

WORKING TOWARD ACHIEVEMENT OF STANDARDS		
<p><b>Foundation: Reading and Viewing-</b> When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.</p> <p>They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation.</p> <p>When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.</p> <p>They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning</p> <p>Learning Intensions: to cover in term 2.(not been adapted to version 2.0)</p> <ul style="list-style-type: none"> <li>• can use a computer key board to log in</li> <li>• can navigate a digital text.</li> <li>• can understand that pictures add meaning to a text.</li> <li>• can recognise a non-fiction text</li> <li>• can recognise a fictional text</li> <li>• can talk about a text I have listened to or read.</li> <li>• can make connections from the text to myself</li> <li>• can infer how a character is feeling</li> <li>• can identify a letter</li> <li>• can recognise all upper case letters</li> <li>• can recognise all lower case letters</li> <li>• can say the most common sound for all letter lower case letters</li> <li>• can say the most common sound for all the upper case letters</li> <li>• can name a vowel</li> <li>• can name a consonant</li> <li>• can use letters in writing</li> <li>• can blend consonant vowel consonant sounds to read words.</li> <li>• Can read stage 1,2,3 heart words</li> </ul>	<p><b>Foundation: Writing-</b> When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes.</p> <p>They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning.</p> <p>They form letters and spell most consonant-vowel-consonant (CVC) words.</p> <p>Learning Intensions: to cover in term 2(not been adapted to version 2.0)</p> <ul style="list-style-type: none"> <li>• can come up with an idea for writing</li> <li>• can use finger spaces when I write.</li> <li>• can start at the left side of the page.</li> <li>• can have a go during writing time</li> <li>• can write on the line</li> <li>• can hold my pencil correctly</li> <li>• can use capital letters at the beginning of sentences and for names.</li> <li>• can form upper case letters correctly.</li> <li>• can form lower case letter correctly.</li> <li>• can use full stops at the end of my sentences.</li> <li>• can spell stage 1 &amp; 2 heart words correctly in writing.</li> <li>• can spell stage 3 heart words correctly in writing</li> <li>• knows that spoken sounds and words can be written.</li> <li>• can write letters that represent common spoken sounds.</li> <li>• can segment cvc words.</li> <li>• can segment ccvc words.</li> <li>• can segment cvcc words.</li> <li>• can use onset and rime to spell simple words (c-at, b-at, s-at).</li> </ul>	<p><b>Foundation: Speaking and Listening-</b> When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.</p> <p>They share thoughts and preferences.</p> <p>When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.</p> <p>All I can statements from Sentral (not been adapted to version 2.0)</p> <ul style="list-style-type: none"> <li>• can discuss the idea of different languages.</li> <li>• can value others who use more than one language.</li> <li>• can recognise that some texts include other languages.</li> <li>• can understand language changes depending where I am and who I am talking to.</li> <li>• can ask relevant questions when needed.</li> <li>• can express opinions in an appropriate manner.</li> <li>• can use speech to express my feelings.</li> <li>• can use gestures to express my feelings.</li> <li>• can recognise that my feelings can be affected by visual media such as advertisements and animations.</li> <li>• can take part in speaking and listening activities to build my vocabulary.</li> <li>• can discuss new words I read in texts.</li> <li>• can use known words and use them in new experiences.</li> <li>• can hear some sounds in spoken words.</li> <li>• can write some letters to match the sound.</li> <li>• can identify words that rhyme.</li> <li>• can identify syllables.</li> <li>• can change sounds in spoken words, e.g: say cat, change /c/ to /m/ mat</li> <li>• can identify the first sound in a word followed by the remaining sounds in a one syllable word. Eg c-at</li> <li>• can hear the onset and rime sounds in one syllable spoken words.</li> <li>• can hear the sounds in consonant-vowel-consonant (cvc) words.</li> <li>• can talk about my favourite story.</li> <li>• can talk about how a text makes me feel.</li> <li>• can identify my favourite part in a text.</li> <li>• can use art to express how a text makes me feel.</li> <li>• can use beginning forms of writing to express how a text makes me feel.</li> <li>• can make personal connections to a text.</li> <li>• can copy actions to go with rhymes/poems/songs.</li> <li>• can retell rhymes with actions.</li> <li>• can change a text that I know by replacing some words.</li> <li>• can listen to simple instructions while others speak.</li> <li>• can follow simple instructions.</li> <li>• can retell a story in the correct order using picture clues.</li> <li>• can listen to details of a story so I can answer a question.</li> <li>• can use spoken language in imaginative play.</li> <li>• can participate in class discussions about a shared experience.</li> <li>• can ask questions to check understanding.</li> <li>• can use an appropriate voice level during show and tell.</li> <li>• can use eye contact during show and tell.</li> </ul>
<p><b>Level 1: Reading and Viewing-</b> When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.</p> <p>They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation.</p> <p>When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts.</p>	<p><b>Level 1: Writing-</b> When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits.</p> <p>They select learning area or topic-specific vocabulary.</p> <p>They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation.</p>	<p><b>Level 1: Speaking and Listening-</b> When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills.</p> <p>They explore language to express preferences and opinions.</p> <p>When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice.</p>

**Links to Capability & Digital Technologies Content Descriptors (English specific)**

<p><b>Critical and Creative Thinking</b> By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.</p> <p>Students identify words that indicate components of a point of view. They use reasons and examples for different purposes.</p>	<p><b>Ethical capability</b> By the end of Level 2, students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.</p> <p>Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. They explain that personal feelings may influence the way people behave in situations where ethical issues are involved.</p>	<p><b>Digital Technologies</b> By the end of Level 2, students identify how common digital systems are used to meet specific purposes.</p> <p>Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.</p>
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Students express and describe thinking activity. They practise some learning strategies. Students demonstrate and articulate some problem-solving approaches.	Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.
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<b>Teaching &amp; Learning Approaches – non-negotiables</b> <ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Synthetic Phonics following Little Learners Love Literacy Scope &amp; Sequence (LLLL) using University of Florida Lesson format (UFLI)</li> <li>• use of predictable readers where appropriate</li> <li>• Gradual Release of Responsibility/Instructional Model</li> <li>• Use of ongoing assessment and data to target teaching</li> <li>• Use of ongoing feedback</li> <li>• Visible learning intentions and success criteria</li> <li>• Individual reading and writing goals for all students</li> <li>• Individual Learning Plan (ILP) for 12 months above /below /EAL /PSD /Koorie /Discipline</li> </ul>	<b>Special Events/Dates:</b>  Picnic on the Green Special Person visit to join in on a maths lesson.
<b>Performance Outcome/Product of Learning:</b> Students will create a ... about a .... This will show evidence of: <ul style="list-style-type: none"> <li>• Students will publish ...</li> <li>•</li> </ul>	<b>Vocabulary expectations (English specific)</b>

Tune In	Target Teach	Try Out	Tune Up	Take Off	Tie Together
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Weeks & Dates	Learning Focus				Assessment Charts		
	Reading & Viewing	Writing	Phonics/Phonological Awareness/ Word Study	Speaking & Listening Personal & social Development			
Consistent weekly practice.  Integrated topics	Home Readers:(changed weekly) <ul style="list-style-type: none"> <li>• Decodable Readers/ Passages/predictable text</li> <li>• Character Cards</li> <li>• LLLL Homework sheets</li> </ul> Explicit Reading Strategies: Daily review of Anchor chart <ul style="list-style-type: none"> <li>• Point to the word</li> <li>• Look closely at all the letters in order</li> <li>• Say the sounds all the way through</li> <li>• Blend the sounds together to say the word, repeat.</li> <li>• Don't pause smush the sounds quickly.</li> <li>• Reread</li> <li>• Did it make sense?</li> </ul> Book boxes: changed weekly <ul style="list-style-type: none"> <li>• 4 interest books</li> <li>• 2 just right texts</li> </ul>	Demonstrate Correct Letter formation & pincer grip. <ul style="list-style-type: none"> <li>• Sky writing</li> <li>• White boards</li> <li>• Sitting correctly</li> </ul> Modelled explicit teaching: <ul style="list-style-type: none"> <li>• Using think aloud strategies</li> <li>• coming up with an idea</li> <li>• share ideas</li> <li>• draw picture first 5 minutes</li> <li>• back to floor</li> <li>• counting the words</li> <li>• segmenting of sounds</li> <li>• rereading to check it sounds right.</li> <li>• Using environmental print to support learners such as; desk mats, anchor charts, heart word posters.</li> </ul>	Little Learners Love Literacy scope and Sequence and resources using daily UFLI structure.  Heart Words: stage 3 & 4 <ul style="list-style-type: none"> <li>• Sign in book Changed daily</li> <li>• Added to reader bag once introduced</li> </ul>	SWPBS: <ul style="list-style-type: none"> <li>• Explicit teaching opportunities at the point of need</li> <li>• Explicit whole class teaching Monday 2:15-3:15</li> <li>• consistent revisiting and adding to anchor charts.</li> <li>•</li> </ul>	<b>Ongoing Letter/sound &amp; heart words checks</b>  <b>Weekly Reading conferences</b>		
<b>1-</b> living/non-living	L.I: <ul style="list-style-type: none"> <li>• can make connections from the text to myself</li> <li>• can recognise a non-fiction text</li> <li>• can recognise a fictional text</li> <li>• can complete a basic retell of a text including 2/3 sequenced events</li> </ul> Weekly Big books: fiction/non-fiction 2 x Stage 1/2 Decodable books 2 x Animal books as per topic 1 x teacher choice	Writing a Report: (Whole class using description bubbles) Aural LI: <ul style="list-style-type: none"> <li>• can come up with an idea for writing</li> <li>• can use finger spaces when I write.</li> <li>• can hold my pencil correctly</li> <li>• can form upper case letters correctly.</li> <li>• can form lower case letter correctly.</li> <li>• knows that spoken sounds and words can be written.</li> <li>• can write letters that represent common spoken sounds.</li> <li>• can segment cvc words.</li> <li>• can use heart words when writing.</li> </ul> Creating literature through illustrations about shared text. Explicitly modelled (see above) <ul style="list-style-type: none"> <li>- report about Tip the cat</li> </ul> Dictation: using LLLL stage 1 text	Phonics: Revision up to b & h Heart Word: revision Stage 1 & 2 & 3 words P/A: First & last sound identification Syllable deletion	Morning Circle: <b>Respect for others</b> -Feelings (Zones of Regulation) (Understand that language can be used to explore ways of expressing needs, likes and dislikes ( <a href="#">VCELA166</a> )  Whole Body listening. What does the 5 I's look like? Explicit teach. Take photos and place them in the classroom to reflect SW-PBS.  Classroom Routines <ul style="list-style-type: none"> <li>- lining up</li> <li>- standing behind our chairs</li> <li>- cleaning up our own space</li> </ul> Speaking kindly to others <ul style="list-style-type: none"> <li>- using authentic opportunities to explicitly teach</li> </ul> Using manners in all situations  Introduction of Show and Tell <ul style="list-style-type: none"> <li>- listening to others</li> <li>- asking questions</li> </ul>			
<b>2-</b> Sort animals into categories			Phonics:Oo/Dd Heart Words: S3: he/she/we/ do/to/was Include 20 min tier 1,2 & 3 groups into Literacy hour P/A: first & last sound identification Syllable deletion		Phonics: /Gg/Ll Heart Words: nclude 20 min tier 1,2 & 3 groups into Literacy hour P/A: first,last & medial sound identification Syllable deletion	Writing Moderation	
<b>3</b> Animal features			Individual Reading conferences: <ul style="list-style-type: none"> <li>- Does it make sense?</li> </ul> Book boxes <ul style="list-style-type: none"> <li>- 4 interest books</li> <li>- 10 minutes quiet reading at table</li> </ul> Home Reading: <ul style="list-style-type: none"> <li>- decodable &amp; predictable readers</li> </ul>		Writing a Report: (Whole class using description bubbles) Aural	Phonics:Vv/cvc & ccvc Heart words:	Morning Circle: Respect for others.  LLLL unseen text RR
<b>4</b> Habitats							

Weeks & Dates	Learning Focus				Assessment Charts
	Reading & Viewing	Writing	Phonics/Phonological Awareness/ Word Study	Speaking & Listening Personal & social Development	
Consistent weekly practice.  Integrated topics	Home Readers:(changed weekly) <ul style="list-style-type: none"> <li>Decodable Readers/ Passages/predictable text</li> <li>Character Cards</li> <li>LLLL Homework sheets</li> </ul> Explicit Reading Strategies: Daily review of Anchor chart <ul style="list-style-type: none"> <li>Point to the word</li> <li>Look closely at all the letters in order</li> <li>Say the sounds all the way through</li> <li>Blend the sounds together to say the word, repeat.</li> <li>Don't pause smush the sounds quickly.</li> <li>Reread</li> <li>Did it make sense?</li> </ul> Book boxes: changed weekly <ul style="list-style-type: none"> <li>4 interest books</li> <li>2 just right texts</li> </ul>	Demonstrate Correct Letter formation & pincer grip. <ul style="list-style-type: none"> <li>Sky writing</li> <li>White boards</li> <li>Sitting correctly</li> </ul> Modelled explicit teaching: <ul style="list-style-type: none"> <li>Using think aloud strategies</li> <li>coming up with an idea</li> <li>share ideas</li> <li>draw picture first 5 minutes</li> <li>back to floor</li> <li>counting the words</li> <li>segmenting of sounds</li> <li>rereading to check it sounds right.</li> <li>Using environmental print to support learners such as; desk mats, anchor charts, heart word posters.</li> </ul>	Little Learners Love Literacy scope and Sequence and resources using daily UFLI structure.  Heart Words: stage 3 & 4 <ul style="list-style-type: none"> <li>Sign in book Changed daily</li> <li>Added to reader bag once introduced</li> </ul>	SWPBS: <ul style="list-style-type: none"> <li>Explicit teaching opportunities at the point of need</li> <li>Explicit whole class teaching Monday 2:15-3:15</li> <li>consistent revisiting and adding to anchor charts.</li> <li></li> </ul>	Ongoing Letter/sound & heart words checks  Weekly Reading conferences
		LI: <ul style="list-style-type: none"> <li>can write letters that represent common spoken sounds.</li> <li>can segment cvc words.</li> <li>can spell stage 1 &amp; 2 heart words correctly when writing.</li> <li>can use capital letters at the beginning of sentences and for names.</li> <li>can use full stops at the end of my sentences.</li> </ul> Creating literature through illustrations about shared text. Explicitly modelled (see above) <ul style="list-style-type: none"> <li>use simple text (The Map)</li> </ul> Dictation: using LLLL stage 1 & 2 text	include 20 min tier 1,2 & 3 groups into Literacy hour P/A: Look at point of need Include 20 min tier 1,2 & 3 groups into Literacy hour <ul style="list-style-type: none"> <li>Initial sound ID</li> <li>Onset &amp; rime/sound identification</li> </ul> Phonics: Revision Stage 1 & 2 Include 20 min tier 1,2 & 3 groups into Literacy hour P/A: Look at point of need <ul style="list-style-type: none"> <li>Initial /final sound ID</li> <li>Onset &amp; rime</li> </ul> Phonics: Yy/Rr Include 20 min tier 1,2 & 3 groups into Literacy hour P/A: Look at point of need <ul style="list-style-type: none"> <li>Initial/final sound ID</li> </ul> Phonics: Ee Include 20 min tier 1,2 & 3 groups into Literacy hour P/A: Look at point of need <ul style="list-style-type: none"> <li>Blending</li> <li>Initial/final l sound ID</li> </ul> Phonics: Qu/qu & Zz Include 20 min tier 1,2 & 3 groups into Literacy hour P/A: Point of need <ul style="list-style-type: none"> <li>Initial/final sound ID</li> <li>Blending</li> <li>Initial sound ID</li> </ul> Phonics: Revision of stage 1,2,3 Include 20 min tier 1,2 & 3 groups into Literacy hour P/A: Point of need <ul style="list-style-type: none"> <li>Initial/final sound ID</li> <li>Blending</li> <li></li> </ul>	Learning to use helping hands  Keeping others safe  Leaning to include others	Assessment of stage 2 sounds
5 Baby animal names					
6 Life cycle of a chicken					
7 Student Lead Animal posters					
8 Student Lead animal posters					PA reassessment by Vikki & Cass for term 3 P.O.N.
9 Student Lead animal posters					Assessment of stage 3 sounds Alphabet knowledge
10 & 11 Revision			Phonics: Jj & Uu  Include 20 min tier 1,2 & 3 groups into Literacy hour P/A: Point of need <ul style="list-style-type: none"> <li>Initial/final sound ID</li> <li>Blending</li> </ul>		