

**WORKING TOWARD ACHIEVEMENT OF STANDARDS**

<p><b>Level 1 Reading and Viewing</b> 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.</p>	<p><b>Level 1 Writing</b> 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.</p>	<p><b>Level 1 Speaking and Listening</b> 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.</p>
<p><b>Level 2 Reading and Viewing</b> 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.</p>	<p><b>Level 2 Writing</b> 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.</p>	<p><b>Level 2 Speaking and Listening</b> 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.</p>

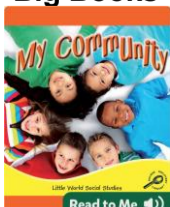

**Links to Capability & Digital Technologies Content Descriptors (English specific)**

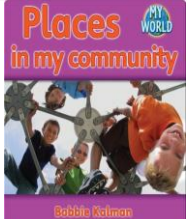
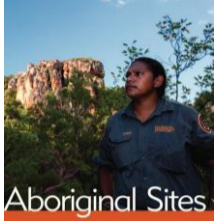
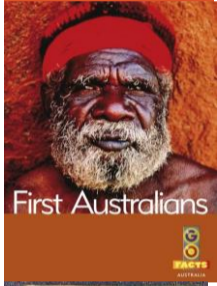
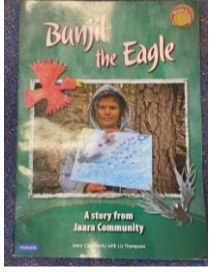

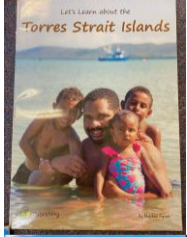
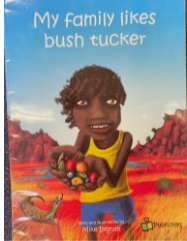
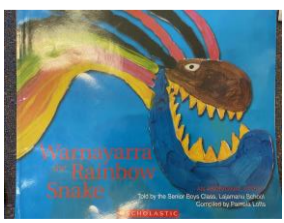

<p><b>Critical and Creative Thinking</b></p> <p><b>Questions and Possibilities</b></p> <ul style="list-style-type: none"> <li>Identify, describe and use different kinds of question stems to gather information and ideas</li> <li>Consider personal reactions to situations or problems and how these reactions may influence thinking</li> <li>Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities</li> </ul> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <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 illustrate meaning</li> </ul> <p><b>Meta-Cognition</b></p> <ul style="list-style-type: none"> <li>Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self</li> <li>Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics</li> <li>Investigate ways to problem-solve, using egocentric and experiential language</li> </ul>	<p><b>Digital Technologies</b></p> <p><b>Digital Systems</b></p> <ul style="list-style-type: none"> <li>Identify and explore digital systems (hardware and software components) for a purpose</li> </ul> <p><b>Data and Information</b></p> <ul style="list-style-type: none"> <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> <p><b>Creating Digital Solutions</b></p> <ul style="list-style-type: none"> <li>Explore how people safely use common information systems to meet information, communication and recreation needs</li> </ul>
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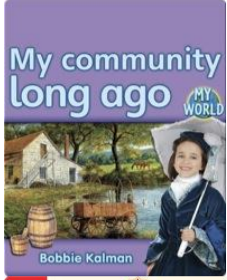
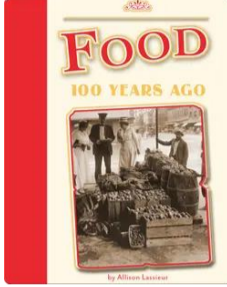
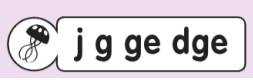
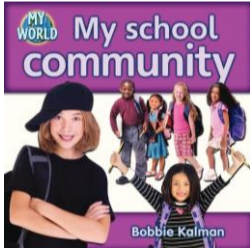

<p><b>Text Type Focus:</b></p> <p><b>Purpose:</b> See below</p> <p><b>Structure/Organisation:</b> See Below</p> <p><b>Language Features:</b> See Below</p>	<p><b>Teaching &amp; Learning Approaches – non-negotiables</b></p> <ul style="list-style-type: none"> <li>Daily Reading &amp; Writing sessions that integrate Word Study and Speaking and Listening</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>	<p><b>Special Events/Dates:</b></p>
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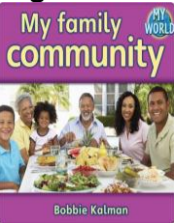

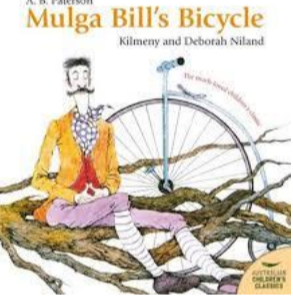
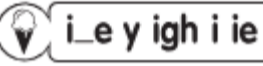
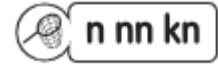
<p><b>Performance Outcome/Product of Learning:</b> Students will create a ... about a .... This will show evidence of:</p>	<p><b>Vocabulary expectations (English specific)</b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.</li> </ul> <p>Expanding Vocabulary -</p> <ul style="list-style-type: none"> <li>To be able to use sentence meaning to assist the understanding of new words</li> <li>To learn the meaning of new words.</li> <li>To use new words appropriately.</li> </ul>
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Tune In	Target Teach	Try Out	Tune Up	Take Off	Tie Together
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Weeks & Dates	Learning Focus				Assessment
	Reading & Viewing	Writing	Word study	Speaking & Listening	
1 My Community Recount	<p><b>Big Books on Epic:</b></p> 	<p><b>Genre – Recount (holiday)</b> <b>Purpose - To Tell a series of events.</b></p> <ul style="list-style-type: none"> <li>Setting or Orientation (who, where, when, what, why, how)</li> <li>Series of events arranged in time (chronological order)</li> </ul>	 <p><b>Blends gr, gl</b> <b>Suffixes ed, ing</b></p>	<p><i>Students will listen to shared reading and respond to discussion questions.</i></p> <p><i>Students orally recount their holidays in a series of sequential events</i></p> <p><i>Recount of text during reading conferences.</i></p>	<p><b>- Tricky Words Spelling and Reading.</b></p> <p><b>-Collect recount writing samples.</b></p>

	 <p><b>Mini lesson</b> - Differences between Fiction and Non Fiction. Create anchor chart, talk about main features.</p> <p><b>Reading strategy</b> - page 100 of reading strategies book. 3.2. Check the beginning, middle and end.</p>	<p>First, next, after that and lastly.</p> <ul style="list-style-type: none"> <li>Concluding Statement</li> </ul> <p><b>Grammar and Punctuation</b>– Capital Letters and Full Stops</p>		<p>Circle time discussion</p> <p>Sharing weekly news</p> <p>Sharing completed work</p>	
<p>2</p> <p>My Community</p> <p>Narrative</p> <p>Anzac Day -Thurs</p>	<p><b>Big Book - On reading eggs</b></p>    <p><b>Reading strategy</b> - Reading strategies book. page 165- 5.1 Touch, Look, Retell.</p>	<p><b>Genre – Narrative</b> - Need to use lots of picture stimulus and picture chats to build children’s understanding of storyline and sequence of events.</p> <p><b>Purpose</b> - To entertain, amuse or instruct</p> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Setting</li> <li>Characters</li> <li>Problem/solution</li> </ul> <p><b>Text Focus:</b></p> <p><b>Grammar and Punctuation</b>– Capital Letters and Full Stops. Extend - commas.</p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language. VERBS</p> <p><i>Focus: Looking at elements of Narrative like</i></p> <ul style="list-style-type: none"> <li>*character</li> <li>*setting</li> <li>*problem and solution.</li> </ul> <p><i>What language is used. How the problem and solution is built up.</i></p>	 <p>Grapheme o</p> <p>Suffixes ed, ing</p>	<p>Students will listen to shared reading and respond to discussion questions.</p> <p>Students orally recount their holidays in a series of sequential events</p> <p>Recount of text during reading conferences.</p> <p>Circle time discussion</p> <p>Sharing weekly news</p> <p>Sharing completed work</p>	<p>Weekly spelling words</p> <p>Running Records using</p> <p>Anecdotal Notes</p> <p>Teacher conferencing</p> <p>Visual knowledge word list testing to inform starting points</p>
<p>3</p> <p>My Community</p> <p>Narrative</p>	<p><b>Big Book - Reading strategy</b> - page 113 of Reading strategies book. 3:15- Remember: Be flexible with Vowels.</p> <p><b>Bec has big books from Library to share. Some dreamtime stories may be on storybox library.</b></p>   	<p><b>Genre – Narrative</b>- Need to use lots of picture stimulus and picture chats to build children’s understanding of storyline and sequence of events.</p> <p><b>Purpose</b> - To entertain, amuse or instruct</p> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Setting</li> <li>Characters</li> <li>Problem/solution</li> </ul> <p><b>Text Focus:</b></p> <p><b>Grammar and Punctuation</b>– Capital Letters and Full Stops. Extend - commas.</p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language. VERBS</p> <p><i>Focus: Looking at elements of Narrative like</i></p> <ul style="list-style-type: none"> <li>*character</li> <li>*setting</li> <li>*problem and solution.</li> </ul> <p><i>What language is used. How problem and solution is built up.</i></p>	 <p>Contractions</p>	<p>Students will listen to shared reading and respond to discussion questions.</p> <p>Students will turn and talk to a partner using persuade language.</p> <p>Recount of text during reading conferences.</p> <p>Circle time discussion</p> <p>Sharing weekly news</p> <p>Sharing completed work</p>	<p>Weekly spelling words</p> <p>Running Records using</p> <p>Anecdotal Notes</p> <p>Teacher conferencing</p> <p>Visual knowledge word list testing to inform starting points</p>

					
<p>4</p> <p>My Community Response</p>	<p><b>Big Book - My Community long ago - Epic!</b></p>   <p><b>Reading strategy -</b> Reading strategies book page 107. 3.9- Check in with yourself, Reread, Fix Up.</p>	<p><b>Genre – Narrative- Need to use lots of picture stimulus and picture chats to build children’s understanding of storyline and sequence of events.</b></p> <p><b>Purpose - To entertain, amuse or instruct</b></p> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Characters</li> <li>• Problem/solution</li> </ul> <p><b>Text Focus:</b></p> <p><b>Grammar and Punctuation– Capital Letters and Full Stops. Extend - commas.</b></p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language. VERBS</p> <p><i>Focus: Looking at elements of Narrative like</i></p> <ul style="list-style-type: none"> <li>*character</li> <li>*setting</li> <li>*problem and solution.</li> </ul> <p><i>What language is used. How problem and solution is built up.</i></p>	 <p><b>Grapheme g</b></p>	<p><i>Students will listen to shared reading and respond to discussion questions.</i></p> <p><i>Students will turn and talk to a partner using persuade language</i></p> <p><i>Recount of text during reading conferences.</i></p> <p><i>Circle time discussion</i></p> <p><i>Sharing weekly news</i></p> <p><i>Sharing completed work</i></p>	<p><i>Weekly spelling words</i></p> <p><i>Running Records using</i></p> <p><i>Anecdotal Notes</i></p> <p><i>Teacher conferencing</i></p> <p><i>Visual knowledge word list testing to inform starting points</i></p>
<p>5</p> <p>My Community Response</p>	<p><b>Big Book -</b></p>  <p>My school community on reading eggs or Epic</p> <p><b>Reading strategy:</b> page 105. 3.7- fix it by Checking Each Letter.</p>	<p><b>Genre – Information report - Break this down to describing different aspects of the topic. Describe the characteristics of the topic</b></p> <p>Describe where it lives Describe what it eats etc.</p> <p><b>Purpose - To inform the audience of a specific time, person, place or object</b></p> <p><b>Text structure:</b> Modelled and sharing writing on a teacher information report. Model how to fill in the template and write in books. Students copy from board.</p> <p>Who are they?</p> <ul style="list-style-type: none"> <li>- What do they do?</li> <li>- What do they wear?</li> <li>- Interesting facts.</li> </ul> <p><b>Text Focus:</b> Information Report on a service in the community (ambulance, police, vet etc).</p> <p><b>Grammar and Punctuation– Capital Letters and Full Stops. Extend - commas.</b></p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language.</p>	 <p><b>Grapheme ay</b></p> <p><b>Suffix es</b></p> <p><b>Homophones</b></p>	<p><i>Students will listen to shared reading and respond to discussion questions.</i></p> <p><i>Students will turn and talk to a partner and express their opinion about an event in the book or chosen topic.</i></p> <p><i>Recount of text during reading conferences.</i></p> <p><i>Circle time discussion</i></p> <p><i>Sharing weekly news</i></p> <p><i>Sharing completed work</i></p>	<p><i>Weekly spelling words</i></p> <p><i>Running Records using</i></p> <p><i>Anecdotal Notes</i></p> <p><i>Teacher conferencing</i></p> <p><i>Visual knowledge word list testing to inform starting points</i></p>

<p>6</p> <p>My Community Response</p>	<p><b>Big Book - Reading Eggs</b></p>  <p><b>Big Book on Epic:</b></p>  <p><b>Mini lesson - Shared reading -</b></p> <p><b>Reading strategy -</b> Reading strategies book. Page 279, 8.7- Ask Questions, Form main ideas.</p>	<p><b>Genre – Information report - Break this down to describing different aspects of the topic. Describe the characteristics of the topic</b></p> <p><b>Purpose -</b> To inform the audience of a specific time, person, place or object</p> <p><b>Text structure:</b> Modelled and sharing writing on a teacher information report. Model how to fill in the template and write in books. Students copy from board.</p> <p>Who are they?</p> <ul style="list-style-type: none"> <li>- What do they do?</li> <li>- What do they wear?</li> <li>- Interesting facts.</li> </ul> <p><b>Text Focus:</b> Information Report on a service in the community (ambulance, police, vet etc).</p> <p><b>Grammar and Punctuation–</b> Capital Letters and Full Stops. Extend - commas.</p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language.</p>	<p> <b>Blends sm, mp</b></p> <p><b>Suffix ing</b></p>	<p>Students will listen to shared reading and respond to discussion questions.</p> <p>Students will turn and talk to a partner using persuade language</p> <p>Recount of text during reading conferences.</p> <p>Circle time discussion</p> <p>Sharing weekly news</p> <p>Sharing completed work</p>	<p>Weekly spelling words</p> <p>Running Records using</p> <p>Anecdotal Notes</p> <p>Teacher conferencing</p> <p>Visual knowledge word list testing to inform starting points</p>
<p>7</p> <p>My Community Information Report</p>	<p><b>Big Book - Mulga Bill's Bicycle (importance to Eaglehawk)</b></p>  <p><b>Mini lesson - Shared reading -</b></p> <p><b>Reading strategy -</b> Reading Strategies Book, page 187. 5.23- Summarize Based on Theme.</p>	<p><b>Genre – Information report - Break this down to describing different aspects of the topic. Describe the characteristics of the topic</b></p> <p><b>Purpose -</b> To inform the audience of a specific time, person, place or object</p> <p><b>Text structure:</b> Modelled and sharing writing on a teacher information report. Model how to fill in the template and write in books. Students copy from board.</p> <ul style="list-style-type: none"> <li>- Who are they?</li> <li>- What do they do?</li> <li>- What do they wear?</li> <li>- Interesting facts.</li> </ul> <p><b>Text Focus:</b> Information Report on a service in the community (ambulance, police, vet etc).</p> <p><b>Grammar and Punctuation–</b> Capital Letters and Full Stops. Extend - commas.</p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language.</p>	<p> <b>Suffixes es, ed</b></p> <p><b>Prefix un</b></p>	<p>Students will listen to shared reading and respond to discussion questions.</p> <p>Students will turn and talk to a partner to discuss, setting, characters, problem and solution.</p> <p>Recount of text during reading conferences.</p> <p>Circle time discussion</p> <p>Sharing weekly news</p> <p>Sharing completed work</p>	<p>Weekly spelling words</p> <p>Running Records using</p> <p>Anecdotal Notes</p> <p>Teacher conferencing</p> <p>Visual knowledge word list testing to inform starting points</p> <p>Reading benchmark</p>
<p>8</p> <p>My Community Information Report</p>	<p><b>Big Book - People who help (Big Books from library)</b></p> <ul style="list-style-type: none"> <li>- Teachers share through the week.</li> </ul> <p>Ambulance Officer Dentist Nurse Garbage collector Police officer Firefighter Doctor</p> <p><b>Books on Epic:</b></p>	<p><b>Genre – Information report - Break this down to describing different aspects of the topic. Describe the characteristics of the topic</b></p> <p><b>Purpose -</b> To inform the audience of a specific time, person, place or object</p> <p><b>Text structure:</b> Students choose their own profession to write an information report</p>	<p> <b>Homophones</b></p>	<p>Students will listen to shared reading and respond to discussion questions.</p> <p>Students will turn and talk to a partner to discuss, setting, characters, problem and solution.</p> <p>Recount of text during reading conferences.</p> <p>Circle time discussion</p>	<p>Weekly spelling words</p> <p>Running Records using</p> <p>Anecdotal Notes</p> <p>Teacher conferencing</p> <p>Visual knowledge word list testing to</p>

	<p><b>Reading strategy -</b> Reading Strategies book page 394. 12.2- Say back what you heard.</p>	<p>about. Use the template to plan.</p> <ul style="list-style-type: none"> <li>- Who are they?</li> <li>- What do they do?</li> <li>- What do they wear?</li> <li>- Interesting facts.</li> </ul> <p><b>Text Focus:</b> Information Report on a service in the community (ambulance, police, vet etc).</p> <p><b>Grammar and Punctuation–</b> Capital Letters and Full Stops. Extend - commas.</p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language.</p>		<p>Sharing weekly news</p> <p>Sharing completed work</p>	<p>inform starting points</p> <p>-42 sounds assessment</p> <p>Reading benchmark</p>
<p>9</p> <p>My Community</p> <p>Poetry</p>	<p><b>Big Book - Nursery Rhymes Epic</b></p> <p><b>Mini lesson - Shared reading -</b></p> <p><b>Reading strategy -</b> Reading Strategies book, page 334. 10.10- Use Text Features to learn New Words</p>	<p><b>Genre - Poetry</b></p> <p><b>Focus on alliteration, rhyme</b></p> <p><b>Grammar and Punctuation–</b> Capital Letters and Full Stops. Extend - commas.</p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language.</p>	<p><b>Revision.</b></p>	<p>Students will listen to shared reading and respond to discussion questions.</p> <p>Students will turn and talk to a partner to discuss, setting, characters, problem and solution.</p> <p>Recount of text during reading conferences.</p> <p>Circle time discussion</p> <p>Sharing weekly news</p> <p>Sharing completed work</p>	<p>Weekly spelling words</p> <p>Running Records using</p> <p>Anecdotal Notes</p> <p>Teacher conferencing</p> <p>Visual knowledge word list testing to inform starting points</p> <p>Weekly spelling words</p> <p>Reading benchmark</p>
<p>10</p> <p>My Community</p> <p>Poetry</p>	<p><b>Big Book - (Rhyme) - Dr Seuss</b></p> <p><b>Big Book: Animalia (Alliteration)</b></p> <p><b>Reading strategy -</b> Reading Strategies book, page 334. 10.10- Use Text Features to learn New Words</p>	<p><b>Genre - Poetry\</b></p> <p><b>Focus on alliteration, rhyme</b></p> <p><b>Grammar and Punctuation–</b> Capital Letters and Full Stops. Extend - commas.</p> <p><b>Vocabulary:</b> Extending vocabulary through the use of descriptive language.</p>	<p><b>Suffixes ed, ing Compound Words</b></p>	<p>Students will listen to shared reading and respond to discussion questions.</p> <p>Students will turn and talk to a partner to discuss, setting, characters, problem and solution.</p> <p>Recount of text during reading conferences.</p> <p>Circle time discussion</p> <p>Sharing weekly news</p> <p>Sharing completed work</p>	<p>Running Records using</p> <p>Anecdotal Notes</p> <p>Teacher conferencing</p> <p>Visual knowledge word list testing to inform starting points</p> <p>Reading benchmark</p>

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<u>Ongoing Comments/Reflections</u>					