



## Whole School Overview: English 2026 V9

Imaginative

Informative

Persuasive

		Semester One		Semester Two	
		Unit 1	Unit 2	Unit 3	Unit 4
Prep		<b>Big New World</b> Students listen to and read texts to explore the world around them and prepare them for their new experiences with Prep. Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features.		<b>Creature Feature</b> Students will form simple sentences to describe a living thing.	
Assessment		There is no summative assessment of student learning in Term 1. <i>Book Talk— oral</i> Students retell a story using words and phrases from learning and texts. <i>Rhyme Time – oral</i> Students listen for and identify rhymes, letter patterns and sounds in words.		<i>Information Report - written</i> Students will draw a creature and write simple sentences to describe their image.	
P/1D		<b>Mem Fox Magic</b> Students explore a range of Mem Fox texts while learning how to retell main events of these texts.	<b>Underwater Discoveries</b> Students investigate a range of animals and objects that come from the underwater worlds. They learn facts about different creatures.	<b>Character Descriptions</b> Students learn about the impact of characters in rhyming texts and explore a range of language features to describe a character.	
Assessment		Prep- There is no summative assessment of student learning in this unit. Monitor student learning through the unit. Year 1: Written Retell	Prep- Information Report on a sea creature (Oral) Year 1- Information Report on a sea creature (Written) Year 1 - Reading Assessment Year 1- Oral	Prep- Rhyme Interview (Oral) Year 1- Character Description (Written)	
1		<b>Retell - Handa's Surprise</b> Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.	<b>Persuasive - Australian Animals</b> In this unit students listen to, read and view a range of non-fiction texts on Australian animals in order to analyse the features of these texts. They will also read the Pigeon books looking at Persuasive features (OREO) The students will then write a text using OREO to persuade a friend that their chosen Australian animal is the best. The students will also choose an Australian animal to orally explain how it uses its body features to survive in its habitat.	<b>Character Description</b> In this unit students listen to, read and view a range of fiction texts on Fairytales and Mythical Creatures in order to analyse the features of these characters. Students also read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. The students will then write a character description on a mythical creature (Wanted Poster)	
Assessment		<i>Retell - written</i> GTMJ Reading Behaviours (ongoing) Retell of a familiar story	<i>Persuasive - written</i> OREO- Persuasive paragraph <i>Reading/Comprehension</i> GTMJ behaviours <i>Report – Oral</i>	<i>Character Description - written</i> Description of an illustration/imagined character	
1/2E		<b>Trip Around the World</b> Students explore a range of cultural texts and build their understanding of creating a retell with a beginning, middle and end.	<b>Dive into the Ocean</b> Students investigate a range of animals and objects that come from the underwater worlds. They learn facts about different creatures. Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.	<b>Once Upon a Time</b> Students enjoy a range of fantasy texts to explore characters and their traits and settings.	
Assessment		<i>Retell - written</i> Creating a retell with a beginning, middle and end.	Information Report (Written) Students create an informative text with a supporting image.  <i>Reading Assessment</i> Oral Features of a sea creature (link to Science)	Fantasy text (Written) Description of an illustration from a fantasy text	
				<b>Imaginitus</b> Students will create their own simple narrative using a stimulus, When Henry caught Imaginitus.	
				<i>Story Innovation - written</i> Students listen to and innovate on a familiar imaginative When Henry caught Imaginitus to create a new story.  Prep- Reading Assessment	
				<b>Persuasive Pigeons</b> Students explore a range of the Pigeon series and investigate the use of persuasive language.	
				P/Year 1- Persuasive Text (Written) Prep- Reading Checklist Year 1- Reading Assessment Year 1- Oral	
				<b>Creating a Procedure</b> Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal poster from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.	
				<i>Procedure - written</i> How to make a disgusting sandwich <i>Media Poster- Oral</i> <i>Reading/Comprehension</i>	
				<b>Talk Me into It</b> Students read, view and listen to a variety of literary texts to explore persuasive arguments while exploring with a range of persuasive language features.	
				Persuasive text (Written) Create persuasive arguments while exploring with a range of persuasive language features.  <i>Reading Assessment</i> Oral- present their persuasive argument	

2	<b>Sensational Settings</b> Students explore texts to analyse how stories convey a message. They write an imaginative new setting using descriptive language.	<b>Look What We Know!</b> Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.	<b>Rappin' and Rhymin'</b> Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.	<b>Let Me Tell You!</b> Students read, view and listen to a variety of literary texts to explore persuasive arguments while exploring some persuasive language features.
Assessment	<i>Narrative- Setting Description - written</i> Create a description of a setting	<i>Information Report- written</i> Information report on a topic of your choice <i>Reading/Comprehension</i>	<i>Imaginative - written</i> Create a piece of nonsense poetry with rhyme.	<i>Persuasive Text- written</i> Create a persuasive text to convince your teacher (opinion-based structure). <i>Reading/Comprehension</i>
3	<b>Persuasive- Rescue Me!</b> Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.	<b>Narrative- Make that Fear Disappear</b> <b>Kumiko the Dragon: Examining Imaginative Texts</b> Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text using a range of ICTs to complete their project.  Students listen, read and view narrative texts. They analyse texts exploring the context, purpose and audience and how language features and language devices can be adapted to create texts with meaning.	<b>Procedure- Describe, Like and Subscribe</b> Students listen to, read and view a range of literary procedural texts that contain certain structural elements and language features.  Students create a procedural text and create a video of their procedure.	<b>I'm a Poet and I'll Show It!</b> Students listen to, read, view and adapt poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning.  Students write for a familiar audience, an anthology of poems, using appropriate literary devices.
Assessment	<i>Persuasive - written</i> One paragraph to adopt a pet — Oral Presentation  <i>Multimodal</i>	<i>Narrative - written</i> Students create a Narrative - as a multimodal presentation where a character overcomes a fear  <i>Reading/Comprehension</i> Students comprehend an information text, drawing on knowledge of context, text structure and language features, and images in the text using QAR questions.	<i>Procedure - written</i> YouTube procedural text. <i>Multimodal</i>  —Oral	<i>Reading/Comprehension</i> Students comprehend a poem, drawing on knowledge of context, text structure and language features, and images in the text using QAR questions. <i>Poetry- written</i> Students create an anthology of poetry containing a range of poems to display their poetic language features.
4	<b>Species in our Community- Information Report</b> Students create an information report based on an endangered animal.	<b>Narrative- The Wildrobot</b> Students read a narrative and examine and analyse the language features and techniques used by the author. They create a narrative for an audience of their peers.	<b>Persuasive Advertising</b> <b>Examining persuasion in Kensuki's Kingdom</b> Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques us.	<b>Exploring a quest novel- Rowan of Rin</b> Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.
Assessment	<i>Information Report - written</i> Students compose an informative report on an endangered species using sub-headings, subject-specific vocabulary, and language features pertained to an informative text. - Oral <i>Multimodal - oral presentation - students present their research to an audience using multimodal sources to engage an audience.</i>	<i>Reading/Comprehension</i> Interpreting literal and inferential information from a narrative text. Making connections and analysing plot. <i>Narrative - written</i> Devise a nararative to enegage an audience and stay within the guidelines of a the existing text structure.	<i>Reading/Comprehension</i> Reading and viewing comprehension on visual imagery, inferential and literal information. Interpretation of language devices and features and persuasive elements. <i>Persuasive Script - written</i> Scripted text for an advertisement - Oral Scripted text to present to an audience persuading them to purchase a product. Using salience, persuasive devise and elements and techniques and modality	<i>Narrative - written</i> Students explain through a written response how the main character is represented in a scene of a story.

5	<p><b>I Survived!</b> Students listen to, read and interpret a novel from the adventure genre showing understanding of character development in relation to plot and setting. Students write the first chapter of an action-adventure novel, creating a main character facing a catastrophic event (natural disaster) and establishing a setting.</p>	<p><b>Protect our Habitats, Save our Creatures</b> Students listen to, read, view and interpret a range of texts to respond to viewpoints. They create a persuasive text, using persuasive devices and text structure.</p>	<p><b>Australia's Colonial Past</b> Students listen to, read and view a range of informative texts from different contexts. Students write an informative multimodal text about significant explorer in Australia's colonial past. Students use paragraphs to organise, develop and link ideas, use complex sentences and technical vocabulary.</p>	<p><b>Storm Boy</b> Students listen to, read and view the novel and original film adaptation of Storm Boy. They demonstrate understanding of the depiction of characters, setting and events in the novel and film and make comparisons between the two adaptations. Students express and justify preferences about aspects of the novel and film.</p>
Assessment	<p><i>Reading/Comprehension</i> <b>I Survived the Japanese Tsunami 2011</b> - students read, view and comprehend a text created to engage audiences. Students explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. Students explain how language features including literary devices, and visual features contribute to the effect and meaning of a text. <i>Narrative - written</i> <b>Imaginative Text</b> - Students write the first chapter of an action-adventure novel.</p>	<p><i>Reading/Comprehension</i> <b>Plastic Bags Should be Banned</b> - students read, view and comprehend texts designed to influence audiences. <i>Persuasive - written</i> <b>Persuasive Text</b> - Students write a persuasive text about an environmental issue or change to Earth's surface that is negatively impacting an animal and its habitat. <i>Oral</i> <i>Multimodal</i> <b>Convince Me! TED Talk</b> - Students interact with and listen to others and present a persuasive multimodal spoken text on a topic of their choice that shares ideas and opinions to persuade their audience.</p>	<p><i>Reading/Comprehension</i> <b>Burke &amp; Wills</b> - Students read, view and comprehend a text created to inform audiences. Students explain how characteristic text structures support the purpose of a text. Students explain how language features and visual features contribute to the effect and meaning of a text. <i>Information Report - written</i> <i>Multimodal</i> <b>Informative Text</b> - Students create an informative multimodal text about a significant explorer in Australia's colonial past.</p>	<p><i>Reading/Comprehension</i> <b>Storm Boy</b> - Students read, view and comprehend a text created to entertain audiences. Students explain how ideas are developed including through characters, settings and events, and how texts reflect contexts. <i>Comparison - written</i> <b>Comparative Text</b> - Create a comparative text (podcast script) of a novel and film adaptation. <i>Oral</i> <i>Multimodal</i> <b>Podcast</b> - Students create a podcast episode about film and novel adaptations of <i>Storm Boy</i> to share and present ideas, viewpoints and opinions with audiences.</p>
6	<p><b>Narrative - Short Story</b> In this unit, students listen to, read and view a variety of short narratives by different authors.  They investigate the ways authors use text structure, language devices and strategies to create particular effects such as humour.  They view an animated short story film and then write the narrative text to accompany it.</p>	<p><b>News Reports - Celebrating Community</b> In this unit, students listen to, read and view a variety of news reports from television, radio and the internet.  Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience.  They create a news report for the school's website/newsletter/social media to celebrate Mount Cotton State School's 150th Year Anniversary.</p>	<p><b>Persuasive Advertising - Travel Brochure</b> Students read, view and listen to a variety of advertisements in print and digital media.  They understand how language and text features can be combined for persuasive effect.  They demonstrate their understanding of advertising texts' persuasive features through the creation of a multimodal digital advertisement to convince tourists to travel to a different country.</p>	<p><b>Historical Recounts - Titanic</b> In this unit, students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts, by creating a literary text (personal recount - letter to relative). The recount will establish time and place for the reader and explore personal experiences.</p>
Assessment	<p><i>Narrative - written</i> <i>Part A - Comprehension Reading/Comprehension</i>  Description: Students read, view and comprehend a short story created to entertain an audience.  <i>Part B - Writing</i>  Description: Students create a narrative short story to accompany an animated film (Ormie). They then adapt the plot structure, characters and/or ideas from the original film to create a new story for a modern audience.</p>	<p><i>Informative - written</i> <i>Part A - Writing</i>  Description: Students create a news report to celebrate Mount Cotton State School 150<sup>th</sup> year anniversary.  <i>Part B - Spoken multimodal Oral</i> Description: Students create and deliver a multimodal presentation for a formal audience that explains the most important aspects of the Mount Cotton State School Community.</p>	<p><i>Persuasive - written</i> <i>Part A - Comprehension Reading/Comprehension</i>  Description: Students read and analyse a persuasive advertisement to evaluate the use of language that influences the audience to accept a particular point of view about a topic.  <i>Part B - Writing Multimodal</i> Description: Students create a multimodal digital advertisement, using multimodal features, text structure and language devices to persuade tourists to travel to a different country.</p>	<p><i>Recount - written</i> <i>Part A - Comprehension Reading/Comprehension</i>  Description: Students will analyse information in different recounts, explaining literal and implied meaning. They will explain similarities and differences between factual and personal recounts on similar topics.  <i>Part B - Writing</i>  Description: Students research a major event throughout history (The sinking of the Titanic). They write a personal recount (letter) about the event and their experiences.  <i>Part C - Spoken Readers Theatre Oral</i> Description: Students will plan, rehearse and deliver readers' theatre presentations to an informal audience.</p>