ENGLISH PLAN

delivering Edney 2020

NURTURING THE FUTURE

EDNEY PRIMARY SCHOOL

We are excellent at teaching and learning

OUR PLAN

Children are at the heart of our school at Edney, and there is nothing that can make a more significant difference to the academic success of a child than their skills in the use of the English Language. It is the means through which knowledge is acquired, sense is made of the world, relationships are built and children express, understand, listen, speak, read and critically reflect on the world and their place in it.

Our duty is to nurture, support, instruct and inspire children with the fundamental skills in the English learning area that will build literate and critical thinkers.

OUR BELIEFS ABOUT TEACHING ENGLISH

The three strands of Language, Literature and Literacy are interrelated and inform and support each other.

Our teachers work to build students' knowledge base both linguistically and conceptually.

They help students to make connections between their current understandings and new learning that is being undertaken.

Teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Our teachers orchestrate purposeful practice over time to help students consolidate and integrate their understandings and skills.

We understand that students need to practise and apply a particular aspect of English in a number of contexts to develop automaticity.

Students learn at different rates and in different stages.

Our teachers know that every student progresses along an individual pathway of development.

Teachers tailor their teaching to individual, group and class needs. Our teachers create a tailored literacy program, incorporating a balance of small-group, whole-class and individual instruction.

LINKING TO EDNEY 2020

By the Year 2020, you will see:

- Whole school approaches to teaching English embedded in school practice
- Full implementation of the Western Australian Curriculum in all learning areas
- Expert, explicit teaching and instruction in all classrooms, in all learning areas
- Collaborative planning, programming and evaluation processes in place and resourced to allow staff to work together to achieve common outcomes
- Every child in the school having access to an adult to read to and with, every day
- Structured, responsive and adaptable educational support in all learning areas in the school by skilled para-professionals

The Edney English Plan supports the staff and students in the achievement of our targets.

100% of children reading with an adult daily

Teacher judgements will be consistent within and across schools

All students will achieve a minimum of a C grade in each learning area

The high progress/high achievement quadrant will be evident in NAPLAN

All NAPLAN performance will be at or above Like Schools

All students requiring intervention receive support

ENGLISH CURRICULUM OVERVIEW

STRANDS

LANGUAGE

knowing about the English language

LITERATURE

understanding, appreciating, responding to, analysing and creating literature

LITERACY

expanding the repertoire of English usage

SUB-STRANDS

- Language variation and change
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas
- Sound and letter knowledge

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

- Texts in context
- Interacting with others
- Interpreting, analysing and evaluating
- Creating texts

MODES

LISTENING | SPEAKING | READING | VIEWING | WRITING

LITERACY GENERAL CAPABILITY

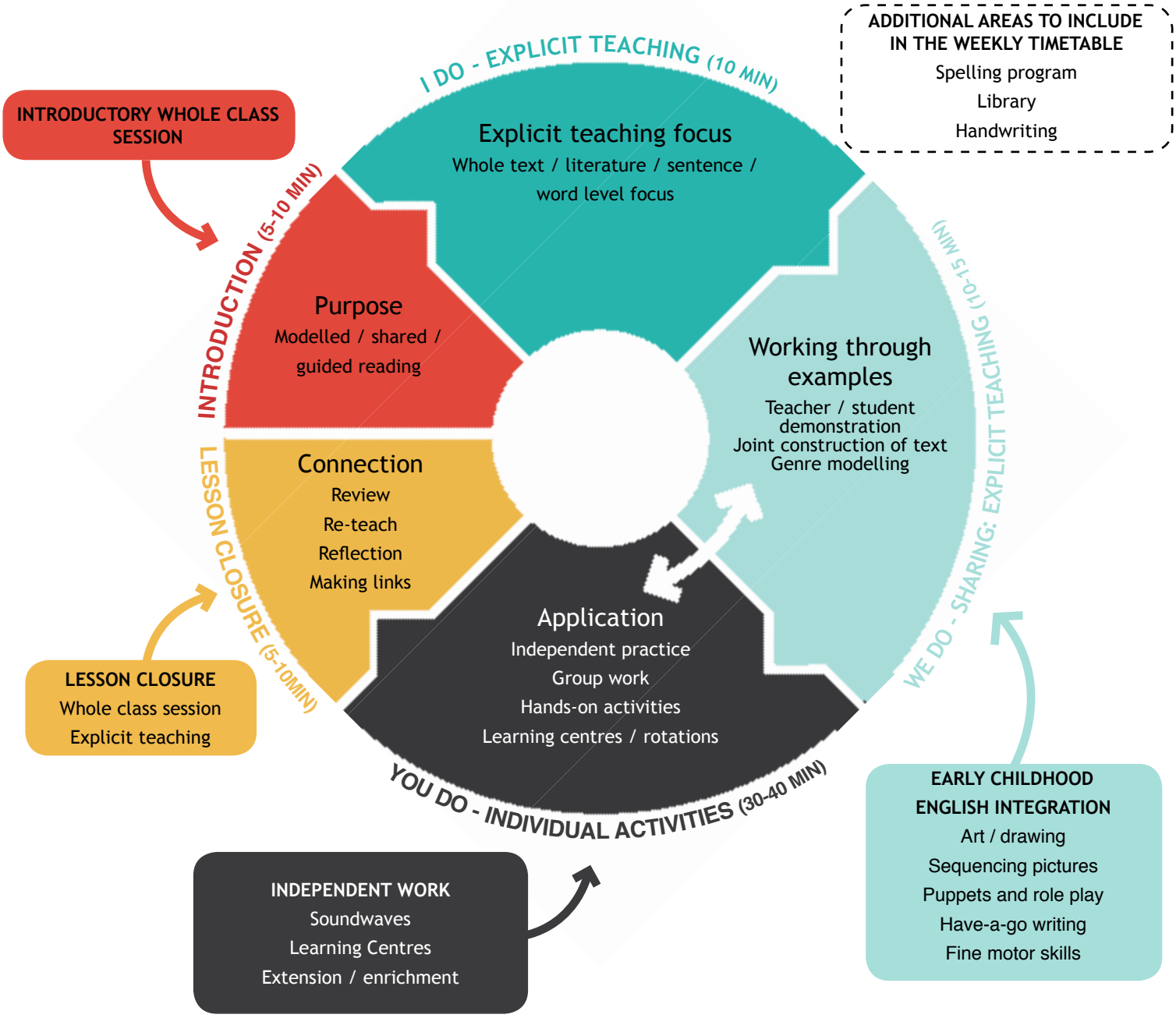
The Literacy general capability presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas.

Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Literacy is developed through the specific study of the English language in all its forms, enabling students to understand how the English language works in different social contexts and critically assess writers' opinions, bias and intent, and assisting them to make increasingly sophisticated language choices in their own texts. Students learn literacy knowledge and skills as they engage with the Literacy and Language strands of English.

They apply their literacy capability in English when they interpret and create spoken, print, visual and multimodal texts for a range of purposes.

THE ENGLISH BLOCK - MAKING THE LINKS



THE ENGLISH BLOCK STRUCTURE

The English Block is a session that occurs every day in the classroom at Edney Primary School. All aspects of the English Learning Area are developed during the session.

The session has a strong sense of flow and purposeful activity. Students are engaged in a sustained period of learning.

Children make the connections because they develop the knowledge that concepts and understandings are built up

over time, through scaffolding their learning, collaboration, explicit instruction, discussion and working with peers, experimenting with ideas, and having opportunities to experience success.

Significant time is allocated for modelled reading, writing, viewing and listening and speaking.

Explicit teaching of conventions, processes and strategies is essential.

Opportunity for students to develop literacy competency is also a critical feature. Student outcomes are explicit for both the student and teacher.

The form of the English Block varies from Early to Middle Childhood, but the sense of flow and connection between each aspect should be similar in each phase of learning.

EXPLICIT TEACHING

Explicit instruction is an essential part of the Edney Primary School English Plan. Explicit instruction refers to the process whereby teachers make the skills and knowledge to be learnt explicit to the student.

The teacher then directly assists the student to acquire the skills and knowledge involved. The key point with explicit instruction is that the student is aware of the skills and knowledge to be acquired and is actively involved in the acquisition process.

The student is provided with opportunities to gain competence with these skills and knowledge, and then to use them in practical and meaningful activities.

Teachers develop classroom lessons which move systematically from extensive teacher input and little student responsibility to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

Direct Explanation

- objective is stated
- **What** - Today we will be.... (state outcome)
- **Why** - We need to learn this so that....
- **How** - I will know this when... (share assessment tool)
- clear, precise and student-friendly language
- ensure vocabulary is pre-taught
- link to prior knowledge

I Do (Modelling)

- time to model; think aloud (eg this is how I would.... what I think when I.....)
- use eye contact to monitor for student engagement and focus
- provide exemplars both strong (use to show aspects of required level of achievement) and weak (use to show current level of achievement and goals for improvement)
- use precise language

We Do (Guided Practice)

- practice skill shown, directly parallel to teacher's demonstration
- WALK AROUND - interact with the children to assist with practise and modelling. Answer questions
- may need to remodel
- informal assessment through observation and discussion

Monitoring / Feedback

- specific feedback on correct answer
- children need to explain how they got the answer - make it clearly identified
- if response is incorrect, give the correct answer and reasoning

You Do (Application)

- independent practise for mastery
- can be homework
- teacher circulates and monitors but pulls back
- discuss what students are doing as they work
- some teacher feedback, provide assistance

Reflection

today we learnt...
content to be included in future 'warm ups'

SEQUENCE OF SKILLS & STRATEGIES

While each Phase of Learning, Year Level Group and Classroom teachers will make decisions about where the students are at, what learning is necessary and the best way to build and support these skills, we at Edney have developed a sequence of key skills and strategies which are to be used in all classrooms.

This connection ensures that children arrive with a strong set of foundation skills, which are built upon over the years, common language and understandings are established, and the introduction of skills and strategies is planned, purposeful and appropriate to the phase of development and curriculum.

READING & VIEWING

18 Reading Strategies form the basis of instruction at Edney.

K - 1	Years 2-4	Years 5-6
Sounding Out Readers use their knowledge of letter-sound relationships to take words apart, attach sounds to the parts and blend the parts back together to identify unknown words.	**Connecting** Efficient readers comprehend text through making strong connections between their prior knowledge and the new information presented in text.	**Using Analogy** Readers use analogy when they refer to words they are familiar with to identify unknown words.
Re-Reading Efficient readers understand the benefits of re-reading whole texts or parts of texts to clarify or enhance meaning.	**Comparing** As students make connections between the text and self, the text and other texts or texts and the outside world, they also begin to make comparisons.	**Summarising / Paraphrasing** Summarising and paraphrasing are part of the process of identifying, recording and writing the key ideas, main points or most important information from a text in your own words.
Self-Questioning Efficient readers continually think of questions before, during and after reading to assist them to comprehend text.	**Chunking** As readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes.	**Determining Importance** Efficient readers constantly ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text.
Creating Images Efficient readers use all their senses to continually create images as they read text.	**Skimming** Skimming involves glancing quickly through material to gain a general impression or overview of the content.	**Scanning** Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content.
Predicting Predicting helps readers to activate their prior knowledge about a topic. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot.	**Synthesising** When comprehending text, efficient readers use synthesising to bring together information that may come from a variety of sources. Synthesising involves readers piecing information together, like putting together a jigsaw.	**Inferring** Efficient readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgements to create their interpretations of a text.
Reading On When students cannot decode an unfamiliar word in a text, they can make use of the reading on strategy.	**Adjusting Reading Rate** It is important that students allow themselves to adjust their reading rate or pace and recognise when this may be necessary.	**Consulting a Reference** Consulting a reference is an additional strategy that enables students to unlock the meaning of a word.

WRITING & CREATING

Purpose	To be introduced in..	Examples
To describe	K-1	Report, description, label, menu, bibliography, blurb
To entertain	K-1	Narrative, poem, joke, fable, fairytale, song lyric
To recount	K-1	Recount, retell, autobiography, review, diary
To persuade	2-4	Exposition, editorial, advertisement, article
To explain	2-4	Explanation, policy, memo, timetable, complaint
To instruct	2-4	Directions, list, experiment, recipe
To socialise	5-6	Letter, invitation, note, message
To inquire	5-6	Survey, questionnaire, interview

USING THE EDNEY ENGLISH PLAN

The following sections are set out with quick guides to content, language and agreed strategies and suggested resources for each year level. Each spread includes the achievement standards from the Western Australian Curriculum, along with the scope and sequence of content for each strand and substrand.

While the school endorses particular programs and resources, such as Sound Waves for Spelling, Keylinks, Into-Connectors and Connectors for Reading **THESE ARE NOT THE CURRICULUM**. Teachers make the judgements as to **how** to use these tools to best support children to achieve the expected standards of the Western Australian Curriculum.

Our English Plan lays out the framework and the toolkit for teachers. Teachers build the English skills to create literate students. That's what makes us Excellent at Teaching and Learning.

ASSESSMENT

The primary importance of assessment is to enhance learning. Another purpose is to enable the reporting of student achievement. **All assessment must be valid, educative, explicit, fair and comprehensive.**

Student assessment should focus on what students can do themselves rather than how they are performing compared with their peers. This requires monitoring of each student's progress, assessing his or her performance in relation to standards and making "on-balance" judgements to determine achievement of a grade.

ASSESSMENT TOOLS

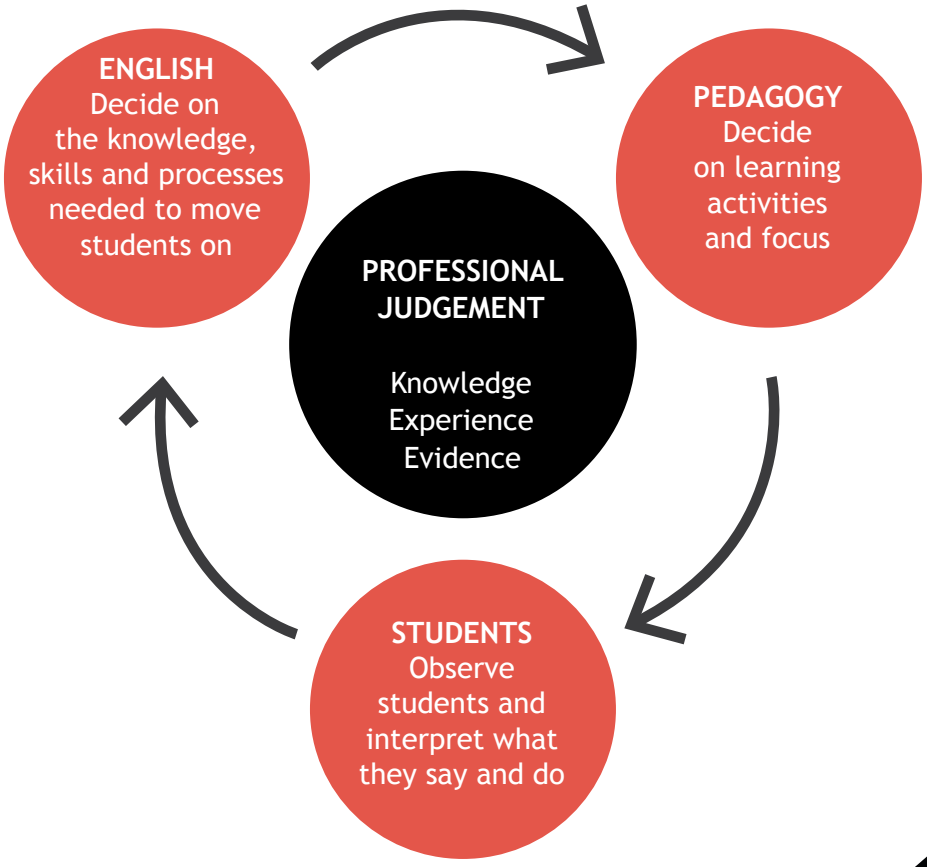
The range of assessment tools to be used will be consistent with the Edney Primary School Assessment and Reporting Policy and Schedule, including the administration of assessment tasks at the classroom, school, Network and system level.

Teachers need to maintain the balance between assessment for learning and assessment of learning, gathering a range of evidence to inform judgements and provide feedback and adjustment.

ASSESSMENT SCHEDULE - ESSENTIAL ASSESSMENT

Teachers are responsible for the collection of this data for their class. The whole school data collection is used alongside teacher judgements from semester reports to monitor student progress and achievement as well as to monitor whole school improvement and impact of particular programs and strategies.

ASSESSMENT	YEARS PP - 2	YEARS 3 -6
Brightpath Moderation	Each semester	Each semester
Summative Reports	Each semester	Each semester
NAPLAN	All Year 3 and 5 students	
Formative assessment	Ongoing as per teacher judgement	



IN KINDERGARTEN, STUDENTS.....

Kindergarten children are natural language acquirers. With little conscious effort or direct instruction, children soak up the conventions, patterns, purposes and use of language to communicate, to express, to inform, to entertain and to build upon later in life.

In Kindergarten, children learn predominantly through play.

They pick-up language skills, particularly oral language through interacting with their peers, with adults, through describing their experience, objects, stimuli and social interaction. Skilled educators reinforce, support and extend this language acquisition through introducing intentional experiences and opportunities as well as reinforcing language skills through beginning to build awareness of sounds, letters and the purpose of English language for learning and living.

In Kindergarten, children develop their communication skills through a range of planned, intentional and purposeful activities. They interact verbally and non-verbally with others for a range of purposes. Children engage in and extend literacy practices in personally meaningful ways. They begin to understand how symbol and pattern systems work. Children are given the opportunity to express ideas and make meaning using a range of media.

COMMUNICATION

BUILD AURAL AND ORAL LANGUAGE

- sustain conversations with others in different situations
- use speech that can be understood by others
- listen to others
- act upon simple instructions and statements
- develop auditory discrimination, for example, be able to identify environmental sounds
- modulate voice appropriate to the situation
- use simple sentences when speaking
- use turn-taking in conversations
- increase use of vocabulary by exploring meanings of new words and talk about language (metalanguage)
- know that languages other than English are used in the home, school and community environment
- use simple non-verbal ways of communicating through gesture and signs

DEVELOP PHONOLOGICAL AWARENESS SKILLS

- know that spoken and written language can be broken into smaller parts
- hear and clap syllables in simple words
- investigate and explore onset and rime in simple CVC (consonant, vowel, consonant) words
- discriminate rhyme in words
- investigate and explore individual sounds, and sounds in spoken words
- hear and begin to identify first and last sounds in simple words
- explore letter-sound relationships

CONVEY & CONSTRUCT MESSAGES

- verbalise ideas and simple concepts and ask questions to clarify concepts
- retell a simple story
- engage in discussion about narratives and informational texts
- use imagination to recreate roles and experiences
- explore common language patterns in narratives

LITERACY PRACTICES

TEXTS

- share a range of texts for enjoyment
- explore the language presented in fiction and non-fiction texts
- make connections between their own experiences and ideas in text
- identify key ideas from simple texts
- recognise simple literary conventions, such as setting and characters in narratives
- predict what happens next in simple texts, and why it might happen
- start moving from literal interpretation of text to inferential
- join in with chorus from narratives and rhymes in narratives/nursery rhymes/songs/chants
- investigate with assistance how texts present particular views such as gender, stereotypes and diversity
- recognise and engage with written and oral constructed texts

READING, WRITING AND VIEWING BEHAVIOURS

- use images, marks and approximations of letters and words to convey meaning
- show an awareness that print holds meaning
- use books/texts appropriately, turn pages and identify the front cover
- recognise familiar written symbols in context, such as road signs and their name
- display reading/writing/viewing like behaviours in play and experiences
- use, engage with and share the enjoyment of language and texts in a range of ways

CONCEPTS OF PRINT

- build an understanding that print is constant and a reader moves (in English) left to right and top to bottom with a return sweep
- describe how the illustrations connect to the text
- identify simple punctuation, such as full stops and question marks
- become aware that words are separated by spaces
- build an understanding of book features, such as the title, author, illustrator
- become aware that sentences are made up of words, that words are made of sounds and sounds are represented by letters or groups of letters

INVESTIGATE SYMBOLS AND PATTERN SYSTEMS

- recognise some letter names
- become aware that letters are different to numbers
- use symbols in play to represent and make meaning

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING

- Sounding out
- Re-reading
- Self-questioning
- Creating images
- Predicting
- Reading-on
- Modelled and shared reading
- Sequencing activities
- Role play
- Oral retell
- Making connections
- Initial sounds
- Blending sounds
- Picture talks
- Phonological awareness

WRITING & CREATING

- Dianna Rigg
- Modelled writing
- Phonemic awareness
- Have-a-go writing
- Initial sounds
- Fine motor
- Pre-writing activities
- Art
- Kindergarten phonemic awareness program (DoE)

SPEAKING & LISTENING

- Oral retell
- Excursions / incursions / language experience
- Puppet plays
- Role play
- Songs
- Rhymes
- News telling
- Barrier games
- Blank level questioning
- Active listening skills

NURTURING THE FUTURE
•EDNEY•
PRIMARY SCHOOL

IN ORDER TO ACHIEVE A MINIMUM OF A C GRADE BY THE END OF PRE-PRIMARY, STUDENTS MUST BE ABLE TO...

Reading and Viewing: use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case, and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.

Writing and Creating: understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. When writing, students use familiar words, phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.

Speaking and Listening: use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. Students identify and use rhyme, and orally blend and segment sounds in words.

LANGUAGE

LANGUAGE VARIATION & CHANGE

- Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community

LANGUAGE FOR INTERACTION

- Explore how language is used differently at home and school depending on the relationships between people

EVALUATIVE LANGUAGE

- Understand that language can be used to explore ways of expressing needs, likes and dislikes

TEXT STRUCTURE & ORGANISATION

- Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes
- Understand that some language in written texts is unlike everyday spoken language
- Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality

EXPRESSING & DEVELOPING IDEAS

- Recognise that sentences are key units for expressing ideas
- Recognise that texts are made up of words and groups of words that make meaning
- Explore the different contribution of words and images to meaning in stories and informative texts
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

PHONICS & WORD KNOLWEDGE

- Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words
- Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words
- Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents
- Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words
- Understand how to use knowledge of letters and sounds including onset and rime to spell words
- Know how to read and write some high-frequency words and other familiar words
- Understand that words are units of meaning and can be made of more than one meaningful part

LITERATURE

LITERATURE & CONTEXT
- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

RESPONDING TO LITERATURE
- Respond to texts, identifying favourite stories, authors and illustrators
- Share feelings and thoughts about the events and characters in texts

EXAMINING LITERATURE
- Identify some features of texts including events and characters and retell events from a text
- Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry
- Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures

CREATING LITERATURE
- Retell familiar literary texts through performance, use of illustrations and images
- Innovate on familiar texts through play

LITERACY

TEXTS IN CONTEXT
- Identify some familiar texts and the contexts in which they are used

INTERACTING WITH OTHERS
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact
- Deliver short oral presentations to peers

INTERPRETING, ANALYSING, EVALUATING
- Identify some differences between imaginative and informative texts
- Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently

CREATING TEXTS
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops
- Produce some lower case and upper case letters using learned letter formations
- Construct texts using software including word processing

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING

KEYLINKS
- Sounding out
- Re-reading
- Self-questioning
- Creating images
- Predicting
- Reading-on
- **Decodable readers**

WRITING & CREATING

- SOUND WAVES
- Letters & Sounds
- Dianna Rigg
- Sight Words
- Recount
- Narrative
- Report
- Brightpath - oral narrative

SPEAKING & LISTENING

- Oral retell
- Excursions / incursions / language experience
- Puppet plays
- Songs
- Rhymes
- News
- Sharing circle

IN ORDER TO ACHIEVE A MINIMUM OF A C GRADE BY THE END OF YEAR ONE, STUDENTS MUST BE ABLE TO...

Reading and Viewing: understand the different purposes of texts. They make connections to personal experience when explaining information, characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. Students understand how characters in texts are developed and give reasons for personal preferences. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences, and supportive images. When reading, they use knowledge of the relationship 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.

Writing and Creating: create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops.

Speaking and Listening: listen to others when taking part in conversations, using appropriate language features and interaction skills. They understand how characters in texts are developed and give reasons for personal preferences. Students create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. Students interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics

LANGUAGE

LANGUAGE VARIATION & CHANGE

- Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others

LANGUAGE FOR INTERACTION

- Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
- Understand that there are different ways of asking for information, making offers and giving commands
- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions

TEXT STRUCTURE & ORGANISATION

- Understand that the purposes texts serve shape their structure in predictable ways
- Understand patterns of repetition and contrast in simple texts
- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands
- Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links

EXPRESSING AND DEVELOPING IDEAS

- Identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances
- Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)
- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts

PHONICS AND WORD KNOWLEDGE

- Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words
- Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words
- Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words
- Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound
- Understand how to spell one and two syllable words with common letter patterns
- Use visual memory to read and

write high-frequency words
- Recognise and know how to use simple grammatical morphemes to create word families

LITERATURE

LITERATURE AND CONTEXT
- Discuss how authors create characters using language and images

RESPONDING TO LITERATURE
- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences
- Express preferences for specific texts and authors and listen to the opinions of others

EXAMINING LITERATURE
- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts
- Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme

CREATING LITERATURE
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication
- Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary

LITERACY

TEXTS IN CONTEXT
- Respond to texts drawn from a range of cultures and experiences

INTERACTING WITH OTHERS
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
- Make short presentations using some introduced text structures and language, for example opening statements

INTERPRETING, ANALYSING, EVALUATING
- Describe some differences between imaginative, informative and persuasive texts
- Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features

CREATING TEXTS
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence- level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams
- Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation
- Write using unjoined lower case and upper case letters
- Construct texts that incorporate supporting images using software including word processing programs

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING
- KEYLINKS
- Guided reading
- Sounding out
- Re-reading
- Self-questioning
- Creating images
- Predicting
- Reading-on
- **Decodable readers**
- **Visualising**
- **Ziptales**
- **Short reads**
- **Literacy boxes (comprehension / word study)**
- **First Steps**
- **Personal dictionaries**
- **Reading diaries**

WRITING & CREATING
- SOUND WAVES
- Letters & Sounds
- Dianna Rigg
- Sight Words
- Recount
- Narrative
- Report
- Procedure
- Poetry
- Description
- Journal / diary writing
- Letter writing (postacrds / brochures / invitations / menus)

SPEAKING & LISTENING
- Oral retell
- Excursions / incursions / language experience
- Puppet plays
- Songs
- Rhymes / Chants
- News - news roster / structured topics
- Listening post
- iPad Apps
- Assemblies
- Drama

IN ORDER TO ACHIEVE A MINIMUM OF A C GRADE BY THE END OF YEAR TWO, STUDENTS MUST BE ABLE TO...

Reading and Viewing: understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They explain their preferences for aspects of texts using other texts as comparisons.

Writing and Creating: create texts, drawing on their own experiences, their imagination and information they have learnt. They create texts that show how images support the meaning of the text. Students accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately.

Speaking and Listening: 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. Students create texts that show how images support the meaning of the text. They create texts, drawing on their own experiences, their imagination and information they have learnt. Students use a variety of strategies to engage in group and class discussions and make presentations.

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background

LANGUAGE FOR INTERACTION

- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
- Identify language that can be used for appreciating texts and the qualities of people and things

TEXT STRUCTURE AND ORGANISATION

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose
- Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms
- Recognise that capital letters signal proper nouns and commas are used to separate items in lists
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines

EXPRESSING AND DEVELOPING IDEAS

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction
- Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives
- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

PHONICS AND WORD KNOWLEDGE

- Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing
- Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable
- Understand that a sound can be

represented by various letter combinations
- Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words
- Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds
- Build morphemic word families using knowledge of prefixes and suffixes

LITERATURE

LITERATURE AND CONTEXT
- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created

RESPONDING TO LITERATURE
- Compare opinions about characters, events and settings in and between texts
- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences

EXAMINING LITERATURE
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways
- Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs

CREATING LITERATURE
- Create events and characters using different media that develop key events and characters from literary texts
- Innovate on familiar texts by experimenting with character, setting or plot

LITERACY

TEXTS IN CONTEXT
- Discuss different texts on a similar topic, identifying similarities and differences between the texts

INTERACTING WITH OTHERS
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately
- Rehearse and deliver short presentations on familiar and new topics

INTERPRETING, ANALYSING, EVALUATING
- Identify the audience of imaginative, informative and persuasive texts
- Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

CREATING TEXTS
- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure
- Write legibly and with growing fluency using unjoined upper case and lower case letters
- Construct texts featuring print, visual and audio elements using software, including word processing programs

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING
- KEYLINKS / INTO CONNECTORS
- Connecting
- Comparing
- Chunking
- Skimming
- Synthesising
- Adjusting reading rate
- **Decodable readers**
- **Fluency**
- **Expression**
- **Comprehension**

WRITING & CREATING
- SOUND WAVES
- Letters & Sounds
- Persuasive Text
- Explanation
- Directions

SPEAKING & LISTENING
- Oral retell
- Excursions / incursions / language experience
- Puppet plays
- Songs
- Rhymes
- Poetry
- News (specific topics)

NURTURING THE FUTURE
•EDNEY•
PRIMARY SCHOOL

IN ORDER TO ACHIEVE A MINIMUM OF A C GRADE BY THE END OF YEAR THREE, STUDENTS MUST BE ABLE TO...

Reading and Viewing: 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 extra information. They use phonics and word knowledge to fluently read more complex words. They 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.

Writing and Creating: 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. Students create a range of texts for familiar and unfamiliar audiences. Their 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 of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.

Speaking and Listening: listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. Students understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning

LANGUAGE FOR INTERACTION

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
- Examine how evaluative language can be varied to be more or less forceful

TEXT STRUCTURE AND ORGANISATION

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)
- Understand that paragraphs are a key organisational feature of written texts
- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters
- Identify the features of online texts that enhance navigation

EXPRESSING AND DEVELOPING IDEAS

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement
- Understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense
- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs

PHONICS AND WORD KNOWLEDGE

- From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words
- Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns
- Understand how to use letter-sound relationships and less common letter patterns to spell words
- Recognise and know how to write most high frequency words including some homophones
- Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word

LITERATURE

LITERATURE AND CONTEXT
- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons

RESPONDING TO LITERATURE
- Draw connections between personal experiences and the worlds of texts, and share responses with others
- Develop criteria for establishing personal preferences for literature

EXAMINING LITERATURE
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose

CREATING LITERATURE
- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue

LITERACY

TEXTS IN CONTEXT
- Identify the point of view in a text and suggest alternative points of view

INTERACTING WITH OTHERS
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume
- Plan and deliver short presentations, providing some key details in logical sequence

INTERPRETING, ANALYSING, EVALUATING
- Identify the audience and purpose of imaginative, informative and persuasive texts
- Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

CREATING TEXTS
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Write using joined letters that are clearly formed and consistent in size
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING
- KEYLINKS / INTO CONNECTORS
- Connecting
- Comparing
- Chunking
- Skimming
- Synthesising
- Adjusting reading rate
- Comprehension cards
- Guided reading activities

WRITING & CREATING
- SOUND WAVES
- Persuasive Text
- Explanation
- Directions
- Cursive handwriting
- Word study activities
- Kung Fu Punctuation
- Spelling activities
- Segmenting / games

SPEAKING & LISTENING
- Oral retell
- Excursions / incursions / language experience
- Puppet plays
- Songs
- Rhymes
- News (structured, with topics)
- Reader's Theatre

NURTURING THE FUTURE
•EDNEY•
PRIMARY SCHOOL

IN ORDER TO ACHIEVE A MINIMUM OF A C GRADE BY THE END OF YEAR FOUR, STUDENTS MUST BE ABLE TO...

Reading and Viewing: understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints. They fluently read texts that include varied sentence structures and unfamiliar vocabulary, including multisyllabic words.

Writing and Creating: 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 demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Speaking and Listening: listen for and share key points in discussions. They use language features to create coherence and add detail to their texts. Students 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.

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages

LANGUAGE FOR INTERACTION

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording

TEXT STRUCTURE AND ORGANISATION

- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience
- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives
- Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech
- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout

EXPRESSING AND DEVELOPING IDEAS

- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases
- Investigate how quoted (direct) and reported (indirect) speech work in different types of text
- Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity
- Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts
- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research

PHONICS AND WORD KNOWLEDGE

- From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words
- Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes
- Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words
- Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling

LITERATURE

LITERATURE AND CONTEXT

- Make connections between the ways different authors may

represent similar storylines, ideas and relationships

RESPONDING TO LITERATURE
- Discuss literary experiences with others, sharing responses and expressing a point of view
- Use metalanguage to describe the effects of ideas, text structures and language features of literary texts

EXAMINING LITERATURE
- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension
- Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns

CREATING LITERATURE
- Create literary texts that explore students' own experiences and imagining
- Create literary texts by developing storylines, characters and settings

LITERACY

TEXTS IN CONTEXT
- Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts

INTERACTING WITH OTHERS
- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences

INTERPRETING, ANALYSING, EVALUATING
- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
- Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

CREATING TEXTS
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure
- Write using clearly-formed joined letters, and develop increased fluency and automaticity
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING
- KEYLINKS / INTO CONNECTORS
- Blueprints
- Connecting
- Comparing
- Chunking
- Skimming
- Synthesising
- Adjusting reading rate

WRITING & CREATING
- SOUND WAVES
- Persuasive Text
- Explanation
- Directions

SPEAKING & LISTENING
- Oral retell
- Excursions / incursions / language experience
- Puppet plays
- Songs
- Rhymes
- News

NURTURING THE FUTURE
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PRIMARY SCHOOL

IN ORDER TO ACHIEVE A MINIMUM OF A C GRADE BY THE END OF YEAR FIVE, STUDENTS MUST BE ABLE TO...

Reading and Viewing: explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.

Writing and Creating: use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Speaking and Listening: listen and ask questions to clarify content. They use language features to show how ideas can be extended. Students develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. They create imaginative, informative and persuasive texts for different purposes and audiences. Students make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives.

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand that the pronunciation, spelling and meanings of words have histories and change over time

LANGUAGE FOR INTERACTION

- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

TEXT STRUCTURE AND ORGANISATION

- Understand how texts vary in purpose, structure and topic as well as the degree of formality
- Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold
- Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns
- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation

EXPRESSING AND DEVELOPING IDEAS

- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
- Understand how noun groups/ phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
- Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts

PHONICS AND WORD KNOWLEDGE

- From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words
- Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations
- Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words
- Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word

LITERATURE

LITERATURE AND CONTEXT

- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts

RESPONDING TO LITERATURE
- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
- Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences

EXAMINING LITERATURE
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

CREATING LITERATURE
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced
- Create literary texts that experiment with structures, ideas and stylistic features of selected authors

LITERACY

TEXTS IN CONTEXT
- Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context

INTERACTING WITH OTHERS
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view
- Use interaction skills, for example paraphrasing, questioning and interpreting non- verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements

INTERPRETING, ANALYSING, EVALUATING
- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

CREATING TEXTS
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features
- Develop a handwriting style that is becoming legible, fluent and automatic
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING
- CONNECTORS
- Using analogy
- Summarising / paraphrasing
- Determining importance
- Scanning
- Inferring
- Consulting a reference
- Blueprints
- Literacy Box
- Viewing of multimedia sources
- Guided reading

WRITING & CREATING
- SOUND WAVES
- Exposition
- Multi-modal texts
- Re-reading
- Self editing

SPEAKING & LISTENING
- Formal speeches
- News
- Note taking from listening
- Summarising variety of media
- Presenting oral reports
- Assembly presentation

NURTURING THE FUTURE
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PRIMARY SCHOOL

IN ORDER TO ACHIEVE A MINIMUM OF A C GRADE BY THE END OF YEAR SIX, STUDENTS MUST BE ABLE TO...

Reading and Viewing: understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Writing and Creating: understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity, and make and explain editorial choices based on criteria.

Speaking and Listening: listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. Students show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English

LANGUAGE FOR INTERACTION

- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
- Understand the uses of objective and subjective language and bias

TEXT STRUCTURE AND ORGANISATION

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
- Understand that cohesive links can be made in texts by omitting or replacing words
- Understand the use of commas to separate clauses

EXPRESSING AND DEVELOPING IDEAS

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion

PHONICS AND WORD KNOWLEDGE

- From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words
- Understand how to use phonic knowledge and accumulated understandings about blending, letter- sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words
- Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words

LITERATURE

LITERATURE AND CONTEXT

- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts

RESPONDING TO LITERATURE

- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts

EXAMINING LITERATURE

- Identify, describe, and discuss similarities and differences between texts, including

those by the same author or illustrator, and evaluate characteristics that define an author's individual style
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

CREATING LITERATURE
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
- Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice

LITERACY

TEXTS IN CONTEXT
- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches

INTERACTING WITH OTHERS
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis

INTERPRETING, ANALYSING, EVALUATING
- Analyse how text structures and language features work together to meet the purpose of a text
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
- Analyse strategies authors use to influence readers

CREATING TEXTS
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
- Re-read and edit students' own and others' work using agreed criteria and explaining editing choices
- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
- Use a range of software, including word processing programs, learning new functions as required to create texts

STRATEGIES, SUPPORTS AND RESOURCES

READING & VIEWING
- CONNECTORS
- Using analogy
- Summarising / paraphrasing
- Determining importance
- Scanning
- Inferring
- Consulting a reference
- Text based: Science / HASS / Health
- BTN
- Skimming and re-reading
- Reference books
- Collaboration
- Making connections: text to text; text to self; text to world
- Directed silent reading

WRITING & CREATING
- SOUND WAVES
- Exposition
- Multi-modal texts
- Recounts
- Narratives
- Report
- Procedure
- Summary
- Note taking
- Projects
- Letter writing

SPEAKING & LISTENING
- Class discussion
- Group discussion
- Individual response
- Project / presentation
- Verbal reports
- Power Point presentations
- Audio / Visual: filming and media
- Assembly presentations

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ENGLISH PLAN

delivering Edney 2020

We are

EDNEY

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