

Year 5 Writing Scope & Sequence

Important: This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean 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.

Output

Description:

Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E5LY06 - plan, create, edit and publish written and multimodal		In Term 1, students will focus on enhancing entertaining writing	Unit -	Unit - PESTO	Unit - PESTO	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -
texts whose purposes may be imaginative, informative and	1	skills. By the end of the term, students will:	Planning	Paragraphs	Paragraphs	Compound	Planning	Noteworthy	Noteworthy	Enhancing	Enhancing	Dialogue -
persuasive, developing ideas using visual features, text structure		- experiment with characterisation to bring depth and personality	strategies for			Sentences	strategies for	Narratives	Narratives	Narratives	Narratives	300 minutes
appropriate to the topic and purpose, text connectives, expanded		to their narrative creations.	<u>persuasive</u>				<u>Narrative</u>			with DADS	with DADS	of Danger
noun groups, specialist and technical vocabulary, and punctuation		- consistently apply quotation marks in a text to differentiate words										
including dialogue punctuation		spoken by characters in dialogue, or words authored by others.										
AC9E5LA03 - describe how spoken, written and multimodal texts		- understand a comma to distinguish a subordinate clause or										
use language features and are typically organised into		phrase from the main clause, to separate information within a		Lesson - First	Unit -	Lesson -	Unit -	Unit - Giving	1	Unit - Giving	Unit - Giving	Lesson - If, If,
characteristic stages and phases, depending on purposes in texts	1	sentence, or to delineate items in a list.		Word Last	Compound	THAMO	Connectives	and Receiving		and Receiving	and Receiving	If, Then
AC9E5LA04 - understand how texts can be made cohesive by using		- engage in comprehensive planning, monitoring and revision		Word	Sentences	Conjunctive	Lesson 1	Feedback		Feedback	Feedback	Sentences
the starting point of a sentence or paragraph to give prominence to		processes, such as re-reading, proofreading, and editing, as well as		Sentences		Adverbs in		Choose 1		Choose 1	Choose 1	
the message and to guide the reader through the texts		responding to feedback and goals.		*		Compound		lesson		lesson	lesson	
AC9E5LE05 - create and edit literary texts, experimenting with		- incorporate appositives to provide additional details to nouns and				Sentences						
figurative language, storylines, characters and settings from texts		diversify sentence structures.										
students have experienced												
AC9E5LY03 - explain characteristic features used in imaginative,												
informative and persuasive texts to meet the purpose of the text												
AC9E5LY06 - plan, create, edit and publish written and multimodal		In Term 2, students will focus on enhancing persuasive writing	Lesson - A-Z	Unit -	Unit -	Lesson -	Unit -	Unit -	Unit -	Unit -	Lesson - If, If,	Unit -
texts whose purposes may be imaginative, informative and		skills. By the end of the term, students will:	Of My	Persuasive	Persuasive	PESTO	Complex	Complex	Connectives	Exploring the	If, Then	Connectives
persuasive, developing ideas using visual features, text structure		- organise ideas to articulate a clear position statement,	Holidays	writing	writing	Paragraphs	Sentences	Sentences	Lesson 2-4	three Tiers of	Sentences	Lesson 5
appropriate to the topic and purpose, text connectives, expanded		constructing logical lines of argument that synthesise key points					Lessons	Lessons		Vocabulary		
noun groups, specialist and technical vocabulary, and punctuation		and culminate in a rhetorically effective conclusion.	Unit -			Lesson - First		Unit - Giving	Unit - Giving		Lesson - The	Lesson - ON A
including dialogue punctuation		- utilise modality to qualify or enhance the strength of arguments.	Planning			Word Last		and Receiving	and Receiving	-	More, The	WHITE BUS
AC9E5LA02 - understand how to move beyond making bare	2	- generate nominalisations to succinctly and authoritatively convey	strategies for			Word		Feedback	<u>Feedback</u>		<u>More</u>	Complex
assertions by taking account of differing ideas or opinions and		abstract ideas and concepts.	persuasive			Sentences		Choose 1	Choose 1		Sentences	Sentences Unit - Giving
authoritative sources		- employ subject-specific Tier 2 and Tier 3 vocabulary deliberately						lesson	lesson)			and Receiving
AC9E5LA05 - understand that the structure of a complex sentence		to bolster credibility and augment authority.										Feedback
includes a main clause and at least one dependent clause, and												Choose 1
understand how writers can use this structure for effect												lesson
AC9E5LY03 - explain characteristic features used in imaginative,												
												1033011
AC9E5LY06 - plan, create, edit and publish written and multimodal		In Term 3, students will focus on enhancing informative writing	Unit - DICE	Lesson - <u>I</u>	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Unit -	Revision/
AC9E5LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and		In Term 3, students will focus on enhancing informative writing skills. By the end of the term, students will:	Unit - <u>DICE</u> <u>Sentences</u>	SAW A	Unit - Bushfires	Unit - Bushfires	Unit - Bushfires	Unit - Exploring the	Unit - Bushfire	Unit - Bushfire	Unit - Bushfire	
· · · · · · · · · · · · · · · · · · ·				_								Revision/
texts whose purposes may be imaginative, informative and		skills. By the end of the term, students will:		SAW A	Bushfires	Bushfires	<u>Bushfires</u>	Exploring the	Bushfire	Bushfire	Bushfire	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs		SAW A WABUB	Bushfires Information	Bushfires Information	Bushfires Information	Exploring the three Tiers of	Bushfire	Bushfire	Bushfire	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend		SAW A WABUB Complex Sentences Unit -	Bushfires Information Text Lesson -	Bushfires Information Text Lesson -	Bushfires Information	Exploring the three Tiers of Vocabulary Lesson -	Bushfire	Bushfire Literary Texts Unit - Giving	Bushfire Literary Texts Unit -	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LA06 - understand how noun groups can be expanded in a	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose.		SAW A WABUB Complex Sentences Unit - Bushfires	Bushfires Information Text Lesson - Noun, Which,	Bushfires Information Text Lesson - Noun, Which,	Bushfires Information	Exploring the three Tiers of Vocabulary	Bushfire	Bushfire Literary Texts Unit - Giving and Receiving	Bushfire Literary Texts Unit - Bushfire	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation and the conference of the confer	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose attribute information sources to enhance the credibility and		SAW A WABUB Complex Sentences Unit -	Bushfires Information Text Lesson -	Bushfires Information Text Lesson -	Bushfires Information	Exploring the three Tiers of Vocabulary Lesson -	Bushfire	Bushfire Literary Texts Unit - Giving	Bushfire Literary Texts Unit -	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation ACSESLAO6 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information.		SAW A WABUB Complex Sentences Unit - Bushfires Information Text	Bushfires Information Text Lesson - Noun, Which,	Bushfires Information Text Lesson - Noun, Which,	Bushfires Information	Exploring the three Tiers of Vocabulary Lesson - De:De	Bushfire	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1	Bushfire Literary Texts Unit - Bushfire	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation ACSESIA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea ACSESIA08 - understand how vocabulary is used to express greater	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs.		SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit -	Bushfires Information Text Lesson - Noun, Which, Where, Who	Bushfires Information Text Lesson - Noun, Which, Where, Who	Bushfires Information	Exploring the three Tiers of Vocabulary Lesson - De:De	Bushfire	Bushfire Literary Texts Unit - Giving and Receiving Feedback	Bushfire Literary Texts Unit - Bushfire	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, lext connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLAG6 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9ESLAG8 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and		SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives	Bushfires Information Text Lesson - Noun, Which, Where, Who	Bushfires Information Text Lesson - Noun, Which, Where, Who	Bushfires Information	Exploring the three Tiers of Vocabulary Lesson - De:De	Bushfire	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1	Bushfire Literary Texts Unit - Bushfire	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation ACSESIA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea ACSESIA08 - understand how vocabulary is used to express greater	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts.		SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit -	Bushfires Information Text Lesson - Noun, Which, Where, Who	Bushfires Information Text Lesson - Noun, Which, Where, Who	Bushfires Information	Exploring the three Tiers of Vocabulary Lesson - De:De	Bushfire	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1	Bushfire Literary Texts Unit - Bushfire	Revision/
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation on the second of the sec	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with	Sentences	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences	Bushfires Information Text Lesson- Noun, Which, Where, Who Sentences	Bushfires Information Text	Exploring the three Tiers of Vocabulary. Lesson - De:De Sentences	Bushfire_ Literary Texts	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation ACPSELAG6 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea ACPSELAG8 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words ACPSELYG6 - plan, create, edit and publish written and multimodal	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with in Term 4, students will focus on enhancing a variety of writing	Sentences Lesson - What	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences	Bushfires Information Text	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit -	Bushfire Literary Texts	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1	Bushfire Literary Texts Unit - Bushfire	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will:	Sentences Lesson - What I DIDN'T Do	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph	Bushfires Information Text Unit - Language	Exploring the three Tiers of Vocabulary. Lesson - De:De Sentences Unit - Language	Bushfire Literary Texts Unit - Language	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation ACSESLA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea ACSESLA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words ACSESLY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through	Sentences Lesson - What LDIDN'T Do On The	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences	Bushfires Information Text Unit - Language features with	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with	Bushfire_ Literary Texts Unit - Language features with	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLAG6 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9ESLAG8 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9ESLYG6 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description.	Sentences Lesson - What I DIDN'T Do	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer,	Bushfire Literary Texts Unit - Language features with Lila Greer,	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement,	Sentences Lesson - What LDIDN'T Do On The	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph	Bushfires Information Text Unit - Language features with	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9ESLA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9ESLY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion.	Lesson - What I DIDN'T Do On The Holidays	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph unit	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer,	Bushfire Literary Texts Unit - Language features with Lila Greer,	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLAG6 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9ESLAG8 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9ESLY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLEO4 - examine the effects of imagery, including simile,	3	skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose attribute information sources to enhance the credibility and authority of arguments and information explain concepts through logically arranged paragraphs use print or digital tools to plan, sequence, create, revise, edit and publish texts generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion make intentional choices about verbs and verb groups to achieve	Lesson - What LDIDN'T DO On The Holidays	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph unit Unit -	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LE04 - examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives,		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion. - make intentional choices about verbs and verb groups to achieve precision and add vivid details.	Lesson - What LDIDN'T DO On The Holidays	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph unit Unit - Paragraph	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9ESLA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9ESLY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLE04 - examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will: - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion. - make intentional choices about the use of declarative,	Lesson - What LDIDN'T DO On The Holidays	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph unit Unit -	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLAGO - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9ESLAGO8 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9ESLYO6 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLEO4 - examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9ESLYO7 - plan, create, rehearse and deliver spoken and		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion. - make deliberate choices about verbs and verb groups to achieve precision and add vivid details. - make deliberate choices about the use of declarative, exclamatory, interrogative, and imperative sentences to suit text	Lesson - What LDIDN'T DO On The Holidays	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph unit Unit - Paragraph	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLE04 - examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9ESLY07 - plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas,		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion. - make intentional choices about verbs and verb groups to achieve precision and add vivid details. - make deliberate choices about the use of declarative, exclamatory, interrogative, and imperative sentences to suit text purpose and convey meaning effectively.	Lesson - What LDIDN'T DO On The Holidays	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph unit Unit - Paragraph	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment
texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLAGO - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9ESLAGO8 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9ESLYO6 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLEO4 - examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9ESLYO7 - plan, create, rehearse and deliver spoken and		skills. By the end of the term, students will: - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. - generate written compositions featuring multiple paragraphs with In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will: - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion. - make deliberate choices about verbs and verb groups to achieve precision and add vivid details. - make deliberate choices about the use of declarative, exclamatory, interrogative, and imperative sentences to suit text	Lesson - What LDIDN'T DO On The Holidays	SAW A WABUB Complex Sentences Unit - Bushfires Information Text Unit - Connectives Lesson 5 Unit - Super Sentence	Bushfires Information Text. Lesson - Noun, Which, Where, Who Sentences Unit - Super Sentence	Bushfires Information Text Lesson - Noun, Which, Where, Who Sentences Unit - Paragraph unit Unit - Paragraph	Bushfires Information Text Unit - Language features with Mr Chicken	Exploring the three Tiers of Vocabulary Lesson - De:De Sentences Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Language features with Lila Greer, Teacher of	Bushfire Literary Texts Unit - Giving and Receiving Feedback (choose 1 lesson)	Bushfire Literary Texts Unit - Bushfire Literary Texts	Revision/ Assessment