## EAGLEHAWK NORTH PRIMARY SCHOOL LEVELS 1 & 2 TERM PLANNER ENGLISH **BYEAR TERM 2 My Community**



WORKING TOWARD ACHIEVEMENT OF STANDARDS					
Level 1 Reading and Viewing Students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high- frequency words, sentence-boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.	Level 1 Writing When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high- frequency words to write predictable words. They use capital letters and full stops appropriately.	Level 1 Speaking and Listening Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.			
Level 2 Reading and Viewing Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter—sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.	Level 2 Writing Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.	Level 2 Speaking and Listening Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.			
Links to Capa	ability & Digital Technologies Content Descriptors (Englis)	n specific)			
Critical and Creative Thinking	Digital Technologies				
Questions and Possibilities	Digital Systems				

<ul> <li>Questions and Possibilities</li> <li>Identify, describe and use different kinds of question stems to gather information and ideas</li> <li>Consider personal reactions to situations or problems and how these reactions may influence thinking</li> <li>Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities</li> <li>Reasoning</li> <li>Examine words that show reasons and words that show conclusions</li> <li>Compare and contrast information and ideas in own and others reasoning</li> </ul>	<ul> <li><u>Digital Systems</u> <ul> <li>Identify and explore digital systems (hardware and software components) for a purpose</li> </ul> </li> <li><u>Data and Information</u> <ul> <li>Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments</li> </ul> </li> <li><u>Creating Digital Solutions</u> <ul> <li>Explore how people safely use common information systems to meet</li> </ul> </li> </ul>
<ul> <li>Examine words that show reasons and words that show conclusions</li> <li>Compare and contrast information and ideas in own and others reasoning</li> <li>Consider how reasons and examples are used to support a point of view and</li> </ul>	<ul> <li>Explore how people safely use common information systems to meet information, communication and recreation needs</li> </ul>

## illustrate meaning Meta-Cognition

- Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self Explore some learning strategies, including planning, repetition, rewording, ٠
- ٠ memorisation, and use of mnemonics
- Investigate ways to problem-solve, using egocentric and experiential language ٠

Taut Tuna Fasua	Teaching Q Learning Annual these	
Text Type Focus:	Teaching & Learning Approaches – r	
		is that integrate Word Study and Speaking
Purpose: See below	and Listening	
	Gradual Release of Responsibility	
Structure/Organisation: See Below	<ul> <li>Use of ongoing assessment and</li> </ul>	data to target teaching
	<ul> <li>Use of ongoing feedback</li> </ul>	
Laurence Fristerie Car Balance	• Visible learning intentions and s	success criteria
Language Features: See Below	<ul> <li>Individual reading and writing g</li> </ul>	goals for all students
	<ul> <li>Individual Learning Plan (ILP) fo</li> </ul>	r 12 months above /below /EAL /PSD
	/Koorie /Discipline	
Performance Outcome/Product of Learning:	,,	Vocabulary expectations (English specific)
Students will create a about a This will show evidence of:		Level 1
Students will cleate a about a This will show evidence of.		
		able to read aloud, with developing fluency, short texts with some
		unfamiliar vocabulary, simple and compound sentences and supportive
		images.
		Level 2
		<ul> <li>read texts that contain varied sentence structures, some unfamiliar</li> </ul>
		vocabulary, a significant number of high-frequency sight words and images
		that provide additional information.
		Expanding Versbulen
		Expanding Vocabulary -
		• To be able to use sentence meaning to assist the understanding of new
		words
		<ul> <li>To learn the meaning of new words.</li> </ul>
		<ul> <li>To use new words appropriately.</li> </ul>
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Tune In Targe	et Teach Try Out	Tune Up	Take Off	Tie Together
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Weeks		Learnin	g Focus		Assessment
&	Reading & Viewing	Writing	Word study	Speaking & Listening	
Dates					Charts
1 My Community	Big Books on Epic:	Genre – Recount (holiday) Purpose - To Tell a series of events.	<b>g gg</b>	Students will listen to shared reading and respond to discussion questions.	- <mark>Tricky Words</mark> Spelling and Reading.
Recount	er ver ver ver ver ver ver ver ver ver v	<ul> <li>Setting or Orientation (who, where, when, what, why, how)</li> <li>Series of events arranged in time (chronological order)</li> </ul>	Blends gr, gl Suffixes ed, ing	Students orally recount their holidays in a series of sequential events Recount of text during reading conferences.	-Collect recount writing samples.

2	Please innycommunity Wini lesson - Differences between Fiction and Non Fiction. Create anchor chart, talk about main features. Reading strategy - page 100 of reading strategies book. 3.2. Check the beginning, middle and end. Big Book - On reading eggs	First, next, after that and lastly. • Concluding Statement Grammar and Punctuation– Capital Letters and Full Stops Genre – Narrative - Need to use lots of picture stimulus		Circle time discussion Sharing weekly news Sharing completed work States will listen to shared reading and respond to	
My Community		•			
My Community Narrative Anzac Day -Thurs	Aboriginal Sites   Boriginal Sites   Boriginal Sites   Fist Australians   Boriginal Sites   Fist Australians Boriginal Sites Boriginal	and picture chats to build children's understanding of storyline and sequence of events. Purpose - To entertain, amuse or instruct Text structure: • Setting • Characters • Problem/solution Text Focus: Grammar and Punctuation– Capital Letters and Full Stops. Extend - commas. Vocabulary: Extending vocabulary through the use of descriptive language. VERBS Focus: Looking at elements of Narrative like *character	Grapheme o Suffixes ed, ing	discussion questions. Students orally recount their holidays in a series of sequential events Recount of text during reading conferences. Circle time discussion Sharing weekly news Sharing completed work	Weekly spelling words Running Records using Anecdotal Notes Teacher conferencing Visual knowledge word list testing to inform starting points
	pade 165- 5.1 Touch, Look,	*setting			
	Retell.	*problem and solution. What language is used. How the problem and solution is built up.			
3	Big Book -	Genre – Narrative- Need to use lots of picture stimulus	<b>h</b> h	Students will listen to shared reading and respond to	
My Community	Reading strategy - page	and picture chats to build		discussion questions.	
Narrative	113 of Reading strategies book. 3:15- Remember: Be flexible with Vowels.	children's understanding of storyline and sequence of events. Purpose - <i>To entertain</i> ,	Contractions	Students will turn and talk to a partner using persuade language.	
	Bec has big books from Library to share. Some dreamtime stories may be	amuse or instruct		Recount of text during reading conferences.	
	on storybox library.	Text structure:		Circle time discussion	Weekly spelling words
		<ul><li>Setting</li><li>Characters</li><li>Problem/solution</li></ul>		Sharing weekly news	Running Records using
		Text Focus:		Sharing completed work	Anecdotal Notes



Grammar and Punctuation-Capital Letters and Full Stops. Extend - commas.

Vocabulary: Extending vocabulary through the use of descriptive language. VERBS

Focus: Looking at elements of Narrative like \*character \*setting \*problem and solution. What language is used. How problem and solution is built up.

Teacher conferencing Visual knowledge word list testing to inform starting points

4 My Community Response	<image/>	Genre – Narrative- Need to use lots of picture stimulus and picture chats to build children's understanding of storyline and sequence of events. Purpose - To entertain, amuse or instruct Text structure: • Setting • Characters • Problem/solution Text Focus: Grammar and Punctuation– Capital Letters and Full Stops. Extend - commas. Vocabulary: Extending vocabulary through the use of descriptive language. VERBS Focus: Looking at elements of Narrative like *character *setting *problem and solution. What language is used. How problem and solution is built up.	Image: Second	Students will listen to shared reading and respond to discussion questions. Students will turn and talk to a partner using persuade language Recount of text during reading conferences. Circle time discussion Sharing weekly news Sharing completed work	Weekly spelling words Running Records using Anecdotal Notes Teacher conferencing Visual knowledge word list testing to inform starting points
5 My Community Response	Big Book - With the school of	Genre – Information report - Break this down to describing different aspects of the topic. Describe the characteristics of the topic Describe where it lives Describe what it eats etc. Purpose - To inform the audience of a specific time, person, place or object Text structure: Modelled and sharing writing on a teacher information report. Model how to fill in the template and write in books. Students copy from board. Who are they?	e ai ay a_e a Grapheme ay Suffix es Homophones	Students will listen to shared reading and respond to discussion questions. Students will turn and talk to a partner and express their opinion about an event in the book or chosen topic. Recount of text during reading conferences. Circle time discussion Sharing weekly news Sharing completed work	Weekly spelling words Running Records using Anecdotal Notes Teacher conferencing Visual knowledge word

<ul> <li>What do they do?</li> <li>What do they wear?</li> <li>Interesting facts.</li> </ul> <i>Text Focus:</i> Information Report on a service in the community (ambulance, police, vet etc).	list testing to inform starting points
Grammar and Punctuation–	
Capital Letters and Full Stops.	
Extend - commas.	
Vocabulary: Extending	
vocabulary through the use of	
descriptive language.	

6	Big Book - Reading Eggs	Genre – Information report - Break this down to	() m mm mb	Students will listen to shared reading and respond to	
My Community	- Inn	describing different aspects		discussion questions.	
Response	People Who	of the topic. Describe the	Blends sm, mp		
	Help Us	characteristics of the topic	Suffix ing	Students will turn and talk to	
		<b>Purpose -</b> <i>To inform the</i>		a partner using persuade language	
		audience of a specific time,		language	
	Blake	person, place or object		Recount of text during	
	Big Book on Epic:			reading conferences.	
	My family 👶 community	Text structure: Modelled and		Circle time discussion	Weekly spelling words
	community	sharing writing on a teacher		Circle time discussion	
		information report. Model how		Sharing weekly news	Running Records
		to fill in the template and write			using
	Bobbie Kalman	in books. Students copy from		Sharing completed work	Anecdotal Notes
		board.			Teacher
	Mini lesson - Shared				conferencing
	reading -	Who are they?			Ŭ
	Reading strategy - Reading				Visual
	strategies book. Page 279,	- What do they wear?			knowledge word
	8.7- Ask Questions, Form	- Interesting facts.			list testing to
	main ideas.	Text Focus: Information			inform starting
		Report on a service in the			points
		community (ambulance, police,			
		vet etc).			
		Grammar and Punctuation-			
		Capital Letters and Full Stops.			
		Extend - commas.			
		Vocabulary: Extending			
		vocabulary through the use of			
		descriptive language.			
7	Big Book -	Genre – Information report -		Students will listen to shared	
	Mulga Bill's Bicycle	Break this down to	i_e y igh i ie	reading and respond to	
My Community	(importance to Eaglehawk)	describing different aspects		discussion questions.	
Information	A B Director	of the topic. Describe the	Suffixes es,	Students will turn and talk to	
Report	Mulga Bill's Bicycle	characteristics of the topic	ed	a partner to discuss, setting,	
		Purpose - To inform the		characters, problem and	
	ANT -	audience of a specific time,	Prefix un	solution.	Weekly spelling
	A CONTRACTOR	person, place or object		Descurpt of tout during	words
				Recount of text during reading conferences.	Running Records
	C. A. A.	<b>Text structure:</b> Modelled and		. cading comoronoco.	using
	A CONTRACT OF A	sharing writing on a teacher information report. Model how		Circle time discussion	C
	Mini lesson - Shared	to fill in the template and write		Ohanimana ti	Anecdotal Notes
	reading -	in books. Students copy from		Sharing weekly news	Teacher
	Reading strategy - Reading			Sharing completed work	conferencing
	Strategies Book, page 187.	- Who are they?			Visual
	5.23- Summarize Based on	- What do they do?			knowledge word
	Theme.	- What do they wear?			list testing to
		- Interesting facts.			inform starting
		Text Focus: Information			points
		Report on a service in the			
		community (ambulance, police,			
		vet etc).			Reading
		Grammar and Punctuation-			benchmark
		Capital Letters and Full Stops.			
		Capital Letters and Full Stops.			

		Extend - commas.			
		<b>Vocabulary:</b> <i>Extending</i> vocabulary through the use of descriptive language.			
8 My Community	<b>Big Book -</b> People who help (Big Books from library) - Teachers share	Genre – Information report - Break this down to	🛞 n nn kn	Students will listen to shared reading and respond to	Weekly spelling words
Information Report	- Teachers share through the week. Ambulance Officer Dentist Nurse Garbage collector	describing different aspects of the topic. Describe the characteristics of the topic Purpose - To inform the audience of a specific time,	Homophones	discussion questions. Students will turn and talk to a partner to discuss, setting, characters, problem and solution.	Running Records using Anecdotal Notes
	Police officer Firefighter Doctor Books on Epic:	Text structure: Students choose their own profession to write an information report		Recount of text during reading conferences. Circle time discussion	Teacher conferencing Visual knowledge word list testing to

	FILEIIGIIIEIS	about. Use the template to		Sharing weekly news	inform starting
		plan. - Who are they?		Sharing completed work	points
		- What do they do?			- <mark>42 sounds</mark>
	Ade Harry	- What do they wear?			assessment
	Read to Me ◀)	- Interesting facts.			
		Text Focus: Information			Reading
		Report on a service in the			benchmark
		community (ambulance, police,			
		vet etc).			
		Grammar and Punctuation-			
	Visit the Dentist?	Capital Letters and Full Stops.			
		Extend - commas.			
		Vocabulary: Extending			
	Califary Juniory	vocabulary through the use of			
		descriptive language.			
	Reading strategy - Reading Strategies book				
	page 394. 12.2- Say back				
	what you heard.				
9	Big Book -	Genre - Poetry		Students will listen to shared	
	Nursery Rhymes	Genre - Foetry	( ng n	reading and respond to	
My Community	Epic	Focus on alliteration, rhyme		discussion questions.	
Poetry	Nursery	Crommer and Dunetuation	Revision.	Students will turn and talk to	
,	Ruymes	Grammar and Punctuation– Capital Letters and Full Stops.		a partner to discuss, setting, characters, problem and	
		Extend - commas.		solution.	
		Veeshulemu Extendiou		Recount of text during	Weekly spelling words
		<b>Vocabulary:</b> <i>Extending</i> <i>vocabulary through the use of</i>		reading conferences.	Running Records
	August 19 to Mine therease Read to Me 4)	descriptive language.		Circle time discussion	using
	TTSY BITSY				Anecdotal Notes
	SPIDER			Sharing weekly news	Teacher
				Sharing completed work	conferencing
	$\beta - \beta$				Visual
	and the second				knowledge word
	A PAR				list testing to
	Little Red Riding Hood				inform starting points
	Kang Hood				Weekly spelling
	Internet by Delevis Actions				words
	and the				Reading
	Politagon				benchmark
	Mini lesson - Shared				
	reading -				
	<b>Reading strategy -</b> Reading Strategies book, page 334.				
	10.10- Use Text Features to				
	learn New Words				
10		Genre - Poetry\		Students will listen to shared	
My Community	- Dr Suess	Focus on allitoration rhymo	🔎 oa o_e ow o	reading and respond to discussion questions.	

Poetry



Big Book: Animalia (Alliteration)

**Reading strategy -** Reading Strategies book, page 334. 10.10- Use Text Features to learn New Words

Focus on alliteration, rhyme

Grammar and Punctuationing Capital Letters and Full Stops. Extend - commas. Compound

Vocabulary: Extending vocabulary through the use of descriptive language.



Words

solution.

discussion questions. Running Records Students will turn and talk to a partner to discuss, setting, characters, problem and using Anecdotal Notes Teacher conferencing Recount of text during reading conferences. Visual knowledge word Circle time discussion list testing to inform starting Sharing weekly news points Sharing completed work

Reading benchmark

Ongoing Comments/Reflections							
-							