

## **Year 1 Writing Scope & Sequence**

Important: This scope and sequence is for use across your whole school in accordance with Clewerbean's Terms of Use. Account sharing or saving Clewerbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to Lucy@cleverbean.co to have your school set up and to access additional support and features. Please support us, so we can continue to support you.

In Term 1, suchers will down any supplier late pasts are agregated according to find the property of accident will be a forecomposition of the control of th	Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
with a six or exemption, inflorms, express express, prices parties and programs of the parties of the parties of the parties prices are parties programs and programs of the parties parties are parties programs and programs of the parties parties are parties programs and programs of the parties parties are parties programs and programs of the parties parties are parties programs and programs of the parties parties are parties parties and programs of the parties parties are parties parties are parties parties and parties p	AC9E1LA03 - explore how texts are organised according to their purpose,		In Term 1, students will develop understanding of sentence structures and	Unit - Possum			Unit - Simple						
The content proper common, including memoral, including preservative, including preservative, including content on the product of the content proper content content	such as to recount, narrate, express opinion, inform, report and explain	l								Recount	Recount	Recount	Assessment
pusibles judicities and early making and control stands and an extent, where and how products of the control of the program of the control of the products of	AC9E1LA07 - understand that words can represent people, places and		will:	School	School				Writing	Writing	Writing	Writing	1 1
COSTINGO - content and an elemental content on the state of the content of the state of the content of the cont	things (nouns, including pronouns), happenings and states (verbs),								1				1 1
us list, or, question marks and exclassions marks, and such capital littles of continual programs of continual	qualities (adjectives) and details such as when, where and how (adverbs)		through written texts.										
The familiar program coans.  SEXELACE - regular to an direct standard, remarks and for multimocal acts to region to a fact, remarks and primitizeness and programs of the completion of the comp	AC9E1LA10 - understand that written language uses punctuation such as		- sequence ideas and events logically in sentences across a text.										
COSILIZION created and in resists and in resists and advantmental and armitimized and commental control stage of the control stage of t	full stops, question marks and exclamation marks, and uses capital letters		· · · · · · · · · · · · · · · · · · ·										
VSCILIVOS - respect to excelled more first written word or written more for more processing or more and two splitches words.  - Some one and two splitches words for the split written and or more processing or more control or split written and or more processing or more processin	for familiar proper nouns	1											
		_											
In Term 2, Students will develop their understanding of fact and opinions for less, dislates and references consistent of a rigid control of the control of													
ACCELLAGO - require legauge to provide reasons for lites, dislines and professores.  ACCELLAGO - require telegauge to provide reasons for lites, dislines and professores.  ACCELLAGO - require telegauge to provide reasons for lites, dislines and professores.  ACCELLAGO - require telegauge to provide reasons for lites, dislines and professores.  ACCELLAGO - receit and in require telegauge to provide reasons for lites, dislines and professores.  ACCELLAGO - receit and in require telegauge to provide reasons for lites, dislines and professores for lites.  ACCELLAGO - receit and in require telegauge to provide reasons for lites, dislines and provide reasons for lites, dislines and professores for lites.  ACCELLAGO - create and reveal delicity of televative professores and professores for lites, dislines and professores for lites.  ACCELLAGO - create and reveal delicity of televative places and professores and professores and professores and professores and professores and politics or exclusive professores and politics or created and professores and politics or discovered and professores and politics or discovered and politics or discovered professores and politics or discovered professores and politics or discovered professores and politics or professores and politics or professores and politics or professores and pol			- show an awareness of criteria for successful task completion.										
TOCH 100 - explore language to provide reasons for filts, dicities and overhomenous contractions of the contraction of the cont													
Introduction and that a simple sentence consists of a single energy continued of the contin	of some one- and two-syllable words												
Introduction and that a simple sentence consists of a single energy control of the control of th													
Introduction and that a simple sentence consists of a single energy control of the control of th													
ACCELLAGE - explore how regettion, sample event consists on a large independent clause registering sangle event on idea of the miderationing for persuasive tests and indicating sharp of the context audition of the context and proposed the context of the context and the context of the context and proposed the context of the context and the context of the context and proposed the context of the context and the context of the context and proposed the context of the context and the context of	AC9E1LA02 - explore language to provide reasons for likes, dislikes and		In Term 2, Students will develop their understanding of fact and opinion	Lesson - 2	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
- develop their understanding for persuasive texts - CSELTUR3 - develop means insiliations and difference between magnishte, informative and persuasive texts - control of the control of	preferences		through a persuasive text focus which will include engaging with mentor	Stars and a	Spendid	Persuade Me	Persuade Me	Persuade Me	Persuasive	Persuasive	Persuaive	Persuaive	Assessment
ACSELLAGO - espice nome similarities and differences between magnitate, informative and differences between magnitate, informative and persuasive testing, using diagram, or planning a sequence of events or informative tests to report on a topic, oppress an opinion or recount a ratio.  **CRESTLAGO - recognise the vecabulate of covered spelling of the event of the even	AC9E1LA06 - understand that a simple sentence consists of a single		texts to develop understanding of persuasive text structures. Students will:	<u>Wish</u>	Sentences				Writing - Why	Writing - Why	Writing - The	Writing - The	] ]
drawing, using diagrams, or planning a sequence of events or information. Units Section Section in read and entity the context, analysing written tests.  2 contemporary on a topic, express an opinion or recount a real or read to delix thort written and/or multimodal seats to report on a topic, express an opinion or recount are all or supposed event using grammatically correct imple sentences, some topic-gentile vocabulary punctuation and correct spelling for context and re-read to elix short written and/or multimodal seat to report on a topic, express an opinion or recount are all or read and edit their own tests following facetions or recounts are all or read and edit their own tests following facet store port on a topic, express an opinion or recount are all or read and edit their own tests following facet store port on a topic, express an opinion or recount are all or read and edit their own tests following facet store port on a topic, express an opinion or recount are all or read and edit their own tests following facet store port on a topic, express an opinion or recount are all or read and edit their own tests following facet store port on a topic, express an opinion or recount are all or read and edit their own tests following facet store port on a topic, express an opinion or recount are all or read and edit their own tests following facet store port on a topic, express an opinion or recount are all or read and edit of their own tests following facet store port on a topic, express and point on recount are all or read and edit of their own tests of their own tests following facet store port on a topic facet store port on a facet store port of the po	independent clause representing a single event or idea		- develop their understanding for persuasive texts						I love Summer	I love Summer	Very Sleepy	Very Sleepy	
ACSELLAGO - reacte and re-read to edit short written and/or multimodal casts to report on to longie express an opinion or recount a real or majori or expertive provides the structures to complete works.  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - recognise the vocabulary of learning area topics  ACSELLAGO - scales and re-read to edit short written and/or multimodal magnificated with the structure of the st	AC9E1LY03 - describe some similarities and differences between										Bear	Bear	] ]
cred to exposit on a topic, express an opinion or recount a real or registrate (process simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  ACDELLAGO - recognise the vocabulary of learning area topics  ACDELLAGO - recognise the vocabulary of learning area topics  In Term 3 students will focus on infromative writing structures including agriculture in real or edit both or written and/or multimodal exits for export on a topic, express an opinion or recount a real or managed event using agrimantically correct simple sentences, some topic-gentle vocabulary, sentence boundary punctuation and correct spelling for some one- and two-syllable words  Administration of the process of the vocabulary punctuation and correct spelling punctuation, and events in tests by report on a topic, express an opinion or recount a real or managed event using agrimmatically correct simple sentences, some topic-gentle vocabulary, sentence boundary punctuation and correct spelling punctuation, and multimodal effectively.  - cheeging punctuations and events in tests by removing given connections, express with contentually precise prepositional phrases for added deal or incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups, chanks, thymes and sings, and saying even to perform and experiment with vitable of the experiment with vitable of the experiment with vitable for the experiment with vitable for the process sentence structures on convey information effectively, develop basic editing skills, including self-revision and peer review with guidance.  - Term 4. Subdivine with contentration and development in the vitable of the process of the tests and initiating the evaporation of calling byte evaporation of calli	imaginative, informative and persuasive texts								1				] ]
captivate the reader when shaping written texts.  Committed the ability to re-read and edit their own texts following feedback.  In Term 3 students will focus on infromative writing structures including descriptions, cause & effect, and problem/solution. Students will consider the ability to re-read and edit their own texts following feedback.  In Term 3 students will focus on infromative writing structures including descriptions, cause & effect, and problem/solution. Students will consider the ability to re-read and edit their own texts following feedback.  In Term 3 students will focus on infromative writing structures including descriptions, cause & effect, and problem/solution. Students will exciptions, cause & effect, and problem/solution. Students will exciption and elevants in texts the structure, and elevants and elevants in texts the structure, and elevants and elevants in texts the structure, and elevants and elevants in texts to exponent sent feets in elevants, and elevants and elevants in texts by employing time connectives.  - sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives sequence information and events in texts by employing time connectives to a sequence of the event and sequence of the event and sequence of the event and sequence of the event	AC9E1LY06 - create and re-read to edit short written and/or multimodal	2							l				1 1
descriptions, cause & effect, and problem/solution. Students will coust on informative writing structures including grant action cross an opinion or recount a real or magned event, unitgornative catalogies works and the state of the control of the country of learning area topics. Getting a real and event solution or structure, settlence below. In the country of learning area topics were sampled in the country of learning area topics. Getting a descriptions, cause & effect, and problem/solution. Students will cost to report on a topic, express an opinion or recount a real or magned event, unitgornative less demonstrating a developing understanding of appropriate test structure, settlence level garmanus ray of the country punctuation and correct spelling of some one and two-syllable words.  In the term of the country punctuation and correct spelling of a punctuation, and multimodal elements, including illustrations and diagrams. sequence in with the country punctuation and events in texts by employing time connectives, spelling, punctuation, and multimodal elements, including little states of a side of the country punctuation and event with the country of the country punctuation and event with the country of the country punctuation and event with the country of the country o			· · · · · · · · · · · · · · · · · · ·	Sentences									
feedback.  KOSELIAOS - recognise the vocabulary of learning area topics  KOSELIAOS - recognise the vocabulary of learning area topics  KOSELIAOS - recognise the vocabulary of learning area topics  KOSELIAOS - recognise the vocabulary of learning area topics  KOSELIAOS - recognise the vocabulary of learning area topics  KOSELIAOS - recognise the vocabulary of learning area topics  KOSELIAOS - recognise the vocabulary of learning area topics  KOSELIAOS - recognise the vocabulary of learning area topics  The main and the store from the main and the													
NOSELIAD9 - recognise the vocabulary of learning area topics  NOSELIAD9 - recognise and experiment with various sentence structures to consequence and participation and part of learning and sensing verts.  NOSELIAD9 - recognise and periment with various sentence structures to consequence and carriery.  NOSELIAD9 - explore how repetition, rhyme and rhythm create cohesion is miple poems, chants and songs.  NOSELIAD9 - explore how repetition, rhyme and rhythm create cohesion is mainly poems, chants and songs.  NOSELIAD9 - explore how repetition, rhyme and rhythm create cohesion is mainly poems, chants and songs.  NOSELIAD9 - explore how repetition, rhyme and rhythm create cohesion is mainly poems, chants and songs.  NOSELIAD9 - explore how repetition, rhyme and rhythm create cohesion is mainly poem													
ACSELIDAD - explore how repetition, rhyme and rhythm create cohesion implements of some one and two-syllable words  ACSELIDAD - explore how repetition, rhyme and rhythm create cohesion malates and invent sound patterns including solutions and songs. ACSELIDAD - explore how repetition, rhyme and shorts and initiating the exploration of artificial teres. In limitation and advents in limitating the exploration of carling the conscious and initiating texts.  - In Irr m 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of carling the row stories and properties and and invents sound patterns including vocabulary, and structure of a milial rest, through role-play, writing, drawing or digital tools  - Coming Soon (Coming Soon) (Coming S	or some one- and two-syllable words	l	тееараск.						l				1 1
ACSELIDAD4 - explore how repetition, rhyme and rhythm create cohesion implants and complete sentences come to perform the more of the control													
craft short, informative texts demonstrating a developing understanding animatical top cract simple sement. Incomprisate text structure, sentence-level graphate text structures to convey information and events in texts by employing time connectives. create texts with confextually precise prepositional phrases for added detail and clarity.  3 - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs. beign to explore and experiment with various sentence structures to convey information effectively. develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into maginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: develop engaging and well-crafted storage and well-crafted storage elements such as plot development, character dynamics, descriptive language, and a sense of sequence. develop engaging and well-crafted storage in language features including vacabulary, and structure of a similar text, through role-play, writing, drawing or digital tools develop engaging and well-crafted storage in language textures including or quotation marks for simple dialogue. create expressive and inmagnative poetry, demonstrating an evolving develop engaging and well-crafted storage in language and evolving created and storage in constructing elements such as plot development, character dynamics, descriptive language, and a sense of sequence. develop understanding of quotation marks for simple dialogue. create expressive and inmagnative poetry, demanded and s	AC9E1LA09 - recognise the vocabulary of learning area topics		In Term 3 students will focus on infromative writing structures including	Coming soon	Unit -	Unit -	Unit -	Unit Life	Unit - Life	Unit -	Unit -	Unit -	Revision/
of appropriate test structure, sentence-level grammar, word choice, spelling, punctuation and correct spelling grams. sequence information and events in texts by employing time connectives create texts with contextually precise prepositional phrases for added detail and clarity.  - elament witing with wide detail by incorporating action, saying, relating, and sensing verbs build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  ACSELLAG4 - explore how repetition, rhyme and rhythm create cohesion imaginative texts and initiating the exploration of crafting their own stories and poertic devices. Students will: - develop penging, and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence develop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating an evolving or create expressive and imaginative poetry, demonstrating and evolving o													
spelling, punctuation, and multimodal elements, including illustrations and diagrams.  -sequence information and events in texts by employing time connectives.  -create texts with contextually precise prepositional phrases for added deall and clarity.  3 -enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  -build descriptions of people and things by effectively utilising noun groups, begin to explore and experiment with various sentence structures to convey information effectively.  -develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and precise continued and invents sound patterns including alliteration and rhyme (SEELEOS -all Institutions) and structure of a amiliar text, through role-play, writing, drawing or digital tools  The provided of the pro	AC9E1LY06 - create and re-read to edit short written and/or multimodal			Conning soon									
diagrams sequence information and events in texts by employing time connectives create texts with contextually precise prepositional phrases for added detail and clarity.  3 - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  ACSELLA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs - ACSELLA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs - ACSELLA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs - ACSELLA04 - explore how repetition, rhyme and rhythm create cohesion in no simple poems, chants and songs - ACSELLA04 - explore how repetition, rhyme and songs, and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence develop mediant and events, descriptive language, and a sense of sequence develop mediant and events, descriptive language, and a sense of sequence develop mediant and events, descriptive language, and a sense of sequence develop mediant and events, descriptive language, and a sense of sequence develop mediant and events and malignative potency, demonstrating an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence develop mediant events and malignative potency, demonstrating an evolving proficiency in constructing narratives, incorporating elements such as plot develo			descriptions, cause & effect, and problem/solution. Students will:	Colling soon	Informative	Informative	Informative						
- sequence information and events in texts by employing time connectives create texts with contextually precise prepositional phrases for added detail and clarity.  3 - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  ACSEILA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs - some structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence develop understanding or digital tools  - develop understanding or dudation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal		descriptions, cause & effect, and problem/solution. Students will: - craft short, informative texts demonstrating a developing understanding	Coming Soon	Informative	Informative	Informative						
- create texts with contextually precise prepositional phrases for added detail and clarity.  3 a detail and clarity enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  ACSEILA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs ACSEILEO4 - issten to and discuss poems, chants, rhymes and songs, and mittae and invents sound patterns including alliteration and rhyme - develop magninative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing anarratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence develop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or		descriptions, cause & effect, and problem/solution. Students will: - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice,	Colling South	Informative	Informative	Informative						
detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, characters, language features including valilations, and structure of a familiar story using plot and characters, language features including valilations, and structure of a familiar tory using plot and descriptive language, and a sense of sequence develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence develop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-		descriptions, cause & effect, and problem/solution. Students will: - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and	Coming soon	Informative	Informative	Informative						
- enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.    In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and posterior to and discuss poems, chants and songs  ACSELLEAG - explore how repetition, rhyme and rhythm create cohesion imaginative texts and initiating the exploration of crafting their own stories and posterior and discuss poems, chants, rhymes and songs, and mittate and invent sound patterns including alliteration and rhyme  ACSELLEGS - orally retel or adapt a familiar story using plot and characters, language features including vocabulany, and structure of a sequence.  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop understanding of quotation marks for simple dialogue.  - create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling		descriptions, cause & effect, and problem/solution. Students will: - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams sequence information and events in texts by employing time connectives.	Commig soon	Informative	Informative	Informative						
and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  ACGEILA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  Coming Soon Comin	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling		descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added	Conning soon	Informative	Informative	Informative						
build descriptions of people and things by effectively utilising noun groups.  - begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character, language features including vacabulary, and structure of a 'amiliar text, through role-play, writing, drawing or digital tools  - build descriptions of people and things by effectively utilising noun groups.  - begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  - In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop understanding of quotation marks for simple dialogue.  - create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling		descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.	Conning soon	Informative	Informative	Informative						
- begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing of a familiar text, through role-play, writing, drawing or digital tools  - begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  - In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing nerratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop understanding of quotation marks for simple dialogue.  - create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating,	Conning soon	Informative	Informative	Informative						
convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop pens, chants and songs AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and mitate and invent sound patterns including alliteration and rhyme AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools  aconvey information effectively.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence develop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.	Coming soon	Informative	Informative	Informative						
- develop basic editing skills, including self-revision and peer review with guidance.    ACGEILA04 - explore how repetition, rhyme and rhythm create cohesion imaginative texts and initiating the exploration of crafting their own stories and songs   ACGEILE04 - listen to and discuss poems, chants, rhymes and songs, and mitate and invent sound patterns including alliteration and rhyme     ACGEILE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a amiliar text, through role-play, writing, drawing or digital tools     Aceileop basic editing skills, including self-revision and peer review with guidance.     In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:   - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.   - develop understanding of quotation marks for simple dialogue.   - create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups.	Colling 300ff	Informative	Informative	Informative						
guidance.    Second	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups.  - begin to explore and experiment with various sentence structures to	Colling 300ff	Informative	Informative	Informative						
ACSEILA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs, and mitate and invent sound patterns including alliteration and rhyme ACSEILE04 - language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop engaging and well-crafted stories, displaying an evolving and evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop engaging and well-crafted stories, displaying an evolving and evolving or digital tools  - develop engaging and well-crafted stories, displaying an evolving or comming Soon Coming Soon	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.	Colling 300ff	Informative	Informative	Informative						
Imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, characters, language features including vocabulary, and structure of a amiliar text, through role-play, writing, drawing or digital tools  - develop man arratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - deveop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with	Colling Soon	Informative	Informative	Informative						
Imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, characters, language features including vocabulary, and structure of a amiliar text, through role-play, writing, drawing or digital tools  - develop managing and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - deveop understanding of quotation marks for simple dialogue create expressive and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving  - develop engaging and well-crafted stories, displaying an evolving  - develop engaging and well-crafted stories, displaying an evolving  - develop engaging and well-crafted stories, displaying an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with	Colling Soon	Informative	Informative	Informative						
Imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, characters, language features including vocabulary, and structure of a amiliar text, through role-play, writing, drawing or digital tools  - develop managing and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop understanding of quotation marks for simple dialogue create expressive and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving  - develop engaging and well-crafted stories, displaying an evolving  - develop engaging and well-crafted stories, displaying an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with	Colling Soon	Informative	Informative	Informative						
ACGEILEO4 - listen to and discuss poems, chants, rhymes and songs, and mitate and invent sound patterns including alliteration and rhyme ACGEILEO5 - develop engaging and well-crafted stories, displaying an evolving proficiency in constructure of a development, characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools acquence.  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - develop engaging and well-crafted stories, displaying an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment
mitate and invent sound patterns including alliteration and rhyme  - develop engaging and well-crafted stories, displaying an evolving  proficiency in constructing narratives, incorporating elements such as plot  development, character dynamics, descriptive language, and a sense of  sequence.  - develop engaging and well-crafted stories, displaying an evolving  development such as plot  development, character dynamics, descriptive language, and a sense of  sequence.  - develop engaging and well-crafted stories, displaying an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
ACPEILEDS - orally retell or adapt a familiar story using plot and proficiency in constructing narratives, incorporating elements such as plot development, characters, language features including vocabulary, and structure of a sequence.  amiliar text, through role-play, writing, drawing or digital tools sequence.  - deveop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
characters, language features including vocabulary, and structure of a development, character dynamics, descriptive language, and a sense of sequence.  - deveop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	ACGE1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs, ACGE1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs, ACGE1LA04 - listen to and discuss poems, chants, and songs, and	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
sequence.  develop understanding of quotation marks for simple dialogue.  create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme	3	descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
- deveop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE05 - orally cretell or adapt a familiar story using plot and		descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
- create expressive and imaginative poetry, demonstrating an evolving	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a		descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE05 - orally cretell or adapt a familiar story using plot and		descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:  - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
makery or poets defectly injuried intiguiges, my may and additional poets.	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a		descriptions, cause & effect, and problem/solution. Students will:  - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams.  - sequence information and events in texts by employing time connectives.  - create texts with contextually precise prepositional phrases for added detail and clarity.  - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs.  - build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively.  - develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence.  - deveop understanding of quotation marks for simple dialogue.		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/
	AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a		descriptions, cause & effect, and problem/solution. Students will: - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams sequence information and events in texts by employing time connectives create texts with contextually precise prepositional phrases for added detail and clarity enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs build descriptions of people and things by effectively utilising noun groups begin to explore and experiment with various sentence structures to convey information effectively develop basic editing skills, including self-revision and peer review with guidance.  In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will: - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence deveop understanding of quotation marks for simple dialogue create expressive and imaginative poetry, demonstrating an evolving		informative Animal Texts	informative Animal Texts	informative Animal Texts	Cycles - Ants	Cycles - Ants	Procedures	Procedures	Procedures	Assessment  Revision/