# English – K-2 multi-age – Year A – Unit 8



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## Unit overview and instructions for use

This two-week unit is comprised of Component A and Component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonological awareness (Early Stage 1)
* Print conventions (Early Stage 1)
* Phonic knowledge
* Reading fluency
* Reading comprehension
* Spelling
* Handwriting
 | * Oral language and communication
* Vocabulary
* Reading comprehension
* Creating written texts
* Understanding and responding to literature
 |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)).
2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle.
 | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence.
2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required.
 |

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Teacher notes

1. ‘Narrative is defined as an account of events or related experiences which may be fictional or non-fictional. A narrative is usually structured in such a way as to invite responder involvement through recounting challenges and characters’ attitudes towards them and moving towards resolution.’ – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding ‘narrative’ can be supported through watching the department’s video: [Narrative (3:51)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset5).
3. While narrative is the mentor concept for this unit, the supporting concept of character can also be explored using the mentor text, *The Wall in the Middle of the Book* by Jon Agee.
4. For information on verbs, verb groups, auxiliary verbs, prepositions, tense, conjunctions, and question marks, refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. This unit could enhance student learning towards achievement of outcomes from the Creative Arts K-6 syllabus, regarding responding to music and drama.
6. This unit provides scope to explore various forms of drama. [Act Ease](https://schoolsequella.det.nsw.edu.au/file/02f3d1ba-0509-400a-858a-d066546e4a62/1/act-ease.zip/index.html#/id/5e43ea0d78219b124d2afd4a), developed by the NSW Department of Education, provides teaching advice and learning sequences to explore quality children’s literature through drama.
7. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
8. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 2 December 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Phonological awareness****ENE-PHOAW-01 –** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts* blend onset and rime to say a one-syllable word (PhA2)
* identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes (PhA4)
 | **N/A** |
| **Print conventions****ENE-PRINT-01 –** tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print* understand that print contains a message
* identify pictures in texts (PKW2)
 | **N/A** |
| **Phonic knowledge****ENE-PHOKW-01 –** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts* blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts (PKW3, PKW4)
* segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts (PKW4)
* blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts (PKW5)
* segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words (PKW5)
* decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts (PKW5)
* segment and encode CVC words containing consonant digraphs (PKW4, PKW5)
 | **Phonic knowledge****EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts* blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6, PKW7)
* decode words with trigraphs and quadgraphs and apply this when reading texts
* blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts (PKW6, PKW7)
 |
| **Reading fluency****ENE-REFLU-01 –** reads decodable texts aloud with automaticity* read words automatically then apply to texts
* read phrases comprising 2 or 3 words aloud, in a rhythmic manner (FlY2, FlY3)
 | **Reading fluency****EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors* read aloud with an easy speech rhythm (FlY3)
* use sentence punctuation to enhance reading in a conversational manner (FlY3, FlY4)
 |
| **Reading comprehension****ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect* recall key characters, events and/or information in text (UnT5)
* use visual cues in multimodal texts to interpret meaning (UnT5)
* recall the sequence of events/information in texts (UnT5)
 | **Reading comprehension****EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning* make an inference by connecting the meaning of words across sentences and/or paragraphs
* use visual and/or auditory features in multimodal texts to build meaning (UnT5)
* confirm meaning by sequencing and explaining events and information
 |
| **Spelling****ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts* segment single-syllable words into phonemes as a strategy for spelling (SpG4)
* know that the digraphs zz, ss, ll, ff and ck do not usually start a word in Standard Australian English
* add the plural-marking suffix (s) to base nouns that require no change when suffixed (SpG5)
 | **Spelling****EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts* spell taught high-frequency contractions (SpG6)
* spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs (SpG6)
* use spelling conventions when adding plural-marking suffixes (SpG9)
* use spelling conventions when adding tense-marking suffixes (SpG9)
 |
| **Handwriting****ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts* form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction (HwK4)
 | **Handwriting****EN1-HANDW-01 –** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts* recognise and use keys to show more complex punctuation or symbols (HwK5)
* use word-processing program functions, including text-editing applications
 |

### Outcomes and content – Component B

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Oral language and communication****ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults* use regular past tense verbs when speaking
* use irregular past tense verbs when speaking
* recall details of events or stories using *who, what, when,* *where, why* and *how* (SpK2)
 | **Oral language and communication****EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions* understand that oral language can be used in combination with nonverbal communication
* use tense correctly to discuss past, present and future events
* recount narratives with key components (SpK3)
 |
| **Vocabulary****ENE-VOCAB-01 –** understands and effectively uses Tier 1 and Tier 2 words in familiar contexts* understand and use words to describe shape, size, texture, position, numerical order, time and seasons (SpK2, CrT5)
 | **Vocabulary****EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas* use taught morphemic knowledge to create word families
 |
| **Reading comprehension****ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect* recall key characters, events and/or information in text (UnT5)
* use visual cues in multimodal texts to interpret meaning (UnT5)
* recall the sequence of events/information in texts (UnT5)
 | **Reading comprehension****EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning* make an inference by connecting the meaning of words across sentences and/or paragraphs
* use visual and/or auditory features in multimodal texts to build meaning (UnT5)
* confirm meaning by sequencing and explaining events and information
 |
| **Creating written texts****ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences* include recognisable structural features for text purpose (CrT5)
* use prepositional phrases to indicate time or place (GrA2)
* use question marks and exclamation marks (PuN3)
* use drawing, images or mind maps to support planning and writing (CrT4)
* identify different purposes for writing (CrT4)
 | **Creating written texts****EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure* use a logical order to sequence ideas and events in sentences across a text (GrA4)
* select and use a range of conjunctions to create cohesive texts (GrA5)
* use contextually precise prepositional phrases when creating texts (GrA4)
* use a combination of simple and compound sentences to engage the reader when creating written texts (GrA4, CrT6)
* use punctuation, including question marks and exclamation marks, accurately and for effect (PuN3)
* understand that their own texts can be improved by incorporating feedback and editing
 |
| **Understanding and responding to literature****ENE-UARL-01 –** understands and responds to literature read to them* identify, discuss and compare the beginning, middle and end in a range of narratives
* experiment with using parts and/or features of a narrative, innovating from a mentor text
* understand that narrative can be real or imagined
 | **Understanding and responding to literature****EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose* identify the sequence of events that make up a narrative in own and others’ texts (UnT6)
* create and re-create narratives using understanding of narrative features (CrT5)
 |

## Week 1

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to identify the features of narrative texts. | Students are learning to re-create narratives using understanding of narrative features. |
| Success criteria | Students can:* identify the beginning, middle, and end of a narrative
* use prepositional phrases for time or place
* identify how illustrations are used to add meaning to a text
* identify parts of a narrative that are told through words and illustrations
* identify the parts of a narrative that apply to a particular character
* use past and present tense effectively when speaking.
 | Students can:* identify parts of a narrative that are told through text and images
* make text-to-self and text-to-text connections
* use a logical order to sequence ideas and events when creating texts
* re-create a familiar narrative
* write simple and compound sentences
* use prepositional phrases for time and place
* identify the parts of a narrative that apply to a particular character
* identify the sequence of events that make a narrative.
 |

#### Resources

* Agee J (2019) *The Wall in the Middle of the Book*, Scholastic Australia. ISBN: 9781760663490
* Hutchins P (2009) *Rosie’s Walk*, Random House UK. ISBN: 9781862308060
* [Resource 1: Narrative mountain](#_Resource_1:_Narrative) (enlarged teacher copy and individual copies)
* [Resource 2: Prepositional phrases](#_Resource_2:_Prepositional)
* Poem: [An Ogre Came over for Dinner (2:22)](https://poetry4kids.com/poems/an-ogre-came-over-for-dinner/)
* A series of props that suggest an easily identifiable character such as a crown (king or queen), a wand (a wizard), a helmet (cyclist), a stethoscope (doctor)
* Sticky notes
* A4 paper

### Lesson 1: Revising narrative

The following teaching and learning activities support multi-age settings.

#### Whole

1. Ask students what a narrative is. Discuss concepts and key vocabulary previously taught, for example, narrative, beginning, middle, end, imagined, feelings, prediction, sequence of events. Add the words discussed to an anchor chart.
2. Read the text ‘Rosie the hen went for a walk across the yard, around the pond, over the haystack, past the mill, through the fence, under the beehives and got back in time for dinner’ from Rosie’s Walk without displaying the cover or any part of the book. Engage students in a [Think-Pair Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.Y4PwD4g07gM.link) asking who was in the narrative and what happened in the sequence of events.
3. Show the cover of Rosie’s Walk. Explain that some narratives use words and pictures to tell the story, and that the words and pictures can tell different parts. Read Rosie’s Walk, showing the pictures, ensuring that the pace of reading allows students to experience the complexity of the narrative. Repeat the [Think-Pair Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.Y4PwD4g07gM.link) activity.
4. Explain that narratives are composed for an audience and a purpose. Ask students what they think the purpose of Rosie’s Walk is and who the audience might be.
5. Introduce an enlarged version of [Resource 1: Narrative mountain](#_Resource_1_–) as a tool to plan writing. Discuss the beginning, middle, and end of Rosie’s Walk, specifically referring to the sequence of events in the narrative.
6. Co-construct a written summary of Rosie’s Walk. Take turns with students, using a pen or writing implement to add individual words, drawings and labels to the enlarged narrative mountain.
7. Model ‘reading’ the summary to produce an oral narrative, including the key components of character and sequence of events.

### Lesson 2: Prepositional phrases and sequencing

The following teaching and learning activities support multi-age settings.

#### Whole

1. Review the narrative mountain produced in [Lesson 1](#_Lesson_1:_Revising_1). Students take turns to ‘read’ it, telling the parts of Rosie’s Walk. Explain that narratives usually have a predictable pattern and the higher that students travel up the narrative mountain, the more exciting the story becomes.
2. Re-read Rosie’s Walk and discuss words that describe the places that Rosie went, for example, around the pond.
3. Revisit prepositional phrases, reminding students that they are a group of words that show time or place. Display [Resource 2: Prepositional phrases](#_Resource_2:_Prepositional). Ask students to locate and orally share sentences that include one of the prepositional phrases in Rosie’s Walk. For example, ‘The hen walked across the yard. Rosie walked around the pond. The hen jumped over the haystack.’ Add the phrases to the anchor chart from [Lesson 1](#_Lesson_1:_All).
4. In pairs, students orally share new sentences that use prepositional phrases, acting it out with their partner. For example, ‘I crawled across the yard; my dog ran around the pond; my sister jumped over the haystack; my dad hid under the beehives.’
5. Explain that Rosie’s Walk contains 2 different stories – one told through the words and one told through the pictures. Explicitly teach that the words tell part of Rosie’s story, while the pictures tell the rest of Rosie’s story and the entirety of the fox’s story. Challenge students to find the word ‘fox’, or any mention of the fox in the written text.
6. Show the pages in order and ‘read’ the story of the fox. Model using regular and irregular past tense verbs to tell the fox’s story, embedding prepositional phrases. For example, ‘The fox hid under the chicken house, and he jumped on the rake.’
7. In small groups, students orally recount the fox’s story using prepositional phrases to add more detail. Repeat this process to support language development.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs/independent) |
| 1. Model rephrasing/recasting statements to ensure correct inflections when speaking in past tense. Give present tense verbs for students to say as past tense. Begin with regular and move to irregular as appropriate, for example, walk-walked, play-played, run-ran, fly-flew, sit-sat. Put words into contextually relevant sentences for students to hear and repeat. Provide non-examples and examples for irregular past tense. For example, ‘The girl sitted on the beach. / The girl sat on the beach.’
2. Support students to identify the beginning, middle and end of the fox’s narrative.
3. Students orally retell the fox’s story, using appropriate regular and irregular past tense verbs to describe its journey.
4. Students write simple sentences to describe an event that occurred in the fox’s story, selecting appropriate prepositional phrases from the anchor chart.

**Too hard?** Students select a prepositional phrase from the anchor chart and draw the fox engaging in an activity that reflects it.**Too easy?** Students draw the fox in a sequence of actions. Students write a sentence describing an action from the sequence using a prepositional phrase. | 1. In pairs, students orally retell the fox’s journey.
2. Students select a section from the text and write the fox’s story using past tense, a logical order to sequence the extract, and prepositional phrases. For example, ‘The fox followed Rosie and he fell into the pond.’

**Too hard?** Students draw the fox in a sequence of actions. Students write a sentence for an action from the sequence using a prepositional phrase.**Too easy? Students write the narrative with Rosie and the fox following a different path, adding new prepositional phrases.** |

**Early Stage 1 Assessment task 1** **–** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01** **–** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* use regular past tense verbs when speaking
* use irregular past tense verbs when speaking
* recall details of events or stories using who, what, when, where, why and how.

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* recall key characters, events and/or information in text
* use visual cues in multimodal texts to interpret meaning
* recall the sequence of events/information in texts.

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* use prepositional phrases to indicate time or place.

**Stage 1 Assessment task 1** **–** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* recount narratives with key components.

**EN1-RECOM-01** **–** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* use visual and/or auditory features in multimodal texts to build meaning
* confirm meaning by sequencing and explaining events and information.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a logical order to sequence ideas and events in sentences across a text
* use contextually precise prepositional phrases when creating texts.

**EN1-UARL-01** **–** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* create and re-create narratives using understanding of narrative features.

### Lesson 3: The Wall in the Middle of the Book

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display several pages from The Wall in the Middle of the Book with the text removed.
2. As a class, sequence the pictures into a logical order of events. Ask students to justify the order of the pages.
3. Read The Wall in the Middle of the Book. Discuss the sequence of events and whether students sequenced the pictures in the same order as the book. Discuss any differences and why students may have placed the pages in a different order. Explain that the water rising on the left-hand pages of the book can be compared to the narrative mountain, where the higher up the mountain students travel, the more exciting the story becomes.
4. Remind students that sometimes stories can tell a different narrative through words and pictures. Ask:
* What narrative was told through the words in the text?
* What narratives were told through the pictures?
* Did you notice any narratives that other people might have missed?
1. Students take turns explaining what is happening on the left-hand side of the page, then the right-hand side of the page. For example, on the left-hand side, the water is rising and there appears to be danger approaching; on the right-hand side, the animals are scared of the mouse, but the ogre talks to the mouse.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students fold A4 paper in half to represent the left-hand and right-hand side of the book. Students draw what they noticed on the left-hand side of the book, for example, the water rising, the duck swimming and the crocodile appearing. Repeat with the right-hand side of the book.
2. Students write simple sentences based on their drawings, using logical sequencing and correct punctuation. For example, ‘The duck was swimming in the water. Then the crocodile tried to eat it.’

**Too hard?** Students write keywords or phrases to describe their drawings.**Too easy?** Students write a compound sentence based on their drawings. | 1. Display the sentence ‘There’s a wall in the middle of the book **and** that’s a good thing.’ Highlight that a compound sentence comprises 2 or more independent clauses that are joined by a conjunction, for example, and, but, so. Deconstruct the example sentence underlining the independent clauses and circling the conjunction.
2. Students use their knowledge of the events in the text to write a compound sentence about something they noticed on the left side and right side of the wall. For example, ‘The knight climbed the ladder and he almost got eaten by a crocodile. The ogre is kind, so he saved the knight.’

**Too hard?** Co-construct compound sentences to describe something students noticed on the left side or right side of the wall.**Too easy?** Students write a short text about something they noticed on the left side and right side of the wall. |

### Lesson 4: Characters in narratives

The following teaching and learning activities support multi-age settings.

#### Whole

1. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Y4PwD_j3wUQ.link) with 2 headings, ‘Characters’ and ‘Actions’. Identify characters from The Wall in the Middle of the Book and record these on the chart. This list will be used again throughout week 2. Discuss the homophone and the spelling of knight/night.
2. Present a series of props that represent an easily identifiable character such as a crown (king or queen), a wand (a wizard), a helmet (cyclist), a stethoscope (doctor). Ask students if any of the props match the characters in the text. Identify the importance of characters in a narrative and how authors build the characters, including their personality, wants, emotions, and feelings. Explain that characters are important because what happens to them and what they do drives the action of the story.
3. Discuss how the characters are illustrated in the text, for example, the knight (helmet, armour, ladder, small), the ogre (helmet, beard, club, large). Discuss how the illustrations affect what the audience thinks about the characters.
4. Compare and contrast the visual story and the written story. For example, the knight suggests his side of the book is safe when it is in fact unsafe; the knight suggests the ogre is scary, however, he is kind and gentle.
5. Explicitly teach the correct placement of an exclamation mark for effect. Demonstrate how to accurately form an exclamation mark using a modelled sentence from The Wall in the Middle of the Book. For example, ‘This is not supposed to happen on this side of the wall!’ Ask students how the use of an exclamation mark affects the way the sentence is read.
6. Provide opportunities for text-to-self connections by comparing the knight’s fear with students’ own fears. Model writing with a combination of sentences stating one of the knight’s fears and a student’s own fear, using an exclamation mark for effect. For example, ‘The knight is afraid of the ogre! I am afraid of the dark!’
7. Students orally construct simple and compound sentences to explain these connections. For example, ‘The knight was afraid of the ogre. I am afraid of the dark, but I have a night light.’

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs/independent) |
| 1. Revisit the concept of character.
2. Discuss the different ways authors and illustrators tell the audience about the characters in texts. Draw students’ attention to the colours, size, emotions, facial expressions, and gestures of the knight.
3. Brainstorm words to describe the knight, for example, brave, scared, worried, happy. Students show facial expressions to match descriptive words. Add words to the T-chart used earlier in this lesson.
4. Students write a simple sentence describing the knight’s character, for example, ‘The knight was scared.’
5. Students illustrate their writing.

**Too easy?** Students write a compound sentence to describe the knight’s character. For example, ‘The knight was scared because the ogre had a club.’ | 1. In pairs, students take turns to orally recount the story from the knight’s perspective.
2. Students record the sequence of events that occurred in the knight’s narrative on [Resource 1: Narrative mountain](#_Resource_1_–), using a combination of simple and compound sentences.

**Too hard?** Write a series of simple sentences to match the sequence of events.**Too easy?** After writing, students explain why the knight wanted the wall in the middle of the book and whether his perspective might have changed at the end of the story. |

### Lesson 5: Tense and sequence of events

The following teaching and learning activities support multi-age settings.

#### Whole

1. Listen to the poem [An Ogre Came over for Dinner (2:22)](https://poetry4kids.com/poems/an-ogre-came-over-for-dinner/). Ask students if they think this poem is real or imagined and why. Discuss the ogre’s behaviour in the poem and compare it with the ogre in The Wall in the Middle of the Book. Ask students how the behaviour of the 2 ogres is similar and how it is different. Students name characters from other texts that remind them of the ogre and list shared characteristics on an anchor chart, for example, big, messy, kind-hearted. Discuss negative and positive responses to each character.
2. Draw students’ attention to the 2 different stories told through the words and pictures in The Wall in the Middle of the Book. Focus on the right-hand side of the text to infer the ogre’s story. Students take turns to infer how the ogre was feeling and what he was thinking to recount the story from his perspective.
3. Display the poem [An Ogre Came over for Dinner (2:22)](https://poetry4kids.com/poems/an-ogre-came-over-for-dinner/) and identify some regular past tense verbs, for example, crushed, busted, ranted, raved. Define tense as the verb that indicates when something is happening, for example, in the past, present, or future. Continue to identify past tense verbs in the poem.
4. Explain that past tense is used to retell a narrative or recount an event. Model the use of past tense vocabulary to recount a section of the mentor text. For example, ‘The ogre climbed on his club and looked over the wall. Then he rescued the knight.’
5. Display The Wall in the Middle of the Book and ask students to identify the verbs that match the actions of the characters, for example, climb, look. Explicitly teach listening for the -ed suffix when verbs change to past tense. When irregular verbs are identified, explain that the -ed rule does not apply and that the verb can change completely, for example, catch becomes caught. Students say the verbs using the past tense.
6. Assign 2 areas in the classroom and label them ‘Past tense’ and ‘Present tense’. Say a verb from the mentor text in the past or present tense. Students move to the matching area of the room, for example, climb or climbed, run or ran. Select a student to orally use the verb in a sentence. Repeat the game, encouraging effective use of past and present tense verbs.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (independent) |
| 1. Draw attention to the mentor text and the 2 different stories that are told through the words and pictures. Focus on the right-hand side of the text – the ogre's story.
2. Students take turns to orally recount the story from the ogre’s perspective.
3. Students write a simple sentence to describe an event that occurred in the ogre’s narrative during the beginning, middle or end. Students use appropriate past tense verbs in their writing.
4. Students draw a picture to accompany their writing.
 | 1. Students record the sequence of events that occurred in the ogre’s narrative on [Resource 1: Narrative mountain](#_Resource_1:_Narrative), using a combination of simple and compound sentences.

**Too hard?** Write a series of simple sentences to match the sequence of events.**Too easy?** After writing, students explain what might occur next in the story between the knight and ogre characters. |

**Early Stage 1 Assessment task 2 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* use regular past tense verbs when speaking
* use irregular past tense verbs when speaking.

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* recall the sequence of events/information in texts.

**ENE-UARL-01 –** understands and responds to literature read to them

* identify, discuss and compare the beginning, middle and end in a range of narratives
* experiment with using parts and/or features of a narrative, innovating from a mentor text
* understand that narrative can be real or imagined.

**Stage 1 Assessment task 2** **–** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* use tense correctly to discuss past, present and future events
* recount narratives with key components.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* make an inference by connecting the meaning of words across sentences and/or paragraphs.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* identify the sequence of events that make up a narrative in own and others’ texts.

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to identify and discuss features of narrative texts. | Students are learning to recognise the pattern of features in narratives to re-create a text.  |
| Success criteria | Students can:* represent ideas using words, illustrations, and music
* identify the sequence of events that make a narrative
* identify the beginning, middle and end events within a narrative
* use drawings to support planning and writing
* use prepositional phrases when creating texts
* create an imaginative text.
 | Students can:* use a logical order to sequence events across a text
* identify parts of narrative that are told through text, images and music
* write simple and compound sentences
* create their own imaginative text
* use tense correctly to discuss past, present, and future events
* use success criteria to edit and improve own texts.
 |

#### Resources

* Agee J (2019) *The Wall in the Middle of the Book*, Scholastic Australia. ISBN: 9781760663490
* [Resource 1: Narrative mountain](#_Resource_1:_Narrative) (enlarged teacher copy and individual copies)
* [Resource 3: Action verb flashcards](#_Resource_3:_Action_1)
* [Resource 4: Beginning, middle and end](#_Resource_4:_Beginning,) (Early Stage 1)
* Audio: [Peer Gynt Suite: In the Hall of the Mountain King (2:11)](https://music.youtube.com/watch?v=hD1XdfDmDUQ&list=RDAMVMhD1XdfDmDUQ) by Edvard Grieg
* Mini whiteboards
* A4 paper
* A template for recording feedback, such as [Two Stars and a Wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.YkqIOy2CmuM.link)

### Lesson 6: Exploring narrative through music

The following teaching and learning activities support multi-age settings.

#### Whole

1. Listen to [Peer Gynt Suite: In the Hall of the Mountain King' (2:11)](https://music.youtube.com/watch?v=hD1XdfDmDUQ&feature=share) and explain that music can tell a story.
2. Students share initial responses to the music. Discuss how music can help to create a story. Ask:
* How did it make you feel when the music started to get louder (crescendo) and faster?
* Did you notice that more percussion sounds are added towards the end of the music? Why do you think this is?
* What might be happening when you hear these changes in the music?
1. Display [Resource 1: Narrative mountain](#_Resource_1:_Narrative) and listen to the music again. Match the development of the music to the gradual incline of the mountain. Observe how the higher up the narrative mountain students go, the louder and faster the music becomes. Ask:
* What might the narrative of this music be about?
* What characters do you imagine when you hear the music?
* What surprise might be coming at the end?
1. Use the narrative mountain to orally plan an imagined story to match the music. Display [Resource 3: Action verbs flashcards](#_Resource_3:_Action_1) and indicate the different ways in which the characters may move in the imagined story. For example, creep, step, tiptoe, climb, skip, peek, dance, stomp, run, gallop, fall, crash. Students move around the classroom acting through mime and using nonverbal cues, as you narrate the imagined story to the music and displaying the appropriate verb card.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent/pairs) | Stage 1 (teacher guided) |
| 1. Students fold a sheet of A4 paper into 4 and draw a sequence of illustrations to match the imagined story.
2. Students label their drawings using verbs and words that describe shape, size or position to accompany each illustration. Direct students to use the characters and actions from the T-chart in [Lesson 4](#_Lesson_4:_Characters) for support.

**Too hard?** Match the verb flashcard to illustrations.**Too easy?** Students write simple sentences including key verbs and adjectives to describe their illustrations. | 1. Display a three-column table with the headings ‘past tense’, ‘present tense, and ‘future tense’. Revise tense, noting that this shows when the action happened – in the past, present, or future.
2. Explain that an auxiliary verb or ‘helping verb’ can make a future tense verb group, for example, will jump.
3. Build a morphemic word family to identify tense in different forms using selected verbs from the imagined story, for example, creeps, crept, will creep; climbs, climbed, will climb.
4. Students select a verb from each column of the table and write it in a simple or compound sentence to describe an event that occurred in the teacher narrated story from activity 4. Students draw a picture to match their writing.

**Too hard?** In pairs, students write simple sentences to describe events that occurred in the teacher’s narrative.**Too easy?** Continue the chart with additional irregular verbs such as think, draw, shine, drive, do, know. |

**Early Stage 1 Assessment task 3 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**ENE-VOCAB-01 –** understands and effectively uses Tier 1 and Tier 2 words in familiar contexts

* understand and use words to describe shape, size, texture, position, numerical order, time and seasons.

**Stage 1 Assessment task 3 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* understand that oral language can be used in combination with nonverbal communication.

**EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

* use taught morphemic knowledge to create word families.

### Lesson 7: Planning a narrative

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revise the audience and purpose of The Wall in the Middle of the Book. Highlight the structure, layout of the text, and the intentional language choices and features used by the author.
2. Review the list of characters on the T-chart in [Lesson 4](#_Lesson_4:_Characters), focusing on the minor characters (the animals).
3. Explain that students will be writing a narrative about a minor character from The Wall in the Middle of the Book.
4. Select a minor character and co-construct a plan for the story using an enlarged copy of [Resource 1: Narrative mountain](#_Resource_1:_Narrative).
5. Co-construct differentiated success criteria for writing. For example:

|  |  |
| --- | --- |
| Early Stage 1 success criteria | Stage 1 success criteria |
| * write simple sentences
* sequence events in a logical order
* use prepositional places to describe time or place
* include punctuation such as capital letters, full stops, and exclamation marks
* edit writing based on teacher feedback.
 | * write a combination of simple and compound sentences
* use a conjunction to connect ideas, for example, and, but, for, so, because
* sequence events in a logical order
* use prepositional places to describe time and place
* include punctuation such as an exclamation mark to enhance writing
* edit writing based on feedback.
 |

1. Model writing the beginning of a shared class narrative about the selected minor character using simple and compound sentences, for example, ‘The duck is the knight’s friend. The knight climbs the ladder and he is watching him. The duck wonders what the knight is doing.’
2. In pairs, students use mini whiteboards to draw or write a series of events for the narrative using the co-constructed plan. Provide opportunities for students to share their ideas with the class.
3. Demonstrate how to [apply the success criteria](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/introducing-student-peer-assessment) to the students’ ideas and writing through think alouds. Identify aspects of the students’ work that meet the criteria, as well as areas for improvement. Ask students to identify the points of the success criteria that were applied and suggest areas for improvement.
4. Select one group’s ideas and writing that meets the success criteria and add this to the beginning of the text modelled in activity 6.
5. Explicitly teach a range of conjunctions that Stage 1 students can use in their writing to make the text cohesive. For example, and, for, but, so, because.
6. Co-construct the end/conclusion of the narrative using the plan and with reference to the success criteria.
7. Students read the completed narrative as a class.

### Lesson 8: Planning written texts

The following teaching and learning activities support multi-age settings.

#### Whole

1. Review and discuss the illustrations from The Wall in the Middle of the Book, focusing on the minor characters’ facial expressions, body language, and gaze. Encourage students to use interesting vocabulary and add their responses to the T–chart created in [Lesson 4.](#_Lesson_4:_Characters)
2. Read the mentor text and model responding to punctuation, drawing attention to question marks and exclamation marks. For example, ‘What’s going on?! This is not supposed to happen on this side of the wall! OH NO!’ Explain that the use of particular punctuation markers helps to add meaning to a text.
3. Ask if a question mark or exclamation mark could be used elsewhere in the text. Edit the class narrative created in [Lesson 7](#_Lesson_7:_Planning) to include exclamation marks and question marks where appropriate.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Using the mentor text, identify the beginning, middle and end based on key events that occurred.
2. Support students to select another minor character and structure a plan for the beginning, middle, and end of their own narrative using individual copies of [Resource 4: Beginning, middle and end.](#_Resource_4:_Beginning,)
3. Students independently draw pictures in each section of the resource to plan their writing.

**Too hard? Students draw pictures to represent the series of events that occurred for the character selected in** [Lesson 7](#_Lesson_7:_Planning)**.****Too easy?** Students label their plan with keywords or phrases. | 1. Students plan a narrative about a minor character of their choice using [Resource 1: Narrative mountain](#_Resource_1_–).
2. Students use their plan to begin writing, using simple and compound sentences, identified punctuation, and prepositional phrases. Encourage students to refer to the success criteria to guide their writing.
 |

### Lesson 9: Creating written texts

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revisit the mentor text as a model for narrative writing, identifying elements of the success criteria.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided/pairs/independent) |
| 1. Students use their narrative plan to write their own narrative using simple sentences.

**Too hard?** Facilitate use of text-to-speech technology or audio or video recording to produce this text.**Too easy?** Students write compound sentences using a conjunction such as ‘and’. | 1. Revisit the co-constructed narrative from [Lesson 7](#_Lesson_7:_Planning). Explicitly teach students how to apply the success criteria to provide [feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) using a strategy such as [Two stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549).
2. Select a student’s work sample to provide feedback based upon the success criteria. Model how to apply feedback to improve writing.
3. Students read the beginning of their narrative to a partner. Each partner takes turns to provide feedback.
4. Students continue to write their draft narrative.
 |

### Lesson 10: Editing and publishing written texts

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display the co-constructed success criteria for writing from [Lesson 7](#_Lesson_7:_Planning) and revise [applying the success criteria](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/introducing-student-peer-assessment#Teach1), drawing attention to structural features, punctuation and prepositional phrases.
2. Students use [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to review their narrative and reflect on the success criteria.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs/independent) |
| 1. Use the think aloud strategy to review students’ writing from [Lesson 9](#_Lesson_9:_Creating_1). Demonstrate how to apply the success criteria to edit their work.
2. Support students to identify aspects of their writing that meet the criteria, as well as areas for improvement.
3. Support students to edit and finalise their writing.
 | 1. In pairs, students provide peer feedback on their completed narrative drafts.
2. Provide time for students to apply feedback to edit their writing and publish their texts.

**Too easy?** Students illustrate and write their text, telling 2 different narratives. One in the illustrations and one in the written text. |

#### Whole

1. Students share their writing with an authentic audience. For example, reading the created text to a peer from another class, recording a reading of the text to be digitally shared with family members, or reading their text to another adult within the school.

**Early Stage 1 Assessment task 4** **–** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* include recognisable structural features for text purpose
* use question marks and exclamation marks
* use drawing, images or mind maps to support planning and writing
* identify different purposes for writing.

**Stage 1 Assessment task 4** **–** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-CWT-01** **–** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a logical order to sequence ideas and events in sentences across a text
* select and use a range of conjunctions to create cohesive texts
* use a combination of simple and compound sentences to engage the reader when creating written texts
* use punctuation, including question marks and exclamation marks, accurately and for effect
* understand that their own texts can be improved by incorporating feedback and editing.

**EN1-UARL-01** **–** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* create and re-create narratives using understanding of narrative features.

## Resource 1: Narrative mountain



## Resource 2: Prepositional phrases

|  |
| --- |
| across the yard |
| around the pond |
| over the haystack |
| past the mill |
| through the fence |
| under the beehives |

##

## Resource 3: Action verb flashcards

|  |  |  |  |
| --- | --- | --- | --- |
| creep | step | tiptoe | climb |
| skip | peek | dance | stomp |
| run | gallop | fall | crash |

## Resource 4: Beginning, middle and end

|  |  |
| --- | --- |
| Part of the narrative | Key events |
| Beginning |  |
| Middle |  |
| End |  |

## References

**Links to third-party material and websites**

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