WordFlyers Unit Overview

Navigating Learning Content

Created for students in Years 7 to 10, WordFlyers contains over 1500 literacy activities consisting of engaging, real-world texts that each form the foundation of a unit of lessons. Students are immersed in meaningful language learning through tutorials and practice activities designed to teach and strengthen writing, vocabulary, spelling, comprehension, grammar, and punctuation skills.

Levels

Journey 1	Year 7
Journey 2	Year 8
Journey 3	Year 9
Journey 4	Year 10

Content is organised into four 'Journeys' each with four 'Gates', enabling teachers to differentiate learning for all students.

Gates

GATE REVIEW

GATE 1

GATE 2

GATE 3

The following pages outline the focus of each learning unit including text title, category, and type. Multimodal resources, including videos, are clearly identified, along with topics covered across other English strands. Interactive writing PDFs (coming soon!) are signposted where available.

🖼 Multimodal Text 📄 Interactive Writing PDF

🖼 Multimodal Text   📄 Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.0.1	The best advice	Imaginative Narrative	• Suffixes (-ed)	• Direct Speech	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Action Verbs • Complex Sentences	• Writing Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
7.0.2	Manga with Matt: The female face	Informative Procedure Video Clip 🖼	• Technical Language	• Contractions	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Adjectives • Independent Clauses	• Writing Procedures • Language Features of Procedures • Evaluating Procedures 📄 • Writing in the Same Style as the Focus Text 📄
7.0.3	Pancakes with cinnamon butter	Informative Procedure	• Technical Language	• Commas to Separate Clauses in Complex Sentences	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Action Verbs • Noun Groups	• Writing Procedures • Language Features of Procedures • Evaluating Procedures 📄 • Writing in the Same Style as the Focus Text 📄
7.0.4	Sniffer dog school	Informative Report	• Suffixes (-ing)	• Quotation Marks	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Common Nouns & Proper Nouns • Compound Sentences	• Writing Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄

Multimodal Text Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.0.5	Bright star	Informative Description	• Objective Language	• Commas to Separate Items in Lists	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Modal Verbs • Verb Groups	• Writing Descriptions • Language Features of Descriptions • Evaluating Descriptions • Writing in the Same Style as the Focus Text
7.0.6	My friend is an online troll, what do I do?	Persuasive Discussion	• Compound Words	• Contractions	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Common Nouns & Proper Nouns • Compound Sentences	• Writing Discussions • Language Features of Discussions • Evaluating Discussions • Writing in the Same Style as the Focus Text
7.0.7	Animals aren't entertainers!	Persuasive Discussion	• Syllabification	• Commas to Separate Clauses in Complex Sentences	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Relating Verbs • Verb Groups	• Writing Discussions • Language Features of Discussions • Evaluating Discussions • Writing in the Same Style as the Focus Text
7.0.8	See Australia: Choose to cruise	Persuasive Exposition	• Evaluative Language	• Commas to Separate Items in Lists	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Adjectives • Noun Groups	• Writing Expositions • Language Features of Expositions • Evaluating Expositions • Writing in the Same Style as the Focus Text

YEAR 7 — Journey 1

GATE **1** REVISION (Years 5-6)

WordFlyers

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.1.1	Breaking up, for the best	Imaginative Narrative Comic Strip 🖼	• Evaluative Language	• Exclamation Marks	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Sensing Verbs • Subject & Predicate	• Writing Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
7.1.2	Memories in a suitcase	Imaginative Poetry	• Descriptive Language	• Apostrophes to Show Possession	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Common Nouns, Concrete Nouns & Proper Nouns • Subject & Predicate in Simple Sentences	• Writing Poetry • Language Features of Poetry • Evaluating Poetry 📄 • Writing in the Same Style as the Focus Text 📄
7.1.3	The ultimate chocolate cupcake	Informative Procedure	• Homographs	• Capital Letters and Full Stops	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Adverbs • Compound Sentences	• Writing Procedures • Language Features of Procedures • Evaluating Procedures • Writing in the Same Style as the Focus Text 📄
7.1.4	Wind energy - what's you take?	Persuasive Discussion	• Drop 'e' Spelling Rule for Verbs	• Commas after Introductory Words, Phrases and Clauses	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Auxiliary Verbs to Show Tense • Complex Sentences	• Writing Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.1.5	Good bugs, bad bugs	Imaginative/Informative Poetry Audio File 🖼	• Technical Language	• Full Stops & Commas	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Action Verbs • Sentence Fragments	• Writing Poetry • Language Features of Poetry • Evaluating Poetry 📄 • Writing in the Same Style as the Focus Text 📄
7.1.6	Training diary of an elite athlete	Informative Recount	• Adding Suffixes to Base Words	• Apostrophes for Contractions	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Sensing Verbs & Relating Verbs • Compound Sentences	• Writing Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄
7.1.7	Alone, cold and 14 tomorrow	Informative/Imaginative Description	• Common Spelling Patterns	• Commas to Separate Items in Lists	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Adjectives • Compound Sentences	• Writing Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄
7.1.8	Hope and adventure in Finding Nemo	Persuasive Text Response	• Prefixes & Suffixes	• Capital Letters for Proper Nouns	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Adjectival Phrases • Complex Sentences	• Writing Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.2.1	Ally's big break	Imaginative Narrative	• Evaluative Language	• Punctuating Direct Speech	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Adverbial Phrases • Compound Sentences	• Writing Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
7.2.2	At home with WiFi	Informative Explanation	• Technical Language	• Commas to Separate Clauses in Complex Sentences	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Text Connectives • Complex Sentences	• Writing Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
7.2.3	Caught between two worlds	Informative/Imaginative Description	• Word Orgins	• Apostrophes in Contractions	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Comparative & Superlative Adjectives • Sentences with Grammatical Themes	• Writing Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄
7.2.4	My life is NOT a Twilight movie	Persuasive Text Response	• Technical Language	• Full Stops, Question Marks & Exclamation Marks for Different Sentence Types	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Personal & Possessive Pronouns • Statements, Commands & Questions	• Writing Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.2.5	No ecotourism in the Asmat Swamp	Persuasive Exposition	• Technical Language	• Commas to Separate Introductory and Transitional Phrases	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Clarifying Text Connectives • Expanded Noun Groups	• Writing Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
7.2.6	From lab to cone	Informative Explanation Video Clip 🖼	• Technical Language	• Commas to Separate Clauses	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Temporal Text Connectives • Complex Sentences	• Writing Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
7.2.7	Not just bones at Lake Mungo	Persuasive Exposition	• Word Origins	• Capital Letters for Proper Nouns	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Relating Verbs • Sentences with Grammatical Themes	• Writing Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
7.2.8	What's the 'best buy'?	Persuasive Discussion	• Unusual Spelling Patterns	• Capital Letters for Proper Nouns	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Modal Verbs • Sentences with Grammatical Themes	• Writing Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 7

Journey 1

→ GATE **3** Year 7 Extension

WordFlyers

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.3.1	Episode 126: Confronting the truth	Imaginative Narrative Video Clip 🖼	• Technical Langauge	• Apostrophes to Show Contractions	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Modal Verbs & Modal Adverbs • Complex Sentences	• Writing Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
7.3.2	The colour of our town	Imaginative Poetry	• Evocative Language	• Apostrophes for Contractions & to Show Possession	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Quantity, Factual & Comparing Adjectives • Regular & Unusual Sentence Patterns	• Writing Poetry • Language Features of Poetry • Evaluating Poetry 📄 • Writing in the Same Style as the Focus Text 📄
7.3.3	How to create your own mehndi	Informative Procedure	• Drop 'e' Spelling Rule for Verbs	• Punctuating a Dot-Point List	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Temporal Text Connectives • Adjectival Clauses	• Writing Procedures • Language Features of Procedures • Evaluating Procedures 📄 • Writing in the Same Style as the Focus Text 📄
7.3.4	Who brings a bike to a ski run?	Imaginative Recount	• Compound Words	• Exclamation Marks	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Adverbial Phrases • Compound Sentences	• Writing Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄

Multimodal Text   Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
7.3.5	Caution, Papou's here!	Informative/Imaginative Description	• Common Spelling Patterns	• Apostrophes to Show Possession	• Recognising Descriptions • Understanding Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Comparing, Opinion & Factual Adjectives • Adjectival Clauses	• Understanding Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄
7.3.6	Buying bike parts online	Persuasive Discussion	• Technical Language	• Commas to Separate Introductory & Transitional Phrases	• Recognising Discussions • Understanding Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Modal Verbs & Modal Adverbs • Compound Sentences	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
7.3.7	Hand back the skulls of our ancestors!	Persuasive Exposition	• Evocative Language	• Commas to Separate Phrases & Clauses in Sentences	• Recognising Expositions • Understanding Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Relating & Sensing Verbs • Adjectival Clauses	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
7.3.8	Lunch on the run	Persuasive Text Response	• Foreign Words	• Capital Letters for Proper Nouns	• Recognising Text Responses • Understanding Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Comparitive & Superlative Adjectives	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

Multimodal Text | Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.0.1	The world's greatest taste tester	Imaginative Narrative	• Compound Words	• Direct Speech	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Saying Verbs • Clauses	• Writing Narratives • Language Features of Narratives • Evaluating Narratives • Writing in the Same Style as the Focus Text
8.0.2	Perfect holiday home with class	Persuasive Exposition	• Evaluative Language	• Commas to Separate Items in a List	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Relating Verbs • Compound Sentences	• Writing Expositions • Language Features of Expositions • Evaluating Expositions • Writing in the Same Style as the Focus Text
8.0.3	Elite Vit-C – super drink	Imaginative Poetry Audio File	• Syllabification	• Contractions	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Common Nouns & Proper Nouns • Noun Groups	• Writing Poetry • Language Features of Poetry • Evaluating Poetry • Writing in the Same Style as the Focus Text
8.0.4	V8 superfan	Informative Description	• Technical Language	• Commas to Separate Items in a List	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Relating Verbs • Independent Clauses	• Writing Descriptions • Language Features of Descriptions • Evaluating Descriptions • Writing in the Same Style as the Focus Text

YEAR 8 — Journey 2

WordFlyers

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.0.5	Net yourself some netsuke	Informative Description	• Descriptive Language	• Commas to Separate Clauses in Complex Sentences	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Description • Evaluating Descriptions	• Adjectives • Compound Sentences	• Writing Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄
8.0.6	South Africa – land of adventure	Informative Report	• Homophones	• Contractions	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Common Nouns & Proper Nouns • Complex Sentences	• Writing Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
8.0.7	Selfies are dangerous	Persuasive Discussion	• Evaluative Language	• Commas after Introductory Words	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Adverbs • Complex Sentences	• Writing Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
8.0.8	Three tips to avoid diabetes	Persuasive Exposition Video Clip 🖼	• Homophones	• Commas after Introductory Words	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Modal Verbs • Noun Groups	• Writing Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.1.1	Wrong place, wrong shoes	Imaginative Narrative	• Evocative Language	• Commas to Separate Words, Phrases & Clauses	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Auxiliary Verbs • Simple, Compound & Complex Sentences	• Writing Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
8.1.2	Cage your cat!	Informative Procedure	• Unusual Spelling Patterns	• Capital Letters & Full Stops in Lists	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Temporal Text Connectives • Compound Sentences	• Writing Procedures • Language Features of Procedures • Evaluating Procedures • Writing in the Same Style as the Focus Text 📄
8.1.3	If it's good enough for astronauts …	Informative Report	• High Frequency Words	• Commas to Separate Clauses	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Subordinating Conjunctions • Complex Sentences	• Writing Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
8.1.4	Toyotomi Hideyoshi: an unlikely but powerful ruler	Informative Description Powerpoint Presentation 🖼	• Evaluative Language	• Punctuating Dot-Point Lists	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Concrete & Abstract Nouns • Sentence Fragments in Dot-Point Notes	• Writing Descriptions • Language Features of Descriptions • Evaluating Descriptions • Writing in the Same Style as the Focus Text 📄

🖼 Multimodal Text   📄 Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.1.5	How sapphires are formed	Informative Explanation	• Technical Language	• Commas to Separate Words, Phrases and Clauses	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Concrete, Abstract & Proper Nouns • Sentences with Grammatical Themes	• Writing Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
8.1.6	Children need homes, not camps	Persuasive Discussion	• Technical Language	• Apostrophes to Show Possession	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Expanded Noun Groups • Simple & Compound Sentences	• Writing Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
8.1.7	No animals in my perfume please	Persuasive Exposition Video Clip 🖼	• Adjectives & Adverbs with Prefixes & Suffixes	• Apostrophes for Contractions	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Modal Verbs • Simple & Compound Sentences	• Writing Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
8.1.8	The curtain falls on The Voice for now	Persuasive Text Response	• Words that Contain Suffixes	• Full Stops, Exclamation Marks & Question Marks	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Modal verbs & Modal Adverbs • Sentences with Grammatical Themes	• Writing Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.2.1	To me: a citizen of the world	Imaginative Poetry	• Evocative Language	• Commas to Separate Words, Phrases and Clauses	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Common Nouns, Proper Nouns & Abstract Nouns • Complex & Compound Sentences	• Writing Poetry • Language Features of Poetry • Evaluating Poetry 📄 • Writing in the Same Style as the Focus Text 📄
8.2.2	In with the old, out with the new	Informative Description	• Common & Unusual Spelling Patterns	• Quotation Marks	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Degree Adverbs • Adjectival Clauses	• Writing Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄
8.2.3	From the Incas to 'fries with that?'	Informative Recount	• Common Spelling Patterns	• Commas to Separate Words, Phrases & Clauses in a Sentence	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Verb Groups & Phrasal Verbs • Compound Sentences	• Writing Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄
8.2.4	Keeping the 'old ways' alive	Persuasive Exposition	• Spelling Patterns & Strategies	• Semicolons in Compound Sentences	• Recognising Text Expositions • Understanding the Ideas in Text Expositions • Interpreting & Analysing Text Expositions • Evaluating Text Expositions	• Nominalisation • Sentences with Grammatical Themes	• Writing Text Expositions • Language Features of Text Expositions • Evaluating Text Expositions 📄 • Writing in the Same Style as the Focus Text 📄

Multimodal Text · Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.2.5	Angkor Wat: where religion and architecture become one	Informative / Report	• Evocative Language	• Brackets in Sentences	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Nominalisation • Embedded Adjectival Phrases	• Writing Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
8.2.6	Why cyberbullying has such intense effects	Informative / Explanation	• Common Letter Patterns	• Commas to Separarte Introductory Words, Phrases & Clauses	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Adverbs of Degree • Grammatical Themes in Complex Sentences	• Writing Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
8.2.7	The coal seam gas debate	Persuasive / Discussion / Video Clip 🖼	• Technical Language	• Apostrophes in Contractions	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Nominalisation • Quotes and Reported Clauses in Sentences	• Writing Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
8.2.8	Save the Southern Corroboree Frog	Persuasive / Exposition	• Evaluative Language	• Brackets to Include Extra Information	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Coordinating Conjunctions • Compound Sentences	• Writing Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 8

Journey 2

→ GATE 3 → Year 8 Extension

WordFlyers

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.3.1	Mirror of murder	Imaginative Narrative	• Evocative Language	• Commas, Full Stops & Exclamation Marks	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Adverbial phrases of Place, Time & Accompaniment • Adjectival Clauses	• Understanding Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
8.3.2	Who lives, how long?	Informative Report	• Commons Spelling Patterns & Strategies	• Commas to Separarte Introductory Expressions, Phrases & Clauses	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Verb Groups & Complex Verbs • Grammatical Themes in Complex Sentences	• Understanding Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
8.3.3	Why children need adventure play spaces	Informative Explanation	• Technical Language	• Colons, Semicolons & Commas in Lists	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Causal Text Connectives • Compound-Complex Sentences	• Understanding Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
8.3.4	The rat was framed!	Persuasive Exposition Video Clip 🖼	• Language to Create Tone	• Dashes to Separate Ideas in Sentences	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Degree Adverbs • Adjectival Clauses	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
8.3.5	Dr Louise Ryan: from Sydney to Harvard and back	Informative Recount	• Common Spelling Patterns	• Colons to Separate Titles and Subtitles	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Relating Verbs • Sentences with Grammatical Themes	• Understanding Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄
8.3.6	Teen adventure camps under scrutiny	Persuasive Discussion	• Evaluative Language	• Apostrophes in Contractions	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Modal Verbs • Ellipsis in Sentences	• Writing Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
8.3.7	Give athletes a break	Persuasive Exposition	• Common Spelling Patterns	• Quotation Marks	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Nominalisation • Sentences with Grammatical Themes	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
8.3.8	The impossible journey	Persuasive Text Response	• Spelling Patterns Involving Long and Short Vowels & Silent 'e'	• Quotation Marks for Direct Quotes	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Subordinating Conjunctions • Embedded Adjectival Clauses	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 9 — Journey 3

→ GATE REVIEW REVISION (Years 6-8)

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.0.1	Ten to eleven	Imaginative — Narrative	• Letter Combinations (sh, ch, tion)	• Commas to Separate Clauses in Complex Sentences	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Action Verbs • Independent Clauses	• Understanding Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
9.0.2	Colour sensation	Persuasive — Text Response	• Letter Combinations (sh, tion)	• Commas to Separate Items in Lists	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Modal Adverbs • Compound Sentences	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄
9.0.3	Future heroes	Imaginative — Poetry — Photo Story 🖼	• Descriptive Language	• Question Marks & Exclamation Marks	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Adjectives • Simple Sentences	• Understanding Poetry • Language Features of Poetry • Evaluating Poetry 📄 • Writing in the Same Style as the Focus Text 📄
9.0.4	How to write the perfect cover letter	Informative — Procedure	• Suffixes (-ing, -ed)	• Full Stops & Question Marks	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Modal Verbs • Independent Clauses	• Understanding Procedures • Language Features of Procedures • Evaluating Procedures 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 9 — Journey 3

GATE REVIEW — REVISION (Years 6-8)

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.0.5	Planning a music festival	Informative Procedures	• Spelling Patterns – Hard and Soft 'c'	• Brackets in Sentences	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Modal Verbs • Embedded Adjectival Clauses	• Understanding Procedures • Language Features of Procedures • Evaluating Procedures 📄 • Writing in the Same Style as the Focus Text 📄
9.0.6	The best time is dog time	Informative Explanation	• Technical Language	• Full Stops & Question Marks	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Nominalisation • Simple Sentences	• Understanding Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
9.0.7	Let's get our own hands dirty	Persuasive Exposition	• Evaluative Language	• Commas in Complex Sentences	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Sensing Verbs • Grammatical Themes	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
9.0.8	Are politicians good or bad?	Persuasive Discussion	• Spelling Patterns – Hard and Soft 'c'	• Question Marks & Exclamation Marks	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Nominalisation • Complex Sentences	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.1.1	Back alive	Imaginative Narrative	• Evocative Language	• Possessive Apostrophes	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Verb Groups Containing Auxiliary Verbs • Subject & Predicate of Simple Sentences	• Understanding Narratives • Language Features of Narratives • Evaluating Narratives • Writing in the Same Style as the Focus Text
9.1.2	Skin deep	Imaginative Poetry	• Spelling Strategies	• Punctuation in Poetry	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Nouns, Noun Groups & Expanded Noun Groups • Simple, Compound & Complex Sentences	• Understanding Poetry • Language Features of Poetry • Evaluating Poetry • Writing in the Same Style as the Focus Text
9.1.3	Securing a crime scene: general principles and procedures	Informative Procedure	• Spelling Strategies	• Colons & Semicolons	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Verbs & Verb Groups • Imperative Mood	• Understanding Procedures • Language Features of Procedures • Evaluating Procedures • Writing in the Same Style as the Focus Text
9.1.4	Would you buy a kidney?	Persuasive Discussion	• Spelling Strategies	• Full Stops, Question Marks & Exclamation Marks	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Modal Verbs & Modal Adverbs • Compound & Complex Sentences	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions • Writing in the Same Style as the Focus Text

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.1.5	Walking in their footsteps	Informative Report	• Descriptive Language	• Commas to Separate Words, Phrases & Clauses in Sentences	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Nominalisation • Sentences with Grammatical Themes	• Understanding Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
9.1.6	The 'new' slaves of a global economy	Persuasive Exposition	• Spelling Strategies	• Commas to Separate Introductory & Transitional Expressions	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Modal Verbs • Complex Sentences	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
9.1.7	It could've been me	Informative/Imaginative Recount	• Evocative Language	• Quotation Marks in Direct Speech	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Action, Sensing verbs & Saying Verbs • Simple, Compound & Complex Sentences	• Understanding Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄
9.1.8	Review: Star Pioneers	Persuasive Text Response	• Technical Language	• Commas, Dashes & Brackets to Separate Information or Ideas in Sentences	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Nominalisation • Adjectival Clauses	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.2.1	My grandmother's jade bracelet	Imaginative Narrative	• Spelling Strategies	• Quotation Mark & Ellipses with Direct Speech	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Adverbs & Adverbial Phrases • Simple, Compound & Complex Sentences	• Understanding Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
9.2.2	More than meets the ice	Informative Explanation	• Technical Language	• Commas to Separate Phrases and Clauses in Sentences	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Nominalisation • Compound-Complex Sentences	• Understanding Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
9.2.3	Why aren't our kids learning Chinese?	Persuasive Discussion	• Variations in Language	• Punctuation Marks in Online Texts	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Verb Groups & Complex Verbs • Simple Sentences	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
9.2.4	Fast-food chains deliver opportunities	Persuasive Exposition Video Clip 🖼	• Nominalisation	• Apostrophes to Indicate Contraction or Possession	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Verb Groups & Complex Verbs • Complex Sentences to Build Arguments	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.2.5	Mary Lee: Irish-Australian activist	Informative Description	• Technical Language	• Sentence Punctuation	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Nouns & Expanded Noun Groups • Complex Sentences	• Understanding Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄
9.2.6	Bride prices: age-old and modern practices	Informative Report	• Spelling Strategies	• Commas to Separate Introductory Adverbs, Adverbial Phrases and Text Connectives in Sentences	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Nominalisation • Simple Sentences	• Understanding Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
9.2.7	To spray or not to spray?	Persuasive Discussion	• Spelling Strategies	• Sentence Punctuation	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Text Connectives • Sentence Types and Their Purposes	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
9.2.8	Zero tolerance saves lives	Persuasive Exposition	• Technical Language	• Commas & Colons	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Nominalisation • Sentence Types	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 9

Journey 3

GATE 3 — Year 9 Extension

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.3.1	So many directions	Imaginative Poetry Photo Story 🖼	• Similes, Metaphors, Extended Metaphors and Evocative Language	• Conventions of Tone, Pacing and Punctuation in Multimodal Texts	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Common Nouns, Abstract Nouns and Collective Nouns • Expanding or Intensifying Meaning in Sentences	• Understanding Poetry • Language Features of Poetry • Evaluating Poetry 📄 • Writing in the Same Style as the Focus Text 📄
9.3.2	The making of a disaster: Fukushima	Informative Recount	• Spelling Strategies	• Commas, Full Stops and Forward Slashes in Dates and Times	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Expanded Noun Groups • Sentences Types for Different Purposes	• Understanding Recounts • Language Features of Recounts • Evaluating Recounts • Writing in the Same Style as the Focus Text 📄
9.3.3	Mangroves or boardwalks at Potters Point?	Persuasive Discussion	• Evaluative Language to Persuade	• Punctuation Marks to Convey Meaning	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Opinion Adjectives, Factual Adjectives & Classifying Adjectives • Adverbial Clauses & Adjectival Clauses in Complex Sentences	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions • Writing in the Same Style as the Focus Text 📄
9.3.4	FIFO is good for families	Persuasive Exposition	• Spelling Strategies	• Commas & Dashes to Separate Clauses	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Verb Groups & Complex Verbs • Compound-Complex Sentences	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
9.3.5	Birds of prey in the hands of man	Informative Explanation	• Spelling Strategies	• Commas & Dashes to Separate Clauses	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Adverbs of Manner, Degree Adverbs and Focusing Adverbs • Adverbial Clauses	• Understanding Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
9.3.6	The value and danger of stem-cell research	Persuasive Discussion	• Evaluative Language to Persuade	• Commas, Semicolons & Dashes in Compound Sentences	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Nominalisation • Sentence Types	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
9.3.7	Bring back national service	Persuasive Exposition	• Spelling Strategies	• Contractions, Initialisms and Acronyms	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Nominalisation and Expanded Noun Groups • Compound-Complex Sentences	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
9.3.8	Winter light	Persuasive Text Response	• Technical Language	• Commas to Separate Phrases & Clauses in Sentences	• Recognising Text Responses • Understanding Text the Ideas in Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Nominalisation • Sentences with Grammatical Themes	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 10 · Journey 4

GATE → REVIEW REVISION (Years 6-8)

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.0.1	Proud Nina	Imaginative Narrative	• Descriptive Language	• Direct Speech	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Adverbs • Compound Sentences	• Understanding Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
10.0.2	Talking is useless if speech isn't free	Persuasive Exposition Photo Story 🖼	• Compound Words	• Commas to Separate Introductory Words and Phrases	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Action Verbs • Grammatical Themes	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
10.0.3	Take a break from 'Play'	Imaginative Recount	• Evocative Language	• Brackets	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Verbs & Verb Groups • Embedded Adjectival Clauses	• Understanding Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄
10.0.4	Life as a roadie	Informative Description	• Nominalisations	• Dashes	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Modal Adverbs • Independent Clauses	• Understanding Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.0.5	MONA: In the top 20	Informative Report	• Evaluative Language	• Brackets & Full Stops	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Sensing Verbs • Grammatical Themes	• Understanding Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
10.0.6	Stretching after a workout	Informative Explanation Video Clip 🖼	• Letter Combinations (ch)	• Commas to Separate Clauses in Complex Sentences	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Nouns & Noun Groups • Complex Sentences	• Understanding Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
10.0.7	The future of bitcoins	Persuasive Discussion	• Letter Combinations (tion, ch)	• Commas to Separate Clauses in Complex Sentences	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Modal Verbs • Dependent Clauses	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
10.0.8	Ecotourism: Avoid guilt trips	Persuasive Text Response	• Evaluative Language	• Semicolons in Compound Sentences	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Nominalisation • Compound Sentences	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

🖼 Multimodal Text   📄 Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.1.1	Love is a two-player game	Imaginative Narrative	• Figurative Language including Hyperbole & Metaphor	• Direct Speech	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Factual Adjectives, Classifying Adjectives & Comparing Adjectives • Simple, Compound & Complex Sentences	• Understanding Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
10.1.2	Whose planet is it, anyway?	Persuasive Discussion	• Point of View Nouns, Opinion Adjectives & Viewpoint Adverbs	• Commas in Sentences	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Phrasal Verbs & Verb Groups • Sentence Types	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
10.1.3	The 'Sleeping Beauty' syndrome	Informative Report	• Spelling Strategies	• Capital Letters for Proper Nouns and Initialisms	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Nominalisation & Verbal Nouns • Simple, Compound & Complex Sentences	• Understanding Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
10.1.4	Trial by media not on!	Persuasive Exposition	• Evaluative Language to Persuade	• Commas, Colons & Dashes to Separate Phrases & Clauses	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Common Nouns, Abstract Nouns & Nominalisations • Compound-Complex Sentences	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 10 — Journey 4

GATE 1 REVISION (Year 9)

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.1.5	A strawberry with a fish gene?	Informative Explanation	• Spelling Strategies	• Sentence Punctuation	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Expanded Noun Groups • Adjectival Clauses	• Understanding Explanations • Language Features of Explanations • Evaluating Explanations • Writing in the Same Style as the Focus Text
10.1.6	Beatles to Bollywood	Persuasive Discussion	• Spelling Strategies	• Punctuation, Symbols & Initialisms in Online Forums	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Modal Nouns, Modal Verbs and Modal Adverbs • Sentence Types	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions • Writing in the Same Style as the Focus Text
10.1.7	How to survive the drive	Informative Procedure	• Spelling Strategies	• Commas to Separate Introductory Expressions, Phrases & Clauses	• Recognising Procedures • Understanding the Ideas in Procedures • Interpreting & Analysing Procedures • Evaluating Procedures	• Adverbs & Adverbial Phrases • Complex Sentences	• Understanding Procedures • Language Features of Procedures • Evaluating Procedures • Writing in the Same Style as the Focus Text
10.1.8	Programmed to plank	Persuasive Exposition	• Technical Language	• to Separate Introductory & Transitional Expressions	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Nominalisations • Sentence Beginnings	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions • Writing in the Same Style as the Focus Text

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.2.1	Hellelil and Hildebrand	Imaginative Poetry	• Evocative Language to Create Deliberate Effects	• Punctuation Conventions	• Recognising Poetry • Understanding the Ideas in Poetry • Interpreting & Analysing Poetry • Evaluating Poetry	• Noun Groups & Expanded Noun Groups • Sentence Types for Deliberate Effect	• Understanding Poetry • Language Features of Poetry • Evaluating Poetry 📄 • Writing in the Same Style as the Focus Text 📄
10.2.2	Gambling with their welfare: what happens behind the scenes in horse racing	Persuasive Discussion	• Evocative Language to Create Deliberate and Cumulative Effects on the Reader	• to Separate Introductory & Transitional Expressions	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Types of Verbs • Adjectival Clauses	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
10.2.3	The White Mouse	Informative Description	• Word Origins	• Quotation Marks	• Recognising Descriptions • Understanding the Ideas in Descriptions • Interpreting & Analysing Descriptions • Evaluating Descriptions	• Types of Nouns • Sentence Types for Different Purposes	• Understanding Descriptions • Language Features of Descriptions • Evaluating Descriptions 📄 • Writing in the Same Style as the Focus Text 📄
10.2.4	The hemline theory	Informative Recount	• Choosing Vocabulary	• Commas to Separate Words, Phrases & Clauses in Sentences	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Verbs, Verb Groups, & Phrasal Verbs • Sentence Types for Different Purposes	• Understanding Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.2.5	Is there anyone out there?	Persuasive Exposition Video Clip 🖼	• Latin & Greek Roots	• Commas & Dashes for Deliberate Effect	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Modal Verbs, Degree Adverbs & Focusing Adverbs to Persuade	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
10.2.6	Gap-year options that make a difference	Informative Report	• Spelling Strategies	• Capital Letters, Commas & Ellipsis Points	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Expanded Nouns Groups • Dependent Adjectival Clauses	• Understanding Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
10.2.7	More circle sentencing, please	Persuasive Exposition	• Spelling Topic Words	• Punctuation for Deliberate Effects	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Expanded Noun Groups • Sentence Types for Specific Purposes	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
10.2.8	All Time Low sell out	Persuasive Text Response	• Evocative Language	• Commas, Full Stops & Questions Marks for Deliberate Effects	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Factual Adjectives, Opinion Adjectives & Comparing Adjectives • Simple, Compound & Complex Sentences to Organise Ideas	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 10 — Journey 4

GATE **3** Year 10 Extension

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Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.3.1	Companion 3000	Imaginative Narrative	• Language to Create Deliberate & Cumulative Effects	• Quotation Marks	• Recognising Narratives • Understanding the Ideas in Narratives • Interpreting & Analysing Narratives • Evaluating Narratives	• Opinion Adjectives & Classifying Adjectives • Sentence Types & Sentence Beginnings	• Understanding Narratives • Language Features of Narratives • Evaluating Narratives 📄 • Writing in the Same Style as the Focus Text 📄
10.3.2	Why we love to be scared	Informative Explanation	• Spelling Topic Words	• Sentence Punctuation	• Recognising Explanations • Understanding the Ideas in Explanations • Interpreting & Analysing Explanations • Evaluating Explanations	• Concrete Nouns, Abstract Nouns & Metaphorical Nouns • Compound-Complex Sentences	• Understanding Explanations • Language Features of Explanations • Evaluating Explanations 📄 • Writing in the Same Style as the Focus Text 📄
10.3.3	J-pop's rise to the top	Informative Recount	• Choosing Vocabulary	• Using Commas to Separate Words, Phrases & Clauses	• Recognising Recounts • Understanding the Ideas in Recounts • Interpreting & Analysing Recounts • Evaluating Recounts	• Complex Verbs & Phrasal Verbs • Simple, Compound & Complex Sentences	• Understanding Recounts • Language Features of Recounts • Evaluating Recounts 📄 • Writing in the Same Style as the Focus Text 📄
10.3.4	Water for the future	Informative Expositions	• Language to Create Deliberate & Cumulative Effects	• Citation Conventions	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Nominalisations • Sentence Types for Different Purposes	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄

YEAR 10 — Journey 4

GATE 3 — Year 10 Extension

WordFlyers

🖼 Multimodal Text 📄 Interactive Writing PDF

Unit	Text	Text Category & Text Type	Vocabulary & Spelling	Punctuation	Reading Comprehension	Grammar	Writing
10.3.5	Crossing the line	Informative Report	• Spelling Topic Words	• Quotation Marks & Numerical Symbols	• Recognising Reports • Understanding the Ideas in Reports • Interpreting & Analysing Reports • Evaluating Reports	• Nominalisation • Sentence Structure	• Understanding Reports • Language Features of Reports • Evaluating Reports 📄 • Writing in the Same Style as the Focus Text 📄
10.3.6	Who's skilled for the job?	Persuasive Discussion Video Clip 🖼	• Spelling Topic Words	• Punctuating Shortened Forms - Words, Phrases & Symbols	• Recognising Discussions • Understanding the Ideas in Discussions • Interpreting & Analysing Discussions • Evaluating Discussions	• Degree Adverbs, Focusing Adverbs & Viewpoint Adverbs	• Understanding Discussions • Language Features of Discussions • Evaluating Discussions 📄 • Writing in the Same Style as the Focus Text 📄
10.3.7	She'll be right, mate … or not	Persuasive Exposition	• Language to Create a Deliberate & Cumulative Effect	• Commas & colons to Separate Words, Phrases & Clauses in Sentences	• Recognising Expositions • Understanding the Ideas in Expositions • Interpreting & Analysing Expositions • Evaluating Expositions	• Opinion Adjectives & Classifying Adjectives • Dependent Clauses to Add Detail	• Understanding Expositions • Language Features of Expositions • Evaluating Expositions 📄 • Writing in the Same Style as the Focus Text 📄
10.3.8	What's in a name?	Persuasive Text Response	• Strategies to Spell Technical Terms	• Citation Conventions	• Recognising Text Responses • Understanding the Ideas in Text Responses • Interpreting & Analysing Text Responses • Evaluating Text Responses	• Expanded Noun Groups • Defining Adjectival Clauses & Non-Defining Adjectival Clauses	• Understanding Text Responses • Language Features of Text Responses • Evaluating Text Responses 📄 • Writing in the Same Style as the Focus Text 📄