



## English Yearly Overview Scope and Sequence

Stage 2 | Year 3 | 2025

|  | Term 1  | Term 2   | Term 3  | Term 4  |
|--|---|--|---|---|
| Duration                                 | Week 1-11   | Week 1-9   | Week 1-10   | Week 1-8  |
| Unit Title                               | Convince me! I Don't Believe it!  | Tell me more!  | Unleashing the Power of Poetry!   | Double Trouble!   |
| Textual Form                             | Persuade  | Informative  | Imagination   | To entertain and inform (Hybrid Texts)  |
| Driving Texts<br>(full text lists below) | I'm trying to love spiders<br>Olivia's Birds: Saving the Golf By Olivia Eouler<br>Give bees a chance by Bethany Barton<br>Dr Coo and the pigeon protest by Sarah Hampson<br>Escargot by Dash Ka Slater  | Are we there yet?- Alison Lester<br>Under the Southern Cross by Frane Lessac<br>To the Top End – Our trip across Australia – Roland Harvey<br>A is for Australia – Frane Lessac<br>Our Country- Ancient Wonders By Mark Greenwood and Frane Lessac   | Roald Dahl – Twisted Poems<br>Joseph Coelho- The werewolf Club<br>Grace Nichols-Cosmic Disco  | Charlotte's Web   |
| Text Concept                             | Argument/Perspective  | Authority  | Connotation, imagery, and symbol  | Genre/Perspective/Narrative/Character   |
| Related KLAS                             | n/a   | Geography  | History   | Science and Technology  |
| Overview                                 | <p><b>Big Idea: How do authors use language features and vocabulary to convince readers?</b></p> <p>In this unit, students will explore various persuasive texts, including imaginative picture books, advertisements, animations, campaigns, and speeches. They will identify the core text structures, language forms, and features utilised by composers to achieve their goals with their intended audience. Additionally, they will explain how words, sounds, images, logos, colour, and gestures contribute to the meaning in multimodal texts like persuasive animations, advertisements, and campaigns. Building on the mentor texts they've examined, students will create forms of persuasive content.</p> | <p><b>Big Idea: How do authors organise information to clearly communicate to an audience?</b></p> <p>In this unit, students will focus on informative texts, examine some of the key features of information reports. They will examine a variety of both printed and digital texts designed to help people understand the significance of different places. Students will delve into the textual concept of "authority".</p> <p>They will acquire the skill of effectively navigating both non-fiction and digital texts to locate relevant information. Additionally, they will become adept at recognising how composers employ text structures, such as headings and sub-headings, to organise information and ideas within the texts they study. Furthermore, they will explore the ways in which multimodal features, such as maps, images, and diagrams, contribute meaning to informative texts.</p> <p>Upon studying a variety of printed and digital informative texts, students will gain valuable</p> | <p><b>Big Idea: Analysing Poetry's Impactful Expressions</b></p> <p><b>What is poetry?</b></p> <p><b>Why do we write poetry?</b></p> <ul style="list-style-type: none"> <li>- Why is it different to narrative?</li> <li>- How do we appreciate poetry?</li> <li>- What different Figurative Language do poets use to impact readers?</li> </ul> <p>In this unit, students will explore how authors and poets employ language to captivate and connect with their audience. They will critically analyse a diverse selection of literary works, explaining how creators employ textual structures and linguistic elements to effectively convey complex themes in a descriptive way.</p> <p>Students will articulate the rationale behind their personal reactions to a variety of poems and pinpoint the precise literary devices used by authors of their chosen texts. Drawing from their acquired</p> | <p><b>Big Idea: How do authors inform through imaginative writing?</b></p> <p>Students are immersed into the world of Hybrid texts where they explore how to combine the skills of imaginative and informative writing to create rich texts to entertain and inform an audience.</p> <p>Throughout this unit students apply their knowledge of characters within known texts alongside the reality of those characters in real life. They will explore how they can complement a narrative with informative sentences containing researched information, whilst exploring a variety of texts.</p> |

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|                 |  | insights and competencies and will write and publish an information report. | knowledge throughout the unit, students will compose a range of descriptive texts and poems. |  |
| <b>Outcomes</b> |  |   |  |  |
| EN2-OLC-01      |  |   |  |  |
| EN2-VOCAB-01    |  |   |  |  |
| EN2-REFLU-01    |  |   |  |  |
| EN2-RECOM-01    |  |   |  |  |
| EN2-CWT-01      |  |   |  |  |
| EN2-CWT-02      |  |   |  |  |
| EN2-CWT-03      |  |   |  |  |
| EN2-SPELL-01    | <i><b>Taught as Standalone – Please see Scope and Sequence for Spelling</b></i>                            |   |  |  |
| EN2-HANDW-01    | <i><b>Taught as Standalone – Please see Scope and Sequence for Handwriting and Digital Transcripts</b></i> |   |  |  |
| EN2-HANDW-02    |  |   |  |  |
| EN2-UARL-01     |  |   |  |  |