

Subject: VCAL Literacy		
Unit: 1		
Week	Unit	Learning Focus
TERM 1		
1 – 4	Area of Study: Reading for Self Expression	<ul style="list-style-type: none"> -Skim and scan newspaper articles (physical and online) and take notes. -Identify the purpose, structure and features of texts (narratives, arguments, explanations, reports, recounts and procedures.) -Make a judgement on the effectiveness of the literary devices used by the author. -Identify the main idea of a text and highlight key points. -Write summaries of short texts (dot points, diagrams, paragraphs). -Identify the differences and similarities between two texts. <p>Assessment of learning</p>
5 – 8	Area of Study: Writing for Self Expression	<ul style="list-style-type: none"> -Understand how different purposes and audiences impact the format and language choices of the writer -Write paragraphs with 1 major topic. -Plan and draft pieces for different purposes -Organise/sequence writing in a logical manner -Revise, edit and proofread writing to ensure that it is accurate, clear and coherent -Add explanations and delete unnecessary details -Include literary devices and complex sentence structures to make writing more descriptive and interesting <p>Assessment of learning</p>
9 - 10	Area of Study: Reading for Practical Purposes	<ul style="list-style-type: none"> -Be familiar with key features of instructional and transactional texts. -Identify the audience and purpose of texts.
TERM 2		
1 - 3	Area of Study: Reading for Practical Purposes	<ul style="list-style-type: none"> -Comprehend and follow instructional texts, using non-textual cues to provide meaning. -Understand the difference between inferred and stated information. -Analyse instructional and transactional texts, identifying misleading information. -Comment on the differences and similarities between instructional texts. <p>Assessment of learning</p>
4 - 7	Area of Study: Writing for Practical Purposes	<ul style="list-style-type: none"> -Identify the purpose, audience and features of different instructional and transactional texts. -Plan an instructional or transactional text with a format appropriate for the purpose. -Write a draft of document using language (including specialist vocabulary) and tone appropriate for the purpose. -Revise and edit work document, checking for clarity, coherence and accuracy of spelling, punctuation and syntax. <p>Assessment of learning</p>
8 - 10	Area of Study: Reading for Knowledge	<ul style="list-style-type: none"> -Identify the audience, purpose and features of informative texts. -Agree on a topic to research. -Find relevant information within an informative text. -Judge how effective the author has been at achieving his/her purpose. -Turn the information gathered into a format appropriate for a report. <p>Assessment of learning</p>
TERM 3		
1 – 4	Area of Study: Writing for Knowledge	<ul style="list-style-type: none"> -Students will decide on a topic to research and plan the layout of their report. -Students will decide on the purpose and audience of their report and will make language choices accordingly.

		<ul style="list-style-type: none"> -Students will decide on the order and layout of the information in their report. They will create appropriate headings for different sections of the report. -Students will research details about their chosen field. They will incorporate facts into their report. -Students will edit their work to ensure that the information is accurate, clear and concise. -Students will edit the report for spelling, punctuation and grammar.
5 – 8	Area of Study: Reading Public Debate	<ul style="list-style-type: none"> - Students will identify the persuasive techniques used in texts. - Student will identify the author’s values. - Students will analyse the similarities and differences between articles. - Students will evaluate the effectiveness of arguments.
9 - 10	Area of Study: Writing for Public Debate	<ul style="list-style-type: none"> -Students will pick an issue and list arguments for and against their opinion. They will decide on arguments to include, will plan and edit their letter to the editor/blog post. -Students will identify their purpose and audience.
TERM 4		
1 - 3	Area of Study: Writing for Public Debate	<ul style="list-style-type: none"> -In the planning stage, students will decide on an order for their arguments and rebuttals. -Students will research facts and incorporate evidence into each argument/rebuttal. -Students will address opposing arguments in their letter to the editor/blog post. -Students will edit their own work for spelling, punctuation and grammar.