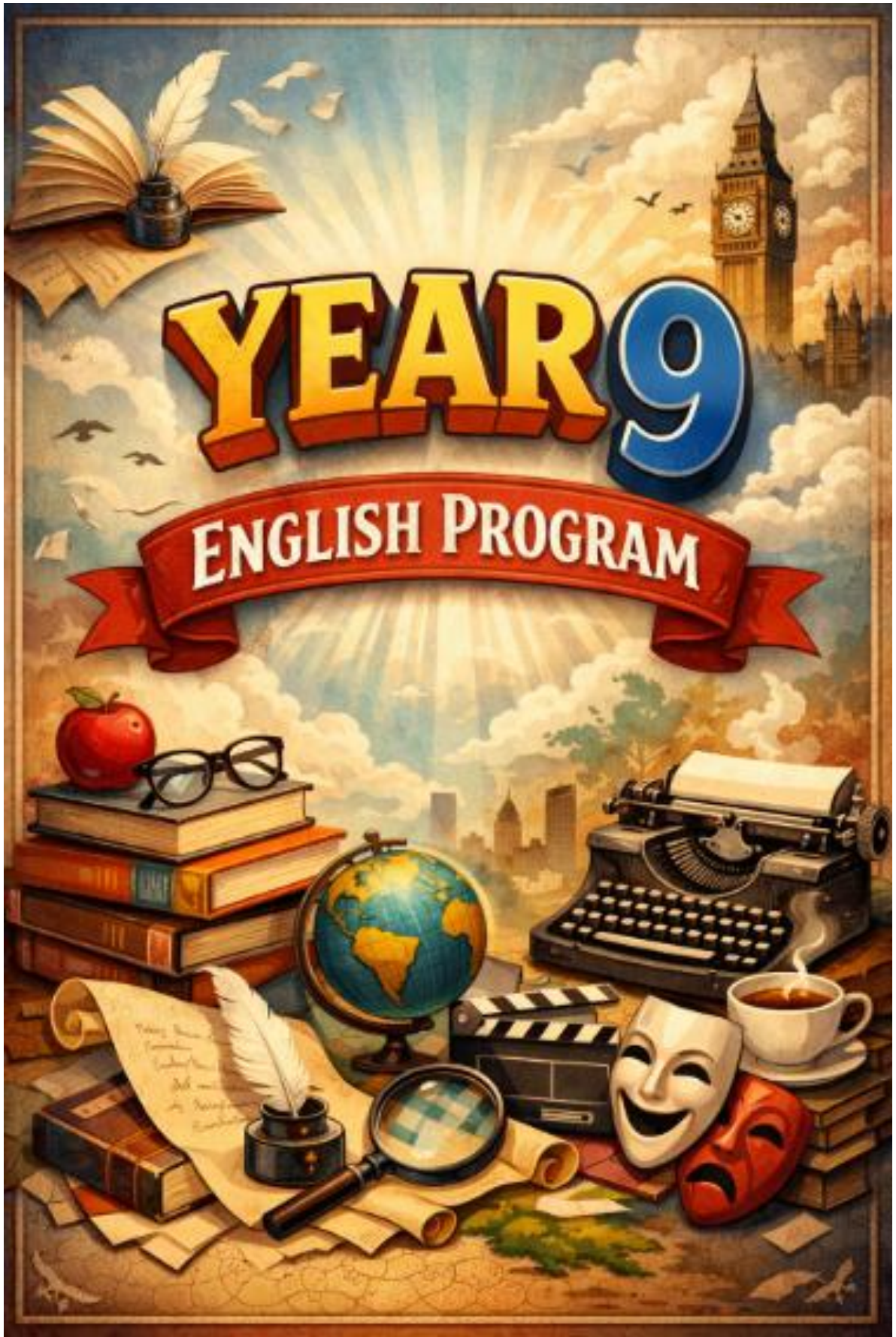




Year 9

English

Program

Home Schooling

2026

Rationale

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Aim

The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Outcomes	Registration
EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts	
EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures	
EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes	
EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them	
EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning	
EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts	

Outcome and Contents	Year 9				Year 10			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Reading, viewing and listening to texts								
Outcome: uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL-01								
Reading, viewing and listening skills								
Apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts								
Use contextual cues to infer the meaning of unfamiliar or complex words								
Develop a deeper understanding of themes , ideas or attitudes by revisiting and reinterpreting texts to find new meaning								
Apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts								
Reading, viewing and listening for meaning								
Analyse the main ideas and thematic concerns represented in texts								
Investigate how layers of meaning are constructed in texts and how this shapes a reader's understanding and engagement								
Draw on prior knowledge of texts to question, challenge and deepen understanding of both new and familiar texts								
Clarify and justify personal responses to texts, explaining how aspects of the text, such as character , genre , tone, salience or voice , position a reader and influence these personal responses								
Analyse how the use of language forms and features in texts have the capacity to create multiple meanings								

Analyse how language use evolves over time and is influenced by social and technological changes and developments								
Reading for challenge, interest and enjoyment								
Read increasingly complex texts that challenge thinking, pique interest, enhance enjoyment and provoke a personal response								
Engage in sustained and varied reading that presents increasingly diverse and complex perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples , and respond in a range of ways, including through extended written responses								
Consider how the social, cultural and ethical positions represented in texts represent, affirm or challenge views of the world								
Evaluate experiences of reading by sharing responses to texts								
Evaluate the ways reading texts help us understand ourselves and make connections to others and the world								
Reflecting								
Reflect on how reading, viewing and listening to texts has informed and inspired learning								
Reflect on how an appreciation of texts can be enhanced through re-reading, and close or critical study								
Understand and reflect on the value of reading for personal growth and cultural richness								
Use reading strategies, and evaluate their effectiveness, when reflecting on the successes and challenges of extended reading								
Reflect on how reading promotes a broad and balanced understanding of the world and enables students to explore wider universal issues								
Reflect on own experiences of reading by interacting with peers in meaningful ways about the value of reading								

Outcome and Contents	Year 9				Year 10			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Understanding and responding to texts A								
Outcome: analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01								
Representation								
Analyse how contextual, creative and unconscious influences shape the composition, understanding and interpretation of all representations								
Code and convention								
Use metalinguage effectively to analyse how meaning is constructed by linguistic and stylistic elements in texts								
Analyse how language forms, features and structures, specific or conventional to a text's medium , context , purpose and audience , shape meaning, and experiment with this understanding through written, spoken, visual and multimodal responses								
Explain how texts use, adapt or subvert textual conventions across a range of modes and media to shape new meanings, and explore this in own texts								
Connotation, imagery and symbol								
Analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings to contribute to larger patterns of meaning in texts, and experiment with this in own texts								
Analyse how Aboriginal and Torres Strait Islander authors use figurative language and devices to represent culture , identity and experience								
Point of view								

Examine elements of focalisation, such as omniscience, limitations, indirect speech, tone, reliability and multiple narrators, and how these interact to shape perceptions of meaning in texts, and apply this in own texts								
Recognise the difference between the actual author and authorial voice in texts and use this understanding to create texts with other kinds of imagined authors								
Characterisation								
Analyse how engaging, dynamic and complex characters are constructed in texts using language features and structures, and use these features and structures in own texts								
Explore how characters in texts can be lifelike constructions with whom audiences establish intellectual and emotional connections, and can be perceived to reflect, challenge or subvert particular values and attitudes								
Analyse how characters can serve structural roles in narrative, such as foils and drivers of action and conflict, and manipulate these ideas when composing own texts								
Narrative								
Analyse how narrative conventions vary across genres, modes, media and contexts and how they can be used to represent ideas and values and shape responses, and apply this understanding in own texts								
Explore how narratives can represent and shape personal and shared identities, values and experiences								

Outcome and Contents	Year 9				Year 10			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Understanding and responding to texts B								
Outcome: evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01								
Theme								
Analyse how themes can be understood to underpin cohesive meaning in texts , and apply this understanding in own texts								
Appreciate the role of the audience in perceiving themes and how these themes can offer insights into an author's perspective								
Perspective and context								
Understand how the personal perspectives of audiences are a product of historical and cultural contexts								
Analyse how texts can be understood or interpreted from different perspectives, and experiment with this idea in own texts								
Evaluate how texts can position audiences to accept, challenge or reject particular perspectives of the world, and reflect on this in own texts								
Analyse how elements of an author's personal, cultural and political contexts can shape their perspectives and representation of ideas, including form and purpose								
Appreciate how all communication is a product of cultural context								
Explain how texts affirm or challenge established cultural attitudes and values in different contexts								

Appreciate the significance and value of expressions of cultural context in texts constructed using elements of languages and dialects, including Standard Australian English , Aboriginal and/or Torres Strait Islander Languages, and Aboriginal English								
Argument and authority								
Evaluate how effective arguments are constructed through combinations of specific language forms, features and structures, and apply an understanding of this in own texts								
Analyse how subjectivity and objectivity are constructed in texts to form arguments, and how these can represent particular perspectives								
Analyse how an engaging personal voice in texts can represent a perspective or argument and communicate a sense of authority , and experiment with these ideas in own texts								
Research, select and sequence appropriate evidence from texts and reliable sources to construct cohesive and authoritative arguments								
Evaluate how the authority of a text is continually negotiated and reassessed by readers								
Appreciate how authority over meaning in texts, such as multimodal and interactive texts, can be distributed, and is a negotiation between acts of authorship, publication and interpretation								
Style								
Analyse how the distinctive aesthetic qualities and stylistic features of a text can shape and be shaped by its purpose, and experiment with this in own texts								
Evaluate how particular styles in text can be privileged according to context								
Examine the way an author's distinct personal style shapes meaning in their work								
Appreciate how the style of a text can represent larger ideas of literary movements and genres								

Outcome and Contents	Year 9				Year 10			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Understanding and responding to texts C								
Outcome: investigates and explains ways of valuing texts and the relationships between them EN5-URC-01								
Genre								
<u>Analyse</u> how elements of <u>genre</u> in <u>texts</u> can shape the way ideas and values are represented and perceived, and experiment with elements of genre in own texts to shape meaning and response								
Reflect on the evolution, adaptation, subversion and hybridity of genre in different time periods and cultural <u>contexts</u> , and how they <u>demonstrate</u> changing values								
Intertextuality								
<u>Identify</u> the process and value of adapting, appropriating or transforming texts for different <u>audiences</u> , <u>purposes</u> or contexts, and <u>describe</u> these processes in own texts								
<u>Examine</u> how meaningful connections made between texts can enrich the experience and understanding of <u>literature</u> and <u>culture</u>								
Literary value								
Analyse and <u>evaluate</u> how thematic and <u>aesthetic</u> qualities of a text contribute to the different ways an audience questions and negotiates the value of the text in particular contexts								

Outcome and Contents	Year 9				Year 10			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Expressing ideas and composing texts A								
Outcome: crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01								
Writing								
Select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive , discursive and/or imaginative								
Develop a personal and informed voice that generates ideas and positions an audience through selection of appropriate word-level language and text-level features								
Experiment with language to create tone, atmosphere and mood								
Use rhetorical language strategically and subtly to shape complex ideas and convince others of a point of view , as appropriate to audience and purpose								
Use tense accurately and purposefully								
Apply narrative voice to depict complex ideas and enhance engagement								
Create engaging and authentic temporal and spatial settings for a range of purposes and audiences								
Representing								
Experiment with a variety of codes and conventions to create aesthetic qualities that have the power to communicate ideas and influence viewpoints in own texts								

Compose visual and multimodal texts to express complex ideas, using a range of digital technologies where appropriate								
Speaking								
Select effective rhetorical strategies to position an audience and evoke an emotional response								
Communicate complex information, ideas and viewpoints using purposeful verbal and/or nonverbal language, including gestures , to emphasise key points, enhance engagement and clarify meaning								
Craft a range of spoken , signed or communicated texts that convey complex ideas for specific audiences								
Deliver spoken, signed or communicated texts with engaging use of intonation , emphasis, volume, pace and timing								
Participate in and lead a range of informal discussions about texts and ideas, including analytical, speculative and exploratory talk, to consolidate personal understanding and generate new ideas								
Signal the development of ideas through language, structure and presentational features								
Text features								
Express ideas, using appropriate structures for purpose and audience, that reflect an emerging personal style								
Introduce and define complex key ideas, academic concepts and positions for arguments in sustained analytical and persuasive texts								
Use the structural conventions of analytical writing purposefully, including a well-articulated and considered thesis, a sustained and cohesive progression of supporting points, and a rhetorically effective conclusion								
Use the structural conventions of persuasive texts to purposefully justify opinions and develop expanding arguments, including a focused opening and thesis, logically sequenced elaboration paragraphs , and a conclusion that synthesises complex ideas								

Use the structural conventions of informative texts purposefully to build a field of relevant facts and perspectives								
Use the structural conventions of imaginative texts purposefully, including shaping complex complications and conflicts, and crafting authentic characters , to depict ideas								
Experiment with the process of transformation to create texts with new meaning								
Use the structural conventions of discursive texts purposefully, including the transition between personal and abstract texts, to present complex and nuanced ideas								
Experiment with a range of poetic forms to explore ideas and express personal perspectives								
Experiment with a combination of modes for specific effect and impact								
Sentence-level grammar and punctuation								
Select and justify the use of varied sentence type, length and complexity to support cohesion and for effect								
Maintain subject-verb agreement , identifying the subject in collective nouns , extended noun groups or in extended complex sentences								
Control the use of passive and active voice when crafting sentences for effect and to suit the purpose of a text								
Craft concise sentences to suit text purpose								
Craft elaborated noun and/or verb groups for effect, clarity or complexity of description								
Apply punctuation to suit text purpose, support clarity and meaning, for effect, and to control reader response								
Word-level language								

Apply orthographic and morphological knowledge, using <u>etymology</u> and dictionary <u>reference</u> resources as needed, to spell unfamiliar, complex and technical words								
Select technical vocabulary to write with accuracy in a range of modes and <u>registers</u> appropriate to audience, purpose, form and <u>context</u>								
Use a variety of grammatical features to <u>describe</u> relationships between complex ideas								
Make vocabulary choices that enhance stylistic features of writing, and shape meaning through <u>connotation</u>								

Outcome and Contents	Year 9				Year 10			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Expressing ideas and composing texts B								
Outcome: uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01								
Planning, monitoring and revising								
Engage with model texts to develop and refine features, structures and stylistic approaches in own work								
Research, summarise , evaluate and synthesise information and perspectives from different sources to generate new ideas and create detailed and informed texts								
Develop an effective thesis for extended analytical and persuasive texts that is based on critical thinking about a text or topic								
Plan a progressive sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels								
Produce co-constructed complex texts to represent a diversity of ideas and values								
Select from a range of collaborative drafting strategies and feedback processes to improve clarity, meaning and effect in texts								
Reflecting								
Reflect on own texts, using technical vocabulary to explain and evaluate authorial decisions appropriate to the target audience and specific purpose								
Discuss the pleasures, challenges and successes experienced in the processes of understanding and composing								

Evaluate the effectiveness of compositional choices in writing that have been influenced by elements of other texts, using specific examples								
Evaluate own ability to plan, monitor and revise during the composition process, and how this can improve clarity, cohesion and effect								

Module A Unit Overview

In this unit, students engage with a carefully sequenced range of imaginative and multimodal texts to deepen their mastery of reading, interpreting and composing sophisticated writing. Through close study of short stories, extracts, visual narratives and a graphic biography, students explore how composers use language, form, structure and style to represent complex ideas, ethical dilemmas, power relationships and human experience.

Across the unit, students progressively develop the skills required to interpret increasingly complex texts. They analyse how meaning is shaped through narrative voice, characterisation, imagery, symbolism, genre conventions and intertextual connections. By examining texts connected through theme, form, perspective and context, students investigate how authors position audiences, affirm or challenge values, and invite moral and emotional judgement.

Reading is positioned as an active, critical and reflective process. Students apply appropriate reading pathways to interrogate layers of meaning, clarify and justify personal responses, and evaluate how texts influence thinking, empathy and understanding of the world. Through structured discussion and reflection, students articulate how texts provoke ethical questioning and shape interpretations of identity, power, responsibility and choice.

The unit places strong emphasis on **writing as craft and thinking**. Students compose imaginative, critical and reflective texts that demonstrate increasing control over narrative voice, structure, pacing, figurative language and stylistic choices. They experiment with genre, perspective and transformation, drawing on mentor texts to inform original compositions that explore complex ideas and tensions.

Throughout the unit, students engage in explicit processes of planning, drafting, revising and reflecting. They use precise metalanguage to evaluate their compositional decisions, assess the effectiveness of their writing, and explain how their ideas and techniques have been shaped by the texts they have studied. By the end of the unit, students produce a sustained imaginative composition that synthesises their learning, demonstrating technical control, ethical insight and a confident personal voice.

This unit is designed to support all learners through differentiated instruction while also extending students toward sophisticated analytical and creative outcomes, preparing them for the demands of Stage 5 English and beyond.

Content:**Introduction to Module A: Mastery of Writing (Recommended time: 1 lesson)****Introductory Activity — Understanding the Unit****Purpose**

To help students understand what this unit is about, what they will be learning, and what success will look like, before beginning any texts.

1. Activity:

Read the Unit Overview: Students are given the unit overview.

Read, Highlight and Discuss: Ideas, Skills and Requirements.

TOPIC 1 — Reading, Imagination & Moral Choice (Recommended time: 7 lesson)

Outcomes

A student:

- uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL-01
- analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01
- evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01
- crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01
- uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01

Understanding:

- **Reading, viewing and listening skills:** Apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts
- **Reading, viewing and listening for meaning:** Investigate how layers of meaning are constructed in texts and how this shapes a reader's understanding and engagement
- **Reading, viewing and listening for meaning:** Clarify and justify personal responses to texts, explaining how aspects such as character, genre, tone and voice position a reader
- **Representation:** Analyse how contextual and creative influences shape representations of ideas and experiences
- **Point of View:** Examine focalisation, reliability and narrative perspective and how these shape perceptions of meaning
- **Reflecting:** Reflect on how reading has informed and inspired learning

Responding:

- **Writing:** Develop a personal and informed voice that positions an audience through deliberate language choices
- **Writing:** Experiment with language to create tone, atmosphere and mood
- **Text Features (Imaginative):** Use narrative voice, setting and conflict to depict complex ideas
- **Planning, monitoring and revising:** Engage with model texts to refine narrative features and stylistic approaches

- **Reflecting:** Reflect on own texts using technical vocabulary to evaluate authorial decisions

Topic: Reading, Imagination & Moral Choice

Subtopics

- Reading pathways: skimming, scanning, close reading, critical reading
- Narrative tension and ethical dilemmas
- Moral choice and consequence in imaginative texts
- Point of view, focalisation and reader positioning
- How texts challenge or affirm values
- Crafting moral tension in imaginative writing

Texts

- *The Most Dangerous Game* — Richard Connell
- *A Sound of Thunder* — Ray Bradbury

Resources

1. Reading Pathways & Questioning Guide (Stage 5)
2. Moral Dilemma & Ethics in Narrative – Concept Sheet
3. POV & Focalisation Mini-Guide
4. QTE Table: Moral Choice, Technique, Effect
5. Model Imaginative Paragraphs (Ethical Conflict)
6. Imaginative Writing Planning Scaffold
7. Peer Editing & Reflection Sheet

Learning Intention

Students will explore how imaginative texts position readers through tension, moral choice and consequence. They will analyse how authors use narrative voice, structure and ethical conflict to shape meaning and challenge values, and apply these techniques in their own imaginative writing.

Activity

Students begin by applying **reading pathways** to *The Most Dangerous Game* and *A Sound of Thunder*, identifying how narrative tension is established through setting, pacing and conflict. Through guided annotation, students track moments where characters face moral or ethical decisions and discuss how these moments position the reader to judge, empathise or feel discomfort.

Students analyse **point of view and focalisation**, examining how limited or omniscient narration shapes understanding of character motivation and consequence. They complete a **QTE table** linking moral choice to language features (e.g. syntax, imagery, tone) and their effect on audience response.

Students then plan and compose a short imaginative scene centred on a **moral dilemma**, deliberately shaping tension through voice, pacing and choice of detail. Drafts are refined through peer feedback.

Students conclude the topic with a **reflective paragraph**, explaining how the studied texts influenced their compositional decisions and how language was used to position the reader.

Differentiated Curriculum

Emerging

Students may require explicit modelling and structured support. They:

- identify key moral choices with teacher guidance
- describe events and decisions using simple cause–effect language
- recognise first- and third-person narration with highlighted examples
- compose short imaginative scenes using scaffolded sentence starters
- reflect using guided stems (e.g. “The choice mattered because...”)

Teacher support

- annotated model extracts
- sentence frames and word banks
- oral discussion before writing

Developing

Students demonstrate growing independence. They:

- explain how moral tension is created using quotes
- analyse how POV influences reader sympathy
- compose imaginative scenes with clear ethical conflict
- use varied sentence structures to build tension
- reflect on how mentor texts shaped their writing

Teacher support

- QTE tables
- planning scaffolds
- guided peer feedback prompts

Mastery

Students demonstrate analytical and compositional sophistication. They:

- evaluate how authors manipulate reader judgement
- analyse focalisation, reliability and consequence with precision
- compose imaginative writing with layered moral complexity
- control pacing, tone and narrative structure deliberately
- reflect insightfully on how language choices position audiences

Teacher support

- optional extension tasks (alternative POV rewrites)
- stylistic experimentation challenges
- opportunities to lead discussion or mentor peers

Success Criteria

Students can:

- ✓ apply reading pathways to complex imaginative texts
- ✓ analyse how moral choice and consequence shape meaning
- ✓ explain how POV and language position the reader
- ✓ compose an imaginative scene centred on ethical tension
- ✓ reflect on compositional choices using accurate metalanguage

Evidence of Learning

- Annotated extracts identifying moral tension and POV
- Completed Moral Choice QTE Table
- Planned imaginative scene scaffold
- Draft and revised imaginative writing
- Peer feedback sheet
- Final written reflection explaining language choices and effect

TOPIC 2 — Voice, Identity & Belonging (Recommended time: 7 lessons)

Outcomes

A student:

- uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL-01
- analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01
- evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01
- investigates and explains ways of valuing texts and the relationships between them EN5-URC-01
- crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01
- uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01

Understanding:

- **Reading, viewing and listening for meaning:** Clarify and justify personal responses to texts, explaining how aspects such as character, genre, tone or voice position a reader
- **Representation:** Analyse how contextual, creative and unconscious influences shape representations of identity, belonging and experience
- **Point of View:** Examine focalisation, tone, reliability and narrative voice and how these shape perceptions of meaning
- **Characterisation:** Analyse how engaging, dynamic and complex characters are constructed using language features and structures
- **Theme:** Analyse how themes underpin cohesive meaning in texts and offer insight into an author's perspective
- **Reflecting:** Reflect on how reading, viewing and listening to texts has informed learning

Responding:

- **Writing:** Develop a personal and informed voice that positions an audience
- **Writing:** Experiment with language to create tone, atmosphere and mood
- **Text Features (Imaginative):** Apply narrative voice, characterisation and setting to depict ideas and values
- **Planning, monitoring and revising:** Engage with model texts to refine narrative features and stylistic approaches

- **Reflecting:** Reflect on own texts using technical vocabulary to evaluate authorial decisions

Topic: Voice, Identity & Belonging

Subtopics

- Voice as a marker of identity
- Cultural context and lived experience
- Belonging, exclusion and self-perception
- Character voice, interiority and tone
- How texts affirm or challenge social values
- Writing authentic voices in imaginative texts

Texts

- *Does My Head Look Big In This?* — Randa Abdel-Fattah (extract)
- *Warak Enab*

Resources

1. Voice & Identity Concept Sheet
2. Cultural Context & Representation Guide
3. Character Voice QTE Table
4. POV, Tone & Reliability Mini-Guide
5. Model Imaginative Extracts (Identity & Belonging)
6. Imaginative Writing Planning Scaffold – Voice Focus
7. Peer Feedback & Reflection Sheet

Learning Intention

Students will explore how writers construct voice to represent identity, belonging and cultural experience. They will analyse how narrative perspective, tone and characterisation position readers and shape values, and apply these understandings to compose imaginative writing with an authentic and purposeful voice.

Activity

Students begin by closely reading an extract from *Does My Head Look Big In This?*, analysing how Amal’s voice conveys identity, humour, tension and cultural experience. Students annotate moments where tone, internal monologue and dialogue position the reader to empathise with, question or affirm Amal’s perspective.

Students then study *Warak Enab*, focusing on how memory, sensory detail and reflective voice construct belonging and cultural identity. Through discussion and annotation, students compare how each text represents identity differently—one through contemporary narrative voice, the other through symbolic and reflective storytelling.

Students complete a **Character Voice QTE Table**, linking voice techniques (diction, syntax, imagery, tone) to representations of belonging and audience response.

Students then plan and compose a short imaginative piece that centres on **identity or belonging**, crafting a deliberate narrative voice. They revise drafts through peer feedback, focusing on authenticity, clarity and emotional impact.

Students conclude with a **reflective paragraph**, explaining how the studied texts shaped their choices in voice, character and representation.

Differentiated Curriculum

Emerging

Students may require structured guidance and modelling. They:

- identify key moments of identity or belonging with teacher support
- describe voice using simple language (e.g. “funny,” “serious,” “sad”)

- recognise first-person narration and internal thoughts when highlighted
- compose short imaginative pieces using sentence starters
- reflect using guided prompts (e.g. “My character feels like they belong when...”)

Teacher support

- sentence frames and word banks
- annotated model paragraphs
- oral rehearsal before writing

Developing

Students demonstrate increasing independence. They:

- explain how voice shapes representation using short quotes
- analyse tone and perspective in both texts
- compose imaginative writing with a clear narrative voice
- experiment with dialogue and internal reflection
- reflect on how texts influenced their writing choices

Teacher support

- QTE tables
- scaffolded planning templates
- structured peer feedback questions

Mastery

Students demonstrate confident analysis and composition. They:

- evaluate how voice and context shape identity representation
- analyse reliability, tone and focalisation with precision
- compose imaginative texts with nuanced, authentic voice
- control language choices to position readers deliberately
- reflect insightfully on values, identity and authorial intent

Teacher support

- optional extensions (rewrite from another cultural or narrative perspective)

- stylistic experimentation tasks
- opportunities to mentor peers

Success Criteria

Students can:

- ✓ analyse how voice represents identity and belonging
- ✓ explain how context and character position readers
- ✓ compare representations of identity across texts
- ✓ compose imaginative writing with a deliberate narrative voice
- ✓ reflect on compositional choices using accurate metalanguage

Evidence of Learning

- Annotated extracts focusing on voice and identity
- Completed Character Voice QTE Table
- Planned imaginative writing scaffold
- Draft and revised imaginative piece
- Peer feedback sheet
- Final reflection explaining representation and voice choices

TOPIC 3 — Power, Control & Consequence (Recommended time: 7 lessons)

Outcomes

A student:

- uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL-01
- analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01
- evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01
- investigates and explains ways of valuing texts and the relationships between them EN5-URC-01
- crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01
- uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01

Understanding:

- **Reading, viewing and listening for meaning:** Investigate how layers of meaning are constructed in texts and how this shapes a reader's understanding and engagement
- **Representation:** Analyse how contextual, creative and unconscious influences shape representations of power, authority and vulnerability
- **Connotation, imagery and symbol:** Analyse how figurative language represents complex ideas, thoughts and feelings
- **Characterisation:** Analyse how characters reflect, challenge or subvert values and attitudes
- **Theme:** Analyse how themes underpin cohesive meaning and shape audience interpretation
- **Reflecting:** Reflect on how reading has informed learning

Responding:

- **Writing:** Experiment with language to create tone, atmosphere and mood
- **Writing:** Apply narrative voice to depict complex ideas and enhance engagement
- **Text Features (Imaginative):** Shape complications and conflict to represent ideas and values
- **Planning, monitoring and revising:** Engage with model texts to refine structural and stylistic approaches
- **Reflecting:** Evaluate authorial decisions using technical vocabulary

Topic: Power, Control & Consequence

Subtopics

- Power dynamics in relationships and societies
- Authority, vulnerability and control
- Consequences of silence, obedience and resistance
- Symbolism and imagery as representations of power
- How texts critique systems and structures
- Writing power and consequence into imaginative narratives

Texts

- *The Chosen Vessel* — Barbara Baynton
- *The Wall*

Resources

1. Power & Control Concept Sheet
2. Symbolism and Allegory Mini-Guide
3. QTE Table: Power, Technique, Effect
4. Character & Authority Analysis Scaffold
5. Model Imaginative Paragraphs (Conflict & Power)
6. Imaginative Writing Planning Template
7. Peer Feedback & Reflection Sheet

Learning Intention

Students will examine how texts represent power, control and consequence through characterisation, symbolism and narrative structure. They will analyse how authors critique authority and vulnerability, and apply these insights to compose imaginative writing that explores power dynamics and their effects.

Activity

Students begin by closely reading *The Chosen Vessel*, identifying how Baynton represents power, isolation and vulnerability through setting, symbolism and narrative perspective. Students annotate key moments of tension and discuss how silence, authority and fear shape meaning.

Students then study *The Wall*, examining how allegory and symbolism are used to represent systems of control, division and consequence. Through guided discussion, students analyse how imagery and minimalism position the reader to question power structures.

Students complete a **QTE table**, linking techniques (symbolism, setting, tone, narrative voice) to representations of power and audience response. They compare how each text critiques authority through different forms and modes.

Students then plan and compose an imaginative scene that explores **power and consequence**, shaping conflict through setting, symbolism and character choices. Drafts are refined through peer feedback.

Students conclude with a **reflective paragraph**, evaluating how the studied texts influenced their representation of power in their own writing.

Differentiated Curriculum

Emerging

Students may require explicit scaffolding. They:

- identify moments of power or control with guidance
- describe characters using simple cause–effect language
- recognise basic symbols when highlighted
- compose short imaginative scenes with scaffolded conflict
- reflect using sentence starters (e.g. “Power is shown when...”)

Teacher support

- visual organisers
- model annotations

- sentence frames and guided planning templates

Developing

Students demonstrate growing independence. They:

- explain how power is represented using quotes
- analyse symbolism and setting with guidance
- compose imaginative writing with clear conflict
- experiment with tone and descriptive detail
- reflect on how texts shaped their ideas

Teacher support

- QTE tables
- structured planning scaffolds
- guided peer feedback questions

Mastery

Students demonstrate analytical and compositional sophistication. They:

- evaluate how texts critique authority and control
- analyse symbolism and allegory with precision
- compose imaginative narratives with layered power dynamics
- control pacing, tone and narrative structure
- reflect insightfully on authorial intent and effect

Teacher support

- extension tasks (e.g. rewriting power dynamics from another perspective)
- stylistic experimentation challenges
- opportunities to mentor peers

Success Criteria

Students can:

- ✓ analyse how power and control are represented in texts
- ✓ explain how symbolism and narrative choices shape meaning
- ✓ compare representations of authority and consequence
- ✓ compose imaginative writing that explores power dynamics
- ✓ reflect on compositional decisions using accurate metalanguage

Evidence of Learning

- Annotated extracts focusing on power and symbolism
- Completed Power QTE Table
- Planned imaginative writing scaffold
- Draft and revised imaginative scene
- Peer feedback sheet
- Final written reflection evaluating choices and influence

TOPIC 4 — History, Memory & Resistance (Recommended time: 7 lessons)

Outcomes

A student:

- uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL-01
- analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01
- evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01
- investigates and explains ways of valuing texts and the relationships between them EN5-URC-01
- crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01
- uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01

Understanding:

- **Reading, viewing and listening for meaning:** Draw on prior knowledge to question, challenge and deepen understanding of texts
- **Representation:** Analyse how contextual, creative and unconscious influences shape representations of history and resistance
- **Theme:** Analyse how themes underpin cohesive meaning and reflect author perspectives
- **Style:** Examine how distinctive stylistic features shape meaning and position audiences
- **Intertextuality:** Examine how connections between texts enrich understanding of literature, culture and history
- **Reflecting:** Reflect on how reading has informed understanding of values and identity

Responding:

- **Writing:** Develop a personal and informed voice that positions an audience
- **Writing:** Experiment with tone, atmosphere and mood
- **Text Features (Imaginative):** Create authentic temporal and spatial settings
- **Representing:** Experiment with visual and written codes to communicate ideas
- **Reflecting:** Evaluate how compositional choices shape meaning and response

Topic: History, Memory & Resistance

Subtopics

- History as story, memory and interpretation
- Resistance as political, cultural and personal action
- Voice, ideology and representation
- The role of form and medium in shaping historical narratives
- Valuing texts that challenge dominant perspectives
- Transforming history into imaginative expression

Texts

- *Che Guevara: A Manga Biography*
- *My Canvas*

Resources

1. History & Memory Concept Sheet
2. Style and Medium Comparison Guide
3. Ideology and Representation QTE Table
4. Visual vs Written Storytelling Scaffold
5. Model Paragraphs: History as Narrative
6. Imaginative Writing Planning Template (Historical Lens)
7. Reflection & Peer Feedback Sheet

Learning Intention

Students will explore how texts represent history, memory and resistance through different forms and styles. They will analyse how composers position audiences to value certain ideas and challenge others, and apply these insights to create imaginative writing that reinterprets history and personal memory.

Activity

Students begin by reading *Che Guevara: A Manga Biography*, examining how visual style, framing, dialogue and sequencing construct a historical narrative. They analyse how the manga form simplifies, amplifies or reshapes historical events and ideological positions.

Students then read *My Canvas*, focusing on how personal voice, memory and reflection construct identity and resistance at an individual level. Through guided annotation, students examine how language, imagery and tone communicate lived experience and challenge assumptions.

Students complete a **QTE table**, analysing how each text represents history and resistance, and how form influences meaning. They compare the ideological positioning of both texts, discussing reliability, bias and purpose.

Students then plan and compose an imaginative piece that reinterprets a moment of resistance—historical, cultural or personal—using deliberate choices of voice, form and structure. Drafts are refined through peer feedback.

Students conclude with a reflective response evaluating how historical and personal narratives shaped their creative decisions.

Differentiated Curriculum

Emerging

Students may require explicit modelling and structure. They:

- identify key historical or personal moments with support
- describe resistance in simple cause–effect terms
- recognise basic stylistic features (images, short sentences, repetition)
- compose short imaginative responses with scaffolded prompts
- reflect using sentence starters

Teacher supports

- guided annotation
- visual organisers
- paragraph frames and sentence stems

Developing

Students demonstrate growing analytical control. They:

- explain how history or memory is represented using evidence
- analyse style and medium with emerging metalanguage
- compose imaginative writing with a clear sense of voice and context
- experiment with tone and imagery
- reflect on how texts influenced their ideas

Teacher supports

- comparison tables
- modelled analytical paragraphs
- structured peer discussion tasks

Mastery

Students demonstrate sophistication and independence. They:

- evaluate how texts challenge dominant historical narratives
- analyse ideological positioning and stylistic design
- compose imaginative writing with layered historical or personal meaning
- manipulate structure, voice and form intentionally
- reflect insightfully on authorial intent and audience impact

Teacher supports

- optional extension (e.g. reframing history from a marginalised voice)
- stylistic experimentation challenges
- opportunities to lead discussion or mentor peers

Success Criteria

Students can:

- ✓ analyse how history and resistance are represented in texts
- ✓ explain how form and style shape ideological meaning
- ✓ compare historical and personal narratives

- ✓ compose imaginative writing inspired by historical or remembered experience
- ✓ reflect using precise technical vocabulary

Evidence of Learning

- Annotated extracts analysing history and resistance
- Completed Ideology & Representation QTE Table
- Comparative discussion notes
- Planned imaginative writing scaffold
- Draft and revised imaginative response
- Final reflective evaluation

TOPIC 5 — Identity, Belonging & Transformation (Recommended time: 7 lessons)

Outcomes

A student:

- uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL-01
- analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01
- evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01
- investigates and explains ways of valuing texts and the relationships between them EN5-URC-01
- crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01
- uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01

Understanding:

- **Reading, viewing and listening for meaning:** Clarify and justify personal responses to texts, explaining how voice, tone and character position the reader
- **Theme:** Analyse how themes of identity, belonging and displacement underpin cohesive meaning
- **Representation:** Evaluate how texts affirm or challenge cultural values and attitudes
- **Point of View:** Examine how narrative voice and perspective shape identity and audience connection
- **Characterisation:** Analyse how complex characters reflect, challenge or negotiate cultural and personal identity
- **Reflecting:** Reflect on how texts offer insights into personal and shared experiences

Responding:

- **Writing:** Develop a personal and informed voice to position an audience
- **Writing:** Apply narrative voice and perspective to depict complex identity
- **Text Features (Imaginative):** Craft authentic temporal and spatial settings connected to belonging
- **Word-level language:** Make deliberate vocabulary choices to convey cultural meaning and emotion
- **Reflecting:** Evaluate how compositional choices express identity and transformation

Topic: Identity, Belonging & Transformation

Subtopics

- Identity as personal, cultural and evolving
- Belonging, exclusion and marginalisation
- Transformation through experience and reflection
- Voice and perspective in representing identity
- Cultural symbols, memory and place
- Writing identity through imaginative transformation

Texts

- *Warak Enab*
- *The Wall*

Resources

1. Identity & Belonging Concept Sheet
2. Character & Identity Analysis QTE Table
3. Perspective and Voice Mini-Guide
4. Symbolism & Cultural Meaning Scaffold
5. Model Paragraphs: Writing Identity
6. Imaginative Writing Planning Template (Identity Focus)
7. Peer Feedback & Reflection Sheet

Learning Intention

Students will explore how texts represent identity, belonging and transformation. They will analyse how composers use voice, character, symbolism and setting to communicate cultural and personal experiences, and apply these understandings to compose imaginative writing that reflects identity and change.

Activity

Students begin by reading *Warak Enab*, analysing how food, family rituals and cultural practices function as symbols of belonging and memory. Through close reading, students examine how voice and imagery construct identity and emotional connection.

Students then read *The Wall*, focusing on how perspective, symbolism and narrative situation represent exclusion, fear and the human need for connection. They analyse how characters experience transformation as a result of conflict, boundaries or isolation.

Using a **Character & Identity QTE Table**, students compare how both texts represent belonging and marginalisation. They evaluate how each composer positions the reader to empathise with characters and question social values.

Students then plan and compose an imaginative piece that explores identity or belonging through a moment of transformation. This may include:

- crossing a boundary (physical, cultural, emotional)
- confronting exclusion or difference
- reconnecting with culture, memory or self

Students draft, revise and refine their writing using peer feedback, focusing on voice, setting, symbolism and emotional authenticity.

Students conclude with a reflective response evaluating how the studied texts shaped their representation of identity and transformation.

Differentiated Curriculum

Emerging

Students benefit from structured scaffolding and modelling. They:

- identify basic aspects of identity (family, culture, place)
- describe belonging or exclusion using simple cause–effect explanations
- recognise symbols with teacher guidance
- compose short imaginative scenes with clear emotional focus
- reflect using sentence stems

Teacher supports

- sentence starters and paragraph frames
- visual symbol banks
- guided character planning templates

Developing

Students demonstrate increasing control. They:

- explain how identity is shaped through experience and relationships
- analyse character voice and perspective using evidence
- use symbolism and setting deliberately
- compose imaginative writing with a clear transformative moment
- reflect on how texts influenced their ideas

Teacher supports

- QTE comparison tables
- modelled imaginative extracts
- structured peer feedback questions

Mastery

Students demonstrate sophistication and independence. They:

- evaluate how texts challenge assumptions about identity and belonging
- analyse how narrative voice and symbolism position audiences
- compose imaginative writing with layered identity representation
- manipulate structure, perspective and tone intentionally
- reflect insightfully on authorial purpose and audience impact

Teacher supports

- optional extensions (dual perspectives, symbolic motifs)
- creative challenges (reframing identity through a different lens)
- opportunities to mentor peers

Success Criteria

Students can:

- ✓ analyse how identity and belonging are represented in texts
- ✓ explain how voice, character and symbolism shape meaning
- ✓ compare representations of inclusion and exclusion
- ✓ compose imaginative writing that explores transformation
- ✓ reflect using accurate technical vocabulary

Evidence of Learning

- Annotated extracts analysing identity and belonging
- Completed Character & Identity QTE Table
- Comparative discussion notes
- Planned imaginative writing scaffold
- Draft and revised imaginative composition
- Final reflective evaluation

TOPIC 6 — Power, Ethics & Human Choice (Recommended time: 7 lessons)

Outcomes

A student:

- uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL-01
- analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01
- evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01
- investigates and explains ways of valuing texts and the relationships between them EN5-URC-01
- crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01
- uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01

Understanding:

- **Reading, viewing and listening for meaning:** Investigate how layers of meaning shape reader judgement and ethical response
- **Representation:** Evaluate how texts represent power, morality, control and consequence
- **Characterisation:** Analyse how characters act as moral agents, foils or drivers of conflict
- **Theme:** Analyse how ethical dilemmas underpin cohesive meaning
- **Point of View:** Examine how perspective influences sympathy, judgement and tension
- **Intertextuality:** Explain how texts comment on human behaviour across contexts
- **Reflecting:** Reflect on how texts provoke ethical and philosophical questioning

Responding:

- **Writing:** Craft imaginative and critical texts that explore ethical tension
- **Writing:** Apply narrative voice and structural control to position an audience
- **Text Features (Imaginative):** Shape conflict, pacing and resolution deliberately
- **Word-level language:** Select vocabulary that conveys threat, power and moral complexity
- **Reflecting:** Evaluate how compositional choices shape reader response

Topic: Power, Ethics & Human Choice

Subtopics

- Power and dominance
- Moral responsibility and consequence
- Civilisation vs savagery
- Choice under pressure
- Human control over nature and others
- Ethical tension in speculative and adventure narratives

Texts

- *The Most Dangerous Game* — Richard Connell
- *A Sound of Thunder* — Ray Bradbury

Resources

1. Ethical Dilemmas in Literature – Concept Overview
2. Power & Morality QTE Table
3. Character as Moral Agent Scaffold
4. Narrative Tension & Pacing Guide
5. Comparative Ethics Analysis Template
6. Imaginative Writing Planning Template (Ethical Conflict)
7. Assessment Task Sheet
8. Reflection & Self-Evaluation Scaffold

Learning Intention

Students will analyse how texts explore power, ethics and human choice. They will evaluate how composers position audiences to judge characters' decisions and consequences, and will synthesise learning from the entire unit to compose an imaginative response that explores moral conflict and responsibility.

Activity

Students begin by reading *The Most Dangerous Game*, analysing how Connell constructs power dynamics between hunter and hunted. Through close reading, students examine how setting, pacing, narrative voice and characterisation shape ethical tension and challenge assumptions about civilisation and morality.

Students then read *A Sound of Thunder*, focusing on cause and consequence. They analyse how Bradbury uses speculative elements, symbolism and irony to explore human arrogance, responsibility and the ethics of control over nature and time.

Using the **Power & Morality QTE Table**, students compare:

- representations of power
- character decision-making
- ethical consequences
- audience positioning

Students engage in structured discussion responding to questions such as:

- Who holds power, and how is it justified?
- When does survival become immorality?
- How do small choices lead to catastrophic consequences?

Students then plan and compose a **sustained imaginative piece** exploring an ethical dilemma. The narrative must:

- place a character in a position of power or moral choice
- develop tension through structure and pacing
- explore consequences of action or inaction

Students draft, revise and refine their writing using feedback cycles, focusing on:

- narrative control
- voice and tone
- ethical clarity and complexity

Students conclude the unit with a **reflective evaluation** explaining how texts from across the unit shaped their representation of power, ethics and human choice.

Differentiated Curriculum

Emerging

Students benefit from structured ethical frameworks. They:

- identify clear right/wrong choices in texts
- describe character decisions using cause–effect language
- recognise power relationships with support
- write short imaginative scenes focused on one moral choice
- reflect using sentence stems

Teacher supports

- ethical decision flowcharts
- scaffolded planning templates
- simplified conflict prompts

Developing

Students demonstrate growing analytical control. They:

- explain how texts complicate moral judgement
- analyse character motivations and consequences
- compose imaginative narratives with sustained tension
- revise writing using feedback on clarity and impact
- reflect on how texts influenced their ideas

Teacher supports

- comparative QTE tables
- modelled ethical dilemma paragraphs
- peer conferencing protocols

Mastery

Students demonstrate sophistication and synthesis. They:

- evaluate how texts challenge ethical assumptions
- analyse how narrative design positions readers morally
- compose imaginative writing with layered ethical complexity
- control pacing, structure and symbolism
- reflect insightfully on authorial intent and audience effect

Teacher supports

- optional extensions (ambiguous endings, unreliable narrators)
- ethical debate prompts
- opportunities for independent creative risk-taking

Success Criteria

Students can:

- ✓ analyse how texts represent power and ethical conflict
- ✓ explain how character choices shape meaning and consequence
- ✓ compare ethical perspectives across texts
- ✓ compose imaginative writing exploring moral tension
- ✓ reflect on how the unit shaped their writing and thinking

Evidence of Learning

- Annotated extracts analysing ethical dilemmas
- Completed Power & Morality QTE Table
- Comparative ethics discussion notes
- Planned imaginative narrative scaffold
- Draft and refined imaginative composition
- Final reflective evaluation referencing multiple texts