



NB: Open side bar to view attachment
(Appendix)

There's a sea in my bedroom

By Margaret Wild
Stage 1 Year 2 unit

Chris Fraser

2013

ENGLISH UNIT OF WORK

Stage : 1	Term:	Weeks:
Key Concept:	Parallels between 'real' world (of an experience) and the world of texts: exploring emotion in texts	
Text set:	<i>There's a sea in my bedroom</i> by Margaret Wild <i>I'm not your friend</i> by Sam McBratney <i>I'm sorry</i> by Sam McBratney <i>Alfie gets in first</i> by Shirley Hughes	
Focus:	Integrating English Stage 2 outcomes for speaking and listening, reading and viewing, writing and representing, grammar and vocabulary (attached). Developing reading and composing skills using noun groups, prepositional phrases and vocabulary knowledge through descriptive texts.	
Acceptable Evidence:	Students basic comprehension of texts is poor - plotting on the Literacy Continuum	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Literacy, PD/Health	
Objectives C, E:	<p>EN1-10C Thinking imaginatively - Content descriptors: recognise the way that different texts create different personal responses; identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition</p> <p>EN1-12E Reflecting on learning - develop an understanding of how a rich text environment underpins learning; develop an awareness of criteria for the successful completion of tasks; jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance; reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?'; discuss the roles and responsibilities when working as a member of a group</p>	

Stage One (Imaginative text: 20 min per day for 4 days)

Day 1	TEACHING and LEARNING for MODELLED READING	COMPREHENSION STRATEGY	Cluster markers Reading texts/Comprehension
1 Before Modelled Reading	<p>Focus: UNDERSTANDING THE TEXT</p> <ul style="list-style-type: none"> Discuss the illustrations on the front cover to predict & list the words they could be in the text: predicting strategy - WORD PREDICTION. Discuss some of the vocab that will appear in the text (verbs) and list synonyms. Model decoding these words though chunking (eg gobbled, knocked, shaped, curved, waited, listened, wondered, floated: Phonics 7) 	Predicting	<p>R7 • Understands how to 'read' text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.</p> <p>C7 1. Responds to texts by referring to prior experiences. 2. Responds to and analyses a text by discussing a point of view presented in the text. 3. Analyses and evaluates how visual images support print to create meaning in texts. 4. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.</p> <p>C8 1. Refers to prior knowledge and experiences to build understanding of a text. 2. Justifies predictions about sections of a text. 4. Draws conclusions by using clues in a text. 5. Identifies more than one perspective or point of view when represented in texts. 6. Articulates the main idea and provides a synthesised retell that captures key events in texts. 7. Creates mental images to capture ideas in texts.</p> <p>V7 1. Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. 2. Shows beginning understanding of the effective use of 'word play', e.g. alliteration, onomatopoeia. 3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words. 4. Uses a simple dictionary to check word meanings.</p> <p>V8 1. Uses words and phrases for effect, e.g. to create mental images, to add emphasis, to create atmosphere. 2. Draws on topic/content knowledge to assist in working out the meaning of unknown words. 4. Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms.</p>
2 Reading the Text	<p>Model reading using fluency and phrasing by attending to punctuation. Students' discussion is with a thinking partner.</p> <ul style="list-style-type: none"> Read the first two pages - use predicting strategy - I WONDER... list on a graphic organiser to compare to the text later. After the sixth page, discuss how David's feelings about the sea have changed - making connections (inferential comprehension). After the middle page, use the predicting strategy SO FAR...NEXT. Further into the text, repeat the predicting strategy SO FAR...NEXT. 	Predicting Making Connections	<p>V8 1. Uses words and phrases for effect, e.g. to create mental images, to add emphasis, to create atmosphere. 2. Draws on topic/content knowledge to assist in working out the meaning of unknown words. 4. Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms.</p>
3 After reading	<ul style="list-style-type: none"> Students' answer their I WONDER questions. Students retell the text using summarising strategy - WH QUESTIONS. with a thinking partner. 	Summarising	<p>5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing</p> <p>Phonics 7 • Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i>, <i>talked</i>.</p> <p>Phonics 8 • Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.</p>

DAY 1 (cont.)	TEACHING and LEARNING for WRITING	Cluster markers for Writing
1 Modelled Writing	<ul style="list-style-type: none"> Read a few pages of <i>There's a sea in my bedroom</i> to use as a mentor text. Highlight (photocopy a double page) the adjectives and verbs that Margaret Wild uses to describe the sea (onomatopoeia, alliteration). Students collaborate to create an oral sentence describing the sea for the teacher to scribe. Students count the words and the number is recorded by the teacher. Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? Prepositional phrases can also be added to the sentence. 	<p>Writing C7</p> <ol style="list-style-type: none"> Plans texts by making notes, drawing diagrams, planning sequence of events or information etc. States purpose and intended audience before creating texts. Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. Applies spelling generalisations when writing. Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. Writes short, connected and sequenced texts to narrate events or convey information. Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. Uses a computer to produce texts with graphics. <p>Writing C8</p> <ol style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Experiments with producing/publishing texts using an increasing range of mediums and modes. Writing shows evidence of revision, editing and proof-reading. Writes for a wider range of purposes, including to explain and to express an opinion. Demonstrates a range of spelling strategies to spell unfamiliar words. Uses quotation marks for direct speech and commas in lists. Produces a range of grammatically accurate sentences. Fluently writes letters of consistent size and formation in NSW Foundation Style.
2 Guided Writing	<p>With teacher assistance, students use a graphic organiser to describe their favourite place in preparation for writing sentences the next day. (Visualising - <i>Senses chart</i>)</p>	
3 Independent Writing	<ul style="list-style-type: none"> Using a book from the text set based on the key concept (exploring emotion in texts), students find adjectives and noun groups. Writing tasks (<i>Teach this</i>) 	

Day 2	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers
1 Before Modelled Reading	<p>Focus: IMAGERY</p> <p>Review vocab - synonyms, suffixes & word identification strategies</p> <ul style="list-style-type: none"> Review previous day comparing predictions with the text. Retell story beginning, middle and end - summarising. Students visualise a place by the beach where they have been. Refer back to the author's choice of words (onomatopoeia -"swish, swishing noise"). Discuss other onomatopoeia words eg glub, glub/vroom, vroom/cockle doodle doo. 	<p>Visualising Predicting Summarising</p>	<p>R7 • Understands how to 'read' text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.</p> <p>C7 1. Responds to texts by referring to prior experiences. 2. Responds to and analyses a text by discussing a point of view presented in the text. 3. Analyses and evaluates how visual images support print to create meaning in texts. 4. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.</p> <p>C8 1. Refers to prior knowledge and experiences to build understanding of a text. 2. Justifies predictions about sections of a text. 4. Draws conclusions by using clues in a text. 5. Identifies more than one perspective or point of view when represented in texts. 6. Articulates the main idea and provides a synthesised retell that captures key events in texts. 7. Creates mental images to capture ideas in texts.</p>
2 Reading the Text	<p>Model reading using fluency and phrasing and demonstrate monitoring and understanding by rereading to clarify meaning. Use <i>think alouds</i> to explain how to read text with quotation marks.</p> <ul style="list-style-type: none"> Read the first two pages visualising: Look at the illustration. Does David like the beach? How do you know? 	<p>Visualising Monitoring and Clarifying, Making Connections</p>	<p>V7 1.Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. 2. Shows beginning understanding of the effective use of 'word play', e.g. alliteration, onomatopoeia. 3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words. 4. Uses a simple dictionary to check word meanings.</p>
3 After Reading	<ul style="list-style-type: none"> Students discuss 'Fears'. What is a fear? Students discuss their fears? (making connections - text to self) and what could make them fearful (predicting). Students make connections (text to self) by discussing their experiences of 'being fearful' with a thinking partner. Students think of onomatopoeia words related to fear eg ahhhh! 	<p>Summarising Making Connections- Comparing and Contrasting</p>	<p>V8 1. Uses words and phrases for effect, e.g. to create mental images, to add emphasis, to create atmosphere. 2. Draws on topic/content knowledge to assist in working out the meaning of unknown words. 4. Recognises that different words can be used to describe similar concepts, e.g everyday or technical language, synonyms. 5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing</p> <p>Phonics 7 • Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i>, <i>talked</i>.</p> <p>Phonics 8 • Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.</p>

DAY 2 (cont.)	TEACHING and LEARNING for WRITING	Cluster markers for Writing
1 Modelled Writing	<ul style="list-style-type: none"> Read a few pages of <i>There's a sea in my bedroom</i> to use as a mentor text. Highlight (photocopy another double page) the adjectives and verbs that Margaret Wild uses to describe the sea eg growly, soft. Students collaborate to create an oral sentence describing the sea for the teacher to scribe. Students count the words and the number is recorded by the teacher. Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? Prepositional phrases can also be added to the sentence. 	<p>Writing C7</p> <ol style="list-style-type: none"> Plans texts by making notes, drawing diagrams, planning sequence of events or information etc. States purpose and intended audience before creating texts. Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. Applies spelling generalisations when writing. Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. Writes short, connected and sequenced texts to narrate events or convey information.
2 Guided Writing	<p>Students write their own sentence/s describing a favourite place using words from the previous day's graphic organiser (modelled writing is removed from view).</p> <p>THINK: Thinking time should be given to students to create their sentence before writing is expected.</p> <p>VISUALISE: Students create a mental image of their sentence.</p> <p>VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles).</p> <p>WRITE: Students write their sentence. A <i>Have a go!</i> section at the bottom of the page allows students to attempt the correct spelling and the teacher can discuss the students' attempt and write the word correctly (errorless learning).</p> <p>READ: Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised.</p>	<ol style="list-style-type: none"> Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. <p>Writing C8</p> <ol style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Experiments with producing/publishing texts using an increasing range of mediums and modes. Writing shows evidence of revision, editing and proof-reading. Writes for a wider range of purposes, including to explain and to express an opinion. Demonstrates a range of spelling strategies to spell unfamiliar words. Uses quotation marks for direct speech and commas in lists.
3 Independent Writing	<ul style="list-style-type: none"> Using a book from the text set based on the key concept (exploring emotion in texts), students find list words the author uses to describe the setting. Writing tasks (<i>Teach this</i>) 	<ol style="list-style-type: none"> Produces a range of grammatically accurate sentences. Fluently writes letters of consistent size and formation in NSW Foundation Style.

Day 3	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab/Phonics
1 Before Modelled Reading	Focus: DESCRIPTIVE WORDS Review vocab - synonyms, suffixes & word identification strategies <ul style="list-style-type: none"> Review the text by using summarising strategy I REMEMBER ... recalling and reflecting on interesting information and describing words 	Summarising Predicting	R7 • Understands how to 'read' text features such as illustrations , diagrams, tables, maps and graphs to enhance meaning. C7 1. Responds to texts by referring to prior experiences. 2. Responds to and analyses a text by discussing a point of view presented in the text. 3. Analyses and evaluates how visual images support print to create meaning in texts. 4. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading. C8 1. Refers to prior knowledge and experiences to build understanding of a text. 2. Justifies predictions about sections of a text. 3. Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub headings to locate information. 4. Draws conclusions by using clues in a text. 5. Identifies more than one perspective or point of view when represented in texts. 6. Articulates the main idea and provides a synthesised retell that captures key events in texts. 7. Creates mental images to capture ideas in texts. V7 1. Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. 2. Shows beginning understanding of the effective use of 'word play', e.g. alliteration, onomatopoeia .
2 Reading the Text	Model reading with fluency and phrasing. Use <i>think alouds</i> to explain how to read text with quotation marks. <ul style="list-style-type: none"> Students can list their difficult words during reading. Students use summarising strategy KEY WORD STRATEGY teaching idea and note words that are important in understanding the text. 	Monitoring and Clarifying, Summarising	3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words. 4. Uses a simple dictionary to check word meanings. V8 1. Uses words and phrases for effect, e.g. to create mental images , to add emphasis, to create atmosphere. 2. Draws on topic/content knowledge to assist in working out the meaning of unknown words. 3. Understands and uses relevant vocabulary associated with electronic texts. 4. Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms . 5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing Phonics 7 • Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i> , <i>talked</i> . Phonics 8 • Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.
3 After Reading	<ul style="list-style-type: none"> Students summarise the book by using MEMORABLE MOMENTS and complete the sentence 'As I finished the story, I realised the most memorable moment was...' and 'Another moment that was worthy of attention was ...' Students use key words recorded during reading and arrange them to support a cohesive summary of the book. Students retell or write a summary. Teacher lists students' difficult words to chunk for spelling Students create a character diagram to summarise their characteristics. 	Summarising Making Connections	3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words. 4. Uses a simple dictionary to check word meanings. V8 1. Uses words and phrases for effect, e.g. to create mental images , to add emphasis, to create atmosphere. 2. Draws on topic/content knowledge to assist in working out the meaning of unknown words. 3. Understands and uses relevant vocabulary associated with electronic texts. 4. Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms . 5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing Phonics 7 • Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i> , <i>talked</i> . Phonics 8 • Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.

DAY 3 (cont.)	TEACHING and LEARNING for WRITING	Cluster markers for Writing
1 Modelled Writing	<ul style="list-style-type: none"> Read a few pages of <i>There's a sea in my bedroom</i> to use as a mentor text. Highlight (photocopy another double page) the adjectives and verbs that Margaret Wild uses to describe a <i>fear</i> (onomatopoeia, alliteration). Students collaborate to create an oral sentence describing the sea for the teacher to scribe. Students count the words and the number is recorded by the teacher. Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? 	<p>Writing C7</p> <ol style="list-style-type: none"> Plans texts by making notes, drawing diagrams, planning sequence of events or information etc. States purpose and intended audience before creating texts. Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. Applies spelling generalisations when writing. Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. Writes short, connected and sequenced texts to narrate events or convey information. Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. Uses a computer to produce texts with graphics.
2 Guided Writing	 <p style="text-align: center;">De bono's RED HAT</p> <p>Students decide on an emotion (What are my likes, dislikes, worries, concerns etc?) to describe using a graphic organiser.</p> <p>How do I feel?</p> <p>How might others feel?</p>	<p>Writing C8</p> <ol style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Experiments with producing/publishing texts using an increasing range of mediums and modes. Writing shows evidence of revision, editing and proof-reading. Writes for a wider range of purposes, including to explain and to express an opinion. Demonstrates a range of spelling strategies to spell unfamiliar words. Uses quotation marks for direct speech and commas in lists. Produces a range of grammatically accurate sentences. Fluently writes letters of consistent size and formation in NSW Foundation Style.
3 Independent Writing	<ul style="list-style-type: none"> Using a book from the text set based on the key concept (exploring emotion in texts), students list words the author uses to describe feelings. Writing tasks (<i>Teach this</i>) 	

Day 4	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab/Phonics
<p>1. Before Modelled Reading</p>	<p>Focus: AUTHOR'S PURPOSE Review vocab - synonyms, suffixes & word identification strategies</p> <ul style="list-style-type: none"> • Explain the five senses to students - seeing, smelling, hearing, touching, tasting. • Extract descriptive sentences from the text. Read these sentences. Students point to the sense that the language of the text describes. 	<p>Monitoring and Clarifying,</p>	<p>R7 • Understands how to 'read' text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.</p> <p>C7 1. Responds to texts by referring to prior experiences. 2. Responds to and analyses a text by discussing a point of view presented in the text. 3. Analyses and evaluates how visual images support print to create meaning in texts. 4. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.</p> <p>C8 1. Refers to prior knowledge and experiences to build understanding of a text. 2. Justifies predictions about sections of a text. 3. Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub headings to locate information. 4. Draws conclusions by using clues in a text. 5. Identifies more than one perspective or point of view when represented in texts. 6. Articulates the main idea and provides a synthesised retell that captures key events in texts. 7. Creates mental images to capture ideas in texts.</p> <p>V7 1. Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. 2. Shows beginning understanding of the effective use of 'word play', e.g. alliteration, onomatopoeia. 3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words.</p>
<p>2 Reading the Text</p>	<p>Model reading with fluency and phrasing.</p> <ul style="list-style-type: none"> • Repeat the above during reading. Students can have prompt cards for the senses and hold up the appropriate card when that sense is described. 	<p>Monitoring and Clarifying,</p>	<p>7. Creates mental images to capture ideas in texts.</p> <p>V7 1. Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. 2. Shows beginning understanding of the effective use of 'word play', e.g. alliteration, onomatopoeia. 3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words.</p>
<p>3 After Reading</p>	<ul style="list-style-type: none"> • Students use the summarising strategy - <i>Partner retelling</i> with their thinking partner. Students retell the senses they experienced during reading. • Teacher scribes some students' sensory experiences. • Teacher discusses the author's purpose for connecting descriptive language to the senses (creating vivid imagery). 	<p>Summarising Making Connections</p>	<p>4. Uses a simple dictionary to check word meanings.</p> <p>V8 1. Uses words and phrases for effect, e.g. to create mental images, to add emphasis, to create atmosphere. 2. Draws on topic/content knowledge to assist in working out the meaning of unknown words. 3. Understands and uses relevant vocabulary associated with electronic texts. 4. Recognises that different words can be used to describe similar concepts, e.g everyday or technical language, synonyms. 5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing</p> <p>Phonics 7 • Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i>, <i>talked</i>.</p> <p>Phonics 8 • Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.</p>

DAY 4 (cont.)	TEACHING and LEARNING	Cluster markers for Writing
1 Modelled Writing	<ul style="list-style-type: none"> Review <i>There's sea in my bedroom</i> to use as a mentor text for writing. Highlight noun groups and prepositional phrases in the text. Students collaborate to create an oral sentence for the teacher to scribe. Students count the words and the number is recorded by the teacher Teacher increases the complexity of the sentence: adding prepositional phrases. Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? 	<p>Writing C7</p> <ol style="list-style-type: none"> Plans texts by making notes, drawing diagrams, planning sequence of events or information etc. States purpose and intended audience before creating texts. Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. Applies spelling generalisations when writing. Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. Writes short, connected and sequenced texts to narrate events or convey information. Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. Uses a computer to produce texts with graphics.
2 Guided Writing	<p>Students write their own sentence/s describing an emotion using words from the previous day's graphic organiser (modelled writing is removed from view).</p> <p>THINK: Thinking time should be given to students to create their sentence before writing is expected.</p> <p>VISUALISE: Students create a mental image of their sentence.</p> <p>VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles).</p> <p>WRITE: Students write their sentence. A <i>Have a go!</i> section at the bottom of the page allows students to attempt the correct spelling and the teacher can discuss the students' attempt and write the word correctly (errorless learning).</p> <p>READ: Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised.</p>	<p>Writing C8</p> <ol style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Experiments with producing/publishing texts using an increasing range of mediums and modes. Writing shows evidence of revision, editing and proof-reading. Writes for a wider range of purposes, including to explain and to express an opinion. Demonstrates a range of spelling strategies to spell unfamiliar words. Uses quotation marks for direct speech and commas in lists. Produces a range of grammatically accurate sentences. Fluently writes letters of consistent size and formation in NSW Foundation Style.
3 Independent Writing	<p>Students find a text from their text set (picture books) or their DEAR time book to:</p> <ul style="list-style-type: none"> list prepositional phrases (who, what, where, when). list descriptive vocabulary, matching it to the nouns in the text. write a summary sentence using descriptive language. 	

Day 5	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab/Phonics							
1. Before Modelled Reading	Focus: WORD STUDY eg ly words/sea, see Review vocab - synonyms, suffixes & word identification strategies. <ul style="list-style-type: none"> Add homonyms and LY words (adverbs) to the vocab list. Review text by using summarising strategy <i>VIPS</i>. 	Summarising Predicting	R7 · Understands how to 'read' text features such as illustrations , diagrams, tables, maps and graphs to enhance meaning. C7 1. Responds to texts by referring to prior experiences. 2. Responds to and analyses a text by discussing a point of view presented in the text. 3. Analyses and evaluates how visual images support print to create meaning in texts. 4. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.							
2 Reading the Text	Model reading with fluency and phrasing. Students sketch the main points in the text using visualising strategy <i>Sketch to stretch</i> (their sketches will be used in the following writing session).	Monitoring and Clarifying, Summarising	C8 1. Refers to prior knowledge and experiences to build understanding of a text. 2. Justifies predictions about sections of a text. 4. Draws conclusions by using clues in a text. 5. Identifies more than one perspective or point of view when represented in texts. 6. Articulates the main idea and provides a synthesised retell that captures key events in texts. 7. Creates mental images to capture ideas in texts.							
3 After Reading	<ul style="list-style-type: none"> Students discuss with their thinking partners - what did you enjoy/not enjoy about the story? Students illustrate their most vivid images from the story. <table border="1" data-bbox="461 995 916 1422"> <tr> <td data-bbox="461 995 521 1422" rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">Text: <i>There's a sea in my bedroom</i></td> <td data-bbox="521 995 656 1027">Beginning</td> <td data-bbox="656 995 801 1027">Middle</td> <td data-bbox="801 995 916 1027">Ending</td> </tr> <tr> <td data-bbox="521 1027 656 1422"></td> <td data-bbox="656 1027 801 1422"></td> <td data-bbox="801 1027 916 1422"></td> </tr> </table>	Text: <i>There's a sea in my bedroom</i>	Beginning	Middle	Ending				Summarising Making Connections	V7 1. Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. 2. Shows beginning understanding of the effective use of 'word play', e.g. alliteration, onomatopoeia. 3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words. 4. Uses a simple dictionary to check word meanings. V8 1. Uses words and phrases for effect, e.g. to create mental images, to add emphasis, to create atmosphere. 2. Draws on topic/content knowledge to assist in working out the meaning of unknown words. 4. Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms . 5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing Phonics 7 · Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i> , <i>talked</i> . Phonics 8 · Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.
Text: <i>There's a sea in my bedroom</i>	Beginning		Middle	Ending						

DAY 5	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN2-2A EN2-9B EN2-5A	Cluster markers for Writing							
1 Modelled Writing	<ul style="list-style-type: none"> Students summarise <i>There's sea in my bedroom</i> with their <i>thinking partners</i>. They refer to the previous modelled reading visualising strategy <i>Sketch to stretch</i>. Teacher scribes the key ideas in sequence using the graphic organiser below. Students add details to each sentence using descriptive language. 	Writing C7 1. Plans texts by making notes, drawing diagrams, planning sequence of events or information etc. 2. States purpose and intended audience before creating texts. 3. Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. 4. Applies spelling generalisations when writing. 5. Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. 6. Writes short, connected and sequenced texts to narrate events or convey information. 7. Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. 8. Uses a computer to produce texts with graphics.							
2 Guided Writing	<p>Students write their own sentence/s summarising <i>There's sea in my bedroom</i> and a graphic organiser (below) can be used to assist - Modelled writing is removed from view but vocab lists are displayed for reference.</p> <p>THINK: Thinking time should be given to students to create their sentence/s before writing is expected.</p> <p>VISUALISE: Students create a mental image of their sentence/s.</p> <p>VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles).</p> <p>WRITE: Students write their sentence. A <i>Have a go!</i> section at the bottom of the page allows students to attempt the correct spelling, and the teacher can discuss the students' attempt and write the word correctly to be added to the sentence (errorless learning).</p> <p>READ: Sentences are read by a partner for editing and reflection using writing criteria/graphic organiser. Sentences are revised.</p>	Writing C8 1. Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. 2. Experiments with producing/publishing texts using an increasing range of mediums and modes. 3. Writing shows evidence of revision, editing and proof-reading. 4. Writes for a wider range of purposes, including to explain and to express an opinion. 5. Demonstrates a range of spelling strategies to spell unfamiliar words. 6. Uses quotation marks for direct speech and commas in lists. 7. Produces a range of grammatically accurate sentences .							
3 Independent Writing	<p>Students use the graphic organiser to create a summary (either through key words or sketches) of another text.</p> <table border="1" data-bbox="474 1177 1182 1461"> <tr> <td data-bbox="474 1177 551 1461" rowspan="3">Text: <i>There's a sea in my bedroom</i></td> <td data-bbox="551 1177 748 1270">Orientation</td> <td data-bbox="748 1177 1182 1270"></td> </tr> <tr> <td data-bbox="551 1270 748 1362">Complication</td> <td data-bbox="748 1270 1182 1362"></td> </tr> <tr> <td data-bbox="551 1362 748 1461">Resolution</td> <td data-bbox="748 1362 1182 1461"></td> </tr> </table>	Text: <i>There's a sea in my bedroom</i>	Orientation		Complication		Resolution		
Text: <i>There's a sea in my bedroom</i>	Orientation								
	Complication								
	Resolution								

GUIDED READING:		READING TEXT CLUSTER MARKERS - Stage appropriate (COMPREHENSION AND VOCAB see Modelled Reading)	
<ul style="list-style-type: none"> Reciprocal reading (predicting, modifying & clarifying, questioning, summarising) based on some pages (photocopied- difficulty depending on student levels) of the text or a similar text set picture or chapter book with a similar key concept. Teacher reinforces literary features the author uses to create meaning and engagement eg <i>first person narrative, conversational language, visual literacy, page navigation, point of view.</i> Students rehearse reading with fluency and phrasing (Explicit teaching is at students' "Where to next?" on the Literacy Continuum.) 		<p>Cluster 7</p> <ol style="list-style-type: none"> Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning. Automatically integrates a range of information e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way. Knows that literary, factual and screen texts need to be 'read' in differing ways. Responds to punctuation and adjusts expression to enhance meaning when reading aloud. <p>Cluster 8</p> <ol style="list-style-type: none"> Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes). 'Reads' texts in different ways to meet a range of reading purposes. Independently monitors own reading by using a variety of self-correction strategies to maintain meaning. <p>(Differentiate according to continuum plotting of students)</p>	
Text set for modelled reading			
<i>I'm not your friend</i> by Sam McBratney <i>I'm sorry</i> by Sam McBratney <i>Alfie gets in first</i> by Shirley Hughes			
<p>READING: Using the above texts, adapt the above unit to cover the same literacy continuum markers and English syllabus content descriptors.</p> <p>WRITING: Follow the above unit outline for students to create a character and plot for a complete imaginative text.</p>			
INDEPENDENT READING TASKS following Modelled Reading (REREADING for MEANING & FLUENCY)			
DAY 1	List synonyms for the prefix and suffix words	Read a text and list the difficult words. Find out their meanings.	Choose a short novel to read in DEAR time. List words to describe the characters.
DAY 2	List synonyms for the prefix and suffix words	Choose a text and read it with a partner - summarise it using <i>MY PARTNER SAID...</i>	List words to describe the setting in your DEAR time novel.
DAY 3	List synonyms for the prefix and suffix words on	Choose a text and use the <i>CODING STRATEGY</i> during reading.	Students read a book from the text set and use the <i>Read, Cover, Remember, Retell</i> teaching idea

*For mandatory requirements in this unit colour blue

Student Criteria for Writing Cluster 6 ★★☆☆☆☆					
Date					
Uses headings & paragraphs	😊	😊	😊	😊	😊
Rereads and edits text	😊	😊	😊	😊	😊
Proof reads & edits	😊	😊	😊	😊	😊
Spells more accurately	😊	😊	😊	😊	😊
Uses punctuation (question & exclamation marks)	😊	😊	😊	😊	😊

*For mandatory requirements in this unit colour blue

Student Criteria for Writing Cluster 7 					
Date					
Plans before writing	☺	☺	☺	☺	☺
Spells regular words correctly	☺	☺	☺	☺	☺
Uses contraction apostrophes	☺	☺	☺	☺	☺
Uses capitals for proper nouns	☺	☺	☺	☺	☺
Uses appropriate tense	☺	☺	☺	☺	☺

Student Criteria for Writing Cluster 8

Date					
*Writes at least one page	☺	☺	☺	☺	☺
*Publishes using a variety of medium	☺	☺	☺	☺	☺
*Shows evidence of revision, proof-reading & editing	☺	☺	☺	☺	☺
*Spells unfamiliar words	☺	☺	☺	☺	☺
Uses quotation marks for direct speech	☺	☺	☺	☺	☺
*Uses commas in lists	☺	☺	☺	☺	☺
*Produces grammatically accurate sentences	☺	☺	☺	☺	☺

*For mandatory requirements in this unit colour blue

★ Student Criteria for Writing ★		Cluster 9				
Date						
•*Constructs well-sequenced text using language appropriate to purpose and audience.	☺	☺	☺	☺	☺	
•*Uses some effective planning, eg: simple graphic organiser, questions, mind map.	☺	☺	☺	☺	☺	
•*Uses a variety of spelling strategies to spell high frequency words correctly.	☺	☺	☺	☺	☺	
•*Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.	☺	☺	☺	☺	☺	
•*Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic	☺	☺	☺	☺	☺	
•*Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details.	☺	☺	☺	☺	☺	
• Uses joined letters of consistent size.	☺	☺	☺	☺	☺	
• Uses simple word processing functions eg spell check, grammar check. Experiments with creating simple multimodal texts using digital text creation programs	☺	☺	☺	☺	☺	

*For mandatory requirements in this unit colour blue

READING AND VIEWING 1

Stage One EN1-4A

Objective A. Communicate through speaking, listening, reading, writing, viewing and representing*

draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies

Key concept:

Develop and apply contextual knowledge	
*understand how readers' self-selection and enjoyment of texts is informed by personal interests	
*discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	
*identify and compare similar ideas, characters and settings in texts	
Understand and apply knowledge of language forms and features	
*recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how	
*recognise a clause as a complete message or thought expressed in words, noun-pronoun agreement, conjunctions	
*understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	
*understand patterns of repetition and contrast in simple texts (ACELA1448) **	
*identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	
*understand how sentence punctuation is used to enhance meaning and fluency	
*identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms	
Develop and apply graphological, phonological, syntactic and semantic knowledge	
*recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)	
*understand the variability of sound-letter matches (ACELA1459)	
*recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)	
*automatically recognise irregular high-frequency words, eg 'come' and 'are'	
*use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables	
*manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)	
Respond to, read and view texts	
*read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)	
*self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on	
*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 (ACELY1669)	
*read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch	
*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 (ACELY1660, ACELY1670)	
*use background knowledge of a topic to make inferences about the ideas in a text	
*predict author intent, series of events and possible endings in an imaginative, informative and persuasive text	
*discuss the use of text connectives, eg sequencing ideas, indicating time	
*identify the cohesive links between pronouns and people and things	
*sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts	
*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 (ACELA1469)	
*compare opinions about characters, events and settings in and between texts (ACELT1589)	
*distinguish between fact and opinion in persuasive texts	

Literacy Continuum

Year One

Cluster 5

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness
- Concepts About Prints

Cluster 6

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness

Year Two

Cluster 7

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Cluster 8

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter

Key concept:

Develop and apply contextual knowledge	
*recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts	
*identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic	
*understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales	
*discuss possible author intent and intended audience of a range of texts	
Understand and apply knowledge of language forms and features	
*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 (ACELA1450)	
*understand how text structure contributes to the meaning of texts	
*know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	
*understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles	
Respond to, read and view texts	
*select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice	
*respond to a range of literature and discuss purpose and audience	

Literacy Continuum
Year One
Cluster 5 <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking <input type="checkbox"/> Phonics <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Concepts About Prints
Cluster 6 <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking <input type="checkbox"/> Phonics <input type="checkbox"/> Phonemic Awareness
Year Two
Cluster 7 <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking <input type="checkbox"/> Phonics
Cluster 8 <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking <input type="checkbox"/> Phonics

SPEAKING AND LISTENING 1

Stage One EN1-1A

communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

Objective A. communicate through speaking, listening, reading, writing, viewing and representing*

Key concept:

Develop and apply contextual knowledge	
*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 (ACELA1461)	
*listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	
*understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	
Understand and apply knowledge of language forms and features	
*understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	
*use turn-taking, questioning and other behaviours related to class discussions	
*identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	
*explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	
Respond to, and compose texts	
*communicate with increasing confidence in a range of contexts	
*engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	
*describe in detail familiar places and things	
*use role-play and drama to represent familiar events and characters in texts	
*use intonation to emphasise the need to seek further clarification of a question	
*formulate open and closed questions appropriate to the context	
*use a comment or a question to expand on an idea in a discussion	
*use some persuasive language to express a point of view	
*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 (ACELY1788, ACELY1789)	
*demonstrate attentive listening across a range of school contexts, eg assemblies, welcome to and acknowledgement of country, and school performances	
*contribute appropriately to class discussions	
*carry out complex instructions involving more than one step	

Literacy Continuum

Year One

Cluster 5

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Concepts About Print

Cluster 6

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Year Two

Cluster 7

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Cluster 8

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

SPEAKING AND LISTENING 2

Stage One EN1-6B

recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts

Objective B: use language to shape and make meaning according to purpose, audience and context

Key concept:

Literacy Continuum

Develop and apply contextual knowledge		Literacy Continuum
*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 (ACELA1443)		
*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 (ACELA1460)		
*make connections between different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language		
*recognise a range of purposes and audiences for spoken language with increasing independence		
*recognise different oral texts, eg conversations at home, in the classroom and playground		
*develop an understanding of different forms of communication technologies available for hearing and visually impaired people and people with other disabilities		
Understand and apply knowledge of language forms and features		Literacy Continuum
*identify organisational patterns and features of predictable spoken texts		
*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 (ACELA1454)		
*identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)		
Respond to, and compose texts		Literacy Continuum
make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)		
rehearse and deliver short presentations on familiar and new topics (ACELY1667)		
retell familiar stories and events in logical sequence, including in home language		
rephrase questions to seek clarification		
listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)		
explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction		
demonstrate active listening behaviours and respond appropriately to class discussions		
recognise and respond to instructions from teachers and peers		

Year One

Cluster 5

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Concepts About Print

Cluster 6

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Year Two

Cluster 7

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Cluster 8

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

WRITING AND REPRESENTING 1

*Objective A. Communicate through speaking, listening, reading, writing, viewing and representing**

Stage One EN1-2A

plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

Key concept:

Develop and apply contextual knowledge	
*understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts	
*experiment in all aspects of composing to enhance learning and enjoyment	
*develop an awareness of issues relating to the responsible use of digital communication	
Understand and apply knowledge of language forms and features	
*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 (ACELY1661, ACELY1671)	
*understand the process of planning, drafting and publishing imaginative, informative and persuasive texts	
Respond to and compose texts	
*plan, compose and review simple imaginative, informative and persuasive texts on familiar topics	
*compose texts supported by visual information (eg diagrams and maps) on familiar topics	
*create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	
*compose a range of written forms of communication, including emails, greeting cards and letters	
*use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information	
*draw on personal experience and topic knowledge to express opinions in writing	
*experiment with publishing using different modes and media to enhance planned presentations	
*reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672)	

Literacy Continuum

Year One

Cluster 5

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness
- Concepts About Print

Cluster 6

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness

Year Two

Cluster 7

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Cluster 8

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

WRITING AND REPRESENTING 2

Stage One EN1-7B

Objective B. "use language to shape and make meaning according to purpose, audience and context"

identifies how language use in their own writing differs according to their purpose, audience and subject matter

Key concept:

Develop and apply contextual knowledge	
* identify the audience of imaginative, informative and persuasive texts (ACELY1668)	
* discuss some of the different purposes for written and visual texts	
Understand and apply knowledge of language forms and features	
* understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)	
* describe some differences between imaginative informative and persuasive texts (ACELY1658)	
* compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	
* 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 (ACELA1470)	
Respond to, and compose texts	
* draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes	
* compose and review written and visual texts for different purposes and audiences	
* discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)	
* make inferences about character motives, actions, qualities and characteristics when responding to texts	

Literacy Continuum

Year One

Cluster 5

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Concepts About Print

Cluster 6

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Year Two

Cluster 7

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Cluster 8

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

GRAMMAR, PUNCTUATION & VOCABULARY

Stage One EN1-9B

Objective B. "use language to shape and make meaning according to purpose, audience and context"

uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Key concept:

Develop and apply contextual knowledge	
*understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs	
*begin to understand that choice of vocabulary adds to the effectiveness of text	
Understand and apply knowledge of language forms and features	
*understand that paragraphs are used to organise 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 (ACELA1467)	
*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) (ACELA1452)	
*recognise that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)	
*recognise that time connectives sequence information in 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 (ACELA1449)	
*recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)	
*experiment with the use of quoted (direct) and reported (indirect) speech	
Understand and apply knowledge of vocabulary	
*understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)	
*recognise, discuss and use creative word play, eg alliteration and onomatopoeia	
Respond to, and compose texts	
*begin to organise ideas into paragraphs when composing texts	
*compose sentences effectively using basic grammatical features and punctuation conventions	
*use subject-verb and noun-pronoun agreement when composing texts and responding to texts orally and in writing	
*demonstrate the use of more precise vocabulary to describe emotions and experiences when writing	

Literacy Continuum	
Year One	
Cluster 5	
<input type="checkbox"/>	Reading Texts
<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Vocabulary Knowledge
<input type="checkbox"/>	Aspects of Writing
<input type="checkbox"/>	Aspects of Speaking
<input type="checkbox"/>	Phonics
<input type="checkbox"/>	Concepts About Print
Cluster 6	
<input type="checkbox"/>	Reading Texts
<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Vocabulary Knowledge
<input type="checkbox"/>	Aspects of Writing
<input type="checkbox"/>	Aspects of Speaking
<input type="checkbox"/>	Phonics
Year Two	
Cluster 7	
<input type="checkbox"/>	Reading Texts
<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Vocabulary Knowledge
<input type="checkbox"/>	Aspects of Writing
<input type="checkbox"/>	Aspects of Speaking
<input type="checkbox"/>	Phonics
Cluster 8	
<input type="checkbox"/>	Reading Texts
<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Vocabulary Knowledge
<input type="checkbox"/>	Aspects of Writing
<input type="checkbox"/>	Aspects of Speaking
<input type="checkbox"/>	Phonics

SPELLING

*Objective A. Communicate through speaking, listening, reading, writing, viewing and representing**

Stage One EN1-5A

uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

Key concept:

Develop and apply contextual knowledge	
demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently	
Understand and apply knowledge of language forms and features	
* know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)	
* understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)	
* recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472)	
Respond to and compose texts	
*spell high-frequency and common sight words accurately when composing texts	
*spell known words using letter names	
* isolate and write the initial, medial and final sound of a word	
*exchange one letter in a written word with a different letter to make a new word	
*use double consonants where appropriate, eg 'hopping'	
*begin to use a dictionary for spelling activities and word meaning	
*recognise when a word is spelt incorrectly	
*use morphemic and phonological knowledge when spelling	

Literacy Continuum

Year One

Cluster 5

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness
- Concepts About Print

Cluster6

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness

Year Two

Cluster 7

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Cluster 8

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

EXPRESSING THEMSELVES

Stage One EN1-11D

Objective D.

express themselves and their relationships with others and their world

responds to and composes a range of texts about familiar aspects of the world and their own experiences

Key concept:

Engage personally with texts	
* recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts	
* identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	
Develop and apply contextual knowledge	
* recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts	
* identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	
* recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts	
Understand and apply knowledge of language forms and features	
* discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences	
* identify features of texts from a range of cultures, including language patterns and style of illustration	
Respond to and compose texts	
* compose simple print, visual and digital texts that depict aspects of their own experience	
* discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	
* discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life	
* identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories	
* identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages	
* express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	
* respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community	

Literacy Continuum

Year One

Cluster 5

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- Phonemic Awareness
- Concepts About Print

Cluster 6

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness

Year Two

Cluster 7

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics

Cluster 8

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics