Hello everyone,
Firstly, a big congratulations to Catherine and her family on the arrival of their baby boy, Will.
Also, another arrival…Term 4!! A busy term filled with reports, excursions, presentation days and preparation for 2015. Look after yourself and your colleagues.
I apologise for the delay in this edition of the newsletter. I have planned for special editions to be sent out over the next couple of weeks…so keep an eye out.
It has been great to hear about your journeys with English. Concepts, quality literature, digital texts….a lot of great things are happening in schools. I would love to hear more about your successes and challenges in teaching English.
In this edition of the newsletter I have addressed some common queries about English programming. I’ve also included some text suggestions hoping to spark inspiration along your exciting journey in the English world.
Keep up the great work,
Elizabeth

**English Units – Something to consider…**
Through responding to and composing a wide range of texts, students will develop an appreciation of the art and power of language. We immerse our students in rich texts that provide them with a lens to the outside world. They develop empathy by entering the worlds of others through the stories told. There is a reason why you get shivers down your spine, or shed a tear or laugh out loud when reading or viewing texts –and that’s what we need to explore with our students. How did the composer do that? Why did I react in that particular way? How did the composer position me as a reader/viewer? How does this impact on my perceptions of the world around me?
When planning English units, it is important to see the thread across the 5 objectives. They all play an important role in developing deep conceptual understandings.

**Why our future depends on libraries, reading and daydreaming**
I strongly recommend that you read this article. Neil Gaiman is an author outlining the importance of books and libraries. Also an excellent example of a persuasive text!!

> “We have an obligation to imagine…”
> “You get to feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a me, as well. You’re being someone else, and when you return to your own world, you’re going to be slightly changed.”
**Future Adobe Connect Sessions**

I would like to run some Adobe Connect sessions and would love to hear your ideas.

What would you like me to explore in the sessions?

What challenges are you encountering that I could address in the sessions?

What would be helpful and useful?

The request line is open.

Email me to register your requests.

Email: elizabeth.anne.williams@det.nsw.edu.au

---

**Handwriting: We still need to explicitly teach it.**

I have received a number of queries about the place of handwriting in the new syllabus. **Outcome 3** is all about handwriting and using digital technologies. Students need to be provided with opportunities to develop clear and consistent handwriting as well as developing skills in publishing using technology. We assess and report on all syllabus outcomes. **Handwriting Teaching the Foundation Approach** is a very useful document that covers everything you need to know about teaching handwriting.

---

**Have a Look....**

A great unit of study for upper primary that will give you some great inspiration and ideas around composing imaginative, persuasive and informative texts.

Click on image to access unit sample.

---

**FREE TRIAL: Interactive e-books.**

*A fun way to enhance the enjoyment of reading and writing. Why not end the year by taking advantage of a free 3 week trial that the kids will love?*

Students vote with thousands of others around the world as to what the author writes next. Each chapter is delivered in weekly episodes where students can also chat to the author during the story writing process via a blog. Each chapter includes weekly teacher resources for classroom or home work.

A great tool for guided, shared and independent reading. It is another way of encouraging students to read for pleasure. The e-books can be accessed at school (interactive white board, PCs, etc) or home and are mobile device compatible.

Schools can enjoy a free 3 week trial where they get access to 2 of the e-books, voting and use of the teacher resources.
Concept: Point of View
Anthony Browne’s picture books are superb examples of how we are positioned as readers through point of view. He controls how we relate to the character by positioning us through the placement of subjects in the text. By exploring the camera angles, distances and other visual literacy elements, we develop an understanding of how authors and illustrators invite us to adopt a particular point of view.

Responding
Explore how the character’s thoughts and feelings are expressed through the positioning of the character. How are the visual literacy elements used effectively to add another layer of meaning? What inferences are made due to the positioning of the characters? How has Anthony Browne invited you to adopt the POV of both the boy and the mother?

Composing
Experiment with a range of techniques to express the feelings and thoughts of characters through POV when composing their own imaginative texts. Position the audience by presenting POV of character or narrator. How can you influence the reader/viewer’s responses to characters and subjects through POV?

Concept: Representation of Culture, Perspective, Point of View
Stage 3

Concept: Point of view allows the reader/viewer to gain insight into the thoughts, attitudes and feelings of characters. Discussing the reasons why the composer has chosen to focus on a particular character’s point of view will further enhance students’ understanding of the main message of the text. Does it challenge my perceptions of other people? Are stereotypical perceptions of culture challenged? How am I positioned? The representation of culture is expressed through various techniques; visual and written, with the purpose of shaping our perceptions of the world around us. Perspectives are frames through which we see the world. By exploring the perspectives in a text, students understand the underlying values and make connections to their own world and gain insight into other people's worlds.

Objective A:
- recognise how aspects of personal perspective influence responses to text EN3-3A

Objective B:
- recognise the techniques used by writers to position a reader and influence their point of view: EN3-5B

Objective C:
- recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses: EN3-6A

Objective D:
- make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts: ACILT1612
- identify and describe the representation of people, places and events in film and the media

Objective E – reflecting on learning

Responding
- How has the composer represented culture and how does it shape my perceptions of the world?
- What techniques have the composer used to position me or influence my perceptions?
- Has the composer challenged the stereotypical perceptions of culture?
- How has the composer attempted to shape my understanding of cultural identity and values?
- How can I connect to the character? Is it through common values? What has the composer done to encourage this connection?
- Why has the composer expressed this idea or view?

Composing
- How can I represent aspects of my world drawn from my personal or cultural contexts in my own compositions?
- E.g: Compose an imaginative text based on a cultural experience.
Have a look at these great books...

**Book** by John Agard

This ‘book’ came across my desk this week and I thought it was unique, fresh and beautiful. A great text to use when exploring narrative voice, storytelling or even characterisation. A very different text...

Quirky and humorous, part poetry, part reflection, this is the story of the book told by none other than Book himself! This extraordinary character begins by reminding us of his origins in oral story and clay tablets, then ponders on papyrus, parchment and paper, and on being a scroll who finally gets a spine. We see him lovingly illuminated by monks in medieval monasteries, then witness the massive changes brought about by the invention of the printing press, and the coming of paperbacks and e-books in the 20th century. But Book’s not a straightforwardly chronological chap; he can’t help musing - and his musings, whether they’re on the evolution of the alphabet, libraries, book-burning or blurbs, are delightful and thought-provoking. Years of reflection and observation have gone into this charming title - John Agard signed the contract with Walker 16 years ago!

(Angus & Robertson synopsis)

**Who is the narrator?**

**Why did the composer choose this narrative voice?**

**How are you being positioned as a reader?**

---

**Sam & Dave Dig a Hole** by Mac Barnett Illustrated by Jon Klassen

I had a good ol’ chuckle when I read this book and even more of a chuckle when I watched the You Tube trailer.

With perfect pacing, the multi-award-winning, best-selling team of Mac Barnett and Jon Klassen dig down for a deadpan tale full of visual humour. Sam and Dave are on a mission. A mission to find something spectacular. So they dig a hole. And they keep digging. And they find...nothing. Yet the day turns out to be pretty spectacular after all. Attentive readers will be rewarded with a rare treasure in this witty story of looking for the extraordinary - and finding it in a manner you’d never expect.

This is an all-new story from the award-winning team of Jon Klassen and Mac Barnett. It offers a humorous look at the pleasures of outdoor play and its often surprising rewards. The interplay of text and art makes this a great read-aloud. (Readers review)

**Responding & Composing – Concept: Storytelling, Characterisation, Point of View.**

- Explore the techniques that the author and illustrator have used to present the dog’s point of view. How are we drawn to the dog throughout the story? Explore visual literacy elements – given and new, demand or offer
- How have they delivered a humourous story through language and art?
- What techniques have they used in the book trailer to persuade the audience to read their book?
- Students could compose an imaginative text based on an outdoor adventure or a monologue based on the inner thoughts of the dog.
- Students could compose a book trailer for one of their favourite books using music, role play and text.

EN2-10C respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts

---

**I Want My Hat Back** by Jon Klassen.

I read this book for the first time over the weekend and loved it. A great book to read aloud to your class to share a giggle. This book is about a bear who is looking for his hat. He patiently and politely asks the animals he comes across, one by one, whether they have seen his hat. This story is told completely in dialogue and is a refreshing take on the classic repetitive tale. Explore the visual humour and the author’s clever use of dialogue. Great to use when exploring appreciation and author style.