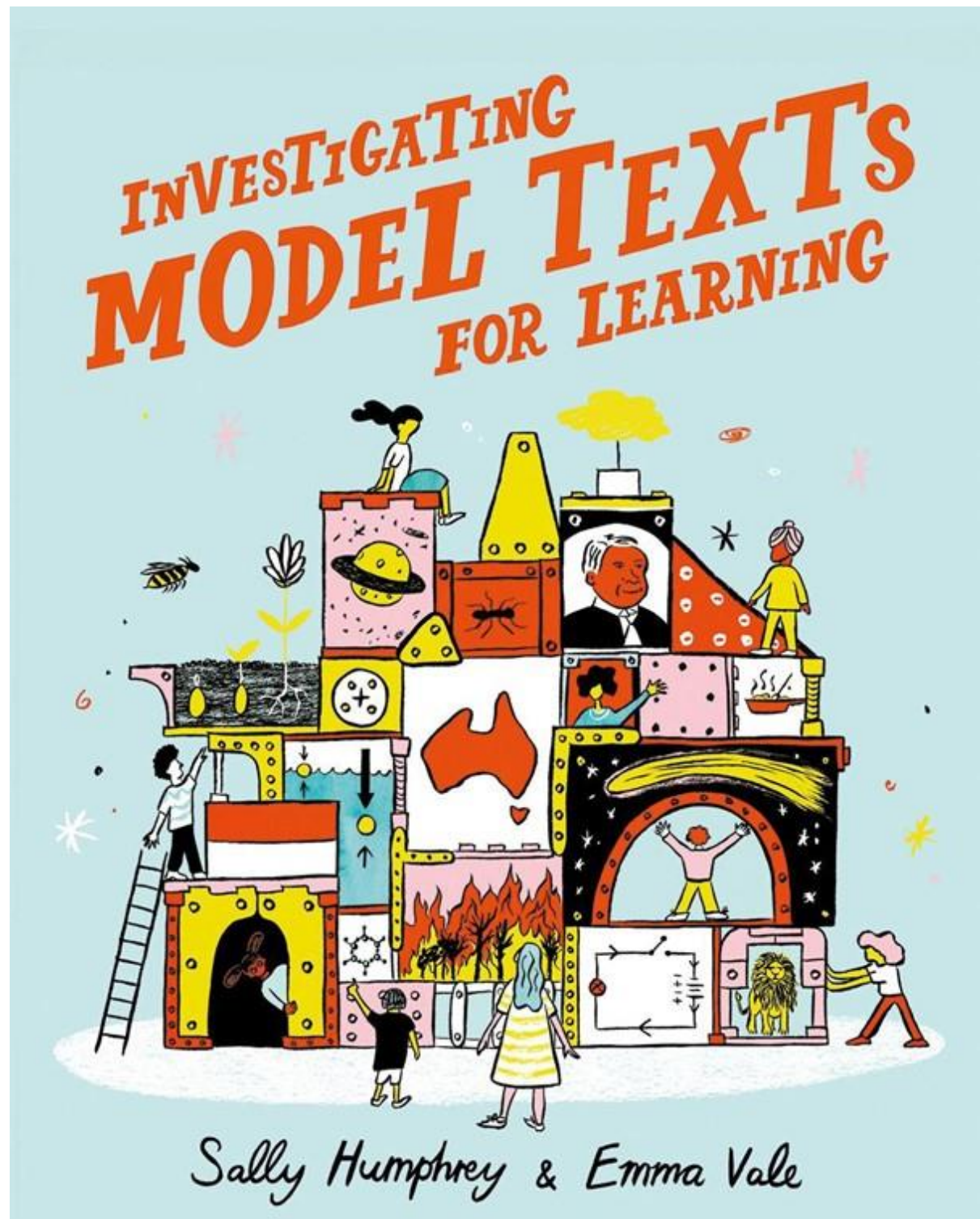


Supplementary Material: English Model Texts



## Recount

**ENGLISH YEAR 1:** Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements: for example, illustrations and diagrams (AC9E1LY06).

**Prompt:** Write a recount describing one interesting or special experience from your weekend.

**Links to English curriculum:** AC9E1LA03, AC9E1LA10, AC9E1LA06, AC9E1LA07, AC9E1LE05

**Text:** ENG 1, personal recount

On Sunday our family went to Symphony Under the Stars.

The music was soooo loud! When we walked past the stage, it felt like my ears popped off.

We set up a picnic and ate our dinner. Afterwards, I rolled down a hill and hurt my head.

When we got home, I went straight to bed. I had great fun.

## Literary Description

**ENGLISH YEAR 2:** Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences (AC9E2LY06).

**Prompt:** Describe a favourite place using your senses.

**Links to English curriculum:** AC9E2LA02, AC9E2LA06, AC9E2LA07

**Text:** Literary description (early years)

The following text was produced after a visit to a local patch of bush, where the students sat silently recording what they experienced through their senses.

Alone. In the bush ...

I hear the dry branches snap as I walk along the dirt path.

I hear the quiet rustle of trees and bushes as the wind blows through them.

I hear the fluttering of birds' wings as they swoop with joy from tree to tree.

I hear the baby birds crying hungrily for food from their mothers.

I can feel the cold rock underneath me, freezing my bottom.

I can feel the icy wind messing my hair.

I can feel the soft tingle of an ant crawling up my leg

I smell the dusty soil beneath my feet.

I smell the fresh grass in the morning air

I smell smoke from a bbq on the beach

I taste the salt in the air coming from the beach.

I see giant white rocks like ghosts among the trees.

I see leaves that gently wave like flags

I see ants marching like soldiers.

I imagine I am in a secret wonderland.

I want to stay here forever.

Alone. In the bush.

## Book Review

**ENGLISH YEAR 2:** Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (AC9E2LE03).

**Prompt:** Write a review of *The Temple of the Ruby of Fire*. Include information to tell the reader what the story is about, why you like it and who should read it.

**Links to English curriculum:** AC9E2LA02, AC9E2LA06, AC9E2LE01, AC9E2LE02, AC9E2LY06

**Text:** Book review (response to literature: persuasive)

### **The Temple of the Ruby of Fire**

If you like adventures and troublemakers, then start reading because this book is for you.

*The Temple of the Ruby of Fire* is about Geronimo and his cousins who go on an adventure to Brazil to get a ruby, but some things get in the way. People are doing evil things in the Amazon rainforest and Geronimo and his cousins have to deal with many problems.

The chapters are very small and there are lots of coloured illustrations and crazy words to make it entertaining for the kids. It's amazing how they make you feel like you're in the book.

I especially liked the part when Monkeyfur told the people that the REAL ruby of fire was actually hidden with a boa constrictor. I learned that we must respect people at all times and that we must preserve our nature.

My recommendation is for children aged 6 and up for people who like forest adventures and crime stories.

## Argument

**ENGLISH YEAR 2:** Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences (AC9E2LY06).

**Prompt:** Our excursion to Wildwood Shopping Centre showed that there is not enough seating. Write a letter to the centre management convincing them to put in more public seating.

**Links to English Curriculum:** AC9E2LA03, AC9E2LA04, AC9E2LA09

**Text:** Exposition (hortatory)

Dear Wildwood Shopping Centre Management

We are learning about inclusive communities and how to help everyone access spaces in our community.

We found out that Charlie's great grandmother cannot go shopping because there is nowhere to sit to rest. Our class visited Wildwood shopping centre and we counted only 6 seats. People were sitting in all of these seats.

We think you should provide more seats.

If there were more seating, older people and others with physical disabilities will be able to shop for their food. More seats will also help families with young children and shoppers with heavy bags. Furthermore, the shops will benefit from having more customers because word will spread that Wildwood is an 'accessible shopping centre'.

Therefore, we think there needs to be more seats available at the centre. We believe it is important for all members of our community to be able to participate in everyday activities.

Please consider our request.

Yours sincerely

Year 2 Wildwood State School

## Narrative

**ENGLISH YEAR 3:** Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features: for example, perspective, distance and angle (AC9E3LE05).

**Prompt:** Write a narrative describing something that went wrong when a character brought something unusual to school (based on George and the dragon).

**Links to English curriculum:** AC9E3LA02, AC9E3LA03, AC9E3LA04, AC9E3LY06

**Text:** Narrative

### **Kate's Show and Tell**

One day Kate found a spider in her back yard and decided to take it to school for Show and Tell. She loved spiders and knew which ones were dangerous.

When it was her turn, Kate got up excitedly and opened the box to show everybody the spider.

Suddenly the spider jumped out the box onto the floor. Everybody in the class started to scream and run around the room madly. Kate thought they were stupid. It was only a spider!

She got down and frantically started to look for it but everybody was in the way.

'What if they trod on it?' she thought angrily.

Finally, the teacher yelled at the kids to stay still. Then Kate was able to find the poor thing under the teacher's desk. It was shivering with fright but still alive.

Kate decided not to bring anything interesting to school anymore.

## Book Review

**ENGLISH YEAR 4:** Discuss how authors and illustrators make stories exciting, moving and absorbing, and hold readers' interest by using various techniques: for example, character development and plot tension (AC9E4LE03).

**Prompt:** Write a review of *The coat*. Don't forget to describe both the plot and the illustrations and tell readers why they might want to read this book.

**Links to English Curriculum:** AC9E4LA06, AC9E4LA10, AC9E4LE02, AC9E4LY01

**Text:** Book review (response to literature: interpretative)

The Coat is a picture book written by Julie Hunt and illustrated by Ron Brooks.

It inspires children to believe in themselves and have high self-esteem

The main characters are a lonely coat and a sad man.

The story begins with the man walking along a lonely country road in the middle of nowhere. The man was disappointed with his life. Suddenly he saw someone waving at him. He walked closer and realized it was a scarecrow made from a coat.

The coat too was unhappy, angry with himself. Not even the crows were afraid of him. He needed to feel useful.

So, the disappointed man put on the angry coat and started feeling good about himself. The coat carries him to the 'Big Smoke' and he tries things he had never tried before at the Café Delitzia. Together they give a performance which gives the man confidence and so he grows into the coat. The coat has shown him how to do things and they have grown together.

Julie Hunt uses lively language to describe the change in the coat and the man. This is shown in the noun groups:

The man sang a wild, twirling song that made the guests leap onto the tables and dance among the crockery

He sang a long, sad song that made the audience lie on the floor and weep.

He sang high-flying songs that turned the guests into acrobats.

Ron Brooks depicts the changes through the illustrations. At the start, these are dull and gloomy. However as the man's self-esteem becomes higher, the pictures turn vibrant, splendid, bright and colourful, representing the changes in the life of the man and the coat. I found that the illustrations brought out the emotions and told the story better than the words.

I think the story is about boosting self-esteem and people being able to teach you new things in life. The story is also about believing in yourself and being able to try new things. This is a great story for when you're feeling down and unhappy with yourself

## Book Review

**ENGLISH YEAR 6:** Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (AC9E5LE02).

**Prompt:** Write a review of the book Narnia by CS Lewis. Explain how the author engages the reader and makes this a successful story.

**Links to English curriculum:** AC9E6LA06, AC9E6LA08, AC9E6LE02, AC9E6LY06, AC9E6LE05

**Text:** Book review (response to literature: interpretative)

The fantasy novel “Narnia” by C.S Lewis is set in the English countryside during WWII. It is an amazing story about faith, adventure and courage.

The plot of the novel revolves around events in a mythical realm called Narnia, which is ruled over by an evil witch. Four children, Peter, Lucy, Edmund and Susan are transported to Narnia through a magical wardrobe in the house of a professor in which they were sent to because of the war. They face many challenges in a quest to free the Narnians from their oppressing ruler but are assisted on the way by a number of magical creatures that inhabit the fantasy world

The story is told through the voice of an omnipotent narrator but from a child’s point of view. The protagonist is 8-year-old Lucy, who is the first to discover Narnia. She is a symbol of innocence and none of the events during the story change that innocence. Another key character, Aslan, is a lion who lives in Narnia. He is a symbol of the power of God. Lucy’s brother Edmund betrays his siblings by telling the witch of their whereabouts due to his envy of Peter. However, he changes upon meeting Aslan and becomes a courageous hero.

Although this novel is about adventure, the underlying message is about faith and trust. The reason this book is based upon faith and trust is because the author, C.S Lewis was a devout Christian and wanted to teach us using an engaging story

The author, C.S Lewis, has used a number of engaging literary techniques to get his message across. One technique is anthropomorphism or giving human qualities to non-human creatures. Many of the non-human characters in the story can talk and share values and ideals just as humans do. Another technique used is foreshadowing. An example of this is that there is a prophecy that the four sons and daughters of eve will come to Narnia and destroy the White Witch.

C.S Lewis has managed to create a fascinating and exciting novel that is suitable for readers from the upper primary years. The plot, themes and message of this novel are very effectively represented.

## Literary description/recount

**ENGLISH YEAR 6:** Experiment with text structures and language features and their effects in creating literary texts: for example, using imagery, sentence variation, metaphor and word choice (AC9E6LE05).

**Prompt:** Research the features of a selected animal and write a literary description or recount using the poetic and descriptive techniques that we have been learning about in class.

**Links to English curriculum:** AC9E6LA03, AC9E6LA08, AC9E6LE04, AC9E6LY06

**Text:** ENG 8, literary description/recount

### **The Shark**

He seemed to know the harbour,  
So leisurely he swam;  
His fin, like a piece of sheet-iron,  
Three-cornered,  
And with a knife-edge  
Stirred not a bubble  
As it moved  
With its base-line on the water.  
His body was tubular  
And tapered  
And smoke-blue,  
And as he passed the wharf  
He turned,  
And snapped at a flat-fish that was dead and floating  
And I saw the flash of a white throat,  
And a double row of white teeth,  
And eyes of metallic grey,  
Hard and narrow and slit.  
Then out of the harbor  
With that three-cornered fin  
Shearing without a bubble the water  
Lithely,  
Leisurely,  
He swam –  
That strange fish,  
Tubular, tapered, smoke-blue  
Part-vulture, part-wolf,  
Part neither -  
For his blood was cold.

## Civic Persuasion

**ENGLISH YEAR 6:** Plan draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (AC9E6LY06).

**Prompt:** Write a speech to encourage persistence and resilience in young people.

**Links to English curriculum:** AC9E6LA02, AC9E6LA08, AC9E6LE01, AC9E6LY03, AC9E6LE05

**Text:** Exposition (hortatory within persuasive speech)

In the following text, three genres combine to form a macrogenre: autobiographical recount with embedded biography as case study/link and hortatory exposition.

<https://speakola.com/ideas/casey-sullivan-because-of-her-we-can-naidoc-week-2018>

My name is Dr Casey Sullivan. I am a proud Wiradjuri woman. I am a daughter of Debbie Wadwell; also, a proud Wiradjuri woman. I am a granddaughter of Beverly Mclean. She was a beautiful strong Wiradjuri woman. I am great granddaughter of Madeline Davis. She, I am sure was a proud Wiradjuri woman. I am great great granddaughter of Maud . She was a strong Indigenous woman. I am great great great granddaughter of Nellie. I know nothing of Nellie, for Maud was taken from Nellie and that line was lost. Nellie has no last name, no tribe, no siblings, no parents.

But with her it all began; my family begins, my story begins, and my life is possible because of her. Because of her I can. From Nellie, Maud and Madeline my family begins to appear. Strong, beautiful women. Strong incredible Aboriginal women.

My family raised me in a small village outside Tamworth called Spring Ridge. I was born in a time when young Aboriginal girls were encouraged to go to school. I loved school. I learnt new things every day. I played with my friends every single day.

But it has not always been this way. Our grandmothers and even mothers grew up in a time where girls stayed home to help care for their siblings or they themselves become mothers. My Nan, Beverly, one of my favourite gifts the universe has offered me, was one of these children. She was a young Indigenous girl who did not learn to read. She did not get the chance to go school and learn like the other kids.

So, one of my strongest memories of my Nan is seeing her sitting at the kitchen table, she was in her 50's. And there was a lady teaching my Nan to read. I was already in primary school and she was learning around the same level as me. I was so proud of her. I'd never seen an adult learning before. She inspired me. Here was my Nan saying it was never too late.

In 2004 Nan was there with my mum and dad when I graduated from studying medicine at the University of New South Wales as a doctor; and her beautiful big smile still makes me smile when I remember that day.

Because of her I can. Because of her I did.

I am a doctor because my Nan Inspired me. And that's what we need more of. We need to be role models for our Indigenous kids.

Women are strong matriarchal figures in Aboriginal culture. We all have sisters, daughters, mums, Aunts, Nans – Women who can inspire the next generation to say, "Because of her we can".

We all have women in our lives who can change our future and plant the seeds that grow strong educated Aboriginal women. Beside you right now are strong beautiful women, our sisters, our mothers, our daughters, our grandmothers our aunts (=) all bearing this gift that can take us back to the beginning of time. And each of them with the ability to pass this gift unchanged onto the next generation].

Down through the generations from Nellie to Maud to Madeline. From Madeline to Beverly from Beverly to Debbie. From Debbie to me. And from me to my 4 amazing strong Wiradjuri Children: Jack, Lucy, Mollie and Archie, goes this gift, that only a woman, that only a mother can give.

So, I hold all of them and I thank each and every one of the women who came before me and made me who I am.

So, whomever she is to you. Whomever it is that your "her" is, remember all things are possible because of her.

Because of her you all can, and I thank her for she is a part of all of us.