EP Curriculum Map
NSW English Stages 4 and 5 (2024)

Stage 4

Reading, viewing and listening to texts

A student:

§ uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction **EN4-RVL-01**

Content Descriptors	EP Lessons in 1. Reading, viewing and listening skills	
• Apply reading pathways to determine form, purpose and meaning • Use contextual cues to infer the meaning of unfamiliar words • Apply a range of strategies to develop fluency in reading aloud, including an understanding of pace, tone and voice • Revisit texts to develop a clear understanding of the themes, ideas and attitudes they express	***1. Reading Skills and Strategies*** *Year 07* • Identifying Detail • Inferring Detail • Summarising • Vocabulary • Language Features *Year 08* • Identifying Detail • Inferring Detail • Summarising • Vocabulary • Language Features • Analysing Imagery	***2. 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

Content Descriptors	EP Lessons in 2. Reading, viewing and listening for meaning	
• Explore the main ideas and thematic concerns posed by a text for meaning • Engage with the ways texts contain layers of meaning, or multiple meanings • Identify and understand that relevant prior knowledge and personal experience enables and enhances understanding when reading, viewing or listening to texts • Explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses • Explain how the use of language forms and features in texts might create multiple meanings • Using a range of texts, describe how Aboriginal and Torres Strait Islander authors convey connections between Culture and identity • Understand how language use evolves over time and in different places and cultures, and is influenced by technological and social developments	***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. Drama Studies*** • Plot • Character and Setting • Dialogue and Character in Plays • Speeches • Structure • 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 ***3. Film Studies*** • Film Techniques • Film Visuals • Film Music and Sound • Focal Point, Emphasis and Salience • Reviewing Films • Visual Text: Monsters, Inc. • Visual Text: Mulan • Visual Text: Harry Potter and the Philosopher's Stone	*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 ***4. 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 • Symbolism, Colour and Contrast • Diegetic and Non-Diegetic Sounds: DocPlay's "Life, Animated" (2016) by Roger Ross Williams *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 ***5. 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 ***6. Cultural Values*** • Identity and Culture • Historical Value of Texts • Australian Aboriginal Texts • Traditional Asian Storytelling ***7. Viewpoint*** • Narrative Viewpoint • Representing Points of View • Persuasive Perspectives • Fact or Opinion? ***8. Information Literacy*** *1. Year 07* • Critical Thinking • Further Critical Thinking • Evaluating Media • Evaluating Media 2 • Asking Good Questions • Research Skills *2. Year 08* • Critical Thinking • Further Critical Thinking • Evaluating Media • Bias and Influences in Media	• Asking Good Questions: The Socratic Method • Fake News *3. 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 *4. 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 ***9. 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

Content Descriptors	EP Lessons in 3. Reading for challenge, interest and enjoyment	
• Read texts selected to challenge thinking, develop interest and promote enjoyment, to prompt a personal response • Read a variety of texts that present a range of perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including sustained written responses where appropriate • Read texts of interest for sustained periods of time and respond to this reading in a variety of ways • Use strategies to enhance interest and overcome challenges experienced when reading • Communicate purposefully with peers in response to texts • Understand the ways reading helps us understand ourselves and make connections to others and to the world	***1. Narrative*** • All Summer in a Day • Angel Fish • Churning and Furious • Echo and Narcissus • Endymion's Sleep • How the Monkey Became a Trickster • Inkheart • Orpheus and Eurydice • Stone Soup • The Call of the Wild • The Creation of Japan • The Little Mice and the Big Elephants • The Two Brothers • Tortoise tricks Leopard • Trentren Vilu and Caicai Vilu • Tuck Everlasting ***2. Poetry Texts*** • Captive • Child Coming Home in the Rain from the Store • Diamante Poems • Haiku by Buson & Virgilio • Haiku by Isshō & Issa • Homework I Love You • I Wandered Lonely As a Cloud • Lying in a Hammock at William Duffy's Farm in Pine Island, Minnesota • Mosquitoes • Mother to Son • My Hat • Shape Poems • The Johnson Place Bride • The Voyage of the Arctic Tern • There is Absolutely Nothing Lonelier • This Is Just To Say	***3. Indigenous Australian Texts*** • Bushrangers of Van Diemen's Land • David Malangi Biography • Mirrabooka • 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 ***4. Non-Fiction Texts*** • Alek Wek Biography • Australian Zoo Celebrates First Echidna Births In 30 Years • Betty Skelton Obituary • Clara Barton Biography • Greyhound Therapy Dog • Istanbul Teen Creates Bioplastic From Bananas • Kate Sheppard Biography • NASA's Discovery • Paralympic History • 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 • Cover Letter for Checkout Operator • Emotion Album Review • Everything Comes to an End • Food Colouring Photography • Hearing Ears Tweets • How to Weave a Flax Flower • Interview with Liz Clark • Interview with Steve Brusatte

	• Margaret Mahy Interview • Nike: Strut Like a Fish • Origami Crane • Our Differences Unite Us • Pavlova Recipe • Review of Fantastic Beasts and Where to Find Them • Review of the First Soccer Game on Easter Island • Reviews of KEDi • Simple Sushi Rolls • Teach Your Dog to Play Dead • Test Drive a Macintosh • The Discover Interview: Jane Goodall • The Lego Batman Movie Review • Think! Advertisement • We Escaped North Korea	***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
Content Descriptors	**EP Lessons in 4. Reflecting**	
• Reflect on how reading, viewing and listening to texts has informed learning • Reflect on how an understanding of texts can be enhanced through re-reading and close study • Discuss and reflect on the value of reading for personal growth and cultural awareness • Use reading strategies, and consider their effectiveness, when reflecting on the successes and challenges of extended reading • Reflect on how reading promotes a broad and balanced understanding of the world and enables students to explore universal issues • Reflect on own experiences of reading by sharing what was enjoyed, discussing challenges to strengthen an understanding of the value of reading	• Teacher's Guide: Reading Logs • Personal Reading Text Log • Chapter Reading Response Log • Wide Reading Response Log • Critical Reading Response Log	

Understanding and responding to texts A

A student:

§ analyses how meaning is created through the use of and response to language forms, features and structures **EN4-URA-01**

Content Descriptor	EP Lessons in 1. Representation	
• Explore how language and text are acts of representation that range from objective to subjective and may offer layers of literal or implied meanings, and apply this understanding in own texts	***Year 07*** *Sound Features* • Repetition • Rhyme • Alliteration • Assonance • Homophones/Homonyms • Onomatopoeia *Specialised Language* • Synonyms/Antonyms • Slang • Jargon • Cliche • Hyperbole • Irony • Rhetorical Questions • Oxymoron ***Year 08*** *Sound Features* • Repetition • Rhyme • Alliteration • Assonance • Homophones and Homonyms • Onomatopoeia	*Specialised Language* • Synonyms/Antonyms • Slang • Jargon • Cliché • Hyperbole • Irony • Rhetorical Questions • Oxymoron

Content Descriptor	EP Lessons in 2. Code and convention	
• Use appropriate metalanguage to describe how meaning is constructed through linguistic and stylistic elements in texts • Understand how language forms, features and structures, in a variety of texts, vary according to context, purpose and audience, and demonstrate this understanding through written, spoken, visual and multimodal responses • Analyse how texts can draw on the codes and conventions of a range of modes and media to shape new meanings, and demonstrate this understanding in own texts • Explore how Standard Australian English has been influenced by a range of languages and dialects	***Year 07*** • Similes • Metaphors • Extended Metaphors • Personification • Symbolism	***Year 08*** • Similes • Metaphors • Extended Metaphors • Personification • Symbolism
Content Descriptor	**EP Lessons in 3. Connotation, imagery and symbol**	
• Analyse how figurative language and devices can represent ideas, thoughts and feelings to communicate meaning • Apply knowledge of how different patterns and combinations of figurative language devices can shape meaning throughout a text through established or dynamic associations, and experiment with these devices in own texts • Explain how Aboriginal and Torres Strait Islander authors use figurative language and devices to shape meaning	• Symbolism • Mood and Tone • Foreshadowing • Foreshadowing & Flashbacks	
Content Descriptor	**EP Lessons in 4. Point of View**	
• Recognise how texts engage and position the audience to perceive events, characters and ideas using narrative voice and focalisers, tense, sequencing and intrusion, and apply this understanding in own texts • Understand how choice of first, second and third-person voice can establish different relationships between creator and audience, and experiment with changes in point of view in own texts	• Dialogue: Essential Elements • Dialogue: Purpose and Uses • Narrator and Point of View • Unreliable Narrators & Alternating Point of View	

Content Descriptor	EP Lessons in 5. Characterisation	
• Analyse how engaging characters are constructed in texts through a range of language features and structures, and use these features and structures in own texts • Describe how characters in texts, including stereotypes, archetypes, flat and rounded, static and dynamic characters represent values and attitudes, and experiment with these in own texts • Understand how the interactions of characters, such as protagonists and antagonists, might be perceived to represent aspects of human relationships, and experiment with interactions when composing texts	• Character • Characterisation • Character Dialogue	
Content Descriptor	**EP Lessons in 6. Narrative**	
• Understand narrative conventions, such as setting, plot and sub-plot, and how they are used to represent events and personally engage the reader, viewer or listener with ideas and values in texts, and apply this understanding in own texts • Examine how narratives can depict personal and collective identities, values and experiences	Plot and Structure Setting: Essential Elements Setting: Purpose and Uses	

Understanding and responding to texts B

A student:

§ examines and explains how texts represent ideas, experiences and values **EN4-URB-01**

Content Descriptor	**EP Lessons in 1. Theme**	
• Understand how repetition, patterning and language features used within a text communicate ideas about social, personal, ethical and philosophical issues and experiences, and demonstrate this understanding through written, spoken, visual and multimodal responses	• Theme • Themes Across Literature	
Content Descriptor	**EP Lessons in 2. Perspective and context**	
• Understand how perspectives are shaped by language and text • Explore how the perspectives of audiences shape engagement with, and response to, texts • Examine how elements of personal and social contexts can inform the perspective and purpose of texts and influence creative decisions • Consider the influence of cultural context on language • Explore how specific elements of languages and dialects, including Standard Australian English, Auslan, Aboriginal and Torres Strait Islander Languages, and Aboriginal English, can shape expressions of cultural context in texts	• Context	
Content Descriptor	**EP Lessons in 3. Argument and authority**	
• Understand how argument in text is constructed through specific language forms, features and structures, and apply this understanding in own texts • Explain how the subjectivity or objectivity of arguments in texts is constructed through specific language forms, features and structures, and reflect on these in own texts • Analyse how engaging personal voice is constructed in texts through linguistic and stylistic choices, and experiment with these choices in own 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	

• Select and sequence appropriate evidence from texts and reliable sources to support arguments and build authority • Understand how the authority of a text is constructed by the author's choices in content and style, and use this knowledge to influence the composition of own texts • Examine how audiences can express degrees of authority over meaning in a text • Understand that the authority of a text may be questioned through comparison with other texts		
Content Descriptor	**EP Lessons in 4. Style**	
• Describe the distinctive rhetorical and aesthetic qualities of a text that contribute to its textual style, and reflect on these qualities in own texts • Examine how different styles can be recognised by distinctive features of language and form in a range of texts • Describe and reflect on how particular arrangements of language features in texts can be found appealing according to personal preferences • Identify elements of an author's work that represent their distinct style • Understand how the style of a text can be the product of a particular time period, culture or genre	• 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	***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

Understanding and responding to texts C

A student:

§ identifies and explains ways of valuing texts and the connections between them **EN4-URC-01**

Content Descriptor	EP Lessons in 1. Genre	
• Understand how a genre addresses its purpose through patterns of textual elements, such as structure, choice of language, character archetypes and settings, and apply these patterns in own texts • Analyse how texts can participate in larger, established patterns of narrative, purpose, theme and tone by exhibiting and challenging conventions, and experiment with conventions in own texts • Explore particular genres to identify ways they may be adapted to different modes and media, or refreshed by combining with other genres, and experiment with these in own texts	• Genre • Genre Tropes	

Expressing ideas and composing texts A

A student:

§ creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas **EN4-ECA-01**

Content Descriptor	**EP Lessons in 1. Writing**	
• Apply understanding of the structural and grammatical codes and conventions of writing to shape meaning when composing imaginative, informative and analytical, and persuasive written texts • Demonstrate control of structural and grammatical components to produce texts that are appropriate to topic, purpose and audience • Understand the interconnectedness of textual features for the overall cohesive effect	• Sentence Building • Understanding Language Features • Modelled Language Features • Applying Language Features • Paragraph Breaks • Reliable Sources (Referencing) • Writing Vocabulary Practice	
Content Descriptor	**EP Lessons in 2. Representing**	
• Apply codes and conventions of written, spoken, visual and multimodal texts to enhance meaning and create tone, atmosphere and mood • Compose visual and multimodal texts to represent ideas, experiences and values • Select modal elements to work together to support meaning or shape reader response • Use digital technologies where appropriate to compose multimodal texts	• 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	

Content Descriptor	EP Lessons in 3. Speaking	
• Use rhetorical strategies to engage an audience and evoke an emotional response • Communicate information, ideas and viewpoints using verbal and/or nonverbal language, including gestural features, to enhance and clarify meaning • Create a range of spoken, signed or communicated texts that express ideas and show an understanding of audience • Deliver spoken, signed or communicated texts with effective control of intonation, emphasis, volume, pace and timing • Participate in informal discussions about texts and ideas, including speculative and exploratory talk, to consolidate personal understanding and generate new ideas • Use features of gesture, manner and voice to signal the progression and development of ideas through language and structure	***1. 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	***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

Content Descriptor	EP Lessons in 4. Text features: imaginative	
• Create imaginative texts for creative effect and that reflect a broadening world and relationships within it • Compose texts that offer a cohesive consideration of thematic elements, including the development of a central complication or conflict • Create imaginative texts using a range of language and structural devices to drive the plot, develop characters, and create a sense of place and atmosphere • Experiment with unpredictable or unexpected structural features and explore how these can engage a reader • Create impact and enhance meaning by making choices about temporal and spatial settings in texts to communicate ideas • Intentionally select and use poetic forms and features to imaginatively express ideas and personal perspectives • Develop transformation skills by reshaping aspects of texts to create new meaning	***1. 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* • The Power of an Opinion • Why Write Narratives? • Features of Narrative Writing • Planning and Developing Narratives • Drafting and Reviewing Narratives • Narratives: Free Writing	• Writing Narratives: Modelled Writing • Writing Narratives: Guided Writing • Writing Narratives: Independent Writing ***2. Writing Plays*** • Writing Plays: Scripts • Writing Plays: Dialogue • Writing Plays: Staging ***3. 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

Content Descriptor	EP Lessons in 5. Text features: informative and analytical	
• Compose texts that include a detailed introduction of ideas, the logical progression of supporting points, and a rhetorically effective conclusion, which reflect a broadening understanding of facts, concepts and perspectives beyond immediate experience • Embed textual evidence within sentences to support the articulation of a personal perspective of a text • Compose informative texts that summarise conceptual information • Discuss a central idea, from personal and objective positions, to broaden the exploration of a concept	***1. Introduction to Essay Writing*** • Thesis Statements • Introductions • Body Paragraphs • Using Evidence • Conclusions • The Origin of Essay Writing ***2. Writing Explanations*** • Language Influences • Audiences Respond • Precision Through Nominalisation • 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 ***3. 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 ***4. 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 ***5. 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 ***6. 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

	7. 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	
Content Descriptor	**EP Lessons in 6. Text features: persuasive**	
• Compose persuasive texts that present arguments from a range of viewpoints, including their own, and that reflect a broadening understanding of perspectives beyond immediate experience • Compose persuasive texts that include an opening or thesis to provide a definition and position, effectively sequenced elaboration paragraphs, and a conclusion that synthesises ideas, restates a position or makes a conclusion or recommendation • Incorporate subjective and objective evidence to enhance and support elaboration of arguments • Use rhetorical language to shape ideas and express a perspective or argument • Provide counterargument and refutation where appropriate	***1. 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	***2. 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
Content Descriptor	**EP Lessons in 7. Sentence-level grammar and punctuation**	
• Make choices about sentence structure or length by constructing a variety of simple, compound and complex sentences for purpose • Control and experiment with a range of declarative, exclamatory, interrogative and imperative sentences to suit purpose and for intended meaning • Compose complex sentences using embedded adjectival clauses and appropriate placement of adverbial clauses • Control and experiment with aspects of syntax, including agreement, prepositions, articles and conjunctions to shape precise meaning and develop personal expression • Use a range of linking devices to create cohesion between ideas	• Why Use Punctuation? • Sentence Purposes • Sentence Structure in Context • Sentence Structure: Key Terms • Sentence Structure in Context – Assessment	***Year 07*** ***Punctuation*** *1. Starting and Ending Sentences* • Capital Letters • Capital Letters: Proper Nouns • Full Stops • Exclamation Marks • Question Marks

• Use pronouns consistently and appropriately to maintain cohesion, context and purpose • Select appropriate noun groups for clarity or effect, including succinct noun groups for simplicity and elaborated noun groups for complexity • Use a range of verb forms, tenses and modifiers to express aspects of modality • Experiment with positioning adverbial phrases and clauses to clarify meaning or intention, and to modify the meaning of other clauses • Use embedded adjectival clauses to expand on the subjects and objects of other clauses • Apply punctuation conventions relevant to quotations and citing of sources • Experiment with applying a wide range of punctuation to support clarity and meaning, and to control pace and reader response	*2. Separating Words and Clauses* • Commas: Separate Clauses • Commas: Listing • Commas: Listing (Oxford) • Commas: Additional Information • Commas: Asides • Commas: Numbers and Dates • Colons *3. Apostrophes, Speech Marks and Quotations* • Apostrophes: Contractions • Apostrophes: Possessive • Speech Marks • Quotation Marks *4. Other Punctuation* • Brackets • Hyphens ***Sentence Structure*** *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 *3. Clauses and Interjections* • Independent Clauses • Dependent Clauses • Interjections *4. Phrases* • Phrases • Prepositional Phrases • Gerunds	***Year 08*** ***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 • 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 ***Sentence Structure*** *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
Content Descriptor	**EP Lessons in 8. Word-level language**	
• Apply phonological, orthographic and morphological knowledge to spell unfamiliar, complex and technical words • Select effective, topic-specific vocabulary to enhance understanding and compose texts with accuracy, in a range of modes appropriate to audience, purpose, form and context • Make vocabulary choices that draw on, or contribute to, stylistic features of writing and influence meaning	***1. Spelling Strategies & Rules*** • Review: Spelling Rules and Exceptions • Further Resources: American and British Spelling ***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

2. Spelling Word Lists

- Commonly Misspelled Words
- South Australian Spelling Test
- Teacher Guide: Spelling Lists

Academic Word 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
- Academic Word List – Master List

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
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- Fry Spelling Words—79
- Fry Spelling Words—80

NAPLAN: Identifying and Correcting Errors

- Levelled Words Spelling Test

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

NAPLAN: Spelling Lists

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

3. Vocabulary Building

- English Subject Vocabulary

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

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) *Eponyms* • Introduction to Eponyms • Introduction to Eponyms • Literary and Mythological Eponyms • Literary and Mythological Eponyms • Scientific and Historical Eponyms • Scientific and Historical Eponyms *Further Resources* • St. Patrick's Day Vocabulary List *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	*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 *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

Expressing ideas and composing texts B

A student:
§ uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts **EN4-ECB-01**

Content Descriptor	EP Lessons in 6. Expressing ideas and composing texts B	
• Reflect on own composition of texts, using appropriate technical vocabulary to explain choices of language and structure in line with the target audience and intended purpose • Describe the pleasures, challenges and successes experienced in the processes of understanding and composing texts • Consider how purposeful compositional choices are influenced by specific elements of model texts • Reflect on own ability to plan, monitor and revise during the composition process, and how this shapes clarity and effect	• Editing and Proofreading	

Stage 5

Reading, viewing and listening to texts

A student:

§ uses a range of personal, creative and critical strategies to interpret complex texts **EN5-RVL-01**

Content Descriptor	EP Lessons in 1. Reading, viewing and listening skills	
• Apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts • Use contextual cues to infer the meaning of unfamiliar or complex words • Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning	***1. Reading Skills and Strategies*** ***Year 09*** • Identifying Detail • Inferring Detail • Summarising • Vocabulary • Language Features ***Year 10*** • Identifying Detail • Inferring Detail • Summarising • Skim-Reading • Vocabulary • Language Features	***2. Listening to spoken texts*** • Listening Skills • Comparing Spoken and Written Language • Spoken Text: Juno and the Paycock • Spoken Text: I Have a Dream • Spoken Text: The Sisterhood of Sport • 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 • Spoken Text: Address to the Nation on the Challenger Disaster • Spoken Text: Gender Equality is Your Issue Too • Spoken Text: Should People Be Allowed to Obscure Their Identities Online? • Spoken Text: The Danger of Silence • Spoken Text: We Shall Fight on the Beaches

Content Descriptor	EP Lessons in 2. Reading, viewing and listening for meaning	
• Analyse the main ideas and thematic concerns represented in texts • Investigate how layers of meaning are constructed in texts and how this shapes a reader's understanding and engagement • Draw on prior knowledge of texts to question, challenge and deepen understanding of both new and familiar texts • Clarify and justify personal responses to texts, explaining how aspects of the text, such as character, genre, tone, salience or voice, position a reader and influence these personal responses • Analyse how the use of language forms and features in texts have the capacity to create multiple meanings • Analyse how language use evolves over time and is influenced by social and technological changes and developments	***1. Novel Studies*** • What is a Novel? • The History of the Novel • The Production of a Novel • Controversial Novels • Impactful Novels • Fun Facts About Novels ***2. Drama Studies*** • Plot • Character and Setting • Structure • 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 ***Literature Study Guides*** *A Midsummer Night's Dream by William Shakespeare* *1. Context* • Context: Shakespeare • Context: Historical Context • Context: Mythology and Folklore *2. Acts* • Act 1: Secret Love • Act 2: Potion Confusion • Act 3: Puck's Mistake • Act 4: Order Restored • Act 5: The Performance and Happy Ever After	*3. Characters* • Demetrius: Unpredictable • Fairies: Oberon, Titania & Puck • Helena: Full of Jealousy • Hermia: Challenger to Authority • Lysander: The Romantic • Minor Characters: Nobles and Mechanicals *4. Themes* • Structure • Gender • Love • Appearances vs Reality • Order and Disorder *5. Essay Planning* • Essay Planning: Extracts • Essay Planning: Whole Text *A Streetcar Named Desire by Tennessee Williams* *1. Context* • Context: Tennessee Williams • Context: Old and New America • Context: The American Dream, the Great Depression and Masculinity *2. Scenes* • Scene 1: The Arrival of Blanche • Scene 2: A Power Struggle • Scene 3: The Poker Night • Scene 4: The Morning After • Scene 5: Growing Conflict • Scene 6: Blanche and Mitch • Scene 7: Blanche's Past • Scene 8: Rising Tension • Scene 9: Mitch Confronts Blanche • Scene 10: Stanley Assaults Blanche • Scene 11: Blanche is Taken Away

3. Characters

- Characters: Blanche - A Southern Belle
- Characters: Mitch - The Sensitive Soul
- Characters: Stanley - The Patriarch
- Characters: Stella - A Good Wife

4. Themes

- Masculinity and Power
- Love, Desire, and Marriage
- Fantasy and Reality
- Setting and Staging

5. Essay Planning

- Essay Planning: Extracts
- Essay Planning: Whole Text

A View from the Bridge by Arthur Miller

1. Context

- Context: Arthur Miller
- Context: Italian Americans
- Context: The American Dream and Immigration

2. Acts

- Act 1, Part 1: Life in Brooklyn
- Act 1, Part 2: New Arrivals
- Act 1, Part 3: Growing Conflict
- Act 1, Part 4: Mounting Tension and the Chair Scene
- Act 2, Part 1: Catherine and Rodolpho's Growing Relationship
- Act 2, Part 2: Eddie's Decline
- Act 2, Part 3: Tragic Ending

3. Characters

- Alfieri: The Voice of Reason
- Beatrice: The Wife
- Catherine: A Madonna
- Eddie: A Father Figure
- Marco: The Alpha Male
- Rodolpho: The Singer

4. Themes

- Themes: Honour and Justice
- Themes: Love
- Themes: Reputation

5. Setting and Staging: Tragedy

- Setting and Staging: Tragedy

6. Essay Planning

- Essay Planning

An Inspector Calls by J. B. Priestley

1. Context

- Context: J. B. Priestley
- Context: Capitalism and Socialism
- Context: Older and Younger Generations

2. Acts

- Act 1, Scene 1: Introduction to the Birlings
- Act 1, Scene 2: Arrival of the Inspector
- Act 2, Scene 1: Gerald and Eva
- Act 2, Scene 2: Mrs Birling
- Act 3, Scene 1: Eric's Interrogation
- Act 3, Scene 2: Who is to Blame?

3. Characters

- Characters: Mr Birling
- Characters: Mrs Birling
- Characters: Sheila Birling
- Characters: Eric Birling
- Characters: Gerald Croft
- Characters: Inspector Goole
- Characters: Eva Smith

4. Themes

- Theme: Responsibility
- Theme: Appearance vs Reality
- Theme: Relationships
- Setting and Staging: A Well-Made Play

5. Essay Planning

- Essay Planning: Extracts
- Essay Planning: Whole Text

	Macbeth by William Shakespeare • Teacher Guide—Macbeth *1. Context* • Context: Fate & the Supernatural • Context: Gender • Context: James the First and the Divine Right of Kings • Context: Revenge & Justice • Context: The Play in Performance *2. Acts 1-5* • Act 1: First Impressions • Act 2: The Path to the Throne • Act 3: Ambition Attained • Act 4: Gathering Threats • Act 5: Destruction *3. Character Studies* • Character Study: Banquo • Character Study: Duncan & Malcolm • Character Study: Lady Macbeth • Character Study: Macbeth the Butcher (second half of the play) • Character Study: Macbeth the Tragic Hero (first half of the play) • Character Study: Macduff *4. Themes* • Theme: Ambition • Theme: Appearance vs Reality • Theme: Guilt • Theme: Order vs Disorder *5. Essay Planning & Writing* • Analytical Writing Workshop • Essay Planning: Extract • Essay Planning: Whole Text *6. Stretch & Challenge: The Language of the Play* • The Language of the Play: Recurring Imagery and Motifs • The Language of the Play: Verse and Prose	*Romeo and Juliet by William Shakespeare* *1. Context* • Context: Conflict and Honour • Context: Elizabethan Times in England • Context: Society and Class • Context: The Play in Performance • Context: The Role of Women *2. Acts 1–5* • Act 1: Gathering Clouds • Act 2: Secret Love • Act 3: Paving the Way • Act 4: Scene Set • Act 5: Tragedy *3. Character Studies* • Character Study: Romeo • Character Study: Juliet • Character Study: Mercutio • Character Study: Friar Lawrence • Character Study: The Nurse *4. Theme* • Theme: Conflict and Violence • Theme: Family • Theme: Fate • Theme: Love *5. The Language of the Play* • Imagery & Motifs • Verse & Prose *6. Analytical Writing Workshop* • Analytical Writing Workshop • Essay Planning: Text Extract • Essay Planning: Whole Text

	3. Visual Text Types, Techniques and Features • Symbols, Motifs, Logos and Colour • Colour, Tone and Symbolism • Using Multimedia • Documentaries • Music Videos • GIFs - Where, When and Why? • GIFs • Memes • Diegetic and Non-Diegetic Sounds: DocPlay's "Life, Animated" (2016) by Roger Ross Williams ***Visual Text Library*** • Album Cover: Grizzly • Album Cover: mellowtone • Graffiti: Berlin Wall Car • Graffiti: Oil Tycoon • Magazine Cover: Houston Super Bowl • Magazine Cover: Venue Magazine • Political Cartoon: Child Soldiers • Political Cartoon: The Burden of Student Loans • Poster: Lilo & Stitch • Poster: Voltron • Print Advertisement: LifeBuoy Soap • Print Advertisement: Smoking Kills • 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 • Video Advertisement: Trailer for 'Miss Peregrine's Home for Peculiar Children' • Video Advertisements: Coca-Cola ***4. Film Studies*** • Film Techniques • Film Visuals • Film Music and Sound • Focal Point, Emphasis and Salience • Reviewing Films • Visual Text: Harry Potter and the Philosopher's Stone • Visual Text: In-Between • Visual Text: Monsters, Inc. • Visual Text: Mulan • 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

	5. Texts in Society • Embedded Values in Texts • Universal Themes • Assumptions • Ethics and Literature • Analysing Ethical Positions • Analysing Reader Responses • Media Representation • Media Misrepresentation • Representing Accents and Dialects in Literature • Register and Relationships ***6. Cultural Values*** • Values and Culture • Cultural Values in Texts • Cultural Perspectives in Interpretation of Texts • Cultural Perspectives • Perspectives in Text • Values in Different Cultures and Eras • Historical Context • Asian Texts • Myths ***7. Information Literacy*** ***1. Year 09*** • Critical Thinking • Influences and Bias in Media • Evaluating Media • Socratic Method • Fake News • Conspiracy Theories • Logical Fallacies • Further Logical Fallacies	***2. Year 10*** • Using Wikipedia • Critical Thinking • Influences and Bias in Media • Evaluating Media • Fake News • Conspiracy Theories • Logical Fallacies • Further Logical Fallacies • Information Literacy: Classroom Resources ***3. 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 ***4. Vocabulary and Spelling*** • Critical Thinking: Vocabulary • Critical Thinking: Spelling List • Evaluating Media: Vocabulary • Evaluating Media: Spelling List

	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 • History of English: Vocabulary • History of English: Maps Vocabulary	*Further Resources* • Shakespeare's Language • Inventing Words and Meanings • Loanwords
Content Descriptor	**EP Lessons in 3. Reading for challenge, interest and enjoyment**	
• Read increasingly complex texts that challenge thinking, pique interest, enhance enjoyment and provoke a personal response • Engage in sustained and varied reading that presents increasingly diverse and complex perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including through extended written responses • Consider how the social, cultural and ethical positions represented in texts represent, affirm or challenge views of the world • Evaluate experiences of reading by sharing responses to texts • Evaluate the ways reading texts help us understand ourselves and make connections to others and the world	***1. Narrative Texts*** • Chukchi Cosmology • 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 • hummingbird music camp—summer, 1997 ***2. Poetry Texts*** • Annabel Lee • Drum Dream Girl • Haiku by Deming, Seishi and McKeon • Magpies • My Mistress' Eyes are Nothing like the Sun • Spellbound • The Fall • Theories Formed at the Moment of Awakening During a Nighttime Earthquake • [I carry your heart with me (I carry it in]	***3. Indigenous Australian Texts*** • Bushrangers of Van Diemen's Land • David Malangi Biography • Mirrabooka • 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 ***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
Content Descriptors	**EP Lessons in 4. Reflecting**	
• Reflect on how reading, viewing and listening to texts has informed and inspired learning • Reflect on how an appreciation of texts can be enhanced through re-reading, and close or critical study • Understand and reflect on the value of reading for personal growth and cultural richness • Use reading strategies, and evaluate their effectiveness, when reflecting on the successes and challenges of extended reading • Reflect on how reading promotes a broad and balanced understanding of the world and enables students to explore wider universal issues • Reflect on own experiences of reading by interacting with peers in meaningful ways about the value of reading	• Teacher's Guide: Reading Logs • Personal Reading Text Log • Chapter Reading Response Log • Wide Reading Response Log • Critical Reading Response Log	

2. Understanding and responding to texts A

A student:

§ analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures **EN5-URA-01**

Content Descriptor	**EP Lessons in 1. Representation**	
Analyse how contextual, creative and unconscious influences shape the composition, understanding and interpretation of all representations	***Year 09*** ***Sound Features*** • Repetition • Rhyme • Alliteration • Assonance • Homophones and Homonyms • Onomatopoeia ***Specialised Language*** • Synonyms and Antonyms • Slang • Jargon • Cliché • Hyperbole • Irony • Rhetorical Questions • Oxymoron	***Year 10*** ***Sound Features*** • Repetition • Rhyme • Alliteration • Assonance • Homophones and Homonyms • Onomatopoeia ***Specialised Language*** • Synonyms and Antonyms • Slang • Jargon • Cliché • Hyperbole • Irony • Rhetorical Questions • Oxymoron
Content Descriptor	**EP Lessons in 2. Code and convention**	
• Use metalanguage effectively to analyse how meaning is constructed by linguistic and stylistic elements in texts • Analyse how language forms, features and structures, specific or conventional to a text's medium, context, purpose and audience, shape meaning, and experiment with this understanding through written, spoken, visual and multimodal responses • Explain how texts use, adapt or subvert textual conventions across a range of modes and media to shape new meanings, and explore this in own texts	***Year 09*** • Similes • Metaphors • Extended Metaphors • Personification • Symbolism	***Year 10*** • Similes • Metaphors • Extended Metaphors • Personification • Symbolism

Content Descriptor	EP Lessons in 3. Connotation, imagery and symbol	
• Analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings to contribute to larger patterns of meaning in texts, and experiment with this in own texts • Analyse how Aboriginal and Torres Strait Islander authors use figurative language and devices to represent culture, identity and experience	• Symbolism • Mood and Tone • Foreshadowing • Foreshadowing & Flashbacks	
Content Descriptor	**EP Lessons in 4. Point of View**	
• Examine elements of focalisation, such as omniscience, limitations, indirect speech, tone, reliability and multiple narrators, and how these interact to shape perceptions of meaning in texts, and apply this in own texts • Recognise the difference between the actual author and authorial voice in texts and use this understanding to create texts with other kinds of imagined authors	• Dialogue: Essential Elements • Dialogue: Purpose and Uses • Narrator and Point of View • Unreliable Narrators & Alternating Point of View	
Content Descriptor	**EP Lessons in 5. Characterisation**	
• Analyse how engaging, dynamic and complex characters are constructed in texts using language features and structures, and use these features and structures in own texts • Explore how characters in texts can be lifelike constructions with whom audiences establish intellectual and emotional connections, and can be perceived to reflect, challenge or subvert particular values and attitudes • Analyse how characters can serve structural roles in narrative, such as foils and drivers of action and conflict, and manipulate these ideas when composing own texts	• Character • Characterisation	

Content Descriptor	EP Lessons in 6. Narrative	
• Analyse how narrative conventions vary across genres, modes, media and contexts and how they can be used to represent ideas and values and shape responses, and apply this understanding in own texts • Explore how narratives can represent and shape personal and shared identities, values and experiences	• Plot and Structure • Setting: Essential Elements • Setting: Purpose and Uses	

Understanding and responding to texts B

A student:

§ evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes **EN5-URB-01**

Content Descriptor	EP Lessons in 1. Theme	
• Analyse how themes can be understood to underpin cohesive meaning in texts, and apply this understanding in own texts • Appreciate the role of the audience in perceiving themes and how these themes can offer insights into an author's perspective	• Theme • Themes Across Literature	

Content Descriptor	EP Lessons in 2. Perspective and context	
• Understand how the personal perspectives of audiences are a product of historical and cultural contexts • Analyse how texts can be understood or interpreted from different perspectives, and experiment with this idea in own texts • Evaluate how texts can position audiences to accept, challenge or reject particular perspectives of the world, and reflect on this in own texts • Analyse how elements of an author's personal, cultural and political contexts can shape their perspectives and representation of ideas, including form and purpose • Appreciate how all communication is a product of cultural context	• Context	

• Explain how texts affirm or challenge established cultural attitudes and values in different contexts • Appreciate the significance and value of expressions of cultural context in texts constructed using elements of languages and dialects, including Standard Australian English, Aboriginal and/or Torres Strait Islander Languages, and Aboriginal English		
Content Descriptor	**EP Lessons in 3. Argument and authority**	
• Evaluate how effective arguments are constructed through combinations of specific language forms, features and structures, and apply an understanding of this in own texts • Analyse how subjectivity and objectivity are constructed in texts to form arguments, and how these can represent particular perspectives • Analyse how an engaging personal voice in texts can represent a perspective or argument and communicate a sense of authority, and experiment with these ideas in own texts • Research, select and sequence appropriate evidence from texts and reliable sources to construct cohesive and authoritative arguments • Evaluate how the authority of a text is continually negotiated and reassessed by readers • Appreciate how authority over meaning in texts, such as multimodal and interactive texts, can be distributed, and is a negotiation between acts of authorship, publication and interpretation	• Persuasive Texts • Persuasive Techniques: Language Features • Persuasive Techniques: Pathos, Ethos, Logos • Persuasive Texts Across Different Mediums • Advertisements and Audiences • Language Features in Advertising ***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	
Content Descriptor	**EP Lessons in 4. Style**	
• Analyse how the distinctive aesthetic qualities and stylistic features of a text can shape and be shaped by its purpose, and experiment with this in own texts • Evaluate how particular styles in text can be privileged according to context • Examine the way an author's distinct personal style shapes meaning in their work	• Text Structure and Purpose • Intended Audience of Text Types • Elements of Texts • Influential Image and Language Techniques • Contrast and Juxtaposition • Written Language and Technology	

• Appreciate how the style of a text can represent larger ideas of literary movements and genres	***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	

Understanding and responding to texts C

A student:

§ investigates and explains ways of valuing texts and the relationships between them **EN5-URC-01**

Content Descriptor	**EP Lessons in 1. Genre**	
• Analyse how elements of genre in texts can shape the way ideas and values are represented and perceived, and experiment with elements of genre in own texts to shape meaning and response • Reflect on the evolution, adaptation, subversion and hybridity of genre in different time periods and cultural contexts, and how they demonstrate changing values	• Genre • Genre Tropes	

Expressing ideas and composing texts A

A student:

§ crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning **EN5-ECA-01**

Content Descriptor	EP Lessons in 1. Writing	
• Select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative • Develop a personal and informed voice that generates ideas and positions an audience through selection of appropriate word-level language and text-level features • Experiment with language to create tone, atmosphere and mood • Use rhetorical language strategically and subtly to shape complex ideas and convince others of a point of view, as appropriate to audience and purpose • Use tense accurately and purposefully • Apply narrative voice to depict complex ideas and enhance engagement • Create engaging and authentic temporal and spatial settings for a range of purposes and audiences	• Sentence Building I • Sentence Building II • Understanding Language Features • Modelled Language Features • Applying Language Features • Paragraph Breaks • Writing Vocabulary • Finding Texts for Research • Primary and Secondary Sources	
Content Descriptor	**EP Lessons in 2. Representing**	
• Experiment with a variety of codes and conventions to create aesthetic qualities that have the power to communicate ideas and influence viewpoints in own texts • Compose visual and multimodal texts to express complex ideas, using a range of digital technologies where appropriate	• 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	

Content Descriptor	EP Lessons in 3. Speaking	
• Select effective rhetorical strategies to position an audience and evoke an emotional response • Communicate complex information, ideas and viewpoints using purposeful verbal and/or nonverbal language, including gestures, to emphasise key points, enhance engagement and clarify meaning • Craft a range of spoken, signed or communicated texts that convey complex ideas for specific audiences • Deliver spoken, signed or communicated texts with engaging use of intonation, emphasis, volume, pace and timing • Participate in and lead a range of informal discussions about texts and ideas, including analytical, speculative and exploratory talk, to consolidate personal understanding and generate new ideas • Signal the development of ideas through language, structure and presentational features	***1. 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	***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

Content Descriptor	EP Lessons in 4. Text features	
• Express ideas, using appropriate structures for purpose and audience, that reflect an emerging personal style • Introduce and define complex key ideas, academic concepts and positions for arguments in sustained analytical and persuasive texts • Use the structural conventions of analytical writing purposefully, including a well-articulated and considered thesis, a sustained and cohesive progression of supporting points, and a rhetorically effective conclusion • Use the structural conventions of persuasive texts to purposefully justify opinions and develop expanding arguments, including a focused opening and thesis, logically sequenced elaboration paragraphs, and a conclusion that synthesises complex ideas • Use the structural conventions of informative texts purposefully to build a field of relevant facts and perspectives	***1. Essay Writing*** • Thesis Statements • Introductions • Body Paragraphs • Using Evidence • Conclusions • The Origin of Essay Writing ***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* • Writing Needs Structure • Writing Cohesively • Why Write Narratives? • Features of Narrative Writing • Planning and Developing Narratives • Drafting and Reviewing Narratives • 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" (1) • STORY FACTORY "Art Write Light" (2)

• Use the structural conventions of imaginative texts purposefully, including shaping complex complications and conflicts, and crafting authentic characters, to depict ideas • Experiment with the process of transformation to create texts with new meaning • Use the structural conventions of discursive texts purposefully, including the transition between personal and abstract texts, to present complex and nuanced ideas • Experiment with a range of poetic forms to explore ideas and express personal perspectives • Experiment with a combination of modes for specific effect and impact	***3. Writing Explanations*** • Effects of Literary Devices • Language Fuels Ideas • Exploring Hybrid Texts • 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
Content Descriptor	**EP Lessons in 5. Sentence-level grammar and punctuation**	
• Select and justify the use of varied sentence type, length and complexity to support cohesion and for effect • Maintain subject–verb agreement, identifying the subject in collective nouns, extended noun groups or in extended complex sentences • Control the use of passive and active voice when crafting sentences for effect and to suit the purpose of a text • Craft concise sentences to suit text purpose • Craft elaborated noun and/or verb groups for effect, clarity or complexity of description • Apply punctuation to suit text purpose, support clarity and meaning, for effect, and to control reader response	• Why Use Punctuation? • Sentence Structure in Context • Applying Sentence Structure in Context • Sentence Structure: Key Terms ***Year 09*** ***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 ***Sentence Structure*** *1. Sentence Types* • Simple Sentences • Complex Sentences • Compound Sentences • Compound Complex Sentences *2. Subject, Verb, Object and Voices* • Subject and Object • Implied Subject • Subject-Verb Agreement • Active and Passive Voice

	3. Clauses and Interjections • Dependent Clauses • Independent Clauses • Interjections *4. Phrases* • Phrases ***Year 10*** ***Punctuation*** *1. Starting and Ending Sentences* • Capital Letters: Proper Nouns • Ellipses *2. Separating Words and Clauses* • Colons • Semicolons • Dashes • Hyphens *3. Apostrophes, Speech Marks and Quotations* • Apostrophes: Possessives • Speech Marks • Quotation Marks *4. Other Punctuation* • Square Brackets ***Sentence Structure*** *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

Content Descriptor	EP Lessons in 6. Word-level language	
Apply orthographic and morphological knowledge, using etymology and dictionary reference resources as needed, to spell unfamiliar, complex and technical words Select technical vocabulary to write with accuracy in a range of modes and registers appropriate to audience, purpose, form and context Use a variety of grammatical features to describe relationships between complex ideas Make vocabulary choices that enhance stylistic features of writing, and shape meaning through connotation	***1. Spelling Strategies & Rules*** • Review: Spelling Rules and Exceptions • Further Resources: American and British Spelling *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 ***2. Spelling Word Lists*** • Commonly Misspelled Words • South Australian Spelling Test • Teacher Guide: Spelling Lists *Academic Word 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
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- 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
- Academic Word List – Master List

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
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- 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
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- 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
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	• 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 ***NAPLAN: Identifying and Correcting Errors*** • Levelled Words Spelling Test *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
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- 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

NAPLAN: Spelling Lists

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
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- 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

3. Vocabulary

- English Subject Vocabulary

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

Expressing ideas and composing texts B

A student:

§ uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts **EN5-ECB-01**

Content Descriptor	EP Lessons in 6. Expressing ideas and composing texts B	
• Reflect on own texts, using technical vocabulary to explain and evaluate authorial decisions appropriate to the target audience and specific purpose • Discuss the pleasures, challenges and successes experienced in the processes of understanding and composing • Evaluate the effectiveness of compositional choices in writing that have been influenced by elements of other texts, using specific examples • Evaluate own ability to plan, monitor and revise during the composition process, and how this can improve clarity, cohesion and effect	• Editing and Proofreading	