AC v9.0 EP Curriculum Map
Y5-10 English

Year 5 & 6

Spelling Strategies and Lists

Content Descriptor/s	EP Lessons in *1. Spelling Strategies and Lists*	
AC9E5LY08 use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations AC9E5LY09 build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E6LY08 use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY09 use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words	*Ambiguous Vowels* • Ambiguous Vowels • Ambiguous Vowels: Spelling List *Applying Patterns to Spell New Words* • Applying Patterns to Spell New Words • Applying Patterns to Spell New Words: Spelling List 1 • Applying Patterns to Spell New Words: Spelling List 2 • Applying Patterns to Spell New Words: Spelling List 3 • Applying Patterns to Spell New Words: Spelling List 4 *Complex Compound Words* • Complex Compound Words • Complex Compound Words: Spelling List *Complex Consonants* • Complex Consonants • Complex Consonants: Spelling List *Final Syllables* • Final Syllables • Final Syllables: Spelling List *Using Phonics with Complex Words* • Using Phonics with Complex Words • Using Phonics with Complex Words: Spelling List	*Long Vowel Patterns* • Long Vowel Patterns • Long Vowel Patterns: Spelling List 1 • Long Vowel Patterns: Spelling List 2 • Long Vowel Patterns: Spelling List 3 *Plurals* • Plurals • Plurals: Adding 's' (Spelling List) • Plurals: Adding 'es' (Spelling List) • Plurals ending in 'f 'or 'fe' (Spelling List) • Plurals ending in 'y' (Spelling List) *Silent Letters* • Silent Letters (wr, gn, kn) • Further Silent Letters (st, mb, bt, gh, ch) • Silent Letters: Spelling List • Further Silent Letters: Spelling List 1 • Further Silent Letters: Spelling List 2 *Word Origins & Base Words* • Word Origins & Base Words • Word Origins & Base Words: Spelling List 1 • Word Origins & Base Words: Spelling List 2 • Word Origins & Base Words: Spelling List 3 *Word Endings: Double Consonants* • Word Endings and Doubled Consonants (le, el) • Word Endings and Doubled Consonants: Spelling List (le, el)

Punctuation

Content Descriptor/s	EP Lessons in *2. Punctuation*
AC9E5LA09 use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LY06 plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY09 build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E6LA09 understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LE05 create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LY09 use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words	• Capital Letters • Full Stops • Question Marks • Exclamation Marks • Commas • Commas & Clauses • Apostrophes for Omission and Contraction • Apostrophes for Possession • Apostrophes for Possession & Omission • Speech Marks • Quotation Marks • Punctuating Sentences

Sentence Structure

Content Descriptor/s	EP Lessons in *3. Sentence Structure*
AC9E5LA04 understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA05 understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect AC9E5LA09 use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E6LA04 understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA05 understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA09 understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue	• Simple Sentences • Complex Sentences • Compound Sentences • Conjunctions & Complex Sentences • Conjunctions & Lists • Prepositions • Prepositions and Prepositional Phrases

Word Types

Content Descriptor/s	EP Lessons in *4. Word Types*	
AC9E5LY09 build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E6LY09 use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words	*1. Nouns and Pronouns* • Nouns • Further Nouns • Pronouns *2. Verbs and Tenses* • Verbs • Present Tense • Past Tense • Future Tense • Using Tenses *3. Adjectives* • Adjectives: Comparatives & Superlatives • Adjectives: Further Comparatives & Superlatives • Comparatives & Superlatives: Spelling List 1 • Comparatives & Superlatives: Spelling List 2 *4. Adverbs* • Adverbs • Further Adverbs • Adverbs: 'How' (Spelling List) • Adverbs: 'When' & 'Where' (Spelling List) *5. Prefixes & Suffixes* • Prefixes • Suffixes • Prefixes & Suffixes	• Prefixes: Spelling List 1 • Prefixes: Spelling List 2 • Prefixes: Spelling List 3 • Suffixes: Spelling List 1 • Suffixes: Spelling List 2 • Suffixes: Spelling List 3 • Prefixes & Suffixes: Spelling List 1 • Prefixes & Suffixes: Spelling List 2 • Prefixes & Suffixes: Spelling List 3 • Prefixes & Suffixes: Spelling List 4 • Prefixes & Suffixes: Spelling List 5 • Prefixes & Suffixes: Spelling List 6 *6. Synonyms & Antonyms* • Synonyms • Antonyms • Synonyms & Antonyms • Synonyms: Spelling List • Antonyms: Spelling List *7. Homophones* • Homophones • Further Homophones • Homophones: Spelling List 1 • Homophones: Spelling List 2

Language Features

Content Descriptor/s	EP Lessons in *5. Language Features*
AC9E5LE04 examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E6LE04 explain the way authors use sound and imagery to create meaning and effect in poetry	• Imagery • Interpreting Imagery • Applying Imagery • Sound Devices

Reading and Writing

Content Descriptor/s	EP Lessons in *1. Reading Skills*
AC9E5LY04 navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E6LY04 select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources	*1. Reading Skills* • Identifying Detail • Point of View • Summarising • Skimming and Scanning • Proofreading • Further Proofreading

Content Descriptor/s	EP Lessons in *2. Informative Texts*	
AC9E5LY03 explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY04 navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY06 plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E6LY03 analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY04 select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY06 plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources	*1. Informative Texts: Information Reports (Year 05)* • What is an Information Report? • Structure of Information Reports • Language Features of Information Reports • Visual Language Features in Information Reports • Writing an Introduction for Information Reports • Headings & Subheadings in Information Reports • Paragraphs in Information Reports • Writing your own Information Report • Evaluating your Information Report • Review *2. Informative Texts (Year 06)* • Introduction to Informative Texts • Comprehending Informative Texts • Informative and Literary Texts • Language Features of Informative Texts • Research Skills with Informative Texts • Visual Elements of Informative Texts • Informative Websites • Informative Brochures • Create an Informative Brochure • Peer Review	*3. Informative Text Library* • Article: Historic Treaty to End Plastic Pollution! • Brochure: Born to be Wild? • Desert Survival by Cathryn Steeles • Humpback Whales • Hunting for Bush Honey by Cathryn Steeles • Jellyfish Facts • Leafy Sea Dragons • Stick Charts for Navigation • The Bee's Knees: The Honey Bee Waggle Dance • The Life Cycle of a Green Sea Turtle • The Nullarbor Plain by Cathryn Steeles • The Sun is our Nearest Star • Wadeye by Cathryn Steeles • Website Text: Echolocation in Bats • Cassowaries • Echidnas

Content Descriptor/s	EP Lessons in *3. Persuasive Texts*	
AC9E5LY03 explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY04 navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY06 plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E6LY03 analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY04 select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY06 plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features	*1. Persuasive Texts: Unit 1 (Year 05)* • Introduction to Informal Persuasive Texts • Introduction to Formal Persuasive Texts • Fact and Opinion • Objective and Subject Language • Author/Reader Relationship • Persuasive Appeals: Logic, Values and Emotions • Modal Verbs and Adverbs • Language Features of Persuasive Texts • Planning a Persuasive Text • Writing a Formal Persuasive Text *2. Persuasive Texts: Unit 2 (Year 06)* • Introduction to Persuasive Texts • Responding to a Writing Prompt • Understanding Perspective and Bias • Analysing Informal Persuasive Texts and Media • Identifying Persuasive Techniques in Information Texts • Persuasive Techniques Used in Advertising • Creating an Audible Advertisement • Effects Used in Persuasive Moving Media • Product Packaging - Identifying and Designing • Persuasive Techniques Used in Poster Advertising	*3. Persuasive Text Library* • Newspaper Article (Author Bias) • Persuasive Pamphlet • Persuasive Texts • Spooky Slimes Advertising • Tumbling Tower Video Advert

Content Descriptor/s	EP Lessons in *4. Narrative Texts*	
AC9E5LA04 understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA05 understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect AC9E5LE01 identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE03 recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE05 create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LY03 explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E6LA04 understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA05 understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LE01 identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors	*1. Narrative Texts: Unit 1 (Year 05)* • Structure of Narratives • Deconstructing Narratives • Imagery and Sentence Structure in Narratives • Creating Noun and Verb Groups • Moral and Ethical Dilemmas in Narratives • Developing Characters in a Narrative • Creating an Engaging Narrative Introduction • Building Tension in Narratives • Writing Narrative Endings • Reviewing the Elements of Narratives *2. Narrative Texts: Unit 2 (Year 06)* • Introduction to Narratives • Setting the Orientation • The Narrative Climax • Conflicts in Narratives • Suspense in Narratives • The Plot of Narratives • Planning a Short Story • Writing Short Stories with a Warning • Compare and Contrast Fables • Planning and Writing a Short Story	*3. Narrative Text Library* • Beware the Bunyip! by G.S. Towle • Pedro the Spanish Sailor by G.S. Towle • Soldier Crabs and Starting School by G.S. Towle • The Creation of Japan • The Dragon's Treasure • The Emu and the Jabiru by G. S. Towle • The Grandmother Tree by G. S. Towle • The Kelpie • The Phantom Train • The Wish

AC9E6LE03 identify and explain characteristics that define an author's individual style AC9E6LE05 create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LY03 analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences		
Content Descriptor/s	**EP Lessons in *5. Poetry***	
AC9E5LE01 identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE04 examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E6LE01 identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E6LE04 explain the way authors use sound and imagery to create meaning and effect in poetry	*1. Poetry Texts: Unit 1 (Year 05)* • Introduction to Poetry • Anthems and Odes • Figurative Language in Poetry • Personification in Poetry • Bush Ballad Narratives • Hyperbole in Poetry • Tone and Mood in Poetry • Comparing Odes • Kenning and Haiku Poems • Shape Poems • Comparing Anthems *1. Poetry Texts: Unit 2 (Year 06)* • Introduction to Narrative Poems • Ballad Poems • Modern Narrative Poems • Poetic Devices in Narrative Poems I • Poetic Devices in Narrative Poems II • Evaluating How Poets Write Narrative Poems • Structure and Elements of Bush Ballads • Composing Ballads • Elements of Narrative Poetry • Reciting a Ballad	*3. Poetry Text Library* • Advance Australia Fair by Peter Dodds McCormick • Jellyfish by Stephanie Mayne • Ode to an Orange by Sarah Broom • Red Pencil Sharpener by John Malone • Station Life by Adrian Cook • Sun Sonata by Elizabeth Pulford • Weather Forecast by Janice Marriott

Year 7

Spelling Strategies and Lists

Content Descriptor/s	EP Lessons in *1. Spelling Strategies & Rules*	
AC9E7LY08 understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	*1. Plurals and Word Endings* • Adding -es to Make a Plural • Making -Y Ending Words into Plurals • Making -F Ending Words into Plurals • Making -O Ending Words into Plurals • Irregular Plurals • French and Latin Irregular Plurals • Adding -able and -ible to Word Endings Skill Practice • Adding -es to Make a Plural: Spelling List • Making -Y Ending Words into Plurals: Spelling List • Making -F Ending Words into Plurals: Spelling List • Making -O Ending Words into Plurals: Spelling List • Irregular Plurals: Spelling List • French and Latin Irregular Plurals: Spelling List • Adding -able and -ible to Word Endings: Spelling List *2. Vowels* • Long and Short Vowel Rules • Y as a Long E • Y as a Long I • The I before E Spelling Rule • The E before I Spelling Rule	Skill Practice • Long and Short Vowel Rules: Spelling List • Y as a Long I: Spelling List • Y as a Long E: Spelling List • The I before E Spelling Rule: Spelling List • The E before I Spelling Rule: Spelling List *3. Consonants and Blends* • The Double Consonant Spelling Rule • The Ch Sound Spelling Rule • The Oi/Oy and Ou/Ow Spelling Rules Skill Practice • The Double Consonant Spelling Rule: Spelling List • The Ch Sound Spelling Rule: Spelling List • The Oi/Oy and Ou/Ow Spelling Rules: Spelling List *4. Greek Building Blocks* • Greek Building Blocks 1 • Greek Building Blocks 2 • Greek Building Blocks 3 • Greek Building Blocks 4 *5. Latin Building Blocks* • Latin Building Blocks 1 • Latin Building Blocks 2 • Latin Building Blocks 3 **Review** • Review: Spelling Rules and Exceptions • Further Resources: American and British Spelling

Content Descriptor/s	EP Lessons in *2. Spelling Word Lists*	
AC9E7LY08 understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	*Academic Word List* • Academic Word List – Master List • AWL – Sublist 1 • AWL – Sublist 2 • AWL – Sublist 3 • AWL – Sublist 4 • AWL – Sublist 5 • AWL – Sublist 6 • AWL – Sublist 7 • AWL – Sublist 8 • AWL – Sublist 9 • AWL – Sublist 10 • AWL – Sublist 11 • AWL – Sublist 12 • AWL – Sublist 13 • AWL – Sublist 14 • AWL – Sublist 15 • AWL – Sublist 16 • AWL – Sublist 17 • AWL – Sublist 18 • AWL – Sublist 19 • AWL – Sublist 20 • AWL – Sublist 21 • AWL – Sublist 22 • AWL – Sublist 23 • AWL – Sublist 24 • AWL – Sublist 25 • AWL – Sublist 26 • AWL – Sublist 27 • AWL – Sublist 28 • AWL – Sublist 29	*Ayres Spelling Lists* • Ayres Spelling List: Section A-G – List 1 • Ayres Spelling List: Section A-G – List 2 • Ayres Spelling List: Section A-G – List 3 • Ayres Spelling List: Section A-G – List 4 • Ayres Spelling List: Section A-G – List 5 • Ayres Spelling List: Section H – List 1 • Ayres Spelling List: Section H – List 2 • Ayres Spelling List: Section H – List 3 • Ayres Spelling List: Section I – List 1 • Ayres Spelling List: Section I – List 2 • Ayres Spelling List: Section I – List 3 • Ayres Spelling List: Section I – List 4 • Ayres Spelling List: Section J – List 1 • Ayres Spelling List: Section J – List 2 • Ayres Spelling List: Section J – List 3 • Ayres Spelling List: Section J – List 4 • Ayres Spelling List: Section J – List 5 • Ayres Spelling List: Section J – List 6 • Ayres Spelling List: Section K – List 1 • Ayres Spelling List: Section K – List 2 • Ayres Spelling List: Section K – List 3 • Ayres Spelling List: Section K – List 4 • Ayres Spelling List: Section K – List 5 • Ayres Spelling List: Section K – List 6 • Ayres Spelling List: Section L – List 1 • Ayres Spelling List: Section L – List 2 • Ayres Spelling List: Section L – List 3 • Ayres Spelling List: Section L – List 4 • Ayres Spelling List: Section L – List 5 • Ayres Spelling List: Section M – List 1 • Ayres Spelling List: Section M – List 2 • Ayres Spelling List: Section M – List 3 • Ayres Spelling List: Section M – List 4 • Ayres Spelling List: Section M – List 5 • Ayres Spelling List: Section M – List 6

	• Ayres Spelling List: Section N – List 1 • Ayres Spelling List: Section N – List 2 • Ayres Spelling List: Section N – List 3 • Ayres Spelling List: Section N – List 4 • Ayres Spelling List: Section N – List 5 • Ayres Spelling List: Section O – List 1 • Ayres Spelling List: Section O – List 2 • Ayres Spelling List: Section O – List 3 • Ayres Spelling List: Section O – List 4 • Ayres Spelling List: Section O – List 5 • Ayres Spelling List: Section O – List 6 • Ayres Spelling List: Section P – List 1 • Ayres Spelling List: Section P – List 2 • Ayres Spelling List: Section P – List 3 • Ayres Spelling List: Section P – List 4 • Ayres Spelling List: Section Q – List 1 • Ayres Spelling List: Section Q – List 2 • Ayres Spelling List: Section Q – List 3 • Ayres Spelling List: Section Q – List 4 • Ayres Spelling List: Section Q – List 5 • Ayres Spelling List: Section R – List 1 • Ayres Spelling List: Section R – List 2 • Ayres Spelling List: Section R – List 3 • Ayres Spelling List: Section R – List 4 • Ayres Spelling List: Section R – List 5 • Ayres Spelling List: Section S – List 1 • Ayres Spelling List: Section S – List 2 • Ayres Spelling List: Section S – List 3 • Ayres Spelling List: Section S – List 4 • Ayres Spelling List: Section T – List 1 • Ayres Spelling List: Section T – List 2 • Ayres Spelling List: Section T – List 3 • Ayres Spelling List: Section U – List 1 • Ayres Spelling List: Section U – List 2 • Ayres Spelling List: Section U – List 3 • Ayres Spelling List: Section V • Ayres Spelling List: Section W • Ayres Spelling List: Section X-Z	*Fry Spelling Words* • Fry Spelling Words–1 • Fry Spelling Words–2 • Fry Spelling Words–3 • Fry Spelling Words–4 • Fry Spelling Words–5 • Fry Spelling Words–6 • Fry Spelling Words–7 • Fry Spelling Words–8 • Fry Spelling Words–9 • Fry Spelling Words–10 • Fry Spelling Words–11 • Fry Spelling Words–12 • Fry Spelling Words–13 • Fry Spelling Words–14 • Fry Spelling Words–15 • Fry Spelling Words–16 • Fry Spelling Words–17 • Fry Spelling Words–18 • Fry Spelling Words–19 • Fry Spelling Words–20 • Fry Spelling Words–21 • Fry Spelling Words–22 • Fry Spelling Words–23 • Fry Spelling Words–24 • Fry Spelling Words–25 • Fry Spelling Words–26 • Fry Spelling Words–27 • Fry Spelling Words–28 • Fry Spelling Words–29 • Fry Spelling Words–30 • Fry Spelling Words–31 • Fry Spelling Words–32 • Fry Spelling Words–33 • Fry Spelling Words–34 • Fry Spelling Words–35 • Fry Spelling Words–36

	• Fry Spelling Words–37 • Fry Spelling Words–38 • Fry Spelling Words–39 • Fry Spelling Words–40 • Fry Spelling Words–41 • Fry Spelling Words–42 • Fry Spelling Words–43 • Fry Spelling Words–44 • Fry Spelling Words–45 • Fry Spelling Words–46 • Fry Spelling Words–47 • Fry Spelling Words–48 • Fry Spelling Words–49 • Fry Spelling Words–50 • Fry Spelling Words–51 • Fry Spelling Words–52 • Fry Spelling Words–53 • Fry Spelling Words–54 • Fry Spelling Words–55 • Fry Spelling Words–56 • Fry Spelling Words–57 • Fry Spelling Words–58	• Fry Spelling Words–59 • Fry Spelling Words–61 • Fry Spelling Words–62 • Fry Spelling Words–63 • Fry Spelling Words–64 • Fry Spelling Words–65 • Fry Spelling Words–66 • Fry Spelling Words–67 • Fry Spelling Words–68 • Fry Spelling Words–69 • Fry Spelling Words–70 • Fry Spelling Words–71 • Fry Spelling Words–72 • Fry Spelling Words–73 • Fry Spelling Words–74 • Fry Spelling Words–75 • Fry Spelling Words–76 • Fry Spelling Words–77 • Fry Spelling Words–78 • Fry Spelling Words–79 • Fry Spelling Words–80

Content Descriptor/s	EP Lessons in *NAPLAN: Identifying and Correcting Errors*	
AC9E7LY08 understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	1. Simple Words • Simple Words - Masterlist • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 • Simple Words 8 2. Common Words • Common Words - Masterlist • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12 • Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23	3. Difficult Words • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 • Difficult Words 24 • Difficult Words – Master List

	4. Challenging Words • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9 • Challenging Words – Master List Levelled Words Spelling Test	
Content Descriptor/s	**EP Lessons in *NAPLAN: Spelling Lists***	
AC9E7LY08 understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	1. Simple Words • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 • Simple Words — Master List 2. Common Words • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12	• Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23 • Common Words 24 • Common Words 25 • Common Words — Master List

	3. Difficult Words • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 • Difficult Words — Master List	4. Challenging Words • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9 • Challenging Words — Master List **Other Resources** • Commonly Misspelt Words • South Australian Spelling Test • Teacher Guide: Spelling Lists

Content Descriptor/s	EP Lessons in *3. Vocabulary*	
AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	*1. Academic Vocabulary* • Lesson 1 – Academic Vocabulary • Lesson 2 – Academic Vocabulary • Spelling List 1 – Academic Vocabulary • Spelling List 2 – Academic Vocabulary • Spelling List 3 – Academic Vocabulary • Spelling List 4 – Academic Vocabulary *2. Workplace Vocabulary* • Lesson 1 – Workplace Vocabulary • Lesson 2 – Workplace Vocabulary • Spelling List 1 – Workplace Vocabulary • Spelling List 2 – Workplace Vocabulary • Spelling List 3 – Workplace Vocabulary • Spelling List 4 – Workplace Vocabulary *3. Terms and Definitions (Paul Nation)* • GSL/Definitions - 0001-0100 • GSL/Definitions - 0101-0200 • GSL/Definitions - 0201-0300 • GSL/Definitions - 0301-0400 • GSL/Definitions - 0401-0500 • GSL/Definitions - 0501-0600 • GSL/Definitions - 0601-0700 • GSL/Definitions - 0701-0800 • GSL/Definitions - 0801-0900 • GSL/Definitions - 0901-1000 • GSL/Definitions - 1001-1100 • GSL/Definitions - 1101-1200 • GSL/Definitions - 1201-1300 • GSL/Definitions - 1301-1400 • GSL/Definitions - 1401-1500 • GSL/Definitions - 1501-1600 • GSL/Definitions - 1601-1700 • GSL/Definitions - 1701-1800 • GSL/Definitions - 1801-1900 • GSL/Definitions - 1901-2000	*4. Advanced Vocabulary* • Week 1 – Advanced Vocabulary Building • Week 1 – Advanced Vocabulary Spelling (1) • Week 1 – Advanced Vocabulary Spelling (2) • Week 2 – Advanced Vocabulary Building • Week 2 – Advanced Vocabulary Spelling (1) • Week 2 – Advanced Vocabulary Spelling (2) • Week 3 – Advanced Vocabulary Building • Week 3 – Advanced Vocabulary Spelling (1) • Week 3 – Advanced Vocabulary Spelling (2) • Week 4 – Advanced Vocabulary Building • Week 4 – Advanced Vocabulary Spelling (1) • Week 4 – Advanced Vocabulary Spelling (2) • Week 5 – Advanced Vocabulary Building • Week 5 – Advanced Vocabulary Spelling (1) • Week 5 – Advanced Vocabulary Spelling (2) *5. Eponyms* • Introduction to Eponyms • Introduction to Eponyms • Literary and Mythological Eponyms • Literary and Mythological Eponyms • Scientific and Historical Eponyms • Scientific and Historical Eponyms *6. Further Resources* • St. Patrick's Day Vocabulary List • English Subject Vocabulary

Content Descriptor/s	EP Lessons in *4. Vocabulary Building*	
AC9E7LA08 investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LY08 understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	*Film Vocabulary* • Lesson 1 – Film Vocabulary • Lesson 2 – Film Vocabulary • Spelling List 1 – Film Vocabulary • Spelling List 2 – Film Vocabulary • Spelling List 3 – Film Vocabulary • Spelling List 4 – Film Vocabulary *Narrative Vocabulary* • Lesson 1 – Narrative Vocabulary • Lesson 2 – Narrative Vocabulary • Spelling List 1 – Narrative Vocabulary • Spelling List 2 – Narrative Vocabulary • Spelling List 3 – Narrative Vocabulary • Spelling List 4 – Narrative Vocabulary *Persuasive Vocabulary* • Lesson 1 – Persuasive Vocabulary • Lesson 2 – Persuasive Vocabulary • Spelling List 1 – Persuasive Vocabulary • Spelling List 2 – Persuasive Vocabulary • Spelling List 3 – Persuasive Vocabulary • Spelling List 4 – Persuasive Vocabulary	

Punctuation

Content Descriptor/s	EP Lessons in 2. *Punctuation*	
AC9E7LA09 understand the use of punctuation including colons and brackets to support meaning	*1. Starting and Ending Sentences* • Capital Letters – Start Here • Capital Letters: Proper Nouns • Full Stops • Exclamation Marks • Question Marks *2. Separating Words and Clauses* • Commas: Separate Clauses • Commas: Listing • Commas: Listing (Oxford) • Commas: Additional Information • Commas: Asides • Commas: Numbers and Dates • Run-On Sentences & Comma Splicing • Colons *3. Apostrophes, Speech Marks and Quotations* • Apostrophes: Contractions • Apostrophes: Possessive • Speech Marks • Quotation Marks • Contractions Spelling List *4. Other Punctuation* • Brackets • Bullet Points • Hyphens • Slashes **Other Resources** • Why Use Punctuation?	

Sentence Structure

Content Descriptor/s	EP Lessons in *3. Sentence Structure*	
AC9E7LA05 understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LA08 investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LY04 explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology AC9E7LY03 analyse the ways in which language features shape meaning and vary according to audience and purpose	*1. Sentence Types* • Simple Sentences • Compound Sentences • Complex Sentences • Compound Complex Sentences *2. Subject, Verb, Object and Voice* • Subject and Object • Implied Subject • Compound Verb and Subject • Subject-Verb Agreement • Active and Passive Voice *3. Clauses and Interjections* • Independent Clauses • Dependent Clauses • Interjections *4. Phrases* • Phrases • Subject and Verb Phrases • Prepositional Phrases • Gerunds *Other Resources* • Sentence Purposes • Sentence Structure in Context • Sentence Structure in Context – Assessment • Sentence Structure Key Terms	

Word Types

Content Descriptor/s	EP Lessons in *4. Word Types*	
AC9E7LA03 identify and describe how texts are structured differently depending on their purpose and how language features vary in texts AC9E7LA06 understand how consistency of tense through verbs and verb groups achieves clarity in sentences AC9E7LY03 analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY08 understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	*1. Nouns* • Nouns • Proper Nouns • Singular and Plural Nouns • Collective Nouns • Concrete and Abstract Nouns • Nominalisation *2. Verbs* • Verbs • Irregular Verbs • Auxiliary Verbs • Transitive and Intransitive Verbs • Infinitives • Past Participles • Present Participles • Modal Auxiliary Verbs *3. Adjectives and Adverbs* • Adjectives • Compound Adjectives • Comparative and Superlative Adjectives • Proper Adjectives • Adverbs *4. Conjunctions, Prepositions and Determiners* • Conjunctions • Prepositions • Determiners: Articles, Demonstratives, Quantifiers & Interrogatives • Determiners: Possessives, Numerals & Distributives	*5. Pronouns* • Personal Pronouns: Subject/Object • Personal Pronouns: Gender & Number • Personal Pronouns: Possession • Personal Pronouns: Person • Reflexive and Relative Pronouns • Distributive and Demonstrative Pronouns • Interrogative Pronouns *6. Tenses* • Basic Tenses • Continuous Tenses • Perfect Tenses *7. Prefixes and Suffixes* • Prefixes • Suffixes: -ing • Suffixes: -ed • Suffixes: -less • Suffixes: -y and -ly • Suffixes: -ful • Suffixes: -able and -ible • Suffixes: -ness • Suffixes: -ment • Suffixes: -ty and -ity • Suffixes: -al *8. Word Types in Context* • Word Types in Context: Arrange the Sentence • Word Types in Context: Arrange the Sentence – Assessment • Word Types in Context: Format the Word • Word Types in Context: Format the Word – Assessment

Language Features

Content Descriptor/s	EP Lessons in *5. Language Features*	
AC9E7LY03 analyse the ways in which language features shape meaning and vary according to audience and purpose	*1. Figurative Language* • Similes • Metaphors • Extended Metaphors • Personification • Symbolism *2. Sound Features* • Repetition • Rhyme • Alliteration • Assonance • Homophones/Homonyms • Onomatopoeia *3. Specialised Language* • Synonyms/Antonyms • Slang • Jargon • Cliche • Hyperbole • Irony • Rhetorical Questions • Oxymoron	

Novel Studies

Content Descriptor/s	EP Lessons in *6. Novel Studies*	
AC9E7LE03 explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE04 discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage AC9E7LE05 identify and explain the ways that characters, settings and events combine to create meaning in narratives	*1. Introduction to Novels* • What is a Novel? • The History of the Novel • The Production of a Novel • Controversial Novels • Impactful Novels • Fun Facts About Novels Language Features Revision • Understanding Language Features • Identifying Language Features *2. Plot, Character and Setting* • Plot and Structure • Character • Context • Setting: Essential Elements • Setting: Purpose and Uses *3. Dialogue and Narration* • Dialogue: Essential Elements • Dialogue: Purpose and Uses • Narrator and Point of View • Unreliable Narrators & Alternating Point of View *4. Themes and Symbolism* • Theme • Symbolism • Mood and Tone • Foreshadowing & Flashbacks	*5. Text Glossaries: Authors and Plot Summaries* • Adventures of Huckleberry Finn by Mark Twain • Alice's Adventures in Wonderland by Lewis Carroll • Animal Farm by George Orwell • Frankenstein by Mary Shelley • Harry Potter and the Philosopher's Stone by J. K. Rowling • Little Women by Louisa May Alcott • Nineteen Eighty-Four by George Orwell • Peter Pan by J. M. Barrie • Pride and Prejudice by Jane Austen • To Kill a Mockingbird by Harper Lee • The Boy in the Striped Pyjamas by John Boyne • The Hate U Give by Angie Thomas • The Hobbit by J. R. R. Tolkien • The Hunger Games by Suzanne Collins • The Lightning Thief by Rick Riordan • The Lion, the Witch and the Wardrobe by C. S. Lewis • The Lord of the Rings by J. R. R. Tolkien • The Wonderful Wizard of Oz by L. Frank Baum

Drama Studies

Content Descriptor/s	EP Lessons in *7. Drama Studies*	
AC9E7LE03 explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE05 identify and explain the ways that characters, settings and events combine to create meaning in narratives AC9E7LY02 use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts	*Features of Plays* • Language Techniques • Character and Setting • Genre • Plot • Speeches • Structure • Symbolism • Themes • Tropes	*Further Resources: Shakespeare* • Interesting Facts about Shakespeare • Modern Shakespeare • Shakespeare's Language • Shakespeare's Life • Shakespeare's World • The Globe Theatre

Reading

Content Descriptor/s	EP Lessons in *8. Reading*	
AC9E7LA01 understand how language expresses and creates personal and social identities AC9E7LE01 identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE02 form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response AC9E7LE03 explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE05 identify and explain the ways that characters, settings and events combine to create meaning in narratives	*1. Reading Skills and Strategies* • Identifying Detail • Inferring Detail • Summarising • Vocabulary • Language Features • Analysing Imagery *2. Text Structure, Purpose, Audience and Style* • Text Structure and Purpose • Intended Audience of Text Types • Elements of Texts • Influential Image and Language Techniques • Contrast and Juxtaposition • Creating Chapters • Written Language and Technology	Persuasive Texts • Persuasive Texts Across Different Mediums • Advertisements and Audiences • Language Features in Advertising • Persuasive Techniques in Advertising – Language Features • Persuasive Techniques in Advertising – Pathos, Ethos, Logos Other Text Types • Adaptation and Parody • Analysing Short Stories • Biographies and Autobiographies • Blog Posts • Informative Text Structures • Lyrics in Poetry & Songs • Online Magazines • Sequels, Prequels, and Reboots

AC9E7LY01 explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY02 use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY03 analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas AC9E7LY06 plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E7LY08 understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	*3. Text Library* 1. Narrative • Churning and Furious • Orpheus and Eurydice • Stone Soup • The Creation of Japan • The Little Mice and the Big Elephants • The Two Brothers 2. Poetry Texts • I Wandered Lonely As a Cloud • Haiku by Buson & Virgilio • Lying in a Hammock at William Duffy's Farm in Pine Island, Minnesota • My Hat • Shape Poems • The Johnson Place Bride • Mosquitoes 3. Indigenous Australian Texts • Bushrangers of Van Diemen's Land • David Malangi Biography • Return to Nature • Take a Step on Cyril Rioli's Island Home • The Binna Binna Man • The Heavens • The Life of Jandamarra • The Proud Goanna Fable • Mirrabooka 4. Non-Fiction Texts • Alek Wek Biography • Clara Barton Biography • Greyhound Therapy Dog • Istanbul Teen Creates Bioplastic From Bananas • NASA's Discovery • Paralympic History	5. Communication • Cover Letter for Checkout Operator • How to Weave a Flax Flower • Interview with Liz Clark • Margaret Mahy Interview • Our Differences Unite Us • Pavlova Recipe • Simple Sushi Rolls • Teach Your Dog to Play Dead • Think! Advertisement 6. Spoken • Aliens vs Zombies Debate • Anansi Origins Myth • Farewell to Baseball • Things That Go Bump in the Night • Try Something New for 30 Days Speech 7. Short Fiction • STORY FACTORY "Art Write Light" (Teacher Guide) • STORY FACTORY "Art Write Light" (Section 1) • STORY FACTORY "Art Write Light" (Section 2) 8. Reading Log Lessons • Chapter Reading Response Log • Critical Reading Response Log • Personal Reading Text Log • Teacher's Guide – Reading Log Lessons • Wide Reading Response Log Other Resources • Text Types Library Interactive Index: Teacher Guide

	4. Texts in Society • Social Value of Texts • Representing Social Groups • Stereotypes, Oversimplification and Prejudice • Ethics in Literature • Moral Problems in Texts • Aesthetic Value of Texts • Digital Identity • Language for Interaction *5. Cultural Values* • Identity and Culture • Historical Value of Texts • Australian Aboriginal Texts • Traditional Asian Storytelling *6. Viewpoint* • Narrative Viewpoint • Representing Points of View • Persuasive Perspectives • Fact or Opinion? *7. Information Literacy* • Critical Thinking • Further Critical Thinking • Evaluating Media • Evaluating Media 2 • Asking Good Questions • Research Skills Global Digital Citizenship • Pre-Internet Communication & Internet History • How the Internet Changed the World • Online Behaviour and Internet Etiquette • Expressing Yourself Online • Online Influence • Cyberbullying • Social Movements & Social Media	Vocabulary and Spelling • Spelling: Critical Thinking • Spelling: Evaluating Media • Spelling: Global Digital Citizenship 1 • Spelling: Global Digital Citizenship 2 • Vocabulary: Critical Thinking • Vocabulary: Evaluating Media • Vocabulary: Global Digital Citizenship 1 • Vocabulary: Global Digital Citizenship 1 *8. History of English Language* • The Historical Story of Language • The Beginning of English • Middle English • English Classes • Shakespeare and the Great Vowel Shift • Inkhorn Terms • How English Became the International Language: 16th to 20th Century • English Today Related Vocabulary • Vocabulary for History of English • Vocabulary for History of English: Maps Lesson

Writing

Content Descriptor/s	EP Lessons in *9. Writing*	
AC9E7LA05 understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LE07 create and edit literary texts that experiment with language features and literary devices encountered in texts AC9E7LY01 explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY06 plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical	*1. Writing Skills* • Sentence Building • Understanding Language Features • Modelled Language Features • Applying Language Features • Writing Vocabulary Practice • Editing and Proofreading • Paragraph Breaks • Reliable Sources (Referencing) • The Origin of Essay Writing • Writing Vocabulary Practice *2. Writing Narratives* 1. Structure and Features of Narrative Texts • Writing Narratives: Structure and Paragraphs • Writing Narratives: Character, Setting and Dialogue • Writing Narratives: Language and Vocabulary • Writing Narratives: Cohesion • Writing Narratives: Ideas 2. Writing Narrative Texts • Why Write Narratives? • Features of Narrative Writing • Planning and Developing Narratives • Drafting and Reviewing Narratives • Writing Narratives: Audience • Writing Narratives: Modelled Writing • Writing Narratives: Guided Writing • Writing Narratives: Independent Writing • Writing Narratives: Free Writing	*3. Writing Explanations* • Writing Explanations: Structure and Paragraphs • Writing Explanations: Language and Vocabulary • Writing Explanations: Cohesion • Writing Explanations: Ideas • Writing Explanations: Audience • Writing Explanations: Modelled Writing • Writing Explanations: Guided Writing • Writing Explanations: Independent Writing *4. Writing Poetry* • Why Write Poetry? • Forms of Poetry • Features of Poetry • Developing Ideas and Planning Your Poetry • Drafting and Reviewing Your Poetry • Poetry: Free Writing *5. Writing a Persuasive Text* • Writing a Persuasive Text: Structure and Paragraphing • Writing a Persuasive Text: Persuasive Devices • Writing a Persuasive Text: Cohesion • Writing a Persuasive Text: Ideas • Writing a Persuasive Text: Audience • Writing a Persuasive Text: Modelled Writing • Writing a Persuasive Text: Guided Writing • Writing a Persuasive Text: Independent Writing

	6. Describing a Moment in Time • Describing a Moment In Time: Structure and Paragraphs • Describing a Moment in Time: Character and Setting • Describing a Moment in Time: Language and Vocabulary • Describing a Moment in Time: Cohesion • Describing a Moment in Time: Ideas • Describing a Moment in Time: Audience • Describing a Moment in Time: Modelled Writing • Describing a Moment in Time: Guided Writing • Describing a Moment in Time: Independent Writing *7. Describing a Process* • Describing a Process: Structure and Paragraphing • Describing a Process: Language and Vocabulary • Describing a Process: Cohesion • Describing a Process: Ideas • Describing a Process: Audience • Describing a Process: Modelled Writing • Describing a Process: Guided Writing • Describing a Process: Independent Writing *8. Writing a Personal Account* • Why Write Personal Accounts? • Features of Personal Accounts • Developing Ideas In Personal Accounts • Drafting and Reviewing Personal Accounts • Personal Accounts: Free Writing	*9. Writing a Recount* • Writing a Recount: Structure and Paragraphing • Writing a Recount: Language and Vocabulary • Writing a Recount: Character and Setting • Writing a Recount: Cohesion • Writing a Recount: Ideas • Writing a Recount: Audience • Writing a Recount: Modelled Writing • Writing a Recount: Guided Writing • Writing a Recount: Independent Writing *10. Writing a Response* • Why Write Responses? • Features of Responses • Responding to Texts – Character • Responding to Texts – Language Features • Writing Book Reviews • Writing Film Reviews • Planning and Developing Responses • Drafting and Reviewing Responses • Writing a Response: Free Writing *11. Writing a How-To* • Why Write 'How Tos'? • Features of 'How Tos' • Developing Ideas and Planning 'How Tos' • Drafting and Reviewing Your 'How To' • Writing 'How Tos': Free Writing *12. Writing Plays* • Writing Plays: Scripts • Writing Plays: Dialogue • Writing Plays: Staging

Listening and Speaking

Content Descriptor/s	EP Lessons in *10. Listening and Speaking*	
AC9E7LY02 use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY07 plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace	*1. Listening to Spoken Texts* • Listening Skills *2. Spoken Techniques, Structure and Purpose* • Informative Spoken Texts: Analysing Techniques • Informative Spoken Texts: Structure & Purpose • Inspirational Spoken Texts: Analysing Techniques • Inspirational Spoken Texts: Structure & Purpose • Persuasive Spoken Texts: Analysing Techniques • Persuasive Spoken Texts: Structure & Purpose	*3. Speaking Skills* • Structuring a Persuasive Spoken Text • Characteristics of a Speaker • Engaging Language • Features of Voice • Individual vs Group Speaking Scenarios • Debates • Interviewing • Role Play and Nonverbal Communication • Speaking Practice Prompts • Monologues

Viewing and Presenting

Content Descriptor/s	EP Lessons in *12. Viewing and Presenting*	
AC9E7LA07 analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LE03 explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LY01 explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY07 plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace	*1. Visual Text Library* • Print Advertisement - Aspirin • Print Advertisement NYFA • Poster - Batman: The Animated Series • Poster - X-Men 2 • Photo - Dog Parade • Photo - Wedding Photo • Book Cover - Six Impossible Things by Fiona Wood • Book Cover - The Hunger Games by Suzanne Collins • Magazine Cover - Surfer Magazine Aug 2016 • Newspaper Cover - The Sun Newspaper: Elvis Cover • Print Comic - Rusty Scrapiron • Print Comic - Smokey Bear • Video Advertisement - Coke Avengers • Video Advertisement - Heinz Dogs *2. Visual Text Types, Techniques and Features* • Documentaries • Examining Multimodal Texts • Television Programmes • Composition and Layout • Point of View in Visual Texts • Focal Point and Salience/Emphasis • Symbolism, Colour and Contrast • DocPlay's "Life, Animated" (2016) by Roger Ross Williams: Diegetic and Non-Diegetic Sounds • Film Shots • Purpose of Film Techniques	*3. Creating Presentations* • Presentations with a Visual Aid: Modelling Presentations • Presentations with a Visual Aid: Creating Presentations • Podcasts: Modelling Presentations • Podcasts: Creating Presentations • Video Presentations: Modelling Presentations • Video Presentation: Creating Presentations

Year 8

Spelling and Vocabulary

Content Descriptor/s	EP Lessons in *1. Spelling Strategies & Rules*	
AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	*1. Plurals and Word Endings* • Adding -es to Make a Plural • Making -Y Ending Words into Plurals • Making -F Ending Words into Plurals • Making -O Ending Words into Plurals • Irregular Plurals • French and Latin Irregular Plurals • Adding -able and -ible to Word Endings Skill Practice • Adding -es to Make a Plural: Spelling List • Making -Y Ending Words into Plurals: Spelling List • Making -F Ending Words into Plurals: Spelling List • Making -O Ending Words into Plurals: Spelling List • Irregular Plurals: Spelling List • French and Latin Irregular Plurals: Spelling List • Adding -able and -ible to Word Endings: Spelling List *2. Vowels* • Long and Short Vowel Rules • Y as a Long E • Y as a Long I • The I before E Spelling Rule • The E before I Spelling Rule	Skill Practice • Long and Short Vowel Rules: Spelling List • Y as a Long I: Spelling List • Y as a Long E: Spelling List • The I before E Spelling Rule: Spelling List • The E before I Spelling Rule: Spelling List *3. Consonants and Blends* • The Double Consonant Spelling Rule • The Ch Sound Spelling Rule • The Oi/Oy and Ou/Ow Spelling Rules Skill Practice • The Double Consonant Spelling Rule: Spelling List • The Ch Sound Spelling Rule: Spelling List • The Oi/Oy and Ou/Ow Spelling Rules: Spelling List *4. Greek Building Blocks* • Greek Building Blocks 1 • Greek Building Blocks 2 • Greek Building Blocks 3 • Greek Building Blocks 4 *5. Latin Building Blocks* • Latin Building Blocks 1 • Latin Building Blocks 2 • Latin Building Blocks 3 *Other Resources* • Review: Spelling Rules and Exceptions • Further Resources: American and British Spelling

Content Descriptor/s	EP Lessons in *2. Spelling Word Lists*	
AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	*Academic Word List* • Academic Word List – Master List • AWL – Sublist 1 • AWL – Sublist 2 • AWL – Sublist 3 • AWL – Sublist 4 • AWL – Sublist 5 • AWL – Sublist 6 • AWL – Sublist 7 • AWL – Sublist 8 • AWL – Sublist 9 • AWL – Sublist 10 • AWL – Sublist 11 • AWL – Sublist 12 • AWL – Sublist 13 • AWL – Sublist 14 • AWL – Sublist 15 • AWL – Sublist 16 • AWL – Sublist 17 • AWL – Sublist 18 • AWL – Sublist 19 • AWL – Sublist 20 • AWL – Sublist 21 • AWL – Sublist 22 • AWL – Sublist 23 • AWL – Sublist 24 • AWL – Sublist 25 • AWL – Sublist 26 • AWL – Sublist 27 • AWL – Sublist 28 • AWL – Sublist 29	*Ayres Spelling Lists* • Ayres Spelling List: Section A-G – List 1 • Ayres Spelling List: Section A-G – List 2 • Ayres Spelling List: Section A-G – List 3 • Ayres Spelling List: Section A-G – List 4 • Ayres Spelling List: Section A-G – List 5 • Ayres Spelling List: Section H – List 1 • Ayres Spelling List: Section H – List 2 • Ayres Spelling List: Section H – List 3 • Ayres Spelling List: Section I – List 1 • Ayres Spelling List: Section I – List 2 • Ayres Spelling List: Section I – List 3 • Ayres Spelling List: Section I – List 4 • Ayres Spelling List: Section J – List 1 • Ayres Spelling List: Section J – List 2 • Ayres Spelling List: Section J – List 3 • Ayres Spelling List: Section J – List 4 • Ayres Spelling List: Section J – List 5 • Ayres Spelling List: Section J – List 6 • Ayres Spelling List: Section K – List 1 • Ayres Spelling List: Section K – List 2 • Ayres Spelling List: Section K – List 3 • Ayres Spelling List: Section K – List 4 • Ayres Spelling List: Section K – List 5 • Ayres Spelling List: Section K – List 6 • Ayres Spelling List: Section L – List 1 • Ayres Spelling List: Section L – List 2 • Ayres Spelling List: Section L – List 3 • Ayres Spelling List: Section L – List 4 • Ayres Spelling List: Section L – List 5 • Ayres Spelling List: Section M – List 1 • Ayres Spelling List: Section M – List 2 • Ayres Spelling List: Section M – List 3 • Ayres Spelling List: Section M – List 4 • Ayres Spelling List: Section M – List 5 • Ayres Spelling List: Section M – List 6

	• Ayres Spelling List: Section N – List 1 • Ayres Spelling List: Section N – List 2 • Ayres Spelling List: Section N – List 3 • Ayres Spelling List: Section N – List 4 • Ayres Spelling List: Section N – List 5 • Ayres Spelling List: Section O – List 1 • Ayres Spelling List: Section O – List 2 • Ayres Spelling List: Section O – List 3 • Ayres Spelling List: Section O – List 4 • Ayres Spelling List: Section O – List 5 • Ayres Spelling List: Section O – List 6 • Ayres Spelling List: Section P – List 1 • Ayres Spelling List: Section P – List 2 • Ayres Spelling List: Section P – List 3 • Ayres Spelling List: Section P – List 4 • Ayres Spelling List: Section Q – List 1 • Ayres Spelling List: Section Q – List 2 • Ayres Spelling List: Section Q – List 3 • Ayres Spelling List: Section Q – List 4 • Ayres Spelling List: Section Q – List 5 • Ayres Spelling List: Section R – List 1 • Ayres Spelling List: Section R – List 2 • Ayres Spelling List: Section R – List 3 • Ayres Spelling List: Section R – List 4 • Ayres Spelling List: Section R – List 5 • Ayres Spelling List: Section S – List 1 • Ayres Spelling List: Section S – List 2 • Ayres Spelling List: Section S – List 3 • Ayres Spelling List: Section S – List 4 • Ayres Spelling List: Section T – List 1 • Ayres Spelling List: Section T – List 2 • Ayres Spelling List: Section T – List 3 • Ayres Spelling List: Section U – List 1 • Ayres Spelling List: Section U – List 2 • Ayres Spelling List: Section U – List 3 • Ayres Spelling List: Section V • Ayres Spelling List: Section W • Ayres Spelling List: Section X-Z	*Fry Spelling Words* • Fry Spelling Words–1 • Fry Spelling Words–2 • Fry Spelling Words–3 • Fry Spelling Words–4 • Fry Spelling Words–5 • Fry Spelling Words–6 • Fry Spelling Words–7 • Fry Spelling Words–8 • Fry Spelling Words–9 • Fry Spelling Words–10 • Fry Spelling Words–11 • Fry Spelling Words–12 • Fry Spelling Words–13 • Fry Spelling Words–14 • Fry Spelling Words–15 • Fry Spelling Words–16 • Fry Spelling Words–17 • Fry Spelling Words–18 • Fry Spelling Words–19 • Fry Spelling Words–20 • Fry Spelling Words–21 • Fry Spelling Words–22 • Fry Spelling Words–23 • Fry Spelling Words–24 • Fry Spelling Words–25 • Fry Spelling Words–26 • Fry Spelling Words–27 • Fry Spelling Words–28 • Fry Spelling Words–29 • Fry Spelling Words–30 • Fry Spelling Words–31 • Fry Spelling Words–32 • Fry Spelling Words–33 • Fry Spelling Words–34 • Fry Spelling Words–35

	• Fry Spelling Words—36 • Fry Spelling Words—37 • Fry Spelling Words—38 • Fry Spelling Words—39 • Fry Spelling Words—40 • Fry Spelling Words—41 • Fry Spelling Words—42 • Fry Spelling Words—43 • Fry Spelling Words—44 • Fry Spelling Words—45 • Fry Spelling Words—46 • Fry Spelling Words—47 • Fry Spelling Words—48 • Fry Spelling Words—49 • Fry Spelling Words—50 • Fry Spelling Words—51 • Fry Spelling Words—52 • Fry Spelling Words—53 • Fry Spelling Words—54 • Fry Spelling Words—55 • Fry Spelling Words—56 • Fry Spelling Words—57 • Fry Spelling Words—58 • Fry Spelling Words—59 • Fry Spelling Words—60 • Fry Spelling Words—61 • Fry Spelling Words—62 • Fry Spelling Words—63 • Fry Spelling Words—64 • Fry Spelling Words—65 • Fry Spelling Words—66 • Fry Spelling Words—67 • Fry Spelling Words—68 • Fry Spelling Words—69 • Fry Spelling Words—70 • Fry Spelling Words—71	• Fry Spelling Words—72 • Fry Spelling Words—73 • Fry Spelling Words—74 • Fry Spelling Words—75 • Fry Spelling Words—76 • Fry Spelling Words—77 • Fry Spelling Words—78 • Fry Spelling Words—79 • Fry Spelling Words—80 Other Resources • Commonly Misspelt Words • South Australian Spelling Test • Teacher Guide: Spelling Lists

Content Descriptor/s	EP Lessons in *NAPLAN: Identifying and Correcting Errors*	
AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	1. Simple Words • Simple Words - Masterlist • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 • Simple Words 8 2. Common Words • Common Words - Masterlist • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12 • Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23	3. Difficult Words • Difficult Words – Master List • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 • Difficult Words 24 4. Challenging Words • Challenging Words – Master List • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9

Content Descriptor/s	EP Lessons in *NAPLAN: Spelling Lists*	
AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	1. Simple Words • Simple Words — Master List • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 2. Common Words • Common Words — Master List • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12 • Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23 • Common Words 24 • Common Words 25	3. Difficult Words • Difficult Words — Master List • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 4. Challenging Words • Challenging Words — Master List • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9

Content Descriptor/s	EP Lessons in *3. Vocabulary*	
AC9E8LA08 identify and use vocabulary typical of academic texts AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	*1. Academic Vocabulary* • Lesson 1 – Academic Vocabulary • Lesson 2 – Academic Vocabulary • Spelling List 1 – Academic Vocabulary • Spelling List 2 – Academic Vocabulary • Spelling List 3 – Academic Vocabulary • Spelling List 4 – Academic Vocabulary *2. Workplace Vocabulary* • Lesson 1 – Workplace Vocabulary • Lesson 2 – Workplace Vocabulary • Spelling List 1 – Workplace Vocabulary • Spelling List 2 – Workplace Vocabulary • Spelling List 3 – Workplace Vocabulary • Spelling List 4 – Workplace Vocabulary *3. Terms and Definitions (Paul Nation)* • GSL/Definitions - 0001-0100 • GSL/Definitions - 0101-0200 • GSL/Definitions - 0201-0300 • GSL/Definitions - 0301-0400 • GSL/Definitions - 0401-0500 • GSL/Definitions - 0501-0600 • GSL/Definitions - 0601-0700 • GSL/Definitions - 0701-0800 • GSL/Definitions - 0801-0900 • GSL/Definitions - 0901-1000 • GSL/Definitions - 1001-1100 • GSL/Definitions - 1101-1200 • GSL/Definitions - 1201-1300 • GSL/Definitions - 1301-1400 • GSL/Definitions - 1401-1500 • GSL/Definitions - 1501-1600 • GSL/Definitions - 1601-1700 • GSL/Definitions - 1701-1800 • GSL/Definitions - 1801-1900 • GSL/Definitions - 1901-2000	*4. Advanced Vocabulary* • Week 1 – Advanced Vocabulary Building • Week 1 – Advanced Vocabulary Spelling (1) • Week 1 – Advanced Vocabulary Spelling (2) • Week 2 – Advanced Vocabulary Building • Week 2 – Advanced Vocabulary Spelling (1) • Week 2 – Advanced Vocabulary Spelling (2) • Week 3 – Advanced Vocabulary Building • Week 3 – Advanced Vocabulary Spelling (1) • Week 3 – Advanced Vocabulary Spelling (2) • Week 4 – Advanced Vocabulary Building • Week 4 – Advanced Vocabulary Spelling (1) • Week 4 – Advanced Vocabulary Spelling (2) • Week 5 – Advanced Vocabulary Building • Week 5 – Advanced Vocabulary Spelling (1) • Week 5 – Advanced Vocabulary Spelling (2) *5. Eponyms* • Introduction to Eponyms • Introduction to Eponyms List • Literary and Mythological Eponyms • Literary and Mythological Eponyms List • Scientific and Historical Eponyms • Scientific and Historical Eponyms List *6. Further Resources* • St. Patrick's Day Vocabulary List • English Subject Vocabulary

Punctuation

Content Descriptor/s	EP Lessons in *2. Punctuation*	
AC9E8LA09 understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning	*1. Starting and Ending Sentences* • Capital Letters: Proper Nouns • Full Stops • Question Marks • Exclamation Marks • Ellipses *2. Separating Words and Clauses* • Commas: Separate Clauses • Commas: Listing • Commas: Listing (Oxford) • Commas: Additional Information • Commas: Asides • Commas: Run-On Sentences • Colons • Dashes • Hyphens *3. Apostrophes, Speech Marks and Quotations* • Apostrophes: Contractions • Apostrophes: Possessives • Speech Marks • Quotation Marks • Contractions Spelling List *4. Other Punctuation* • Brackets • Bullet Points • Slashes Other Resources • Why Use Punctuation?	

Sentence Structure

Content Descriptor/s	EP Lessons in *3. Sentence Structure*	
AC9E8LA05 examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences AC9E8LE05 analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect	*1. Sentence Types* • Simple Sentences • Complex Sentences • Compound Sentences • Compound Complex Sentences *2. Subject, Verb, Object and Voice* • Subject and Object • Implied Subject • Compound Verb and Subject • Subject-Verb Agreement • Active and Passive Voice *3. Clauses and Interjections* • Independent Clauses • Dependent Clauses • Interjections *4. Phrases* • Phrases • Subject and Verb Phrases • Prepositional Phrases • Gerunds Other Resources • Sentence Purposes • Sentence Structure in Context • Sentence Structure: Key Terms	

Word Types

Content Descriptor/s	EP Lessons in *4. Word Types*	
AC9E8LA02 understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	*1. Nouns* • Nouns • Proper Nouns • Singular and Plural Nouns • Collective Nouns • Concrete and Abstract Nouns • Nominalisation *2. Verbs* • Verbs • Irregular Verbs • Auxiliary Verbs • Modal Auxiliary Verbs • Transitive and Intransitive Verbs • Infinitives • Past Participles • Present Participles *3. Adjectives and Adverbs* • Adjectives • Compound Adjectives • Comparative and Superlative Adjectives • Proper Adjectives • Adverbs *4. Conjunctions, Prepositions and Determiners* • Conjunctions • Prepositions • Determiners: Articles, Demonstratives, Quantifiers & Interrogatives • Determiners: Possessives, Numerals & Distributives	*5. Pronouns* • Personal Pronouns: Subject/Object • Personal Pronouns: Gender & Number • Personal Pronouns: Possession • Personal Pronouns: Person • Reflexive and Relative Pronouns • Distributive and Demonstrative Pronouns • Interrogative Pronouns *6. Tenses* • Basic Tenses • Continuous Tenses • Perfect Tenses *7. Prefixes and Suffixes* • Prefixes • Suffixes: -ing • Suffixes: -ed • Suffixes: -less • Suffixes: -y and -ly • Suffixes: -ful • Suffixes: -able and -ible • Suffixes: -ness • Suffixes: -ment • Suffixes: -ty and -ity • Suffixes: -al Other Resources • Words Types in Context: Arrange the Sentence • Word Types in Context: Format the Word

Language Features

Content Descriptor/s	EP Lessons in *5. Language Features*	
AC9E8LA02 understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA03 explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres	*1. Figurative Language* • Similes • Metaphors • Extended Metaphors • Personification • Symbolism *2. Sound Features* • Repetition • Rhyme • Alliteration • Assonance • Homophones and Homonyms • Onomatopoeia *3. Specialised Language* • Synonyms/Antonyms • Slang • Jargon • Cliché • Hyperbole • Irony • Rhetorical Questions • Oxymoron	

Novel Studies

Content Descriptor/s	EP Lessons in *6. Novel Studies*	
AC9E8LA03 explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres AC9E8LE02 share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE04 identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE05 analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LY04 analyse how authors organise ideas to develop and shape meaning	*1. Introduction to Novels* • What is a Novel? • The History of the Novel • The Production of a Novel • Controversial Novels • Impactful Novels • Fun Facts About Novels *2. Plot, Character and Setting* • Plot and Structure • Character • Characterisation • Context • Setting: Essential Elements • Setting: Purpose and Uses • Characterisation *3. Dialogue and Narration* • Dialogue: Essential Elements • Dialogue: Purpose and Uses • Narrator and Point of View • Unreliable Narrators & Alternating Point of View *4. Themes and Symbolism* • Theme • Themes Across Literature • Symbolism • Mood and Tone • Foreshadowing • Foreshadowing & Flashbacks	*5. Vocabulary & Spelling* • Narrative Texts: Vocabulary 1 • Narrative Texts: Vocabulary 2 • Narrative Texts: Spelling List 1 • Narrative Texts: Spelling List 2 • Narrative Texts: Spelling List 3 • Narrative Texts: Spelling List 4 *6. Text Glossaries: Authors and Plot Summaries* • Adventures of Huckleberry Finn by Mark Twain • Alice's Adventures in Wonderland by Lewis Carroll • Animal Farm by George Orwell • Frankenstein by Mary Shelley • Harry Potter and the Philosopher's Stone by J. K. Rowling • Little Women by Louisa May Alcott • Nineteen Eighty-Four by George Orwell • Peter Pan by J. M. Barrie • Pride and Prejudice by Jane Austen • To Kill a Mockingbird by Harper Lee • The Boy in the Striped Pyjamas by John Boyne • The Hate U Give by Angie Thomas • The Hobbit by J. R. R. Tolkien • The Hunger Games by Suzanne Collins • The Lightning Thief by Rick Riordan • The Lion, the Witch and the Wardrobe by C. S. Lewis • The Lord of the Rings by J. R. R. Tolkien • The Wonderful Wizard of Oz by L. Frank Baum

Drama Studies

Content Descriptor/s	EP Lessons in *7. Drama Studies*	
AC9E8LY04 analyse how authors organise ideas to develop and shape meaning	• Plot • Character and Setting • Dialogue and Character in Plays • Speeches • Structure • Genre • Language Techniques • Themes • Symbolism • Tropes	*Further Resources: Shakespeare* • Shakespeare's Life • Shakespeare's World • Shakespeare's Language • The Globe Theatre • Modern Shakespeare • Facts About Shakespeare

Film Studies

Content Descriptor/s	EP Lessons in *8. Film Studies*	
AC9E8LA07 investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LY04 analyse how authors organise ideas to develop and shape meaning	*Film Vocabulary* • Lesson 1 – Film Vocabulary • Lesson 2 – Film Vocabulary • Spelling List 1 – Film Vocabulary • Spelling List 2 – Film Vocabulary • Spelling List 3 – Film Vocabulary • Spelling List 4 – Film Vocabulary	

Reading

Content Descriptor/s	EP Lessons in *9. Reading*	
AC9E8LA02 understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA03 explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres AC9E8LE01 explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LE05 analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LY01 identify how texts reflect contexts AC9E8LY02 use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY03 analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text AC9E8LY04 analyse how authors organise ideas to develop and shape meaning AC9E8LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY08 apply learnt knowledge to spell accurately and to learn new words	*1. Reading Skills and Strategies* • Identifying Detail • Inferring Detail • Summarising • Vocabulary • Language Features • Analysing Imagery *2. Text Structure, Purpose, Audience and Style* • Text Structure and Purpose • Intended Audience of Text Types • Elements of Texts • Influential Image and Language Techniques • Contrast and Juxtaposition • Written Language and Technology Persuasive Texts • Persuasive Texts Across Different Mediums • Advertisements and Audiences • Language Features in Advertising • Persuasive Techniques in Advertising: Language Features • Persuasive Techniques in Advertising: Pathos, Ethos, Logos Persuasive Texts: Vocabulary • Persuasive Vocabulary • Further Persuasive Vocabulary • Persuasive Vocabulary: Spelling List 1 • Persuasive Vocabulary: Spelling List 2 • Persuasive Vocabulary: Spelling List 3 • Persuasive Vocabulary: Spelling List 4	Other Text Types • Adaptation and Parody • Analysing Short Stories • Biographies and Autobiographies • Blog Posts • Informative Text Structures • Lyrics in Poetry & Songs • Online Magazines • Sequels, Prequels, and Reboots *3. Text Library* 1. Narrative • All Summer in a Day • Angel Fish • Echo and Narcissus • Endymion's Sleep • How the Monkey Became a Trickster • The Call of the Wild • Tortoise tricks Leopard • Trentren Vilu and Caicai Vilu • Tuck Everlasting • Inkheart 2. Poetry Texts • Child Coming Home in the Rain from the Store • Diamante Poems • Haiku by Isshō & Issa • Homework I Love You • Mother to Son • The Voyage of the Arctic Tern • There is Absolutely Nothing Lonelier • This Is Just To Say • Captive

	3. Indigenous Australian Texts • Bushrangers of Van Diemen's Land • David Malangi Biography • Return to Nature • Take a Step on Cyril Rioli's Island Home • The Binna Binna Man • The Heavens • The Life of Jandamarra • The Proud Goanna Fable • Mirrabooka 4. Non-Fiction Texts • Australian Zoo Celebrates First Echidna Births In 30 Years • Betty Skelton Obituary • Kate Sheppard Biography • This Summer, Try Termite Chocolate Sprinkles on Your Ice Cream • Why Brazil is Full of Footballers 5. Communication • Chocolate Chip Cookies Recipe • Counter Staff Cover Letter • Emotion Album Review • Everything Comes to an End • Food Colouring Photography • Hearing Ears Tweets • Interview with Steve Brusatte • Nike: Strut Like a Fish • Origami Crane • Review of Fantastic Beasts and Where to Find Them • Review of the First Soccer Game on Easter Island • Reviews of KEDi • Test Drive a Macintosh • The Discover Interview: Jane Goodall • The Lego Batman Movie Review • We Escaped North Korea	6. Reading Log Lessons • Chapter Reading Response Log • Critical Reading Response Log • Personal Reading Text Log • Teacher's Guide – Reading Log Lessons • Wide Reading Response Log *Other Resources* • Teacher Guide: Text Library Index *4. Texts in Society* • Social Value of Texts • Representing Social Groups • Stereotypes, Oversimplification and Prejudice • Ethics in Literature • Moral Problems in Texts • Aesthetic Value of Texts • Digital Identity • Language for Interaction *5. Cultural Values* • Identity and Culture • Historical Value of Texts • Australian Aboriginal Texts • Traditional Asian Storytelling *6. Viewpoint* • Narrative Viewpoint • Representing Points of View • Persuasive Perspectives • Fact or Opinion?

	7. Information Literacy • Critical Thinking • Further Critical Thinking • Evaluating Media • Bias and Influences in Media • Asking Good Questions: The Socratic Method • Fake News • Information Literacy: Classroom Resources Global Digital Citizenship • Pre-Internet Communication & Internet History • How the Internet Changed the World • Online Behaviour and Internet Etiquette • Expressing Yourself Online • Online Influence • Cyberbullying • Social Movements & Social Media • Global Digital Citizenship: Vocabulary 1 • Global Digital Citizenship: Vocabulary 2 • Global Digital Citizenship: Spelling List 1 • Global Digital Citizenship: Spelling List 2 Vocabulary and Spelling • Critical Thinking: Vocabulary • Critical Thinking: Spelling List • Evaluating Media: Vocabulary • Evaluating Media: Spelling List	*8. History of English Language* • Vocabulary for History of English: Maps Lesson • The Historical Story of Language • The Beginning of English • Middle English • English Classes • Shakespeare and the Great Vowel Shift • Inkhorn Terms • How English Became the International Language: 16th to 20th Century • English Today Related Vocabulary • Vocabulary for History of English

Writing

Content Descriptor/s	EP Lessons in *10. Writing*	
AC9E8LE02 share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE06 create and edit literary texts that experiment with language features and literary devices for particular purposes and effects AC9E8LY06 plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical	*1. Writing Skills* • Sentence Building • Understanding Language Features • Modelled Language Features • Applying Language Features • Editing and Proofreading • Paragraph Breaks • Reliable Sources (Referencing) • The Origin of Essay Writing • Writing Vocabulary Practice *2. Writing Narratives* 1. Structure and Features of Narrative Texts • Writing Narratives: Structure and Paragraphs • Writing Narratives: Character, Setting and Dialogue • Writing Narratives: Language and Vocabulary • Writing Narratives: Cohesion • Writing Narratives: Ideas • Writing Narratives: Audience 2. Writing Narrative Texts • Why Write Narratives? • Features of Narrative Writing • Planning and Developing Narratives • Drafting and Reviewing Narratives • Writing Narratives: Free Writing • Writing Narratives: Modelled Writing • Writing Narratives: Guided Writing • Writing Narratives: Independent Writing	3. Further Resources: 'Art Write Light' Short Stories • STORY FACTORY "Art Write Light" (Teacher Guide) • STORY FACTORY "Art Write Light" (Section 1) • STORY FACTORY "Art Write Light" (Section 2) *3. Writing Explanations* • Writing Explanations: Structure and Paragraphs • Writing Explanations: Language and Vocabulary • Writing Explanations: Cohesion • Writing Explanations: Ideas • Writing Explanations: Audience • Writing Explanations: Modelled Writing • Writing Explanations: Guided Writing • Writing Explanations: Independent Writing *4. Writing Poetry* • Why Write Poetry? • Forms of Poetry • Features of Poetry • Developing Ideas and Planning Your Poetry • Drafting and Reviewing Your Poetry • Poetry: Free Writing

	5. Writing a Persuasive Text • Writing a Persuasive Text: Structure and Paragraphing • Writing a Persuasive Text: Persuasive Devices • Writing a Persuasive Text: Cohesion • Writing a Persuasive Text: Ideas • Writing a Persuasive Text: Audience • Writing a Persuasive Text: Modelled Writing • Writing a Persuasive Text: Guided Writing • Writing a Persuasive Text: Independent Writing *6. Describing a Moment in Time* • Describing a Moment In Time: Structure and Paragraphs • Describing a Moment in Time: Character and Setting • Describing a Moment in Time: Language and Vocabulary • Describing a Moment in Time: Cohesion • Describing a Moment in Time: Ideas • Describing a Moment in Time: Audience • Describing a Moment in Time: Modelled Writing • Describing a Moment in Time: Guided Writing • Describing a Moment in Time: Independent Writing	*7. Describing a Process* • Describing a Process: Structure and Paragraphing • Describing a Process: Language and Vocabulary • Describing a Process: Cohesion • Describing a Process: Ideas • Describing a Process: Audience • Describing a Process: Modelled Writing • Describing a Process: Guided Writing • Describing a Process: Independent Writing *8. Writing a Personal Account* • Why Write Personal Accounts? • Features of Personal Accounts • Developing Ideas In Personal Accounts • Drafting and Reviewing Personal Accounts • Personal Accounts: Free Writing *9. Writing a Recount* • Writing a Recount: Structure and Paragraphing • Writing a Recount: Character and Setting • Writing a Recount: Language and Vocabulary • Writing a Recount: Cohesion • Writing a Recount: Ideas • Writing a Recount: Audience • Writing a Recount: Modelled Writing • Writing a Recount: Guided Writing • Writing a Recount: Independent Writing

	10. Writing a Response • Why Write Responses? • Features of Responses • Responding to Texts: Character • Responding to Texts: Language Features • Writing Book Reviews • Writing Film Reviews • Planning and Developing Responses • Drafting and Reviewing Responses • Writing a Response: Free Writing	*11. Writing a How-To* • Why Write 'How Tos'? • Features of 'How Tos' • Developing Ideas and Planning 'How Tos' • Drafting and Reviewing Your 'How To' • Writing 'How Tos': Free Writing *12. Writing Plays* • Writing Plays: Scripts • Writing Plays: Dialogue • Writing Plays: Staging

Listening and Speaking

Content Descriptor/s	**EP Lessons in *11. Listening and Speaking***	
AC9E9LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts AC9E8LY07 plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical	*1. Listening to Spoken Texts* • Listening Skills • Spoken Text: 8 Secrets of Success • Spoken Text: Is It Unethical to Eat Meat? • Spoken Text: Nelson Mandela Speech • Spoken Text: Presumption; or, the Fate of Frankenstein • Spoken Text: The Mousetrap Play *2. Spoken Techniques, Structure and Purpose* • Informative Spoken Texts: Analysing Techniques • Informative Spoken Texts: Structure & Purpose • Inspirational Spoken Texts: Analysing Techniques • Inspirational Spoken Texts: Structure & Purpose • Persuasive Spoken Texts: Analysing Techniques • Persuasive Spoken Texts: Structure & Purpose	*3. Speaking Skills* • Structuring a Persuasive Spoken Text • Characteristics of a Speaker • Engaging Language • Features of Voice • Individual vs Group Speaking Scenarios • Debates • Interviewing • Role Play and Nonverbal Communication • Speaking Practice Prompts

Viewing and Presenting

Content Descriptor/s	EP Lessons in *12. Viewing and Presenting*	
AC9E8LA07 investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LE03 explain how language and/or images in texts position readers to respond and form viewpoints AC9E8LY07 plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical	*1. Visual Text Library* • Animated Short: Fears • Animated Short: The Present • Artwork: Relativity • Artwork: X-Men • Billboard: KitKat • Billboard: Pixels • Magazine Cover: Discover Magazine • Newspaper Cover: Daily Mirror Newspaper • Poster: We Can Do It! • Poster: Wreck-It Ralph • Print Advertisement: Fast Cooking • Print Advertisement: Orion Telescopes • Product Packaging: CS Light Bulbs • Product Packaging: Sustain Soap • Video Advertisement: Amazon Prime - Little Horse *2. Visual Text Types, Techniques and Features* • Documentaries • Monologues • Digital Storytelling • Examining Multimodal Texts • Television Programmes • Composition and Layout • Film Shots and Angles • Point of View in Visual Texts • Focal Point and Salience/Emphasis • Purpose of Film Techniques • Symbolism, Colour and Contrast • Diegetic and Non-Diegetic Sounds: DocPlay's "Life, Animated" (2016) by Roger Ross Williams	*3. Creating Presentations* • Presentations with a Visual Aid: Modelling Presentations • Presentations with a Visual Aid: Creating Presentations • Podcasts: Modelling Presentations • Podcasts: Creating Presentations • Video Presentations: Modelling Presentations • Video Presentation: Creating Presentations

Year 9

Spelling and Vocabulary

Content Descriptor/s	EP Lessons in *1. Spelling Strategies & Rules*	
AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	*1. Plurals and Word Endings* • Adding -es to Make a Plural • Making -Y Ending Words into Plurals • Making -F Ending Words into Plurals • Making -O Ending Words into Plurals • Irregular Plurals • French and Latin Irregular Plurals • Adding -able and -ible to Word Endings Skill Practice • Adding -es to Make a Plural: Spelling List • Making -Y Ending Words into Plurals: Spelling List • Making -F Ending Words into Plurals: Spelling List • Making -O Ending Words into Plurals: Spelling List • Irregular Plurals: Spelling List • French and Latin Irregular Plurals: Spelling List • Adding -able and -ible to Word Endings: Spelling List *2. Vowels* • Long and Short Vowel Rules • Y as a Long E • Y as a Long I • The I before E Spelling Rule • The E before I Spelling Rule	Skill Practice • Long and Short Vowel Rules: Spelling List • Y as a Long I: Spelling List • Y as a Long E: Spelling List • The I before E Spelling Rule: Spelling List • The E before I Spelling Rule: Spelling List *3. Consonants and Blends* • The Double Consonant Spelling Rule • The Ch Sound Spelling Rule • The Oi/Oy and Ou/Ow Spelling Rules Skill Practice • The Double Consonant Spelling Rule: Spelling List • The Ch Sound Spelling Rule: Spelling List • The Oi/Oy and Ou/Ow Spelling Rules: Spelling List *4. Greek Building Blocks* • Greek Building Blocks 1 • Greek Building Blocks 2 • Greek Building Blocks 3 • Greek Building Blocks 4 *5. Latin Building Blocks* • Latin Building Blocks 1 • Latin Building Blocks 2 • Latin Building Blocks 3 *Other Resources* • Review: Spelling Rules and Exceptions • Further Resources: American and British Spelling

Content Descriptor/s	EP Lessons in *2. Spelling Word Lists*	
AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	*Academic Word List* • Academic Word List – Master List • AWL – Sublist 1 • AWL – Sublist 2 • AWL – Sublist 3 • AWL – Sublist 4 • AWL – Sublist 5 • AWL – Sublist 6 • AWL – Sublist 7 • AWL – Sublist 8 • AWL – Sublist 9 • AWL – Sublist 10 • AWL – Sublist 11 • AWL – Sublist 12 • AWL – Sublist 13 • AWL – Sublist 14 • AWL – Sublist 15 • AWL – Sublist 16 • AWL – Sublist 17 • AWL – Sublist 18 • AWL – Sublist 19 • AWL – Sublist 20 • AWL – Sublist 21 • AWL – Sublist 22 • AWL – Sublist 23 • AWL – Sublist 24 • AWL – Sublist 25 • AWL – Sublist 26 • AWL – Sublist 27 • AWL – Sublist 28 • AWL – Sublist 29	*Ayres Spelling Lists* • Ayres Spelling List: Section A-G – List 1 • Ayres Spelling List: Section A-G – List 2 • Ayres Spelling List: Section A-G – List 3 • Ayres Spelling List: Section A-G – List 4 • Ayres Spelling List: Section A-G – List 5 • Ayres Spelling List: Section H – List 1 • Ayres Spelling List: Section H – List 2 • Ayres Spelling List: Section H – List 3 • Ayres Spelling List: Section I – List 1 • Ayres Spelling List: Section I – List 2 • Ayres Spelling List: Section I – List 3 • Ayres Spelling List: Section I – List 4 • Ayres Spelling List: Section J – List 1 • Ayres Spelling List: Section J – List 2 • Ayres Spelling List: Section J – List 3 • Ayres Spelling List: Section J – List 4 • Ayres Spelling List: Section J – List 5 • Ayres Spelling List: Section J – List 6 • Ayres Spelling List: Section K – List 1 • Ayres Spelling List: Section K – List 2 • Ayres Spelling List: Section K – List 3 • Ayres Spelling List: Section K – List 4 • Ayres Spelling List: Section K – List 5 • Ayres Spelling List: Section K – List 6 • Ayres Spelling List: Section L – List 1 • Ayres Spelling List: Section L – List 2 • Ayres Spelling List: Section L – List 3 • Ayres Spelling List: Section L – List 4 • Ayres Spelling List: Section L – List 5 • Ayres Spelling List: Section M – List 1 • Ayres Spelling List: Section M – List 2 • Ayres Spelling List: Section M – List 3 • Ayres Spelling List: Section M – List 4 • Ayres Spelling List: Section M – List 5 • Ayres Spelling List: Section M – List 6

	• Ayres Spelling List: Section N – List 1 • Ayres Spelling List: Section N – List 2 • Ayres Spelling List: Section N – List 3 • Ayres Spelling List: Section N – List 4 • Ayres Spelling List: Section N – List 5 • Ayres Spelling List: Section O – List 1 • Ayres Spelling List: Section O – List 2 • Ayres Spelling List: Section O – List 3 • Ayres Spelling List: Section O – List 4 • Ayres Spelling List: Section O – List 5 • Ayres Spelling List: Section O – List 6 • Ayres Spelling List: Section P – List 1 • Ayres Spelling List: Section P – List 2 • Ayres Spelling List: Section P – List 3 • Ayres Spelling List: Section P – List 4 • Ayres Spelling List: Section Q – List 1 • Ayres Spelling List: Section Q – List 2 • Ayres Spelling List: Section Q – List 3 • Ayres Spelling List: Section Q – List 4 • Ayres Spelling List: Section Q – List 5 • Ayres Spelling List: Section R – List 1 • Ayres Spelling List: Section R – List 2 • Ayres Spelling List: Section R – List 3 • Ayres Spelling List: Section R – List 4 • Ayres Spelling List: Section R – List 5 • Ayres Spelling List: Section S – List 1 • Ayres Spelling List: Section S – List 2 • Ayres Spelling List: Section S – List 3 • Ayres Spelling List: Section S – List 4 • Ayres Spelling List: Section T – List 1 • Ayres Spelling List: Section T – List 2 • Ayres Spelling List: Section T – List 3 • Ayres Spelling List: Section U – List 1 • Ayres Spelling List: Section U – List 2 • Ayres Spelling List: Section U – List 3 • Ayres Spelling List: Section V • Ayres Spelling List: Section W • Ayres Spelling List: Section X-Z	*Fry Spelling Words* • Fry Spelling Words–1 • Fry Spelling Words–2 • Fry Spelling Words–3 • Fry Spelling Words–4 • Fry Spelling Words–5 • Fry Spelling Words–6 • Fry Spelling Words–7 • Fry Spelling Words–8 • Fry Spelling Words–9 • Fry Spelling Words–10 • Fry Spelling Words–11 • Fry Spelling Words–12 • Fry Spelling Words–13 • Fry Spelling Words–14 • Fry Spelling Words–15 • Fry Spelling Words–16 • Fry Spelling Words–17 • Fry Spelling Words–18 • Fry Spelling Words–19 • Fry Spelling Words–20 • Fry Spelling Words–21 • Fry Spelling Words–22 • Fry Spelling Words–23 • Fry Spelling Words–24 • Fry Spelling Words–25 • Fry Spelling Words–26 • Fry Spelling Words–27 • Fry Spelling Words–28 • Fry Spelling Words–29 • Fry Spelling Words–30 • Fry Spelling Words–31 • Fry Spelling Words–32 • Fry Spelling Words–33 • Fry Spelling Words–34 • Fry Spelling Words–35

	• Fry Spelling Words–36 • Fry Spelling Words–37 • Fry Spelling Words–38 • Fry Spelling Words–39 • Fry Spelling Words–40 • Fry Spelling Words–41 • Fry Spelling Words–42 • Fry Spelling Words–43 • Fry Spelling Words–44 • Fry Spelling Words–45 • Fry Spelling Words–46 • Fry Spelling Words–47 • Fry Spelling Words–48 • Fry Spelling Words–49 • Fry Spelling Words–50 • Fry Spelling Words–51 • Fry Spelling Words–52 • Fry Spelling Words–53 • Fry Spelling Words–54 • Fry Spelling Words–55 • Fry Spelling Words–56 • Fry Spelling Words–57 • Fry Spelling Words–58 • Fry Spelling Words–59 • Fry Spelling Words–60 • Fry Spelling Words–61 • Fry Spelling Words–62 • Fry Spelling Words–63 • Fry Spelling Words–64 • Fry Spelling Words–65 • Fry Spelling Words–66 • Fry Spelling Words–67 • Fry Spelling Words–68 • Fry Spelling Words–69 • Fry Spelling Words–70 • Fry Spelling Words–71	• Fry Spelling Words–72 • Fry Spelling Words–73 • Fry Spelling Words–74 • Fry Spelling Words–75 • Fry Spelling Words–76 • Fry Spelling Words–77 • Fry Spelling Words–78 • Fry Spelling Words–79 • Fry Spelling Words–80 Other Resources • Commonly Misspelt Words • South Australian Spelling Test • Teacher Guide: Spelling Lists

Content Descriptor/s	EP Lessons in *NAPLAN: Identifying and Correcting Errors*	
AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	1. Simple Words • Simple Words - Masterlist • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 • Simple Words 8 2. Common Words • Common Words - Masterlist • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12 • Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23	3. Difficult Words • Difficult Words – Master List • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 • Difficult Words 24 4. Challenging Words • Challenging Words – Master List • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9

Content Descriptor/s	EP Lessons in *NAPLAN: Spelling Lists*	
AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	1. Simple Words • Simple Words — Master List • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 2. Common Words • Common Words — Master List • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12 • Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23 • Common Words 24 • Common Words 25	3. Difficult Words • Difficult Words — Master List • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 4. Challenging Words • Challenging Words — Master List • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9

Content Descriptor/s	EP Lessons in *3. Vocabulary*	
AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	*1. Academic Vocabulary* • Lesson 1 – Academic Vocabulary • Lesson 2 – Academic Vocabulary • Spelling List 1 – Academic Vocabulary • Spelling List 2 – Academic Vocabulary • Spelling List 3 – Academic Vocabulary • Spelling List 4 – Academic Vocabulary *2. Workplace Vocabulary* • Lesson 1 – Workplace Vocabulary • Lesson 2 – Workplace Vocabulary • Spelling List 1 – Workplace Vocabulary • Spelling List 2 – Workplace Vocabulary • Spelling List 3 – Workplace Vocabulary • Spelling List 4 – Workplace Vocabulary *3. Terms and Definitions (Paul Nation)* • GSL/Definitions - 0001-0100 • GSL/Definitions - 0101-0200 • GSL/Definitions - 0201-0300 • GSL/Definitions - 0301-0400 • GSL/Definitions - 0401-0500 • GSL/Definitions - 0501-0600 • GSL/Definitions - 0601-0700 • GSL/Definitions - 0701-0800 • GSL/Definitions - 0801-0900 • GSL/Definitions - 0901-1000 • GSL/Definitions - 1001-1100 • GSL/Definitions - 1101-1200 • GSL/Definitions - 1201-1300 • GSL/Definitions - 1301-1400 • GSL/Definitions - 1401-1500 • GSL/Definitions - 1501-1600 • GSL/Definitions - 1601-1700 • GSL/Definitions - 1701-1800 • GSL/Definitions - 1801-1900 • GSL/Definitions - 1901-2000	*4. Advanced Vocabulary* • Week 1 – Advanced Vocabulary Building • Week 1 – Advanced Vocabulary Spelling (1) • Week 1 – Advanced Vocabulary Spelling (2) • Week 2 – Advanced Vocabulary Building • Week 2 – Advanced Vocabulary Spelling (1) • Week 2 – Advanced Vocabulary Spelling (2) • Week 3 – Advanced Vocabulary Building • Week 3 – Advanced Vocabulary Spelling (1) • Week 3 – Advanced Vocabulary Spelling (2) • Week 4 – Advanced Vocabulary Building • Week 4 – Advanced Vocabulary Spelling (1) • Week 4 – Advanced Vocabulary Spelling (2) • Week 5 – Advanced Vocabulary Building • Week 5 – Advanced Vocabulary Spelling (1) • Week 5 – Advanced Vocabulary Spelling (2) *5. Eponyms* • Introduction to Eponyms • Introduction to Eponyms List • Literary and Mythological Eponyms • Literary and Mythological Eponyms List • Scientific and Historical Eponyms • Scientific and Historical Eponyms List *6. Further Resources* • St. Patrick's Day Vocabulary List • English Subject Vocabulary

Punctuation

Content Descriptor/s	EP Lessons in *2. Punctuation*	
AC9E9LA09 understand punctuation conventions for referencing and citing others for formal and informal purposes	*1. Starting and Ending Sentences* • Capital Letters: Proper Nouns • Full Stops • Question Marks • Exclamation Marks • Ellipses *2. Separating Words and Clauses* • Commas: Separate Clauses • Commas: Listing • Commas: Listing (Oxford) • Commas: Additional Information • Commas: Asides • Commas: Run-On Sentences • Colons • Semicolons • Dashes • Hyphens	*3. Apostrophes, Speech Marks and Quotations* • Apostrophes: Contractions • Apostrophes: Contractions Spelling List • Apostrophes: Possessives • Speech Marks • Quotation Marks *4. Other Punctuation* • Brackets • Square Brackets • Bullet Points • Slashes • Why Use Punctuation?

Sentence Structure

Content Descriptor/s	EP Lessons in *3. Sentence Structure*	
AC9E9LA05 identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment	*1. Sentence Types* • Simple Sentences • Complex Sentences • Compound Sentences • Compound Complex Sentences *2. Subject, Verb, Object and Voices* • Subject and Object • Implied Subject • Compound Verb and Subject • Subject-Verb Agreement • Active and Passive Voice	*3. Clauses and Interjections* • Dependent Clauses • Independent Clauses • Interjections *4. Phrases* • Phrases • Subject and Verb Phrases *Other Resources* • Sentence Structure in Context • Sentence Structure: Key Terms

Word Types

Content Descriptor/s	EP Lessons in *4. Word Types*	
AC9E9LA06 understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA08 analyse how vocabulary choices contribute to style, mood and tone	*1. Nouns* • Nouns • Proper Nouns • Singular and Plural Nouns • Collective Nouns • Concrete and Abstract Nouns • Nominalisation *2. Verbs* • Verbs • Irregular Verbs • Auxiliary Verbs • Modal Auxiliary Verbs • Transitive and Intransitive Verbs • Infinitives • Past Participles • Present Participles *3. Adjectives and Adverbs* • Adjectives • Compound Adjectives • Comparative and Superlative Adjectives • Proper Adjectives • Adverbs *4. Conjunctions, Prepositions and Determiners* • Conjunctions • Prepositions • Determiners: Articles, Demonstratives, Quantifiers & Interrogatives • Determiners: Possessives, Numerals & Distributives	*5. Pronouns* • Personal Pronouns: Subject/Object • Personal Pronouns: Gender & Number • Personal Pronouns: Possession • Personal Pronouns: Person • Reflexive and Relative Pronouns • Distributive and Demonstrative Pronouns • Interrogative Pronouns *6. Tenses* • Basic Tenses • Continuous Tenses • Perfect Tenses *7. Prefixes and Suffixes* • Prefixes • Suffixes: -ing • Suffixes: -ed • Suffixes: -less • Suffixes: -y and -ly • Suffixes: -ful • Suffixes: -able and -ible • Suffixes: -ness • Suffixes: -ment • Suffixes: -ty and -ity • Suffixes: -al *Other Resources* • Word Types in Context: Arrange the Sentence • Word Types in Context: Format the Word

Language Features

Content Descriptor/s	EP Lessons in *5. Language Features*	
AC9E9LA08 analyse how vocabulary choices contribute to style, mood and tone AC9E9LE05 analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references	*1. Figurative Language* • Similes • Metaphors • Extended Metaphors • Personification • Symbolism *2. Sound Features* • Repetition • Rhyme • Alliteration • Assonance • Homophones and Homonyms • Onomatopoeia	*3. Specialised Language* • Synonyms and Antonyms • Slang • Jargon • Cliché • Hyperbole • Irony • Rhetorical Questions • Oxymoron

Novel Studies

Content Descriptor/s	EP Lessons in *6. Novel Studies*	
AC9E9LA03 examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LE05 analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech AC9E9LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts	*1. Introduction to Novels* • What is a Novel? • The History of the Novel • The Production of a Novel • Controversial Novels • Impactful Novels • Fun Facts About Novels *2. Plot, Character and Setting* • Plot and Structure • Character • Characterisation • Context • Setting: Essential Elements • Setting: Purpose and Uses *3. Dialogue and Narration* • Dialogue: Essential Elements • Dialogue: Purpose and Uses • Narrator and Point of View • Unreliable Narrators & Alternating Point of View *4. Themes and Symbolism* • Theme • Themes Across Literature • Symbolism • Mood and Tone • Foreshadowing • Foreshadowing & Flashbacks *5. Vocabulary & Spelling* • Narrative Texts: Vocabulary 1 • Narrative Texts: Vocabulary 2 • Narrative Texts: Spelling List 1 • Narrative Texts: Spelling List 2 • Narrative Texts: Spelling List 3 • Narrative Texts: Spelling List 4	*6. Text Glossaries: Authors and Plot Summaries* • Adventures of Huckleberry Finn by Mark Twain • Alice's Adventures in Wonderland by Lewis Carroll • Animal Farm by George Orwell • Frankenstein by Mary Shelley • Harry Potter and the Philosopher's Stone by J. K. Rowling • Little Women by Louisa May Alcott • Nineteen Eighty-Four by George Orwell • Peter Pan by J. M. Barrie • Pride and Prejudice by Jane Austen • To Kill a Mockingbird by Harper Lee • The Boy in the Striped Pyjamas by John Boyne • The Hate U Give by Angie Thomas • The Hobbit by J. R. R. Tolkien • The Hunger Games by Suzanne Collins • The Lightning Thief by Rick Riordan • The Lion, the Witch and the Wardrobe by C. S. Lewis • The Lord of the Rings by J. R. R. Tolkien • The Wonderful Wizard of Oz by L. Frank Baum

Drama Studies

Content Descriptor/s	EP Lessons in *7. Drama Studies*	
AC9E9LA08 analyse how vocabulary choices contribute to style, mood and tone	• Plot • Character and Setting • Structure • Genre • Language Techniques • Speeches • Themes • Symbolism • Tropes	*Further Resources: Shakespeare* • Shakespeare's Life • Shakespeare's World • Shakespeare's Language • The Globe Theatre • Modern Shakespeare • Facts About Shakespeare

Film Studies

Content Descriptor/s	EP Lessons in *8. Film Studies*	
AC9E9LA07 analyse how symbols in still and moving images augment meaning AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	• Film Techniques • Film Visuals • Film Music and Sound • Focal Point, Emphasis and Salience • Reviewing Films • Visual Text: Monsters, Inc. • Visual Text: Mulan	*Spelling and Vocabulary* • Film Vocabulary • Further Film Vocabulary • Film Vocabulary: Spelling List 1 • Film Vocabulary: Spelling List 2 • Film Vocabulary: Spelling List 3 • Film Vocabulary: Spelling List 4

Reading

Content Descriptor/s	EP Lessons in *9. Reading*	
AC9E9LA01 recognise how language empowers relationships and roles AC9E9LA08 analyse how vocabulary choices contribute to style, mood and tone AC9E9LE01 analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E9LE03 analyse how features of literary texts influence readers' preference for texts AC9E9LE04 analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE05 analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references AC9E9LY04 analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning AC9E9LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts AC9E9LY08 understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech	*1. Reading Skills and Strategies* • Identifying Detail • Inferring Detail • Summarising • Vocabulary • Language Features *2. Text Structure, Style and Features* • Text Structures • Layout of Writing • Hypertext • Appropriation • Parody • Literary Styles • Persuasive Texts • Twists in Stories Persuasive Texts: Vocabulary • Persuasive Vocabulary • Further Persuasive Vocabulary • Persuasive Vocabulary: Spelling List 1 • Persuasive Vocabulary: Spelling List 2 • Persuasive Vocabulary: Spelling List 3 • Persuasive Vocabulary: Spelling List 4	*3. Text Library* 1. Narrative Texts • Chukchi Cosmology • hummingbird music camp—summer, 1997 • Journey to the River Sea • Life of Pi • The Curious Incident of the Dog in the Night-Time • The Downfall of Xibalba • The Hen, the Cat and the Birds • The Old Man at the Bridge • The Spoon Theory • They're Made out of Meat • Two Fables about Bats 2. Poetry Texts • [I carry your heart with me (I carry it in] • Haiku by Deming, Seishi and McKeon • Annabel Lee • Drum Dream Girl • My Mistress' Eyes are Nothing like the Sun • The Fall • Theories Formed at the Moment of Awakening During a Nighttime Earthquake • Magpies • Spellbound

	3. Indigenous Australian Texts • Bushrangers of Van Diemen's Land • David Malangi Biography • Return to Nature • Take a Step on Cyril Rioli's Island Home • The Binna Binna Man • The Heavens • The Life of Jandamarra • The Proud Goanna Fable • Mirrabooka 4. Non-Fiction • Big Money: Yap's Stone Currency • Boy (Autobiography) • Cash for Maths: The Erdős Prizes Live On • Comandanta Ramona Biography • Despite the 'Yuck Factor,' Leeches Are Big in Russian Medicine • Fatbiking in California • How Braille Was Invented • Kosal Khiev: From Prison to Poetry • Mapping the Spread of Skateboarding • Nujeen Mustafa Biography • Stephen Hawking: A Biography • The Diary of a Young Girl (Anne Frank) • The Family Romanov • The Golden Orchid Society • Trekking the Fann Mountains in Tajikistan • YInMn Blue Pigment	5. Communication • 'Lemon'' Advertisement by Volkswagen • An Interview With Taika Waititi, Director of Boy • Annika Victoria speaks about her life on and beyond YouTube • Barack Obama Pays Respects to Edie Windsor • Cover Letter for Mower • Dear Little Daughter • Interview with Kelly Slater • Minecraft As A Mandatory Subject In School? Sweet! • Review of Harry Potter and the Cursed Child • Review of The Incredibles • Student Opinions on Exams 6. Reading Log Lessons • Teacher's Guide – Reading Log Lessons • Personal Reading Text Log • Chapter Reading Response Log • Wide Reading Response Log • Critical Reading Response Log • *Other Resources* • Teacher Guide: Text Library Index *4. Texts in Society* • Cultural Perspectives in Interpretation of Texts • Representing Accents and Dialects in Literature • Assumptions • Register and Relationships • Media Representation • Media Misrepresentation

	5. Cultural Values • Values and Culture • Cultural Values in Texts • Values in Different Cultures and Eras • Cultural Perspectives • Perspectives in Text • Asian Texts • Myths *6. Information Literacy* • Critical Thinking • Influences and Bias in Media • Evaluating Media • Socratic Method • Fake News • Conspiracy Theories • Logical Fallacies • Further Logical Fallacies • Information Literacy: Classroom Resources Global Digital Citizenship • Pre-Internet Communication & Internet History • How the Internet Changed the World • Online Behaviour and Internet Etiquette • Expressing Yourself Online • Online Influence • Cyberbullying • Social Movements & Social Media • Global Digital Citizenship: Vocabulary 1 • Global Digital Citizenship: Vocabulary 2 • Global Digital Citizenship: Spelling List 1 • Global Digital Citizenship: Spelling List 2 Vocabulary and Spelling • Critical Thinking: Vocabulary • Critical Thinking: Spelling List • Evaluating Media: Vocabulary • Evaluating Media: Spelling List	*7. History of English Language* The Historical Story of Language The Beginning of English Middle English English Classes Shakespeare and the Great Vowel Shift Inkhorn Terms How English Became the International Language: 16th to 20th Century English Today History of English: Vocabulary History of English: Maps Vocabulary

Writing

Content Descriptor/s	EP Lessons in *10. Writing*	
AC9E9LA08 analyse how vocabulary choices contribute to style, mood and tone AC9E9LE02 present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE06 create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences AC9E9LY06 plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	*1. Writing Skills* • Sentence Building • Understanding Language Features • Modelled Language Features • Applying Language Features • Paragraph Breaks • Editing and Proofreading • Writing Vocabulary *2. Writing Narratives* 1. Structure and Features of Narrative Texts • Writing Narratives: Structure and Paragraphs • Writing Narratives: Character and Setting • Writing Narratives: Language and Vocabulary • Writing Narratives: Cohesion • Writing Narratives: Ideas • Writing Narratives: Audience 2. Writing Narrative Texts • Why Write Narratives? • Features of Narrative Writing • Planning and Developing Narratives • Drafting and Reviewing Narratives • Writing Narratives: Free Writing • Writing Narratives: Modelled Writing • Writing Narratives: Guided Writing • Writing Narratives: Independent Writing 3. Further Resources: 'Art Write Light' Short Stories • STORY FACTORY "Art Write Light" (Teacher Guide) • STORY FACTORY "Art Write Light" (Section 1) • STORY FACTORY "Art Write Light" (Section 2)	*3. Writing Explanations* • Writing Explanations: Structure and Paragraphs • Writing Explanations: Language and Vocabulary • Writing Explanations: Cohesion • Writing Explanations: Ideas • Writing Explanations: Audience • Writing Explanations: Modelled Writing • Writing Explanations: Guided Writing • Writing Explanations: Independent Writing *4. Writing Poetry* • Why Write Poetry? • Forms of Poetry • Features of Poetry • Developing Ideas and Planning Your Poetry • Drafting and Reviewing Your Poetry • Poetry: Free Writing *5. Writing a Persuasive Text* • Writing a Persuasive Text: Structure and Paragraphing • Writing a Persuasive Text: Persuasive Devices • Writing a Persuasive Text: Cohesion • Writing a Persuasive Text: Ideas • Writing a Persuasive Text: Audience • Writing a Persuasive Text: Modelled Writing • Writing a Persuasive Text: Guided Writing • Writing a Persuasive Text: Independent

	6. Describing a Moment in Time • Describing a Moment in Time: Structure and Paragraphs • Describing a Moment in Time: Character and Setting • Describing a Moment in Time: Language and Vocabulary • Describing a Moment in Time: Cohesion • Describing a Moment in Time: Ideas • Describing a Moment in Time: Audience • Describing a Moment in Time: Modelled Writing • Describing a Moment in Time: Guided Writing • Describing a Moment in Time: Independent Writing *7. Describing a Process* • Describing a Process: Structure and Paragraphing • Describing a Process: Language and Vocabulary • Describing a Process: Cohesion • Describing a Process: Ideas • Describing a Process: Audience • Describing a Process: Modelled Writing • Describing a Process: Guided Writing • Describing a Process: Independent Writing *8. Writing a Personal Account* • Why Write Personal Accounts? • Features of Personal Accounts • Developing Ideas In Personal Accounts • Drafting and Reviewing Personal Accounts • Personal Accounts: Free Writing	*9. Writing a Recount* • Writing a Recount: Structure and Paragraphing • Writing a Recount: Character and Setting • Writing a Recount: Language and Vocabulary • Writing a Recount: Cohesion • Writing a Recount: Ideas • Writing a Recount: Audience • Writing a Recount: Modelled Writing • Writing a Recount: Guided Writing • Writing a Recount: Independent Writing *10. Writing a Response* • Why Write Responses? • Features of Responses • Planning and Developing Responses • Drafting and Reviewing Responses • Writing a Response: Free Writing *11. Writing a How-To* • Why Write 'How Tos'? • Features of 'How Tos' • Developing Ideas and Planning 'How Tos' • Drafting and Reviewing Your 'How To' • Writing 'How Tos': Free WritingWriting

Listening and Speaking

Content Descriptor/s	EP Lessons in *11. Listening and Speaking*	
AC9E9LY02 listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts AC9E9LY07 plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	*1. Listening to Spoken Texts* • Listening Skills • Spoken Text: Address to the Nation on the Challenger Disaster • Spoken Text: Juno and the Paycock • Spoken Text: Should People Be Allowed to Obscure Their Identities Online? • Spoken Text: The Sisterhood of Sport • Spoken Text: We Shall Fight on the Beaches *2. Spoken Techniques, Structure and Purpose* • Informative Spoken Texts: Analysing Techniques • Informative Spoken Texts: Structure & Purpose • Inspirational Spoken Texts: Analysing Techniques • Inspirational Spoken Texts: Structure & Purpose • Persuasive Spoken Texts: Analysing Techniques • Persuasive Spoken Texts: Structure & Purpose	*3. Speaking Skills* • Structuring a Persuasive Spoken Text • Characteristics of a Speaker • Engaging Language • Features of Voice • Individual vs Group Speaking Scenarios • Debates • Speaking Practice Prompts

Viewing and Presenting

Content Descriptor/s	EP Lessons in *11. Listening and Speaking*	
AC9E9LA03 examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA07 analyse how symbols in still and moving images augment meaning AC9E9LY07 plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	*1. Visual Text Library* • Album Cover: Grizzly • Album Cover: mellowtone • Magazine Cover: Houston Super Bowl • Magazine Cover: Venue Magazine • Poster: Lilo & Stitch • Poster: Voltron • Print Advertisements: JBL Noise-Cancelling Headphones • Print Advertisements: Pepsi • Print Comics: Between Shots • Print Comics: Napoleon and Uncle Elby • Product Packaging: Molocow Milk • Product Packaging: Trident Gum • Short Film: Post-It • Short Film: The Short Story of a Fox and a Mouse • Video Advertisement: Nike Unlimited with Mo Farah • Video Advertisement: Paddington Movie Trailer	*2. Visual Text Types, Techniques and Features* • Documentaries • GIFs • Using Multimedia • Colour, Tone and Symbolism • Diegetic and Non-Diegetic Sounds: DocPlay's "Life, Animated" (2016) by Roger Ross Williams *3. Creating Presentations* • Presentations with a Visual Aid: Modelling Presentations • Presentations with a Visual Aid: Creating Presentations • Podcasts: Modelling Presentations • Podcasts: Creating Presentations • Video Presentations: Modelling Presentations • Video Presentation: Creating Presentations

Year 10

Spelling and Vocabulary

Content Descriptor/s	EP Lessons in *1. Spelling Strategies & Rules*	
AC9E10LY08 use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects	*1. Plurals and Word Endings* • Adding -es to Make a Plural • Making -Y Ending Words into Plurals • Making -F Ending Words into Plurals • Making -O Ending Words into Plurals • Irregular Plurals • French and Latin Irregular Plurals • Adding -able and -ible to Word Endings Skill Practice • Adding -es to Make a Plural: Spelling List • Making -Y Ending Words into Plurals: Spelling List • Making -F Ending Words into Plurals: Spelling List • Making -O Ending Words into Plurals: Spelling List • Irregular Plurals: Spelling List • French and Latin Irregular Plurals: Spelling List • Adding -able and -ible to Word Endings: Spelling List *2. Vowels* • Long and Short Vowel Rules • Y as a Long E • Y as a Long I • The I before E Spelling Rule • The E before I Spelling Rule	Skill Practice • Long and Short Vowel Rules: Spelling List • Y as a Long I: Spelling List • Y as a Long E: Spelling List • The I before E Spelling Rule: Spelling List • The E before I Spelling Rule: Spelling List *3. Consonants and Blends* • The Double Consonant Spelling Rule • The Ch Sound Spelling Rule • The Oi/Oy and Ou/Ow Spelling Rules Skill Practice • The Double Consonant Spelling Rule: Spelling List • The Ch Sound Spelling Rule: Spelling List • The Oi/Oy and Ou/Ow Spelling Rules: Spelling List *4. Greek Building Blocks* • Greek Building Blocks 1 • Greek Building Blocks 2 • Greek Building Blocks 3 • Greek Building Blocks 4 *5. Latin Building Blocks* • Latin Building Blocks 1 • Latin Building Blocks 2 • Latin Building Blocks 3 *Other Resources* • Review: Spelling Rules and Exceptions • Further Resources: American and British Spelling

Content Descriptor/s	EP Lessons in *2. Spelling Word Lists*	
AC9E10LY08 use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects	*Academic Word List* • Academic Word List – Master List • AWL – Sublist 1 • AWL – Sublist 2 • AWL – Sublist 3 • AWL – Sublist 4 • AWL – Sublist 5 • AWL – Sublist 6 • AWL – Sublist 7 • AWL – Sublist 8 • AWL – Sublist 9 • AWL – Sublist 10 • AWL – Sublist 11 • AWL – Sublist 12 • AWL – Sublist 13 • AWL – Sublist 14 • AWL – Sublist 15 • AWL – Sublist 16 • AWL – Sublist 17 • AWL – Sublist 18 • AWL – Sublist 19 • AWL – Sublist 20 • AWL – Sublist 21 • AWL – Sublist 22 • AWL – Sublist 23 • AWL – Sublist 24 • AWL – Sublist 25 • AWL – Sublist 26 • AWL – Sublist 27 • AWL – Sublist 28 • AWL – Sublist 29	*Ayres Spelling Lists* • Ayres Spelling List: Section A-G – List 1 • Ayres Spelling List: Section A-G – List 2 • Ayres Spelling List: Section A-G – List 3 • Ayres Spelling List: Section A-G – List 4 • Ayres Spelling List: Section A-G – List 5 • Ayres Spelling List: Section H – List 1 • Ayres Spelling List: Section H – List 2 • Ayres Spelling List: Section H – List 3 • Ayres Spelling List: Section I – List 1 • Ayres Spelling List: Section I – List 2 • Ayres Spelling List: Section I – List 3 • Ayres Spelling List: Section I – List 4 • Ayres Spelling List: Section J – List 1 • Ayres Spelling List: Section J – List 2 • Ayres Spelling List: Section J – List 3 • Ayres Spelling List: Section J – List 4 • Ayres Spelling List: Section J – List 5 • Ayres Spelling List: Section J – List 6 • Ayres Spelling List: Section K – List 1 • Ayres Spelling List: Section K – List 2 • Ayres Spelling List: Section K – List 3 • Ayres Spelling List: Section K – List 4 • Ayres Spelling List: Section K – List 5 • Ayres Spelling List: Section K – List 6 • Ayres Spelling List: Section L – List 1 • Ayres Spelling List: Section L – List 2 • Ayres Spelling List: Section L – List 3 • Ayres Spelling List: Section L – List 4 • Ayres Spelling List: Section L – List 5 • Ayres Spelling List: Section M – List 1 • Ayres Spelling List: Section M – List 2 • Ayres Spelling List: Section M – List 3 • Ayres Spelling List: Section M – List 4 • Ayres Spelling List: Section M – List 5 • Ayres Spelling List: Section M – List 6

	• Ayres Spelling List: Section N – List 1 • Ayres Spelling List: Section N – List 2 • Ayres Spelling List: Section N – List 3 • Ayres Spelling List: Section N – List 4 • Ayres Spelling List: Section N – List 5 • Ayres Spelling List: Section O – List 1 • Ayres Spelling List: Section O – List 2 • Ayres Spelling List: Section O – List 3 • Ayres Spelling List: Section O – List 4 • Ayres Spelling List: Section O – List 5 • Ayres Spelling List: Section O – List 6 • Ayres Spelling List: Section P – List 1 • Ayres Spelling List: Section P – List 2 • Ayres Spelling List: Section P – List 3 • Ayres Spelling List: Section P – List 4 • Ayres Spelling List: Section Q – List 1 • Ayres Spelling List: Section Q – List 2 • Ayres Spelling List: Section Q – List 3 • Ayres Spelling List: Section Q – List 4 • Ayres Spelling List: Section Q – List 5 • Ayres Spelling List: Section R – List 1 • Ayres Spelling List: Section R – List 2 • Ayres Spelling List: Section R – List 3 • Ayres Spelling List: Section R – List 4 • Ayres Spelling List: Section R – List 5 • Ayres Spelling List: Section S – List 1 • Ayres Spelling List: Section S – List 2 • Ayres Spelling List: Section S – List 3 • Ayres Spelling List: Section S – List 4 • Ayres Spelling List: Section T – List 1 • Ayres Spelling List: Section T – List 2 • Ayres Spelling List: Section T – List 3 • Ayres Spelling List: Section U – List 1 • Ayres Spelling List: Section U – List 2 • Ayres Spelling List: Section U – List 3 • Ayres Spelling List: Section V • Ayres Spelling List: Section W • Ayres Spelling List: Section X-Z	*Fry Spelling Words* • Fry Spelling Words–1 • Fry Spelling Words–2 • Fry Spelling Words–3 • Fry Spelling Words–4 • Fry Spelling Words–5 • Fry Spelling Words–6 • Fry Spelling Words–7 • Fry Spelling Words–8 • Fry Spelling Words–9 • Fry Spelling Words–10 • Fry Spelling Words–11 • Fry Spelling Words–12 • Fry Spelling Words–13 • Fry Spelling Words–14 • Fry Spelling Words–15 • Fry Spelling Words–16 • Fry Spelling Words–17 • Fry Spelling Words–18 • Fry Spelling Words–19 • Fry Spelling Words–20 • Fry Spelling Words–21 • Fry Spelling Words–22 • Fry Spelling Words–23 • Fry Spelling Words–24 • Fry Spelling Words–25 • Fry Spelling Words–26 • Fry Spelling Words–27 • Fry Spelling Words–28 • Fry Spelling Words–29 • Fry Spelling Words–30 • Fry Spelling Words–31 • Fry Spelling Words–32 • Fry Spelling Words–33 • Fry Spelling Words–34 • Fry Spelling Words–35

	• Fry Spelling Words—36 • Fry Spelling Words—37 • Fry Spelling Words—38 • Fry Spelling Words—39 • Fry Spelling Words—40 • Fry Spelling Words—41 • Fry Spelling Words—42 • Fry Spelling Words—43 • Fry Spelling Words—44 • Fry Spelling Words—45 • Fry Spelling Words—46 • Fry Spelling Words—47 • Fry Spelling Words—48 • Fry Spelling Words—49 • Fry Spelling Words—50 • Fry Spelling Words—51 • Fry Spelling Words—52 • Fry Spelling Words—53 • Fry Spelling Words—54 • Fry Spelling Words—55 • Fry Spelling Words—56 • Fry Spelling Words—57 • Fry Spelling Words—58 • Fry Spelling Words—59 • Fry Spelling Words—60 • Fry Spelling Words—61 • Fry Spelling Words—62 • Fry Spelling Words—63 • Fry Spelling Words—64 • Fry Spelling Words—65 • Fry Spelling Words—66 • Fry Spelling Words—67 • Fry Spelling Words—68 • Fry Spelling Words—69 • Fry Spelling Words—70 • Fry Spelling Words—71	• Fry Spelling Words—72 • Fry Spelling Words—73 • Fry Spelling Words—74 • Fry Spelling Words—75 • Fry Spelling Words—76 • Fry Spelling Words—77 • Fry Spelling Words—78 • Fry Spelling Words—79 • Fry Spelling Words—80 Other Resources • Commonly Misspelt Words • South Australian Spelling Test • Teacher Guide: Spelling Lists

Content Descriptor/s	EP Lessons in *NAPLAN: Identifying and Correcting Errors*	
AC9E10LY08 use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects	1. Simple Words • Simple Words - Masterlist • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 • Simple Words 8 2. Common Words • Common Words - Masterlist • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12 • Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23	3. Difficult Words • Difficult Words – Master List • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 • Difficult Words 24 4. Challenging Words • Challenging Words – Master List • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9

Content Descriptor/s	EP Lessons in *NAPLAN: Spelling Lists*	
AC9E10LY08 use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects	1. Simple Words • Simple Words — Master List • Simple Words 1 • Simple Words 2 • Simple Words 3 • Simple Words 4 • Simple Words 5 • Simple Words 6 • Simple Words 7 2. Common Words • Common Words — Master List • Common Words 1 • Common Words 2 • Common Words 3 • Common Words 4 • Common Words 5 • Common Words 6 • Common Words 7 • Common Words 8 • Common Words 9 • Common Words 10 • Common Words 11 • Common Words 12 • Common Words 13 • Common Words 14 • Common Words 15 • Common Words 16 • Common Words 17 • Common Words 18 • Common Words 19 • Common Words 20 • Common Words 21 • Common Words 22 • Common Words 23 • Common Words 24 • Common Words 25	3. Difficult Words • Difficult Words — Master List • Difficult Words 1 • Difficult Words 2 • Difficult Words 3 • Difficult Words 4 • Difficult Words 5 • Difficult Words 6 • Difficult Words 7 • Difficult Words 8 • Difficult Words 9 • Difficult Words 10 • Difficult Words 11 • Difficult Words 12 • Difficult Words 13 • Difficult Words 14 • Difficult Words 15 • Difficult Words 16 • Difficult Words 17 • Difficult Words 18 • Difficult Words 19 • Difficult Words 20 • Difficult Words 21 • Difficult Words 22 • Difficult Words 23 4. Challenging Words • Challenging Words — Master List • Challenging Words 1 • Challenging Words 2 • Challenging Words 3 • Challenging Words 4 • Challenging Words 5 • Challenging Words 6 • Challenging Words 7 • Challenging Words 8 • Challenging Words 9

Content Descriptor/s	EP Lessons in *3. Vocabulary*	
AC9E10LA08 use an expanded technical and academic vocabulary for precision when writing academic texts AC9E10LY08 use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects	*1. Academic Vocabulary* • Lesson 1 – Academic Vocabulary • Lesson 2 – Academic Vocabulary • Spelling List 1 – Academic Vocabulary • Spelling List 2 – Academic Vocabulary • Spelling List 3 – Academic Vocabulary • Spelling List 4 – Academic Vocabulary *2. Workplace Vocabulary* • Lesson 1 – Workplace Vocabulary • Lesson 2 – Workplace Vocabulary • Spelling List 1 – Workplace Vocabulary • Spelling List 2 – Workplace Vocabulary • Spelling List 3 – Workplace Vocabulary • Spelling List 4 – Workplace Vocabulary *3. Terms and Definitions (Paul Nation)* • GSL/Definitions - 0001-0100 • GSL/Definitions - 0101-0200 • GSL/Definitions - 0201-0300 • GSL/Definitions - 0301-0400 • GSL/Definitions - 0401-0500 • GSL/Definitions - 0501-0600 • GSL/Definitions - 0601-0700 • GSL/Definitions - 0701-0800 • GSL/Definitions - 0801-0900 • GSL/Definitions - 0901-1000 • GSL/Definitions - 1001-1100 • GSL/Definitions - 1101-1200 • GSL/Definitions - 1201-1300 • GSL/Definitions - 1301-1400 • GSL/Definitions - 1401-1500 • GSL/Definitions - 1501-1600 • GSL/Definitions - 1601-1700 • GSL/Definitions - 1701-1800 • GSL/Definitions - 1801-1900 • GSL/Definitions - 1901-2000	*4. Advanced Vocabulary* • Week 1 – Advanced Vocabulary Building • Week 1 – Advanced Vocabulary Spelling (1) • Week 1 – Advanced Vocabulary Spelling (2) • Week 2 – Advanced Vocabulary Building • Week 2 – Advanced Vocabulary Spelling (1) • Week 2 – Advanced Vocabulary Spelling (2) • Week 3 – Advanced Vocabulary Building • Week 3 – Advanced Vocabulary Spelling (1) • Week 3 – Advanced Vocabulary Spelling (2) • Week 4 – Advanced Vocabulary Building • Week 4 – Advanced Vocabulary Spelling (1) • Week 4 – Advanced Vocabulary Spelling (2) • Week 5 – Advanced Vocabulary Building • Week 5 – Advanced Vocabulary Spelling (1) • Week 5 – Advanced Vocabulary Spelling (2) *5. Eponyms* • Introduction to Eponyms • Introduction to Eponyms List • Literary and Mythological Eponyms • Literary and Mythological Eponyms List • Scientific and Historical Eponyms • Scientific and Historical Eponyms List *6. Further Resources* • St. Patrick's Day Vocabulary List • English Subject Vocabulary

Punctuation

Content Descriptor/s	EP Lessons in *2. Punctuation*	
AC9E10LA09 understand how authors use and experiment with punctuation	*1. Starting and Ending Sentences* • Capital Letters: Proper Nouns • Full Stops • Question Marks • Exclamation Marks • Ellipses *2. Separating Words and Clauses* • Commas: Separate Clauses • Commas: Listing • Commas: Listing (Oxford) • Commas: Additional Information • Commas: Asides • Commas: Run-On Sentences • Colons • Semicolons • Dashes • Hyphens	*3. Apostrophes, Speech Marks and Quotations* • Apostrophes: Contractions • Apostrophes: Contractions Spelling List • Apostrophes: Possessives • Speech Marks • Quotation Marks *4. Other Punctuation* • Brackets • Square Brackets • Bullet Points • Slashes *Other Resources* • Why Use Punctuation?

Sentence Structure

Content Descriptor/s	EP Lessons in *3. Sentence Structure*	
AC9E10LA05 analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas	*1. Sentence Types* • Simple Sentences • Complex Sentences • Compound Sentences • Compound Complex Sentences *2. Subject, Verb and Object* • Subject and Object • Implied Subject • Compound Verb and Subject • Subject-Verb Agreement	*3. Clauses and Interjections* • Independent Clauses • Dependent Clauses • Interjections *4. Phrases* • Phrases • Subject and Verb Phrases Other Resources • Sentence Structure in Context • Sentence Structure: Key Terms

Word Types

Content Descriptor/s	EP Lessons in *4. Word Types*	
AC9E10LA03 analyse text structures and language features and evaluate their effectiveness in achieving their purpose	*1. Nouns* • Nouns • Proper Nouns • Singular and Plural Nouns • Collective Nouns • Concrete and Abstract Nouns • Nominalisation *2. Verbs* • Verbs • Irregular Verbs • Auxiliary Verbs • Modal Auxiliary Verbs • Transitive and Intransitive Verbs • Infinitives • Past Participles • Present Participles *3. Adjectives and Adverbs* • Adjectives • Proper Adjectives • Compound Adjectives: Revision • Comparative and Superlative Adjectives: Revision • Adverbs *4. Conjunctions, Prepositions and Determiners* • Conjunctions • Prepositions • Determiners: Articles, Demonstratives, Quantifiers & Interrogatives • Determiners: Possessives, Numerals & Distributives	*5. Pronouns* • Personal Pronouns: Subject/Object • Personal Pronouns: Gender & Number • Personal Pronouns: Possession • Personal Pronouns: Person • Reflexive and Relative Pronouns • Distributive and Demonstrative Pronouns • Interrogative Pronouns *6. Tenses* • Basic Tenses • Continuous Tenses • Perfect Tenses *7. Prefixes and Suffixes* • Prefixes • Suffixes: -ing • Suffixes: -ed • Suffixes: -less • Suffixes: -y and -ly • Suffixes: -ful • Suffixes: -able and -ible • Suffixes: -ness • Suffixes: -ment • Suffixes: -ty and -ity • Suffixes: -al Other Resources • Word Types in Context: Arrange the Sentence • Word Types in Context: Format the Word

Language Features

Content Descriptor/s	EP Lessons in *5. Language Features*	
AC9E10LA03 analyse text structures and language features and evaluate their effectiveness in achieving their purpose	*1. Figurative Language* • Similes • Metaphors • Extended Metaphors • Personification • Symbolism *2. Sound Features* • Repetition • Rhyme • Alliteration • Assonance • Homophones and Homonyms • Onomatopoeia	*3. Specialised Language* • Synonyms and Antonyms • Slang • Jargon • Cliché • Hyperbole • Irony • Rhetorical Questions • Oxymoron

Novel Studies

Content Descriptor/s	EP Lessons in *6. Novel Studies*	
AC9E10LA01 understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LE05 analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE06 compare and evaluate how "voice" as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses AC9E10LE07 analyse and evaluate the aesthetic qualities of texts AC9E10LY04 analyse and evaluate how authors organise ideas in texts to achieve a purpose AC9E10LY05 integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas	*1. Introduction to Novels* • What is a Novel? • The History of the Novel • The Production of a Novel • Controversial Novels • Impactful Novels • Fun Facts About Novels *2. Plot, Character and Setting* • Plot and Structure • Character • Characterisation • Context • Setting: Essential Elements • Setting: Purpose and Uses *3. Dialogue and Narration* • Dialogue: Essential Elements • Dialogue: Purpose and Uses • Narrator and Point of View • Unreliable Narrators & Alternating Point of View *4. Themes and Symbolism* • Theme • Themes Across Literature • Symbolism • Mood and Tone • Foreshadowing • Foreshadowing & Flashbacks	*5. Vocabulary & Spelling* • Narrative Texts: Vocabulary 1 • Narrative Texts: Vocabulary 2 • Narrative Texts: Spelling List 1 • Narrative Texts: Spelling List 2 • Narrative Texts: Spelling List 3 • Narrative Texts: Spelling List 4 *6. Text Glossaries: Authors and Plot Summaries* • Adventures of Huckleberry Finn by Mark Twain • Alice's Adventures in Wonderland by Lewis Carroll • Animal Farm by George Orwell • Frankenstein by Mary Shelley • Harry Potter and the Philosopher's Stone by J. K. Rowling • Little Women by Louisa May Alcott • Nineteen Eighty-Four by George Orwell • Peter Pan by J. M. Barrie • Pride and Prejudice by Jane Austen • To Kill a Mockingbird by Harper Lee • The Boy in the Striped Pyjamas by John Boyne • The Hate U Give by Angie Thomas • The Hobbit by J. R. R. Tolkien • The Hunger Games by Suzanne Collins • The Lightning Thief by Rick Riordan • The Lion, the Witch and the Wardrobe by C. S. Lewis • The Lord of the Rings by J. R. R. Tolkien • The Wonderful Wizard of Oz by L. Frank Baum

Drama Studies

Content Descriptor/s	EP Lessons in *7. Drama Studies*	
	• Plot • Character and Setting • Structure • Genre • Language Techniques • Speeches • Themes • Symbolism • Tropes	*Further Resources: Shakespeare* • Shakespeare's Life • Shakespeare's World • Shakespeare's Language • The Globe Theatre • Modern Shakespeare • Facts About Shakespeare

Film Studies

Content Descriptor/s	EP Lessons in *8. Film Studies*	
AC9E10LA07 evaluate the features of still and moving images, and the effects of those choices on representations AC9E10LE06 compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses	• Film Techniques • Film Visuals • Film Music and Sound • Visual Text: Harry Potter and the Philosopher's Stone • Visual Text: In-Between • Visual Text: The Last Bastion • Visual Text: The Secret Life of Walter Mitty	*Spelling and Vocabulary* • Film Vocabulary • Further Film Vocabulary • Film Vocabulary: Spelling List 1 • Film Vocabulary: Spelling List 2 • Film Vocabulary: Spelling List 3 • Film Vocabulary: Spelling List 4

Reading

Content Descriptor/s	EP Lessons in *9. Reading*	
AC9E10LA01 understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LE01 analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E10LE04 evaluate the social, moral or ethical positions represented in literature AC9E10LE05 analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE06 compare and evaluate how "voice" as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses AC9E10LE07 analyse and evaluate the aesthetic qualities of texts AC9E10LY01 analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts AC9E10LY02 listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts AC9E10LY03 analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes AC9E10LY04 analyse and evaluate how authors organise ideas in texts to achieve a purpose AC9E10LY05 integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas	*1. Reading Skills and Strategies* • Identifying Detail • Inferring Detail • Summarising • Skim-Reading • Vocabulary • Language Features *2. Text Structures, Types and Features* • Text Structures • Digital Structure • Genre Tropes • Adaptation • Appropriation • Parody & Appropriation • Archetypes Persuasive Texts: Vocabulary • Persuasive Texts • Persuasive Techniques: Language Features • Persuasive Techniques: Pathos, Ethos, Logos • Persuasive Vocabulary • Further Persuasive Vocabulary • Persuasive Vocabulary: Spelling List 1 • Persuasive Vocabulary: Spelling List 2 • Persuasive Vocabulary: Spelling List 3 • Persuasive Vocabulary: Spelling List 4 *3. Text Library* 1. Narrative Texts • A New Home • Brer Rabbit Earns a Dollar-A-Minute • Cards on the Table • Grace Period • Looking for Alibrandi	• Mimir's Head and Odin's Eye • The Book Thief • The Fun They Had • The Hound • The Third Wish • Joy 2. Poetry Texts • Haiku by Rotella, Boyer and Shiki • kitchenette building • Life While-You-Wait • Lighting the Lamp • Shall I compare thee to a summer's day? • Swan and Shadow • The Highwayman • When I Am Dead, My Dearest • When I Heard the Learn'd Astronomer • Eulogy • Ozymandias • Preservation 3. Indigenous Australian Texts • Bushrangers of Van Diemen's Land • David Malangi Biography • Return to Nature • Take a Step on Cyril Rioli's Island Home • The Binna Binna Man • The Heavens • The Life of Jandamarra • The Proud Goanna Fable • Mirrabooka

AC9E10LY06 plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	4. Non-Fiction Texts • 8 Top Surf Spots in New Zealand • America's Top Animal Sanctuaries and Wildlife Reserves • Bird Feed: Sky Burial in the Himalayas • Climate Science Meets a Stubborn Obstacle: Students • Diving in Kosrae • Gráinne Ní Mháille (Grace O'Malley) • How Dogs Stole Our Hearts • Hokule'a Returns Home • Malala Yousafzai • Out the Airplane Window • Taiwan's Yehliu Geopark • The Story of Supreme • Wax Moth Caterpillars Found to Eat Polyethylene 5. Communication Texts • A Bit of Chit-Chat with Edith Rewa • Complaint from Kurt Vonnegut • Cover Letter for Manager • Interview with Lorde • Laverne Cox Talks to TIME About the Transgender Movement • Letters of Reference for Albert Einstein • Life Without Walls Advertisement • Nutcracker: The Story of Clara (Australian Ballet) • Sonita Review • Wesley Mauafu 6. Reading Logs • Teacher's Guide: Reading Logs • Personal Reading Text Log • Chapter Reading Response Log • Wide Reading Response Log • Critical Reading Response Log Other Resources • Teacher Guide: Text Library Index	*4. Texts in Society* • Embedded Values in Texts • Universal Themes • Ethics and Literature • Analysing Ethical Positions • Analysing Reader Responses • Media Representation • Media Misrepresentation • Representing Accents and Dialects in Literature *5. Cultural Values* • Values and Culture • Cultural Values in Texts • Cultural Perspectives in Interpretation of Texts • Values in Different Cultures and Eras • Historical Context *6. Information Literacy* • Using Wikipedia • Critical Thinking • Influences and Bias in Media • Evaluating Media • The Socratic Method: Revision • Fake News • Conspiracy Theories • Logical Fallacies • Further Logical Fallacies • Information Literacy: Classroom Resources Global Digital Citizenship • Pre-Internet Communication & Internet History • How the Internet Changed the World • Online Behaviour and Internet Etiquette • Expressing Yourself Online • Online Influence • Cyberbullying • Social Movements & Social Media

	Vocabulary and Spelling • Critical Thinking: Vocabulary • Critical Thinking: Spelling List • Evaluating Media: Vocabulary • Evaluating Media: Spelling List • Global Digital Citizenship: Vocabulary 1 • Global Digital Citizenship: Spelling List 1 • Global Digital Citizenship: Vocabulary 2 • Global Digital Citizenship: Spelling List 2 *7. History of the English Language* • The Historical Story of Language • The Beginning of English • Middle English • English Classes • Shakespeare and the Great Vowel Shift • Inkhorn Terms • How English Became the International Language: 16th to 20th Century • English Today • History of English: Vocabulary • History of English: Maps Vocabulary Further Resources • Shakespeare's Language • Inventing Words and Meanings • Loanwords	

Writing

Content Descriptor/s	EP Lessons in *10. Writing*	
AC9E10LA04 understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA06 analyse how meaning and style are achieved through syntax AC9E10LE08 create and edit literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences AC9E10LY06 plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	*1. Writing Skills* • Finding Texts for Research • Primary and Secondary Sources • Sentence Building • Understanding Language Features • Modelled Language Features • Applying Language Features • Paragraph Breaks • Editing and Proofreading • Writing Vocabulary *2. Writing Narratives* 1. Structure and Features of Narrative Texts • Writing Narratives: Structure and Paragraphs • Writing Narratives: Character and Setting • Writing Narratives: Language and Vocabulary • Writing Narratives: Cohesion • Writing Narratives: Ideas • Writing Narratives: Audience 2. Writing Narrative Texts • Why Write Narratives? • Features of Narrative Writing • Planning and Developing Narratives • Drafting and Reviewing Narratives • Writing Narratives: Free Writing • Writing Narratives: Modelled Writing • Writing Narratives: Guided Writing • Writing Narratives: Independent Writing	3. Further Resources: 'Art Write Light' Short Stories • STORY FACTORY "Art Write Light" (Teacher Guide) • STORY FACTORY "Art Write Light" (Section 1) • STORY FACTORY "Art Write Light" (Section 2) *3. Writing Explanations* • Writing Explanations: Structure and Paragraphs • Writing Explanations: Language and Vocabulary • Writing Explanations: Cohesion • Writing Explanations: Ideas • Writing Explanations: Audience • Writing Explanations: Modelled Writing • Writing Explanations: Guided Writing • Writing Explanations: Independent Writing *4. Writing Poetry* • Why Write Poetry? • Forms of Poetry • Features of Poetry • Developing Ideas and Planning Your Poetry • Drafting and Reviewing Your Poetry • Poetry: Free Writing

5. Writing a Persuasive Text

- Writing a Persuasive Text: Structure and Paragraphing
- Writing a Persuasive Text: Persuasive Devices
- Writing a Persuasive Text: Cohesion
- Writing a Persuasive Text: Ideas
- Writing a Persuasive Text: Audience
- Writing a Persuasive Text: Modelled Writing
- Writing a Persuasive Text: Guided Writing
- Writing a Persuasive Text: Independent Writing

6. Describing a Moment in Time

- Describing a Moment in Time: Structure and Paragraphs
- Describing a Moment in Time: Character and Setting
- Describing a Moment in Time: Language and Vocabulary
- Describing a Moment in Time: Cohesion
- Describing a Moment in Time: Ideas
- Describing a Moment in Time: Audience
- Describing a Moment in Time: Modelled Writing
- Describing a Moment in Time: Guided Writing
- Describing a Moment in Time: Independent Writing

7. Describing a Process

- Describing a Process: Structure and Paragraphing
- Describing a Process: Language and Vocabulary
- Describing a Process: Cohesion
- Describing a Process: Ideas
- Describing a Process: Audience
- Describing a Process: Modelled Writing
- Describing a Process: Guided Writing
- Describing a Process: Independent Writing

8. Writing a Personal Account

- Why Write Personal Accounts?
- Features of Personal Accounts
- Developing Ideas In Personal Accounts
- Drafting and Reviewing Personal Accounts
- Personal Accounts: Free Writing

9. Writing a Recount

- Writing a Recount: Structure and Paragraphing
- Writing a Recount: Character and Setting
- Writing a Recount: Language and Vocabulary
- Writing a Recount: Cohesion
- Writing a Recount: Ideas
- Writing a Recount: Audience
- Writing a Recount: Modelled Writing
- Writing a Recount: Guided Writing
- Writing a Recount: Independent Writing

10. Writing a Response

- Why Write Responses?
- Features of Responses
- Planning and Developing Responses
- Drafting and Reviewing Responses
- Writing a Response: Free Writing

11. Writing a How-To

- Why Write 'How Tos'?
- Features of 'How Tos'
- Developing Ideas and Planning 'How Tos'
- Drafting and Reviewing Your 'How To'
- Writing 'How Tos': Free Writing

Listening and Speaking

Content Descriptor/s	EP Lessons in *11. Listening and Speaking*	
AC9E10LE08 create and edit literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences AC9E10LY02 listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts AC9E10LY07 plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	*1. Listening to Spoken Texts* • Listening Skills • Comparing Spoken and Written Language • Spoken Text: Gender Equality is Your Issue Too • Spoken Text: I Have a Dream • Spoken Text: The Danger of Silence • Spoken Text: The Great Dictator Speech • Spoken Text: Twelfth Night • Spoken Text: Why I speak up about living with epilepsy • Spoken Text: You Never Can Tell *2. Spoken Techniques, Structure and Purpose* • Informative Spoken Texts: Analysing Techniques • Informative Spoken Texts: Structure & Purpose • Inspirational Spoken Texts: Analysing Techniques • Inspirational Spoken Texts: Structure & Purpose • Persuasive Spoken Texts: Analysing Techniques • Persuasive Spoken Texts: Structure & Purpose	*3. Speaking Skills* • Structuring a Persuasive Spoken Text • Characteristics of a Speaker • Engaging Language • Features of Voice • Individual vs Group Speaking Scenarios • Debates • Speaking Practice Prompts

Viewing and Presenting

Content Descriptor/s	EP Lessons in *12. Viewing and Presenting*	
AC9E10LA04 understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA07 evaluate the features of still and moving images, and the effects of those choices on representations AC9E10LE08 create and edit literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences AC9E10LY07 plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	*1. Visual Text Library* • Graffiti: Berlin Wall Car • Graffiti: Oil Tycoon • Political Cartoon: Child Soldiers • Political Cartoon: The Burden of Student Loans • Print Advertisement: LifeBuoy Soap • Print Advertisement: Smoking Kills • Video Advertisement: Trailer for 'Miss Peregrine's Home for Peculiar Children' • Video Advertisements: Coca-Cola *2. Visual Text Types, Techniques and Features* • Music Videos • Documentaries • GIFs • Memes • Using Multimedia • Symbols, Motifs, Logos and Colour • Diegetic and Non-Diegetic Sounds: DocPlay's "Life, Animated" (2016) by Roger Ross Williams *3. Creating Presentations* • Presentations with a Visual Aid: Modelling Presentations • Presentations with a Visual Aid: Creating Presentations • Podcasts: Modelling Presentations • Podcasts: Creating Presentations • Video Presentations: Modelling Presentations • Video Presentation: Creating Presentations	