



The Gruffalo
by Julia Donaldson

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&

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2013

ENGLISH UNIT OF WORK

Stage : 1 Year 1	Term:	Weeks:
Key Concept:	Representation of characters in literacy texts	
Texts:	<i>The Gruffalo</i> by Julia Donaldson <i>Where the wild things are</i> Maurice Sendak <i>Inside Mary Elizabeth's House</i> Pamela Allen <i>The Fearsome Frightening Ferocious Box</i> Francis Watts & David Legge <i>Just another ordinary day</i> Rod Clement	
Focus:	Integrating English Stage 1 content descriptors: S & L - Speaking & Listening R & V - Reading & Viewing W & R - Writing & Representing Spelling G, P & V - Grammar, Punctuation and Vocabulary T I & C -Thinking imaginatively and creatively E T - Expressing themselves R on L - Reflecting on Learning	
Acceptable Evidence:	Students' basic comprehension of texts and vocabulary are poor - plotting on the Literacy Continuum	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Literacy, Creative and critical thinking	

KIDS BOOK REVIEW SITE: <http://www.kids-bookreview.com/2013/06/review-fearsome-frightening-ferocious.html>

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes & Skills	Explicit Modelled Reading	Guided reading (Where to next?)	Independent reading
<p>Comprehension 5 1. Responds to questions about a character's actions, qualities, characteristics and motives by expressing an opinion about the character.</p> <p>2. Builds understanding by interpreting and discussing inferred meanings.</p> <p>3. Interprets information in factual texts eg using contents page and screen icons to locate specific information.</p> <p>Comprehension 6 1. Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.</p> <p>2. Builds understanding of how media texts can be interpreted.</p> <p>3. Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.</p> <p>4. Analyses and evaluates a character's actions/motives in a story.</p> <p>Vocab 51. Uses knowledge and understanding of topic words when reading, writing and speaking.</p> <p>2. Accurately uses a range of basic computer and internet terminology, e.g. icon, bold, italics, home page.</p> <p>3. Demonstrates awareness that some words have multiple meanings when reading, writing and speaking.</p> <p>4. Understands that changing words in a text can alter the meaning.</p> <p>Vocab 6 1. Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing.</p> <p>2. Shows beginning understanding of the effect of different words and phrases, e.g. to create humour, to persuade, to inform.</p> <p>3. Applies knowledge of base words to build word families, e.g. move, moving, remove.</p> <p>4. Independently uses a range of classroom print resources to enhance vocabulary, e.g. topic word lists, labels, etc.</p> <p>Phonemic awareness 5 1. Says the new word when one phoneme is substituted for another (phoneme substitution).</p> <p>Phonemic awareness 6 1. Manipulates phonemes (add, delete and swap) to generate new words, eg swap the /p/ in spin with /k/.</p> <p>Phonics 5</p> <p>1. Blends initial consonants with common vowel patterns or word families.</p> <p>2. Attempts to read more complex words using letter/sound knowledge.</p> <p>3. Uses knowledge of letter clusters and vowel digraphs to spell unfamiliar words.</p> <p>Phonics 6</p> <p>1. Segments sound in consonant clusters to spell unfamiliar words.</p> <p>2. Uses familiar words and letter clusters to decode words.</p>	<p>1</p> <p>G, P & V</p> <p>Spelling</p> <p><i>Vocab</i></p> <p>tusks</p> <p>roasted</p> <p>knobbly</p> <p>log pile</p> <p>turned-out</p> <p>toes</p> <p>astounding</p> <p>R & V 1</p> <p><i>Phonics:</i></p> <p><i>Consonant blends</i></p> <p>stroll</p> <p>frightfully</p> <p>creature</p> <p>Questioning</p> <p>R & V 1 & 2</p> <p>Predicting:</p> <p>author's intent</p>	<p>Vocabulary</p> <p>Before:</p> <ul style="list-style-type: none"> List and pre-teach vocabulary and discuss difficult language: Gruffalo - gr and find other consonant blends. Using the front cover, make predictions. Teach models "I wonder" statements and then students share "I wonders". <p>During:</p> <ul style="list-style-type: none"> Discuss and explain difficult or unknown terms in context. List adjectives when found and add to an anchor chart. Throughout the reading, add to the "I wonder" statements. <p>After:</p> <ul style="list-style-type: none"> Discuss "I wonder" statements - does the author elicit these wonderings and how. Discuss how the use of adjectives enhances the text and contributes to its meaning. 	<p>Differentiate groups according to Literacy Continuum clusters and choose appropriate double pages to photocopy for reading:</p> <ul style="list-style-type: none"> Reading conference (see Monitoring sheet) Choose common sight words and decoding skills from the text or word lists to treat Discuss the illustrations and how they add meaning to the text Students reread pages (monitoring) to develop fluency <p>Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i></p>	<p>Develop text sets based on the key concept</p> <p>Students choose a text:</p> <ul style="list-style-type: none"> Read to self-record reading Students find difficult words to list and find meanings (use dictionary and thesaurus) Read to partner <p>Reading tasks (<i>Teach this, Sparklebox</i>)</p> <p>Tasks from <i>Teachers pay Teachers</i> (some free- Daily 5)</p>
	<p>2</p> <p>S & L 1</p> <p>Thinking partners</p> <p>W & R 2</p> <p>E T</p> <p>Images/</p> <p>Characterisation</p> <p>Visualising</p>	<p>Visualising</p> <p>Before:</p> <ul style="list-style-type: none"> Review the vocabulary/phonics and storyline. Using thinking partners, discuss the character 'The Gruffalo' and how it is presented in the text. How do the words and images support this? <p>During:</p> <p>Stop regularly to discuss the images and how they support the text when the Gruffalo is described.</p> <p>After:</p> <p>Discuss the author's representation of the Gruffalo. It is presented as a scary character, but is really quite timid.</p>	<p>Differentiate groups (as above - choose a different double page)</p> <ul style="list-style-type: none"> Reading conference (see Monitoring sheet) Review common sight words and decoding skills from the previous session and new words from the text Discuss the illustrations and how they add meaning to the text Student reread pages (monitoring) to develop fluency Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i> 	<p>Students choose a text:</p> <ul style="list-style-type: none"> Read to self-record reading Read to partner <p>Reading tasks (<i>Teach this, Sparklebox</i>)</p> <p>Tasks from <i>Teachers pay Teachers</i> (some free- Daily 5)</p>

LITERACY CONTINUUM	Session Modes & Skills	Explicit Modelled Reading	Guided reading	Independent reading								
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	<p>4</p> <p>G, P & V</p> <p>Spelling</p> <p>S & L 1</p> <p>Thinking partners</p> <p>R & V 1</p> <p>Sentence components</p> <p>Questioning</p> <p>Summarising (VIPs)</p>	<p>Summarising</p> <p>Before:</p> <ul style="list-style-type: none"> Review the vocabulary/phonics Using thinking partners, recap the main points of the story (Very Important Points). Using selected illustrations, students sequence the story. <p>During: Teacher stops reading regularly for students to identify key words and write them on a graphic organiser:</p> <table border="1" data-bbox="1041 1193 1480 1268"> <tr> <td>Who</td> <td>What</td> <td>When</td> <td>Where</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>After:</p> <p>Students retell the story of 'The Gruffalo' with their partners using key words from their graphic organiser. Teacher can scribe sentences to create a full retell to be elaborated on during modelled writing.</p>	Who	What	When	Where					<p>Differentiate groups (as above - choose a different double page or another text from the text set)</p> <ul style="list-style-type: none"> Reading conference (see Monitoring sheet) Review common sight words and decoding skills from the previous session and new words from the text Discuss the illustrations and how they add meaning to the text Student reread pages (monitoring) to develop fluency Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i> 	<p>Students choose a text:</p> <ul style="list-style-type: none"> Read to self - record reading Read to partner <p>Writing tasks (<i>Teach this</i>)</p> <p>Reading tasks (<i>Teach this, Sparklebox</i>)</p> <p>Tasks from <i>Teachers pay Teachers</i> (some free- Daily 5)</p>
Who	What	When	Where									

LITERACY CONTINUUM	Session Modes & skills	Explicit Modelled Writing	Guided Writing	Independent Writing
<p>Writing C5</p> <ol style="list-style-type: none"> 1. Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text. 2. Engages in the joint production of texts using a variety of mediums, e.g. podcasts, digital stories. 3. Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes. 4. Rereads own text to clarify meaning and make some changes to the text. 5. Uses sentence punctuation and some simple punctuation. 6. Accurately writes simple and compound sentences. 7. Uses a range of adjectives to provide more information about nouns. 8. Writes lower/upper case letters of consistent size and formation in NSW Foundation Style 	<p>1 R & V 1 W & R 2 E T</p> <p>Adjectives Noun groups Images Visualising</p> <p>Reflecting on learning</p>	<ul style="list-style-type: none"> • Explain the purpose of adjectives and noun groups and the way they create more vivid images. • Have sentences prepared from 'The Gruffalo', so students can identify (highlight) adjectives and the noun groups. • Collaboratively, students create oral sentences with adjectives/noun groups for the teacher to scribe. 	<p>Using the character, 'The Gruffalo', have the students come up with a range of adjectives to describe the Gruffalo. Provide them with visuals to assist and label.</p> <p>Students choose an oral sentence describing the Gruffalo to write.</p>	<p>With thinking partners, students brainstorm a range of adjectives and put them into oral sentences.</p> <p>Students are given sentences and add adjectives to make them more interesting. (<i>Teach this</i> adjective games)</p> <p>Tasks from <i>Teachers pay Teachers</i> (some free- Daily 5)</p>
<p>Writing C6</p> <ol style="list-style-type: none"> 1. Creates longer texts supported by visual information e.g. diagrams, maps, graphs on familiar topics for known audiences. 2. Begins to use text features such as headings and paragraphs to organise information. 3. Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right. 4. Accurately spells an increasing number of high frequency and topic words. 5. Uses simple punctuation, e.g. full stops, exclamation marks and question marks. Writes a sequence of thoughts and ideas. 6. Experiments with using some complex sentences to enhance writing. 7. Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly. 8. Uses computer functions to edit texts. 	<p>2 R & V 1 W & R 2 E T</p> <p>Adjectives Noun groups Images Visualising</p> <p>T C & I Illustrating</p> <p>Reflecting on learning</p>	<ul style="list-style-type: none"> • Review adjectives and ways to include them into sentences. Teacher sketches one sentence. • With thinking partners, students change the adjectives from the previous day's sentences to alter the meaning of the sentences. • Students sketch and compare to the teachers sketch. <p>Repeat with another sentence.</p>	<p>Using pictures of the Gruffalo and students' adjectives from session 1, create more sentences to describe the Gruffalo.</p>	<p>Students create their own character (draw it) and list adjectives to describe their own character.</p> <p>Tasks from <i>Teachers pay Teachers</i> (some free- Daily 5)</p>

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	<p>4 W & R 1 editing publishing</p>	Using the teacher scribed sentences from students' graphic organisers (Reading session 4), students elaborate on the sentences by adding more adjectives and adverbs.	Using sentences from sessions 2 & 3, students sequence their sentences to complete their character description.	Students use their own sentences to create a character description for their own character.
Continuing the unit:				
<p>Other texts:</p> <p><i>The Gruffalo</i> by Julia Donaldson</p> <p><i>Where the wild things are</i> Maurice Sendak</p> <p><i>Inside Mary Elizabeth's House</i> Pamela Allen</p> <p><i>The Fearsome Frightening Ferocious Box</i> Francis Watts & David Legge</p> <p><i>Just another ordinary day</i> Rod Clement</p> <p>READING: Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.</p> <p>WRITING: Follow this unit outline and create a character, setting and/or plot to complete an imaginative text incorporating students' descriptive paragraph in this unit.</p>				

VOCAB/GRAMMAR FOR TEXT SET (add to the lists prior to teaching): BELONGING represented in texts

	<i>Where the wild things are</i>	<i>Inside Mary Elizabeth's House</i>	<i>The Fearsome Frightening Ferocious Box</i>	<i>Just another ordinary day</i>
Vocab & Spelling				
Grammar Punctuation				
WRAP UP (R & V 1 & 2, S & L 2) : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text				

MONITORING From Assessment to Conferring: Sample Needs and Strategies

What We Are Seeing	Potential Goals	Possible Strategy	Alternative Strategy
Reading too quickly	Fluency	Adjust and apply different reading rates to match text	Phrasing, use punctuation
Leaving off ends of words	Accuracy	Cross checking	Chunk letters together
Little expression, lacks prosody, and omits punctuation	Fluency	Phrasing, using punctuation	Voracious reading
Can't remember what was read	Comprehension	Check for understanding	Retell or summarize Make a picture or mental image Determine importance using theme, main ideas, & supporting details
Stalls on words	Accuracy	Skip the word, then come back	Blend sounds; stretch and reread
Student jumps right into reading story, then lacks understanding	Comprehension	Use prior knowledge to connect with text	Ask questions while reading Make connections to text
Doesn't remember details but understands the main idea	Comprehension	Retell the story	Recognize literary elements
Doesn't stick with a book	Reading Behaviors Book Selection	Read appropriate-level text Choose good-fit books	Voracious reading
Chooses books that are too hard	Reading Behaviors Fluency Expand Vocabulary Comprehension Accuracy	Read appropriate-level text	Ask, Does this make sense?
Can comprehend literally but can't read between the lines	Comprehension	Infer and support with evidence	Ask questions while reading Predict what will happen; use text to confirm
Reads words with correct letters but wrong sounds	Accuracy	Flip the sound	Cross checking
Sounds out each individual letter	Accuracy	Chunk letters together	Blend sounds
Beginning reader, knows few words but most letter sounds	Fluency Accuracy	Practice common sight words and high-frequency words	Blend sounds; stretch and reread
Doesn't remember details from nonfiction	Comprehension	Use text features (titles, headings, captions, graphic features)	Determine and analyze author's purpose and support with text
Doesn't understand the text because does not understand key word in selection	Expand Vocabulary	Tune in to interesting words	Reread to clarify the meaning of a word Ask someone to define the word for you

The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser, "The Sisters." Copyright © 2009. Stenhouse Publishers.

Student Criteria for Writing Cluster 4 					
Date					
Writes more than one sentence	😊	😊	😊	😊	😊
Uses punctuation	😊	😊	😊	😊	😊
Uses joining words	😊	😊	😊	😊	😊
Uses pronouns	😊	😊	😊	😊	😊

*For mandatory requirements in this unit colour blue

Student Criteria for Writing Cluster 5 					
Date					
Writes 4 or 5 sentences	😊	😊	😊	😊	😊
Rereads and edits text	😊	😊	😊	😊	😊
Writes simple & compound sentences	😊	😊	😊	😊	😊
Uses a range of adjectives	😊	😊	😊	😊	😊
Uses simple punctuation	😊	😊	😊	😊	😊

*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

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:
Characterisation

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)	
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

Stage One EN1-8B

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

Key concept:
Characterisation

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

Objective A. communicate through speaking, listening, reading, writing, viewing

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

Key concept:
Characterisation

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

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

Recognises a range of purposes and audiences for spoken language and recognizes organizational patterns and features of predictable spoken texts

Key concept:
Characterisation

Develop and apply contextual knowledge	
*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	
*recognize a range of purposes and audiences for spoken language with increasing independence	
*recognize 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	
*identify organizational 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	
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)	
deliver short oral presentations to peers (ACELY 1647)	
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	
Recognize and respond to instructions from teachers and peers	

Literacy Continuum

Year One

Cluster 5

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

Cluster 6

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

Year Two

Cluster 7

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

Cluster 8

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

WRITING AND REPRESENTING 1

Stage One EN1-2A

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

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:
Characterisation

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:
Characterisation

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:
Characterisation

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

- 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

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:
Characterisation

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

THINKING IMAGINATIVELY AND CREATIVELY

C: Think in ways that are imaginative, creative, interpretive and critical

Stage One EN1-10c

Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

Key concept:
Characterisation

Engage personally with texts	
*engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses	
*recognise the way that different texts create different personal responses	
*respond to a wide range of texts through discussing, writing and representing	
Develop and apply contextual knowledge	
*recognise and begin to understand how composers use creative features to engage their audience	
*identify and compare the imaginative language used by composers	
Understand and apply knowledge of language forms and features	
*identify that different texts have different organisational patterns and features for a variety of audiences	
*identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition	
Respond to and compose texts	
*recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	
*predict and discuss ideas drawn from picture books and digital stories	
*use creative and imaginative features in role-play and drama	
*recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts	
*recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories	
*jointly adapt a well-known text for a different audience and purpose	
*express a range of feelings in response to a text	

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

EXPRESSING THEMSELVES

Objective D.

express themselves and their relationships with others and their world

Stage One EN1-11D

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

Key concept:
Characterisation

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	
* discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT 1581, ACELT 1587) 	
* recognise simple ways meaning in texts is shaped by structure and perspective	
* respond to texts drawn from a range of cultures and experiences (ACELY 1655)    	
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

- 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

REFLECTING ON LEARNING

E. learn and reflect on their learning through their study of English

Stage One EN1-12E

identifies and discusses aspects of their own and others' learning

Key concept:
Characterisation

Literacy Continuum

Develop and apply contextual knowledge		Literacy Continuum
* develop an understanding of how a rich text environment underpins learning		
* recognise and begin to understand that there are different ways of learning in English		
* develop an awareness of criteria for the successful completion of tasks		
Understand and apply knowledge of language forms and features		
* begin to discuss different ways we learn to read and write		
* discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance		
Respond to and compose texts		
* jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance		
* identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts		
* 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		