WORKING TOWARD ACHIEVEMENT OF STANDARDS

Level 3 Reading and Viewing By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.	**Level 3 Writing** Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.	**Level 3 Speaking and Listening** Students listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.
Level 4 Reading and Viewing By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.	**Level 4 Writing** Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.	**Level 4 Speaking and Listening** Students can collaborate, listen for key points in discussions and use the information to carry out tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

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

Critical and Creative Thinking	**Digital Technologies**
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view.	**Epic, Reading Eggs, Word processing, google**
Distinguish between main and peripheral ideas in own and others information and points of view.	
Investigate why and when the consequences of a point of view should be considered.	
Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies	
Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal..	
Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses.	

Text Type Focus: **Narrative, Information Reports, Description**	Teaching & Learning Approaches – non-negotiables ● Daily Reading & Writing sessions that integrate Word Study and Speaking and Listening ● Gradual Release of Responsibility/Instructional Model ● Use of ongoing assessment and data to target teaching ● Use of ongoing feedback ● Visible learning intentions and success criteria ● Individual reading and writing goals for all students ● Individual Learning Plan (ILP) for 12 months above /below /EAL /PSD /Koorie /Discipline ●	Special Events/Dates:

Performance Outcome/Product of Learning: Students will create a … about a …. This will show evidence of: ● Students will publish a ● Students will present powerpoint information presentation about a rainforest animal.	**Vocabulary expectations (English specific)** technical language, persuasive language, time connectives Topic Specific Vocabulary rainforest, rainfall, tropical, temperate, monsoon trough, climate, species, plants, insects, microorganisms, undiscovered, natural medicines, oxygen, carbon dioxide, photosynthesis, undergrowth, sunlight, leaf canopy, vines, shrubs, trees, jungle, fungi, forest floor, understory layer, canopy layer, emergent layer, decay, soil, timber, logging, deforestation, plantations, ecosystem, uncontacted tribes

Tune In	Target Teach	Try Out	Tune Up	Take Off	Tie Together

Weeks & Dates	Learning Focus					Assessment
	Reading & Viewing	**Writing**	**Word study**	**Grammar**	**Speaking & Listening**	**Charts**
Week 1 **Monday 15th April**	**Comprehension-** Comprehension of characters and setting Feelings of characters Motive Comparison Fox 'Margaret Wild' - Venn diagram to compare the characters EA (VCELT253) Literature - Examining Literature (Gr3) Hermy	**Narrative-** Sizzling starts/interesting openers - how to hook the reader Planning a story - Drafting characters and setting Stories to be set in a rainforest Consistent Point of view - 1st/3rd person EA (VCELT297) Literature - Creating Literature (Gr 4) Developing character profiles Dialogue EA(VCELA291) Language - text structure and organisation (Gr4) Mag and Pie	Stephen Graham - 4 Spelling knowledges **Content Words-** charred, forest, clamped, gentle, tend. **Function words:** Openers/Sizzling Start, characters, setting, introduction, paragraphs etc. How speech is introduced into the story. **Soundwaves:** contractions (unit 12 & 14 yr 4), possession e.g. Susie's dog EA (VCELA) Language - Text Structures and organisation (Gr 3) Pinwheel **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges	*Plan your writing *Use paragraphs to organise ideas. *Write in sentences *Pay attention to spelling and punctuation.	Students read their writing to each other and provide feedback to their peers. Shared reading Show and Tell Class discussions	

			Sounding out - does it look right?			
Week 2 **Monday 22nd April**	**Comprehension** Comprehension of plot and setting, find the problem? Use your senses Preview then predict How does the setting impact the character?	**Narrative** Plot and sequence of events- students write the plot of their stories working on adding adjectives and adverbs Consistent tense EA - (VCELA262) Language (Expressing and developing ideas) Gr 3 When I was three Paragraphing	**Content Words** charred, forest, clamped, gentle, tend. **Function words:** Openers/Sizzling Start, characters, setting, introduction, paragraphs etc. How speech is introduced into the story. adjectives and adverbs, figurative language, openers. **Soundwaves:** Suffix ed/es (tense) (unit 2, 3, 6), **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges	*Plan your writing *Use paragraphs to organise ideas. *Write in sentences *Choose words carefully to convince reader of your opinion *Pay attention to spelling and punctuation.	Students read their writing to each other and provide feedback to their peers. Shared reading Show and Tell Class discussions	
Week 3 **Monday 29th**	**Comprehension** Comprehension of text features . What are text features? How do we use the features to learn new words? What is a glossary, contents page, index. EA (VCELT284) Literature - Examining Literature (Gr4) The talent show	**Narrative** Resolution and editing Adding adjectives and adverbs verbs and nouns EA (VCELY300) Literacy - Creating texts (Gr4) Kayaking experience EA (VCELA292) Language - Expressing and Developing ideas (Gr4) noun, verb and prepositional phrases	Stephen Graham - 4 Spelling knowledges **Content Words** as above **Function words:** as above **Soundwaves:** Suffix -y (adverbs) (unit 11 & 23) **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges	**technical language, nouns** (different types of nouns) adjectives **simple present tense verbs** eg: is, are, has, have Generalised terms		
Week 4 **Monday 6th May**	**Comprehension** Comprehension of topic and main ideas/theme of the story	**Narrative** Publishing Students create a PPT presentation of their story adding multimodal elements, e.g. recording their voices reading the story and sound effects. Proofreading and editing	Stephen Graham - **Content Words** as above **Function words:** as above **Soundwaves:** irregular past tense (unit 2, 3, 6), **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges	**technical language, nouns** (different types of nouns) adjectives **simple present tense verbs** eg: is, are, has, have Generalised terms	Students record themselves reading their stories Students give feedback when viewing students PPT stories.	Stephen Graham Assessment Checklist Persuasive (Create student friendly matrix for students to self assess)
Week 5 **Monday 13th May**	**Text Features** Comprehending text features Diagrams, headings, sub headings, labels, captions, pictures, illustrations, glossary, index, contents page, blurb. Searching for and using the information and putting it into own words. Genres- Fiction Non-Fiction and Realistic Fiction How to determine the genre. EA (VCELY256) Literacy - Interpreting, analysing, evaluating (Gr3) Winter Solstice EA (VCELA247) Language - text structure and organisation (Gr3) Body Senses.	**Information Reports** Using the Information Report Scaffold Introduction of Macro and Micro Sentences Text Features Information Reports Use of paragraphing use of technical terms action verbs describing verbs classifying adjectives EA (VCELA259) Language - text structures and organisation (Gr3) All about rain EA (VCELY267) Literacy - Creating texts (Gr3) Howler Monkeys EA (VCELA) Language - Expressing and Developing ideas (Gr4) Shearing Sheep	Content Words **Rainforest Vocab-** endangered, Amazon, ecosystem, primary consumer, producer, epiphyte, conservation, clearfelling, slash and burn, canopy, understory, deforestation, forest floor, emergent , selective feeling, epiphyte, tropical, animals, trees, rain, water, river, humidity, rainforests. canopy, tropical, emergent, layer, leaf litter, understory, sunlight. moisture, food. title, habitat, appearance, diet, behaviour, size, (also see week 1) Function words:students Info graphic, heading, sub-heading, generalised nouns, classifying adjectives, layout, present tense, fact & opinion, glossary, modifiers, third person, intro, body, summary, labels, captions, index, contents, non-fiction, search terms, plagiarism, scientific terms.	**technical language, nouns** (different types of nouns) adjectives **simple present tense verbs** eg: is, are, has, have Generalised terms	Understand differences between the language of opinion and feeling and the language of factual reporting or recording technical language when talking about topics	

			Soundwaves: suffix 'ion' (unit 32) **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges			
Week 6 **Monday 20th May**	**Text Features** Comprehending text features Diagrams, headings, sub headings, labels, captions, pictures, illustrations, glossary, index, contents page, blurb. Searching for and using the information and putting it into own words. Genres- Fiction Non-Fiction and Realistic Fiction How to determine the genre. EA (VCELY257) Literacy - Interpreting, analysing, evaluating (Gr3) Veterinarian's report EA (VCELA) Language - Text structure and organisation (Gr4) Rad Barrels	**Information Reports** Use of paragraphing use of technical terms action verbs describing verbs classifying adjectives EA (VCELA290) Language - Text structures and organisation (Gr4) pronoun preferences	Content Words **Rainforest Vocab-** endangered, Amazon, ecosystem, primary consumer, producer, epiphyte, conservation, clearfelling, slash and burn, canopy, understory, deforestation, forest floor, emergent , selective feeling, epiphyte, tropical, animals, trees, rain, water, river, humidity, rainforests. canopy, tropical, emergent, layer, leaf litter, understory, sunlight. moisture, food. title, habitat, appearance, diet, behaviour, size, (also see week 1) Function words:students Info graphic, heading, sub-heading, generalised nouns, classifying adjectives, layout, present tense, fact & opinion, glossary, modifiers, third person, intro, body, summary, labels, captions, index, contents, non-fiction, search terms, plagiarism, scientific terms. **Soundwaves:** Plurals - suffix s,es EA (VCELA261) Language - Expressing and developing ideas (Gr3) Subject Verb Agreement **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges	**technical language, nouns** (different types of nouns) adjectives **simple present tense verbs** eg: is, are, has, have Generalised terms	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
Week 7 **Monday 27th May**	**Vocabulary** Comprehending vocabulary Expanding vocab- Dictionary/ Thesaurus (Mats, books, online) Searching for and using the information and putting it into own words. Genres- Fiction Non-Fiction and Realistic Fiction How to determine the genre.	**Information Reports** Use of paragraphing use of technical terms action verbs describing verbs classifying adjectives	Content Words See week 1 & 5 Function words: see week 5 **Soundwaves:** Irregular plurals - suffix s,es **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges		Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
Week 8 **Monday 3rd June**	**Vocabulary** Comprehending vocabulary **Author's Purpose** Why has the writer written the text? Find evidence within the text to support your thinking.	**Information Report** Using the Information Report Scaffold Introduction of Macro and Micro Sentences Text Features	Content Words See week 1 & 5 Function words: see week 5 **Soundwaves:** Prefix - mis, dis, un (unit 6) **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges		Understand differences between the language of opinion and feeling and the language of factual reporting or recording	

Week 9 Monday 10th June	**Comprehension** Comprehending main idea/summarising	**Information Report** Using the Information Report Scaffold Introduction of Macro and Micro Sentences Text Features Editing EA (VCELY300) Literacy - Creating Texts (Gr4) Kayaking	Content Words See week 1 & 5 Function words: see week 5 **Soundwaves:** Suffix - ous (unit 23) **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges		Students accept and use feedback to improve their projects	
Week 10 Monday 17th June	**Comprehension** Comprehending main idea/summarising	**Information Report** Using the Information Report Scaffold Introduction of Macro and Micro Sentences Text Features	Content Words See week 1 & 5 Function words: see week 5 **Soundwaves:** Homophones EA (VCELA) Language- Phonics and word knowledge (Gr 4) The postie's bad day **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges		Students complete an oral presentation of their assignment Appropriate, pitch, tone, pace and volume. Formal English Actively listen to others	
Week 11 Monday 24th June	**Comprehension** Comprehending main idea/summarising	**Information Report (Changed to persuasive)** Using the Information Report Scaffold Introduction of Macro and Micro Sentences Text Features Descriptive Bubble Present their posters & powerpoints	Content Words See week 1 & 5 Function words: see week 5 **Soundwaves:** Homophones **Spelling Strategy:** Stephen Graham - 4 Spelling knowledges		Students choose a text of their choice (non fiction) and read to the class Peer feedback about presentation 2 stars and 1 wish	Stephen Graham Assessment Checklist Information Reports (Create student friendly matrix for students to self assess)
Ongoing Comments/Reflections						
Next Term: Summarising, identifying Character characteristics, overall lesson of fiction text (and how it applies to themselves), supporting evidence from the text.						