



## English Yearly Overview Scope and Sequence

Stage 3 | Year 6 | 2025

	Term 1	Term 2	Term 3	Term 4
Duration	Weeks 2-11	Weeks 1-9	Weeks 1-10	Weeks 1-8
Unit Title	Storytelling in Motion!	Change Makers	Powerful Voices	Freedom
Textual Form	Imaginative - Narrative	Persuasive / Procedure	Informative/Persuasive / Procedure Indigenous legend – Young Dark Emu	Persuasive Informative – Bibliography
Driving Texts (full text lists below)	Runt - Craig Silvey and Sara Acton The Red Tree – Shaun Tan Varmints – Helen Ward	Blueback – Tim Winton The tantrum that saved the world. Our House is on Fire The Lonely Polar Bear The Bird's Forgotten Song	How to Bee – Bren MacDibble Young, Dark Emu National Geographic article	Detention Various free-verse poems
Text Concept	Narrative, Perspective and context, Characterisation	Argument and authority	Theme, Genre	Connotation, imagery and symbol
Related KLAS	Geography	Science and Technology – States of Matter	Science & Technology - Agriculture	History
Overview	<p><b>Big Idea: How can storytelling convey themes of connection and resilience?</b></p> <p>Using the mentor text Runt by Craig Silvey and Sara Acton, students will develop their narrative writing skills while exploring kindness, connection, and overcoming adversity. They will analyse how Silvey uses characterisation, perspective, and context to engage readers and convey powerful messages. Students will explore narrative techniques, including foreshadowing and extended metaphors, and justify their authorial choices. They will also examine multimodal picture books by Shaun Tan and Peter Carnavas, identifying distinctive storytelling styles within and across texts. Building on these insights, students will interpret silent short films to deepen their understanding of visual storytelling. The unit culminates in students collaboratively writing a short narrative, which they will adapt into a silent short film.</p>	<p><b>Big Idea: How can persuasive speech be used to advocate for environmental conservation and influence public opinion?</b></p> <p>This unit on Tim Winton's "Blueback" will focus on developing students' persuasive oral language communication skills through the exploration of environmental conservation themes. Over the nine weeks, students will read and analyse the novel, examining how Winton uses narrative to advocate for ocean preservation and sustainable living. They will engage in activities such as composing persuasive texts in various forms, such as poems, letters and taking part in classroom discussions to argue the importance of protecting marine environments. Through these exercises, students will learn to construct well-supported arguments, use rhetorical strategies – emotive language,</p>	<p><b>Big Idea: How might we empower change through effective communication?</b></p> <p>Students will learn about the textual concept of genre. They will examine and experiment with texts that cross genres. For example, informative texts that entertain, persuade and inform. Students will have the opportunity to create their own texts for different purposes that do not follow the form and function of a single genre. They will use the mentor text, and the supporting text, as a stimulus for writing informative and persuasive texts.</p> <p>In this unit, students will delve into a variety of texts with the dual purpose of informing their audience about the challenges of sustainability in agriculture and persuading them to contribute to agricultural sustainability efforts. These texts will encompass short animations, infographics, posters, websites, non-fiction print materials, as well as picture books.</p>	<p><b>Big Idea: How might we illuminate lives through the art of biographical storytelling?</b></p> <p>In this unit, students will explore the concept of 'theme', with a particular focus on the literary theme of freedom. Through a narrative about refugee experiences, students will identify and describe the messages of freedom that are common to the lived experiences of the characters in the text. Students will investigate how authors draw upon real-life experiences of their own, or that of others, as well as using written language in carefully crafted ways, to create narratives and poetry that evoke empathy in their readers. Students will study how the use of connotation, imagery and symbols are used in written texts. Students will write and deliver a free verse poem based around the theme of freedom.</p>

		tier 2 and tier 3 vocabulary, authority-effectively, and understand the power of persuasive text in driving social change, all while reflecting on their role in environmental stewardship.	Students will explore how diverse media elements, including words, images, sound, and narration, collaborate to influence the reader or viewer. They will also analyse the text structures, language forms, and features present in both explanatory and persuasive texts, examining how a composer's choices are shaped by their intended purpose and audience. Armed with a deeper comprehension of the issues surrounding agricultural sustainability, students will craft both an informative explanation and a persuasive text, utilising digital technologies to create an interactive poster board.	
<b>Outcomes</b>				
<b>EN3-OLC-01</b>				
<b>EN3-VOCAB-01</b>				
<b>EN3-RECOM-01</b>				
<b>EN3-CWT-01</b>				
<b>EN3-SPELL-01</b>	<i><b>Taught as Standalone – Please see Scope and Sequence for Spelling</b></i>			
<b>EN3-HANDW-01</b>	<i><b>Taught as Standalone – Please see Scope and Sequence for Handwriting and Digital Transcripts</b></i>			
<b>EN3-HANDW-02</b>	<i><b>Taught as Standalone – Please see Scope and Sequence for Spelling</b></i>			
<b>EN3-UARL-01</b>				
<b>EN3-UARL-02</b>				