text Structure 4.6.6 Adjectives 2 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.11 Limericks</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> understand that paragraphs are a key organisational feature of written texts (ACELA1479) understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) understand how to elaborate on ideas in texts through the use of prepositional phrases understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495) understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information 	<p>3.1.3 Common and Proper Nouns 3.1.7 Simple and Compound Sentences 3.1.10 Paragraphs 1 3.1.11 Action Verbs 3.1.15 Modal Verbs 3.2.6 Quoted Speech 3.2.7 Saying Verbs 3.2.11 Paragraphs 2 3.3.6 Tense 1 3.3.7 Contractions 3.3.11 Conjunctions 3.3.10 Pronouns 3.4.5 Thinking and Feeling Verbs 3.4.9 Clauses 3.4.12 Subject–Verb Agreement 3.5.2 Tense 2 3.5.6 Sequence Words 3.5.10 Prepositions 3.5.15 Commas in Lists</p>

	<ul style="list-style-type: none"> understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482) experiment with punctuation to engage the reader and achieve purpose investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) use apostrophes for contractions identify a variety of connectives in texts to indicate time, to add information and to clarify understanding 	<p>3.6.4 Revise Quoted Speech 3.7.7 Relating Verbs 3.7.13 Statements, Questions and Exclamations</p> <p>4.1.2 Past Tense 4.1.7 Noun Phrases 4.3.8 Quoted and Reported Speech 4.3.12 Comic Strips 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.5.10 Prepositional Phrases 4.6.8 Verb Phrases</p>
	<p>Understand and apply knowledge of vocabulary</p> <ul style="list-style-type: none"> learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) experiment with vocabulary choices to engage the listener or reader 	<p>3.1.6 Persuasive Language 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.2.8 Character Profiles 3.3.13 Synonyms 3.4.8 Evaluative Language 3.5.3 Precise Vocabulary 3.5.11 Adjectives 2 3.7.6 Technical Vocabulary</p> <p>4.1.4 Greek and Latin Roots 4.1.7 Noun phrases 4.1.14 Prefixes 4.1.16 Borrowed Words 4.2.4 Suffixes 4.2.11 New Vocabulary 1 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.5.3 Persuasive Language 1 4.5.7 Cause and Effect Words 4.5.14 Compare and Contrast Words 4.6.2 Adjectives 1 4.6.6 Adjectives 2 4.6.8 Verb Phrases 4.7.11 Book Review Language</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience use grammatical features to create complex sentences when composing texts experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) 	<p>3.1.8 Task – Convince Me! 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.2.12 Task – Write a Fable 3.2.14 Task – Change the Ending 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.15 Task – Write a Story from Pictures 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.8.5 Onomatopoeia 3.8.7 Task – Write Quatrains 3.8.9 Similes and Metaphors 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku 4.2.8 Task – Write an Information Report 4.7.4 Task – Review a Film</p>
<p>Thinking imaginatively, creatively and interpretively</p>		
<p>Outcomes</p>	<p>Content Descriptions</p>	<p>English Stars Modules</p>

<p>EN2-10C</p> <p>Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>Engage personally with texts</p> <ul style="list-style-type: none"> share responses to a range of texts and identify features which increase reader enjoyment respond to texts by identifying and discussing aspects of texts that relate to their own experience 	<p>4.1.5 Comprehension – A Trip to the Australian War Memorial</p> <p>4.1.9 Comprehension – Skateboarding in Afghanistan</p> <p>4.1.13 Comprehension – Finding a Hero</p> <p>4.2.13 Comprehension – Visit Wales</p> <p>4.4.1 Comprehension – Matrix Blast Review</p> <p>4.5.9 Comprehension – The Case Against Homework</p> <p>4.5.16 Comprehension – BTN: Debating Championships</p> <p>4.7.2 Genres</p> <p>4.7.4 Task – Review a Film</p> <p>4.7.6 Reflect on Characters</p>
	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> 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) identify and analyse the different organisational patterns and features to engage their audience 	<p>3.2.2 Plot</p> <p>3.6.3 Revise Plot</p> <p>4.3.2 What Is a Story?</p> <p>4.3.3 Characters</p> <p>4.3.4 Setting</p> <p>4.3.6 Plot</p> <p>4.3.14 Tension and Suspense</p> <p>4.7.6 Reflect on Characters</p> <p>4.7.9 Different Stories, Similar Ideas</p> <p>4.7.10 Plot Summary</p> <p>4.7.12 Book Review Structure</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> identify creative language features in imaginative, informative and persuasive texts that contribute to engagement identify and discuss how vocabulary establishes setting and atmosphere 	<p>3.2.3 Adjectives 1</p> <p>3.8.3 Rhyme</p> <p>3.8.5 Onomatopoeia</p> <p>3.8.9 Similes and Metaphors</p> <p>4.3.4 Setting</p> <p>4.4.11 Slang, Colloquial and Formal Words</p> <p>4.8.2 Poetic Language</p> <p>4.8.4 Rhyme</p> <p>4.8.6 Spoonerisms</p> <p>4.8.7 Neologisms</p> <p>4.8.10 Puns</p> <p>4.8.11 Limericks</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> create literary texts that explore students’ own experiences and imagining (ACELT1607) use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts justify interpretations of a text, including responses to characters, information and ideas, eg ‘The main character is selfish because ...’ make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602) 	<p>3.2.10 Task – Compare Texts</p> <p>3.2.15 Task – Character Hot Seat</p> <p>3.5.17 Visual Procedure Structure</p> <p>3.6.2 Different Ways to Tell a Story</p> <p>3.6.11 Task – Act It Out</p> <p>3.6.12 Task – Write a Story</p> <p>3.6.14 Task – Publish Your Story</p> <p>3.6.15 Task – Write a Story from Pictures</p> <p>3.7.14 Task – Write for a Younger Child</p> <p>3.8.7 Task – Write Quatrains</p> <p>3.8.11 Task – Write a Cinquain</p> <p>3.8.14 Task – Write a Haiku</p> <p>3.8.15 Task – Publish Your Poetry</p> <p>4.3.2 What Is a Story?</p> <p>4.3.3 Characters</p> <p>4.3.4 Setting</p> <p>4.3.7 Task – From Plot to Story</p> <p>4.3.10 Task – Rewrite Billy’s Bad Day</p> <p>4.3.14 Tension and Suspense</p> <p>4.7.2 Genres</p> <p>4.7.7 Task – Retell a Story</p> <p>4.7.9 Different Stories, Similar Ideas</p> <p>4.8.8 Task – Write Quatrain Poems</p> <p>4.8.12 Task – Write an Acrostic Poem</p>

Expressing themselves

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-11D</p> <p>Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<p>Engage personally with texts</p> <ul style="list-style-type: none"> recognise how texts draw on a reader’s or viewer’s experience and knowledge to make meaning and enhance enjoyment recognise how aspects of personal perspective influence responses to texts 	<p>3.1.5 Comprehension – All Children Should Play Sport</p> <p>3.1.9 Comprehension – Books Are Better than Films</p> <p>3.1.13 Comprehension – Experience Teaches Us More than Books</p> <p>3.2.5 Comprehension – The Tortoise and the Hare</p> <p>3.2.9 Comprehension – Kangaroo and Hermit Crab</p> <p>3.2.13 Comprehension – The Fox and the Crow</p> <p>3.3.1 Comprehension – Are We There Yet?</p>

		<p>3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.7 Making Connections 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.2 Different Ways to Tell a Story 3.6.5 Comprehension – The Cinderella Letters 3.6.10 Comprehension – Fantastic Mr Fox 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.5 Comprehension – BTN: Bark Canoe 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?</p>
	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) discuss how people from different times and cultures may respond differently to characters, actions and events in texts recognise the ways that stories depict Australians who are significant at a local and community level 	<p>3.1.1 Understanding Text 3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.1.13 Comprehension – Experience Teaches Us More than Books 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.13 Comprehension – The Fox and the Crow 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.7 Making Connections 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.5 Comprehension – The Cinderella Letters 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.5 Comprehension – BTN: Bark Canoe 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?</p> <p>4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.5 Comprehension – Buderim 4.2.13 Comprehension – Visit Wales 4.3.1 Comprehension – The Curious Dictionary 4.3.5 Comprehension – The Monster in the Roof 4.3.9 Comprehension – Billy’s Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.4.1 Comprehension – Matrix Blast Review 4.4.5 Comprehension – Mona Lisa 4.5.1 Comprehension – BTN: Free Range 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.13 Comprehension – Explore the Stars! 4.5.16 Comprehension – BTN: Debating Championships</p>

		<p>4.6.1 Comprehension – Streetscape 4.6.5 Comprehension – Who Am I? 4.7.1 Comprehension – Somewhere Around the Corner 4.7.5 Comprehension – At the Creek 4.8.1 Comprehension – Rosie’s Scowl 4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake 4.8.9 Comprehension – Six Limericks</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) • identify and compare the differences between texts from a range of cultures, languages and times • make connections between students’ own experiences and those of characters and events represented in texts 	<p>3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.1.13 Comprehension – Experience Teaches Us More than Books 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.13 Comprehension – The Fox and the Crow 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.7 Making Connections 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.5 Comprehension – The Cinderella Letters 3.6.10 Comprehension – Fantastic Mr Fox 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.5 Comprehension – BTN: Bark Canoe 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku?</p> <p>4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> • consider and discuss ideas drawn from their world and the worlds of their texts • compose a variety of texts, eg simple poetry, that include aspects of home and local community life • experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships • respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples • discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference • respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world • identify the point of view in a text and suggest alternative points of view (ACELY1675) • discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) • describe and discuss ethical issues encountered in texts • justify personal opinions by citing evidence, negotiating with others and recognising opinions presented • draw on the literature and ideas from other countries and times to compose imaginative and informative texts 	<p>3.1.8 Task – Convince Me! 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.1.18 Design a Slideshow 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.14 Task – Change the Ending 3.2.15 Task – Character Hot Seat 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.3 Comprehension – Review of Untitled 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.13 Comprehension – How to Make an Earth Oven 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.13 Task – Fill in the Missing Words 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.5 Comprehension – BTN: Bark Canoe 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle</p>

		<p>4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.5 Comprehension – Buderim 4.2.13 Comprehension – Visit Wales 4.3.1 Comprehension – The Curious Dictionary 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.5 Comprehension – The Monster in the Roof 4.3.6 Plot 4.3.9 Comprehension – Billy’s Bad Day 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.3.14 Tension and Suspense 4.4.1 Comprehension – Matrix Blast Review 4.4.5 Comprehension – Mona Lisa 4.5.1 Comprehension – BTN: Free Range 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.13 Comprehension – Explore the Stars! 4.5.16 Comprehension – BTN: Debating Championships 4.6.1 Comprehension – Streetscape 4.6.5 Comprehension – Who Am I? 4.7.1 Comprehension – Somewhere Around the Corner 4.7.2 Genres 4.7.5 Comprehension – At the Creek 4.7.6 Reflect on Characters 4.7.7 Task – Retell a Story 4.8.1 Comprehension – Rosie’s Scowl 4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake 4.8.9 Comprehension – Six Limericks 4.8.13 Task – Discuss Poetry</p>
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Reflecting on learning

Outcomes	Content Descriptions	English Stars Modules
<p>EN2-12E Recognises and uses an increasing range of strategies to reflect on their own and others’ learning</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> recognise how own texts can be influenced by a rich text environment identify different ways of learning in English and consider own preferences develop criteria for the successful completion of tasks 	<p>3.1.4 Persuasive Essay Structure 3.2.2 Plot 3.3.2 Recount Structure 3.4.2 Review Structure 3.5.4 Procedural Text Structure 3.5.17 Visual Procedure Structure 3.6.3 Revise Plot 3.7.4 Explanation Structure 3.7.10 How Do We Learn?</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> discuss different ways we learn to read and write appreciate how the reader or viewer can enjoy a range of literary experiences through texts 	<p>3.6.2 Different Ways to Tell a Story 3.7.10 How Do We Learn?</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> develop criteria for establishing personal preferences for literature (ACELT1598) jointly develop and use criteria for assessing their own and others’ presentations discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal describe how some skills in speaking, listening, reading/ viewing, writing/representing help the development of language learners reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text 	<p>3.1.2 Passionate Discussions 3.2.4 Interesting Introductions 3.2.8 Character Profiles 3.6.2 Different Ways to Tell a Story 4.8.13 Task – Discuss Poetry</p>

Note: Modules 3.1.3 Common and Proper Nouns, 3.3.10 Pronouns, 3.3.11 Conjunctions, 3.5.15 Commas in Lists, 3.7.13 Statements, Questions and Exclamations, 4.6.2 Adjectives 1 and 4.6.6 Adjectives 2 revises content from the NSW Syllabus (Stage 1).