YEAR 6 ENGLISH WORK PLAN: Semester 2, 2017 - 6A: Mrs S. Page, 6B: Mr B. Blanch, 6C: Mrs J Walter

UNIT	TERM 3 TOPICS	ASSESSMENT	DUE DATE
1 Weeks 1-6 Weeks 6-10	**Discovering our moral and ethical values** Students will become more aware of the world around them, from both an historical and modern perspective, and better understand the role that authors play in shaping our knowledge of issues, such as the impact that our forbearers and experiences have on shaping our own moral and ethical values. Students will explore texts that foreground ethical and moral dilemmas that people are faced with. Their focus text will be *A Single Shard* by Linda Sue Park. They will examine some of the important values that the protagonist learns and how he comes to understand what is right and wrong. Students will explore how writers use language to position readers to take on (and accept) particular meanings. They will also come to appreciate the power of language, both written and visual, and how it can be an effective tool in exploring character relationships and moral issues. They will be required to complete a short answer test in response to the novel which will assess them on their understanding of character, themes and techniques used by the author to position readers. Students will then be required to write and present their own text in which they foreground an important value/moral/lesson for their audience to take on board. This will be in the form of an original fable.	1. Informative Text – written short answer test in response to the set novel. Completed in class under supervised test conditions. 2. Imaginative text – spoken narrative in the genre of an original fable, which foregrounds an important value/moral Length: 1-2 minutes Multi-modal option	**Week 6 (**completed in class on Wednesday, 16 August) **Draft due: Week 8** (Thursday, 31 August) **Final to be ready for presentation at start of Week 10 (**Monday, 11 September)
UNIT	**TERM 4 TOPICS**	**ASSESSMENT**	**DUE DATE**
2 Term 4 Weeks 1-8	**Extra! Extra! Read All About It!** Students will explore and reflect on the importance of reporting the news in society as a way of keeping people informed about significant and important events. They will examine the history of news reporting, from ancient times through the centuries to the present. Students will learn about the different modes and mediums of news reports (eg newspapers, television news, radio and the internet). They will compare and contrast the features of news reports in each of these modes and mediums. They will also compare and contrast a news report from the past (eg seventeenth century) to the present in order to examine how language of news reporting has changed over the centuries. Despite the differences over time and between mediums of news reports, however, students will come to understand that one thing has remained constant: people have always had an interest in what is going on in the world around them, and reporting the news to the public is an important way of informing society about significant events. Students will then focus on the structure and generic features of a newspaper report, and will complete two tasks: they will complete an in-class short answer task that will assess their understanding of the newspaper report structure and language choices made by the writer to position readers; they will also compose their own report for a local paper based on their trip to Canberra.	**3. Persuasive Text – written news report** based on a recent significant achievement by a member of the school or local community, or a significant recent local event Length: 200-300 words **4. Informative Text – written short answer response** to a news report Length: 40 minutes class time	**Draft due: Week 6** (Tuesday, 7 November) **Final due: Week 7** (Wednesday, 15 November) **Week 8** (completed in class on Wednesday, 22 November)

This work plan was last updated on Tuesday, 18 July 2017. The contents are subject to change – students will be advised in advance of any changes - regularly check for updates.