



## 2021 Curriculum Overview – English

Year Level	Term One	Term Two	Term Three	Term Four
<b>P</b>	<p><b>In English this term our Prep students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ share opinions, feelings and thoughts about nursery rhymes</li> <li>➤ make connections between their own life and the nursery rhymes</li> <li>➤ identify a favourite rhyme and share what they like about it</li> <li>➤ sequence pictures of a nursery rhyme.</li> </ul>	<p><b>In English this term our Prep students are exploring Fairy Tales. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ make predictions about stories</li> <li>➤ retell key events from stories</li> <li>➤ identify the setting of a story and communicate their preferences for particular characters and/or favourite stories</li> <li>➤ draw images and add some familiar sounds and words to share their ideas</li> </ul>	<p><b>In English this term, our Prep students will be exploring a wide range of non-fiction texts as they learn about living and non-living things. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify the features of non-fiction texts</li> <li>➤ compare these texts to fiction texts as they engage with a range of Aboriginal Dreaming stories based on animals.</li> <li>➤ use speaking and writing to convey their knowledge and ideas as they plan an event (museum/gallery/exhibition/garden tour etc.) as an authentic way of sharing their learning.</li> </ul>	<p><b>This term, our Prep students are learning all about the weather. They will read a range of fiction and non-fiction texts about the weather. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ ask questions about the stories; before, during and after reading</li> <li>➤ discuss books read and identify favourite parts by providing a reason why they liked it.</li> <li>➤ Identify the features of non-fiction texts</li> <li>➤ build our 'scientific' vocabulary of weather-related words</li> <li>➤ use images and writing to retell about special events</li> </ul>
<b>1</b>	<p><b>In English this term our Year One students are exploring insect life cycles and habitats. As they do this, they are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ read and label diagrams</li> <li>➤ discuss the differences between texts that entertain (fiction) and inform (non-fiction)</li> <li>➤ use topic specific vocabulary (e.g. chrysalis) and punctuation (capital letters / full stops) when writing about insects.</li> </ul> <p><b>Year One are also learning about different types of poetry, specifically Japanese Haiku poetry. They will be learning to:</b></p> <ul style="list-style-type: none"> <li>➤ listen to and respond to poetry</li> <li>➤ recite a poem</li> <li>➤ create their own Haiku poem.</li> </ul>	<p><b>In English this term our Year One students are exploring how a texts purpose shapes its structure and features (e.g. recipe). As they do this, they are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ follow procedures including recipes, game instructions etc.</li> <li>➤ identify the key feature of a procedural text</li> <li>➤ write headings, commands (e.g. pour in the milk)</li> <li>➤ build their vocabulary</li> <li>➤ identify and use appropriate verbs and adjectives in their procedural writing</li> <li>➤ consider how images can enhance and support the written message</li> <li>➤ use teacher conferencing and/or the classroom learning wall to reflect on their writing and identify ways to 'bump it up'.</li> </ul>	<p><b>In English this term students are reading a wide range of Indigenous Dreamtime stories. As they engage with these stories, they are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ consider how the purpose of a text (e.g. to entertain, to inform) shapes its structure and features.</li> <li>➤ identify the elements of retell, focusing on the characters, settings and main events in a narrative.</li> <li>➤ use comprehension strategies to answer literal and implied meaning questions from the stories read.</li> <li>➤ write sentences with appropriate grammar, interesting vocabulary and increasingly accurate spelling and punctuation.</li> <li>➤ use elements of public speaking including posture, tone and volume as they give their opinions about the texts read</li> </ul>	<p><b>In English this term, students will explore how characters are portrayed in texts. As they engage with a selection of Fairy Tales and other narrative texts in a range of mediums, students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify the essential features of a story/narrative</li> <li>➤ identify and discuss characters and how they are portrayed in stories (character traits and actions)</li> <li>➤ use descriptive language to describe characters when writing</li> <li>➤ create interesting sentences by using different sentence types and interesting vocabulary</li> <li>➤ answer literal and implied meaning questions about stories read</li> <li>➤ use drama to re-create parts of the Fairy Tales read</li> <li>➤ create a 'Wanted' poster based on a Fairy Tale character or one that they create themselves</li> </ul>
<b>2</b>	<p><b>In English this term our Year Two students are exploring SUPER HEROES. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ use their imagination to create their own super-hero and give them a special accessory (think Thor's hammer or Wonder Woman's lasso rope)</li> <li>➤ use adjectives and adverbs to make their writing more descriptive</li> <li>➤ use a range of sentence types</li> <li>➤ produce neat, legible handwriting.</li> </ul>	<p><b>In English this term our Year Two students are exploring a range of procedural texts. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ consider the purpose of procedural texts</li> <li>➤ consider why some procedural texts look different to others (e.g. recipe vs game instructions)</li> <li>➤ identify what makes a procedure easy to follow</li> <li>➤ write their own recipe (procedure)</li> <li>➤ use teacher conferencing and/or the classroom learning wall to reflect on their writing and identify ways to 'bump it up'.</li> </ul> <p><b>Year Two students are also learning to enjoy and perform poetry through a range of presentation skills including varying pace, rhythm and volume.</b></p>	<p><b>In English this term, our Year Two students are reading a wide range of Information Reports as they learn about Australian Animals. Throughout this term, students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ compare fiction and non-fiction texts based on a similar topic</li> <li>➤ answer literal and inferential questions from texts read or viewed</li> <li>➤ identify the most important features of information reports (posters)</li> <li>➤ conduct research to locate specific information (e.g. food source, habitats, interesting facts)</li> <li>➤ create their own Australian Animal poster, determining the most important information to be included</li> <li>➤ use a range of presentation skills (posture, clear voice, gestures, eye contact) during classroom discussions and when presenting their Australian Animal report to the class</li> </ul>	<p><b>In English this term, our Year Two classes will read the book, 'The 26-Storey Treehouse' by Andy Griffiths. As they explore this story, students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify elements of a narrative</li> <li>➤ discuss the characters and events in the story</li> <li>➤ consider how to create an engaging story for an identified audience</li> <li>➤ learn how to create a short narrative including 'Sizzling Starts' and 'Dynamic Dialogue'</li> </ul> <p><b>Students will also explore how 'persuasive' texts can be created. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify texts that 'persuade' the reader of something</li> <li>➤ how language features (e.g. specific vocabulary, examples etc.) are used to persuade.</li> <li>➤ create a persuasive letter to Mr Leathwaite attempting to persuade him with a well-reasoned argument that Marsden State School should have a pool!</li> </ul>
<b>1/2G</b>	<p>Our multi-age classes use a blended approach to the delivery of the curriculum. At times, the sequencing of the units may be slightly different to the straight year level classes and they may also use a slightly different theme, however the teachers cover the required content of each year level and each student is assessed according the achievement standard of their year level.</p>			

	<p><b>In English this term 1/2G are exploring procedures. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ read and follow procedures (engaging in a range of fun cooking and craft activities)</li> <li>➤ write their own set of instructions</li> <li>➤ use topic specific vocabulary (e.g. materials, ingredients)</li> <li>➤ use appropriate punctuation (capital letters / full stops).</li> </ul>	<p><b>In English this term 1/2G are learning about minibeasts and Australian animals as they explore a range of information reports. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ read information reports about various minibeasts and Australian animals (engaging in studies about diets, habitats, life-cycles and more!)</li> <li>➤ conduct research and note-taking</li> <li>➤ use topic specific vocabulary (e.g. classification, habitat)</li> <li>➤ use appropriate punctuation (capital letters / full stops)</li> <li>➤ use teacher conferencing and/or the classroom learning wall to reflect on their writing and identify ways to 'bump it up'.</li> </ul>	<p><b>In English this term 1/2G are learning all about Dinosaurs. They are reading a wide range of fiction and non-fiction texts about pre-historic life. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ compare fiction and non-fiction texts based on a similar topic</li> <li>➤ answer literal and inferential questions from texts read or viewed</li> <li>➤ use topic specific vocabulary (e.g. carnivore, herbivore)</li> <li>➤ create re-tells of events, describing what happened using a variety of sentence types</li> <li>➤ use appropriate punctuation (capital letters / full stops)</li> <li>➤ use teacher conferencing and/or the classroom learning wall to reflect on their writing and identify ways to 'bump it up'.</li> </ul>	<p><b>In English this term 1/2G are exploring how authors create stories to entertain. We are reading a range of fairy-tales and other narrative texts, including <i>The 26-Storey Treehouse</i>. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify the features of narrative texts (orientation, problem, solution)</li> <li>➤ answer literal and inferential questions from texts read or viewed</li> <li>➤ create parts of a narrative (e.g. an alternative ending to a story or a 'Wanted' poster for a chosen character)</li> <li>➤ build vocabulary and use a range of sentence types when writing</li> </ul> <p><b>Students will also explore how we use language to persuade as they write a 'Letter to Santa' using a range of persuasive techniques. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and use the appropriate conventions when writing a letter (e.g. greeting, salutation and sign-off)</li> <li>➤ experiment with a small range of persuasive techniques</li> </ul>
<p><b>3</b></p>	<p><b>In English this term our Year Three students are reading <i>Charlotte's Web</i>. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ discuss ethical situations (for/against) and share their reasoning</li> <li>➤ answer questions about the story and make inferences about characters feelings</li> <li>➤ write a persuasive letter using high modality words (e.g. must, shall)</li> <li>➤ identify the author's purpose for writing.</li> </ul>	<p><b>In English this term our Year Three students are exploring how readers are engaged through story telling (narrative). They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify aspects of writing that make a story exciting</li> <li>➤ develop characters through description and dialogue</li> <li>➤ expand and use a wide range of vocabulary through a 'show, don't tell' approach</li> <li>➤ write their own narratives based on a provided stimulus picture</li> </ul>	<p><b>In English this term, Year Three classes are learning about the 5W's and 3C's of news reporting. As they engage in this work, classes are reading the text, <i>Fantastic Mr Fox</i> by Roald Dahl. Students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and discuss the characters and key events from the story, <i>Fantastic Mr Fox</i></li> <li>➤ discuss how reporters grab people's attention</li> <li>➤ identify elements that make a good news report</li> <li>➤ name the 5W's and 3C's of a news report and apply them when writing their own news report based on the events of 'Fantastic Mr Fox'</li> <li>➤ use a range of presentation skills (pace, pitch, tone, volume) when performing in role as a 'news reporter'</li> </ul>	<p><b>This term, students are exploring the concept of sustainability. In English they are reading the book, <i>The Lorax</i> by Dr Seuss. As they make connections between the text and the concept of sustainability they are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify the theme in a narrative text</li> <li>➤ summarise the key events</li> <li>➤ discuss how characters develop and change throughout the story and elaborate on how a character's actions affect others in the story</li> <li>➤ discuss favourite characters and events in the story and provide reasons for their preferences</li> <li>➤ name the key features of a book review</li> <li>➤ write a book review that includes a recommendation</li> <li>➤ use multimedia software to publish the book review in a digital format (Microsoft Word)</li> </ul>
<p><b>4</b></p>	<p><b>In English this term our Year Four students are reading <i>The Twits</i> by Roald Dahl. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and discuss ways the author engages the reader</li> <li>➤ identify descriptive language and dialogue in the story</li> <li>➤ write a new part to the story (i.e. another 'trick' that could be added)</li> <li>➤ use descriptive writing and dialogue (including the use of quotation marks) in their writing</li> <li>➤ use feedback (from teachers and peers) to edit and improve their writing.</li> </ul>	<p><b>In English this term our Year Four students are engaging with the topic of endangered animals and exploring the purpose and structure of an information report. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ consider how humans have had an impact on animals</li> <li>➤ identify the purpose of an information report and what makes it engaging for the reader</li> <li>➤ write their own information report and include some topic-specific vocabulary (e.g. extinct, habitat)</li> <li>➤ utilise the classroom learning wall to reflect on their writing and identify ways to 'bump it up'</li> <li>➤ use feedback (from teacher and peers and self-assessment) to edit and improve their writing</li> </ul>	<p><b>In English this term, students will read the fantasy text, <i>Rowan of Rin</i> by Emily Rodda. Students will respond to the literature by organising their thinking using DeBono's Six Thinking Hats. Students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ name and describe each of six thinking hats</li> <li>➤ use the Six Thinking Hats to analyse and discuss aspects of the text, <i>Rowan of Rin</i></li> <li>➤ use appositives and conjunctions to extend sentences</li> <li>➤ identify the key components of a strong, well-structured paragraph</li> <li>➤ use descriptive language and text specific vocabulary when responding to literature</li> <li>➤ develop structured paragraph responses to selected chapters of <i>Rowin of Rin</i> using 4 of the thinking hats</li> </ul>	<p><b>In English this term, Year Four students are attempting to persuade others. After selecting a specific sport, hobby or activity, they will write and exposition attempting to persuade their audience to give it a go! Students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify the structure of an exposition and different sentence types</li> <li>➤ create simple, compound and complex sentences</li> <li>➤ explain the difference between a fact and opinion</li> <li>➤ use facts and opinion to present a point of view using burger paragraph structure using thinking/feeling verbs</li> <li>➤ identify and use elements of emotive language and modality in images and text</li> <li>➤ identify rhetorical questions in a persuasive text and use them in my writing</li> <li>➤ create, edit and publish a persuasive text</li> </ul>

<p><b>3/4G</b></p>	<p>Our multi-age classes use a blended approach to the delivery of the curriculum. At times, the sequencing of the units may be slightly different to the straight year level classes and they may also use a slightly different theme, however the teachers will cover the required content of each year level and each student is assessed according the achievement standard of their year level.</p>			
	<p><b>In English this term, 3/4G are exploring narratives. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and discuss ways the author engages the reader</li> <li>➤ create a ‘sizzling start’</li> <li>➤ identify descriptive language and dialogue in the story</li> <li>➤ understand the structure of a narrative</li> <li>➤ use descriptive writing and dialogue (including the use of quotation marks) in their writing</li> <li>➤ use feedback (from teachers and peers) to edit and improve their writing</li> </ul>	<p><b>In English this term, 3/4G are exploring both entertaining and informative texts. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and explain the authors purpose</li> <li>➤ identify and discuss ways an author engages the reader</li> <li>➤ respond to events using the six thinking hats</li> <li>➤ identify descriptive language and dialogue in a story</li> <li>➤ understand the structure of a narrative and/or report</li> <li>➤ create narrative and report style pieces of text</li> </ul>	<p><b>In English this term, 3/4G are learning about the 5W’s and 3C’s of news reporting. As they engage in this work, students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and discuss the characters and key events from the story, James and the Giant Peach</li> <li>➤ discuss how reporters grab people’s attention</li> <li>➤ identify elements that make a good news report (year 4 students were required to also apply these in their news report with increased levels of proficiency).</li> <li>➤ name the 5W’s and 3C’s of a news report and apply them when writing their own news report based on the events of ‘James and the Giant Peach’</li> <li>➤ use a range of presentation skills (pace, pitch, tone, volume) when performing in role as a ‘news reporter’</li> </ul>	<p><b>In English this term, 3/4G students are attempting to persuade others. For Year Four, after selecting a specific sport, hobby or activity, they will write and exposition attempting to persuade their audience to give it a go! Year 3 are writing a persuasive letter based on the book, Komoka and the Dragon. Students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify the structure of an exposition and different sentence types</li> <li>➤ create simple, compound and complex sentences</li> <li>➤ explain the difference between a fact and opinion</li> <li>➤ use facts and opinion to present a point of view using burger paragraph structure using thinking/feeling verbs</li> <li>➤ identify and use elements of emotive language and modality in images and text</li> <li>➤ identify rhetorical questions in a persuasive text and use them in my writing</li> <li>➤ create, edit and publish a persuasive text</li> </ul>
<p><b>5</b></p>	<p><b>In English this term our Year Five students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ create an interesting and engaging Space narrative (story) using The 7 Steps to Writing Success process</li> <li>➤ use a range of literary devices (e.g. onomatopoeia, metaphors, similes etc.)</li> <li>➤ use a range of sentence structures to create well sequenced paragraphs.</li> </ul>	<p><b>In English this term our Year Five students are learning to ‘Make a Stand!’ They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ read and interpret a range of news articles and reports identifying how authors attempt to persuade and influence an audience</li> <li>➤ explore and use a range of language features used in persuasive texts including high modality words, emotive language and rhetorical questions</li> <li>➤ explore the difference between fact and opinion</li> <li>➤ high modality words and emotive language</li> <li>➤ examine the concept of ‘point of view’</li> <li>➤ analyse a variety of information sources to formulate an opinion</li> <li>➤ create a persuasive email based on their opinion</li> <li>➤ use teacher and peer feedback to reflect on and edit their writing</li> </ul>	<p><b>In English this term, Year Five students are engaging with a range of informative texts on a range of topics from various sources. This unit is linked closely with our Science unit – Animal Adaptations. At the conclusion of the unit, students will use what they have learnt to produce a written report on a selected animal. Students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify the purpose of informational texts.</li> <li>➤ compare the different structures of informational texts.</li> <li>➤ identify and use the features and layout of animal reports.</li> <li>➤ expand their vocabulary as they develop definitions and applications of topic-specific terms (e.g. biodiversity, adaptation, survival etc.)</li> <li>➤ use time and sequence connectives to describe the life cycle of different organisms.</li> <li>➤ develop their higher-order thinking skills across English content areas including both reading and writing</li> <li>➤ analyse the difference between Cause/Effect and Problem/Solution.</li> <li>➤ examine a range of informational texts to locate required information and summarise it.</li> <li>➤ construct text using the compare and contrast organisation.</li> </ul>	<p><b>In English this term, Year Five students are engaging with a range of multimodal texts including comics and cartoons. This unit is focused around the essential question: How can I share an ethical dilemma in an entertaining way? And is linked closely with the HASS unit about secondary colonial establishments and the Australian goldfields. At the conclusion of this unit students will develop an entertaining historical comic text that address an ethical dilemma. Students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ listen to, read, and interpret a range of multimodal texts including comics, and cartoons.</li> <li>➤ Identify elements of an entertaining historical comic text including language features (e.g. dialogue, onomatopoeia, personification, metaphor, simile), text features (e.g. speech bubbles, bold, thought bubbles) and visual features (e.g. frown/smile lines, speed lines and sweat drops).</li> <li>➤ develop their higher-order thinking skills as they reflect, inquire, generate, and analyse, synthesise and evaluate.</li> <li>➤ create a digital multimodal short story exploring a character’s behaviour when faced with an ethical dilemma on the Australian goldfields.</li> </ul>
<p><b>6</b></p>	<p><b>In English this term our Year Six students are exploring and advocating for human rights. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ develop and discuss their preferred view of the future, in accordance with universal declaration for human rights</li> <li>➤ identify poetic devices</li> <li>➤ use persuasive techniques to influence their audience</li> <li>➤ create a persuasive poem about a chosen human right.</li> </ul>	<p><b>In English this term our Year Six students are exploring the use and purpose of historical narratives. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ consider how the purpose of texts shape their structure and features</li> <li>➤ research and analyse information for the purpose of writing a first-person historical narrative (an immigrant arriving in Australia and their contributions to this nation)</li> <li>➤ successfully portray feelings and emotions through writing (historical narrative)</li> </ul>	<p><b>This term in English, Year Six students learn the elements of formal debates. They will research and analyse evidence to formulate and construct arguments; while working closely in a team context; to present in a formal debate. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ research and analyse evidence to formulate and construct arguments</li> <li>➤ distinguish between objective, subjective and bias language</li> <li>➤ use a set structure to respond during debates</li> <li>➤ develop a clear point of view and present a quality argument</li> <li>➤ use 10% summary techniques to select and organise information</li> <li>➤ use the ‘Philosophical Chairs’ discussion strategy to debate and present arguments</li> </ul>	<p><b>This term in English, Year Six students are exploring the use of newspaper articles as they build awareness of how authors position the reader to accept a particular point of view through the use of objective and subjective language and bias. Students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ examine and discuss how evaluative language can be used to express shades of meaning, feeling and opinion.</li> <li>➤ use metalanguage to describe the effects of language features on a reader</li> <li>➤ identify and explain how language choices, such as modality, emphasis, repetition and metaphor, can influence the personal response of a reader to the feature article</li> <li>➤ identify the features of a newspaper article</li> <li>➤ create appropriate headings and subheadings for newspaper articles</li> </ul>

			<ul style="list-style-type: none"> <li>➤ understand the different roles of members of a debating team and apply this knowledge during formal debate preparation and participation</li> </ul>	<ul style="list-style-type: none"> <li>➤ use a range of verbs, elaborated tenses and a range of adverb groups/phrases</li> <li>➤ create cohesive links in texts by omitting or replacing words.</li> <li>➤ edit their work using agreed criteria and discuss editing choices with peers</li> </ul>
<b>5/6G</b>	<p>Our multi-age classes use a blended approach to the delivery of the curriculum. At times, the sequencing of the units may be slightly different to the straight year level classes and they may also use a slightly different theme, however the teachers will cover the required content of each year level and each student is assessed according the achievement standard of their year level.</p>			
	<p><b><i>In English this term 5/6G students are exploring and analysing poetry. They are learning to:</i></b></p> <ul style="list-style-type: none"> <li>➤ Identify and use specific language features (e.g. puns, personification) to create imagery</li> <li>➤ identify poetic devices</li> <li>➤ compare a variety of types of poems</li> <li>➤ understand the purpose of poetry.</li> </ul>	<p><b><i>In English this term 5/6G students are exploring and analysing persuasive texts. They are learning to:</i></b></p> <ul style="list-style-type: none"> <li>➤ identify and use specific language features including how these can be used for emphasis</li> <li>➤ show how specific details can be used to support a point of view</li> <li>➤ Share their own, and challenge others' opinions about a range of topics</li> <li>➤ make considered vocabulary choices to enhance the structure of their writing</li> <li>➤ use a variety of sentence types in their writing</li> <li>➤ create a persuasive text (letter) using evidence to justify their point of view</li> </ul>	<p><b><i>In English this term 5/6G are creating and publishing Information texts. They are learning to:</i></b></p> <ul style="list-style-type: none"> <li>➤ respond to viewpoints portrayed in media texts.</li> <li>➤ apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts</li> <li>➤ create a digital, multimodal Information Text, including written and visual elements using a range of technological skills</li> </ul>	<p><b><i>In English this term, 5/6G are exploring and analysing traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. Students plan, create and present a traditional story which includes a moral for a younger audience. They are learning to:</i></b></p> <ul style="list-style-type: none"> <li>➤ Identify structural and language features,</li> <li>➤ find literal and inferred meaning</li> <li>➤ explain the message or moral contained within the story</li> <li>➤ use a range of verbs, elaborated tenses and a range of adverb groups/phrases</li> <li>➤ create cohesive links in texts by omitting or replacing words.</li> <li>➤ edit their work using agreed criteria and discuss editing choices with peers</li> <li>➤ plan and present a play based on a story they have written</li> </ul>