

Term Four English Units – 2025

R & V – Reading and Viewing

W & C – Writing and Creating

| Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|---|---|--|
| <p>Exploring imaginative texts</p> <p>Outline: Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text. (R&V)</p> <p>4.2 To create a short, written text to retell a familiar story. (W&C)</p> | <p>Exploring and responding to imaginative texts</p> <p>Outline: Students engage with a range of texts that depict characters, settings and events.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text. (R&V)</p> <p>4.2 To create a short-written recount of a familiar imaginative text. (W&C)</p> | <p>Engaging with narrative texts</p> <p>Outline: Students engage with a range of texts that build on students’ knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text. (R&V)</p> <p>4.2 To create a written story using a known character. (W&C)</p> | <p>Completing a novel study</p> <p>Outline: Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text. (R&V)</p> <p>4.2 To create a written narrative text using ideas drawn from a familiar text. (W&C)</p> | <p>Completing a novel study</p> <p>Outline: Through a novel study, students identify characteristic stages of narrative texts, for example: orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text. (R&V)</p> <p>4.2 To create a written adventure narrative. (W&C)</p> | <p>Completing a novel study</p> <p>Outline: Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text. (R&V)</p> <p>4.2 To create a written narrative including a supporting image. (W&C)</p> | <p>Completing a novel study</p> <p>Outline: Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text. (R&V)</p> <p>4.2 To create a written narrative including a supporting image. (W&C)</p> |