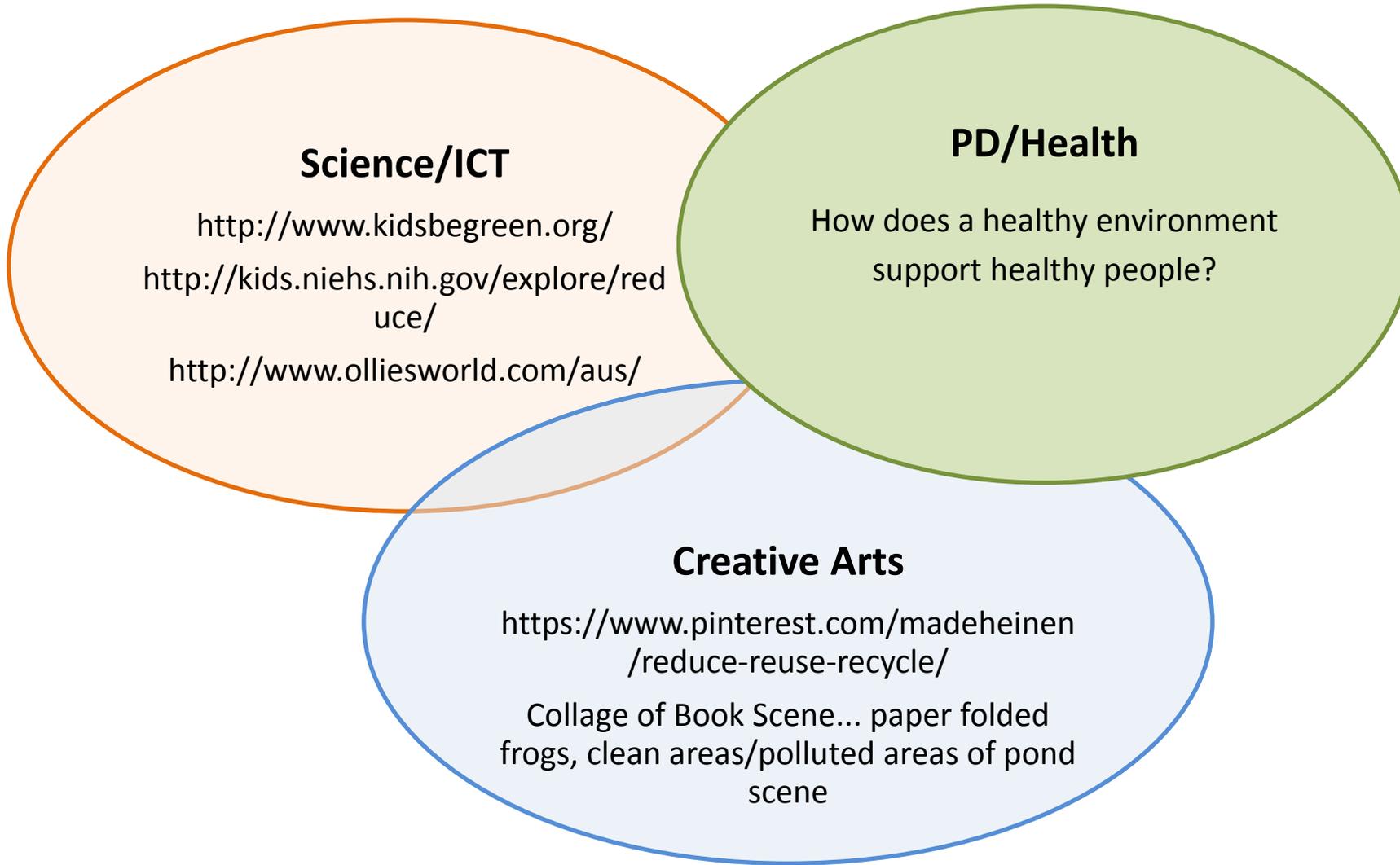


**Lester & Clyde**  
by  
**James Reece**  
**Stage ES1**

Kerry Wall and Karenne Duynhoven  
Glossodia PS &  
Chris Fraser  
Literacy Numeracy Leader  
Western Sydney 2013

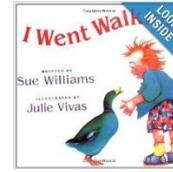
**2013**



**ACROSS KLAS: RESOURCES & UNIT EXTENSION SUGGESTIONS**



## ENGLISH UNIT OF WORK



Stage : ES1	Term:	Weeks:
<b>Key Concept:</b>	Justifying opinions and evaluating ideas with evidence (SUSTAINABILITY/ENVIRONMENT)	
<b>Text set:</b>	<i>Lester and Clyde</i> James H Reece <i>Lester and Clyde Running Scared</i> James H Reece <i>I went walking</i> Sue Williams <i>The Wombles</i> Elizabeth Beresford <i>Why should I recycle?</i> Jen Green & Mike Gordon <i>Refugees</i> by David Miller	
<b>Focus:</b>	Integrating English ES1 content descriptors: <b>S &amp; L</b> - Speaking & Listening <b>R &amp; V</b> - Reading & Viewing <b>W &amp; R</b> - Writing & Representing <b>Spelling</b> <b>G, P &amp; V</b> - Grammar, Punctuation and Vocabulary <b>TI &amp; C</b> - Thinking imaginatively and creatively <b>E T</b> - Expressing themselves <b>R on L</b> - Reflecting on Learning	
<b>Acceptable Evidence:</b>	Plotting students on the Literacy Continuum - to develop student comprehension and vocabulary.	
<b>Critical aspects:</b>	Comprehension, Vocabulary, Reading texts, Writing	
<b>Learning across the curriculum:</b>	Literacy, creative and critical thinking, sustainability	

LITERACY CONTINUUM for Modelled Reading Cluster markers not relevant to the unit have been deleted	Session Modes/Skills	Explicit Modelled Reading																												
<p>Comprehension C2</p> <ul style="list-style-type: none"> <li>▶ Gives a sequenced retell of a story when prompted.</li> <li>▶ Recalls some details from illustrations in a story book.</li> <li>▶ Predicts a plausible next event in a story.</li> <li>• Talks about information in factual texts.</li> </ul> <p>Comprehension C3</p> <ul style="list-style-type: none"> <li>▶ Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.</li> <li>▶ Recalls many details from illustrations in a story book.</li> <li>• Builds meaning in factual texts by using illustrations.</li> </ul> <p>Comprehension C4</p> <ul style="list-style-type: none"> <li>▶ Interprets meaning by answering an inferential question correctly.</li> <li>• Responds to overall meaning in narrative and factual texts by talking about the central themes.</li> <li>• Constructs meaning from texts by making connections between print, illustrations and diagrams.</li> <li>• Analyses and evaluates a character's actions or events in a story through discussion.</li> </ul> <p>Vocab C2</p> <ul style="list-style-type: none"> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen.</li> <li>• Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. big little.</li> <li>• Asks questions to find out the meanings of unfamiliar words</li> </ul> <p>Vocab C3</p> <ul style="list-style-type: none"> <li>• Begins to use topic words when speaking and writing.</li> </ul> <p>Concepts of print C2</p> <ul style="list-style-type: none"> <li>▶ Identifies one or more capital letters when prompted.</li> <li>▶ Names a full stop.</li> <li>▶ Indicates left to right.</li> <li>• Identifies a letter on a keyboard.</li> </ul> <p>Concepts of print C3</p> <ul style="list-style-type: none"> <li>• Identifies the first letter in a word.</li> <li>• Identifies the last letter in a word.</li> </ul> <p>Concepts of print C4</p> <ul style="list-style-type: none"> <li>• Identifies a sentence.</li> </ul> <p>Phonemic awareness C2</p> <ul style="list-style-type: none"> <li>▶ Identifies rhyming words on some occasions.</li> </ul> <p>Phonemic awareness C3</p> <ul style="list-style-type: none"> <li>▶ Consistently identifies words that rhyme.</li> </ul>	<p>1</p> <p>R &amp; V 1</p> <p>Spelling</p> <p>Phonics: br, gr, fr, dr, tr, cr, sh</p> <p>S &amp; L 1</p> <p>Questioning</p> <p>Point of view</p>	<p><b>Before:</b> Orientation to text. With thinking partners, discuss all illustrations and characters - Lester and Clyde. Predict what the story might be about. Analyse and evaluate the story.</p> <p><b>During:</b> With thinking partners, students discuss: what they think Clyde did when Lester was away? What does he do and what does he say to himself? Does he wonder about Lester during the night? When does he begin to realise that he misses Lester? Is it the quiet that makes him realise he's been too hard on the young frog?</p> <p><b>After:</b> Thinking partners discuss the causes of air pollution eg, what effect air pollution has on health, noise pollution and why we need clean water.</p>																												
	<p>2</p> <p>G, P &amp; V</p> <p>Vocab: countryside, sparkling, surround, peaceful, mischievous, bubbling, daft, spluttering, seething, menace, argue, dusk, appalled,</p> <p>R &amp; V 1</p> <p>Concepts of print</p> <p>R &amp; V 2</p> <p>Sequencing</p>	<p><b>Before:</b> Pre-teach the vocabulary/key words from the text - countryside, sparkling, surround, peaceful, mischievous, bubbling, daft, spluttering, seething, menace, argue, dusk, appalled,</p> <p><b>During:</b> Teacher makes a chart to identify water, air and noise pollution. Teachers stops reading for thinking partners to suggest words that can be added to the chart.</p> <table border="1" data-bbox="1178 595 2145 667"> <thead> <tr> <th>Water</th> <th>Air</th> <th>Noise</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>After:</b> Students sequence the events on the smartboard using illustrations from the text.</p> <p>Teacher models concepts of print in the text sequence - full stops, capital letters, first letters in words, last letters in words, return sweep.</p>	Water	Air	Noise																									
Water	Air	Noise																												
	<p>3</p> <p>G, P &amp; V</p> <p>Vocab: surface, pollution, vegetation, decayed, recoil, squeamish,</p> <p>S &amp; L 1</p> <p>Questioning, Point of view</p>	<p><b>Before:</b> Review vocab - surface, pollution, vegetation, decayed, recoil, squeamish, Point out the rhyming words in the text - frog, mush, bank, bed</p> <p><b>During:</b> Ask thinking partners to discuss various articles of rubbish featured in the illustrations of the spoiled ponds in Lester and Clyde. Discuss each article of rubbish with the children.</p> <p><b>After:</b> With thinking partners, students discuss - What measures would the children put into effect to stop pollution in the playground?</p>																												
	<p>4</p> <p>G, P &amp; V</p> <p>Vocab: Pollution, contaminated, endangered animals, waste, clean, sludge, slush, rotting rubbish, gross human habits, vegetation, fresh air, dusk</p> <p>S &amp; L 1</p> <p>Questioning, Point of view</p>	<p><b>Before:</b> Review rhyming words and interesting vocab and create a word bank. Discuss what vocab is related to sustainability. Students highlight "pollution" words.</p> <table border="1" data-bbox="1178 1139 2145 1353"> <thead> <tr> <th colspan="2">Rhyming words</th> <th colspan="2">Interesting vocab</th> </tr> </thead> <tbody> <tr> <td>bank</td> <td>tank</td> <td>surface</td> <td>mildewy</td> </tr> <tr> <td>rage</td> <td>stage</td> <td>muck</td> <td>greasy oil</td> </tr> <tr> <td>red</td> <td>bed</td> <td>vegetation decayed</td> <td>spoiled</td> </tr> <tr> <td>stick</td> <td>trick</td> <td>recoil</td> <td></td> </tr> <tr> <td>day</td> <td>say</td> <td>squeamish</td> <td></td> </tr> <tr> <td>ear</td> <td>fear</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>During:</b> With thinking partners, students discuss the coloured writing and the feelings they elicit.</p> <p><b>After:</b> Teacher lists the students "feelings" words to make another word wall for display eg: students' synonyms for seething, rage, mad.</p>	Rhyming words		Interesting vocab		bank	tank	surface	mildewy	rage	stage	muck	greasy oil	red	bed	vegetation decayed	spoiled	stick	trick	recoil		day	say	squeamish		ear	fear		
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LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing												
<p>Writing C2</p> <ul style="list-style-type: none"> <li>▶ Writes at least one recognisable word (may not be spelled correctly) related to a story book that has been read to them.</li> <li>▶ 'Writes' from left to right and leaves spaces between words.</li> <li>• Attempts to form some letters.</li> <li>• Talks about intended 'writing' before attempting to 'write'.</li> <li>• Talks about own writing and drawing.</li> </ul> <p>Writing C3</p> <ul style="list-style-type: none"> <li>▶ Writes name correctly.</li> <li>▶ Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.</li> <li>• Draws on both personal and imaginary experiences to 'write' texts.</li> <li>• Vocalises words to approximate spelling.</li> <li>• Begins to develop a simple writing vocabulary including some high frequency words and words of personal significance.</li> <li>• Uses simple noun groups and adverbial phrases when writing.</li> <li>• Begins to demonstrate understanding of pencil grip, paper placement and posture.</li> </ul> <p>Writing C4</p> <ul style="list-style-type: none"> <li>▶ Writes more than one recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.</li> <li>• Talks about the audience and purpose for texts being written.</li> <li>• Attempts to spell high frequency words that have been taught.</li> <li>• Produces some compound sentences using conjunctions to join ideas.</li> <li>• Uses correct pencil grip, paper placement, posture and knows how to self-correct.</li> </ul>	<p><b>1</b></p> <p><b>G, P &amp; V</b></p> <p>Exclamation marks Question marks. Nouns: pond, frog, flower, lily pad, water. Verbs: crept, leapt, turned, play, flutter, spitting, shouted. Adjectives: short, bright, long, mean, old, large</p> <p><b>R &amp; V 2</b></p> <p>Sequencing</p>	<ul style="list-style-type: none"> <li>• Revisit the type of text - is it informative, persuasive or imaginative?</li> <li>• Explicit modelled writing for the beginning of the story. Construct a simple sentence to highlight the beginning of the story. <i>Who/What were they? Where are they?</i></li> <li>• Discuss the use of Exclamation marks Question marks.</li> </ul> <p>Two fat green frogs shared a pond. Their pond was beautiful. It had sparkling clean water. Oh, what a beautiful sight! Why is it, if frogs really care, that men pollute ponds and foul up the clean air?</p>	<ul style="list-style-type: none"> <li>• Develop word bank to help independent writing. Students suggest words. Words placed in graphic organiser.</li> <li>• Students will create a short sequenced text to retell a story using beginning, middle and end story structure over a number of days..</li> </ul> <table border="1" data-bbox="1496 411 1957 528"> <thead> <tr> <th>Who</th> <th>What</th> <th>When</th> <th>Where</th> </tr> </thead> <tbody> <tr> <td>Lester</td> <td>fat</td> <td>day</td> <td>pond</td> </tr> <tr> <td>Clyde</td> <td>green</td> <td></td> <td>home</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Reporting back</b></p> <p>Selected students read their independent sentences to the class.</p>	Who	What	When	Where	Lester	fat	day	pond	Clyde	green		home	<p>Students attempt to write their sentence using their graphic organiser, word walls and writing scaffolds to present in guided reading the next day.</p>
Who	What	When	Where													
Lester	fat	day	pond													
Clyde	green		home													
	<p><b>2</b></p> <p><b>G, P &amp; V</b></p> <p>Adjectives:</p> <p>mean old big short thick</p>	<ul style="list-style-type: none"> <li>• Picture walk of the text - Revisit the text. Discuss the key events and characters.</li> <li>• Construct a simple sentence to highlight the middle/end of the story.</li> <li>• With thinking partners, students collaborate to create an oral sentence for the teacher to scribe.</li> <li>• Teacher increases the complexity of the sentence: adding adjectives (describing words).</li> <li>• Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image?</li> <li>• Prepositional phrases can also be added to the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reviews students' previous day's independent sentence.</li> <li>• Students add to their sentence or sentences including adjectives.</li> </ul> <p><b>THINK:</b> Thinking time should be given to students to create their sentence before writing is expected.</p> <p><b>VISUALISE:</b> Students create a mental image of their sentence.</p> <p><b>VERBALISE:</b> Students tell their sentence to the other group members (thinking partners, talking triangles).</p> <p><b>WRITE:</b> Students write their sentence. <i>A 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 style="text-align: center;"><b>Reporting back</b></p> <p>Selected students read their independent sentences to the class.</p>	<p>Students continue writing sentences to add to the previous day's sentence, to present in guided reading the next day.</p>												

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
<p>Writing C2</p> <ul style="list-style-type: none"> <li>▶ Writes at least one recognisable word (may not be spelled correctly) related to a story book that has been read to them.</li> <li>▶ 'Writes' from left to right and leaves spaces between words.</li> <li>• Attempts to form some letters.</li> <li>• Talks about intended 'writing' before attempting to 'write'.</li> <li>• Talks about own writing and drawing.</li> </ul> <p>Writing C3</p> <ul style="list-style-type: none"> <li>▶ Writes name correctly.</li> <li>▶ Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.</li> <li>• Draws on both personal and imaginary experiences to 'write' texts.</li> <li>• Vocalises words to approximate spelling.</li> <li>• Begins to develop a simple writing vocabulary including some high frequency words and words of personal significance.</li> <li>• Uses simple noun groups and adverbial phrases when writing.</li> <li>• Begins to demonstrate understanding of pencil grip, paper placement and posture.</li> </ul> <p>Writing C4</p> <ul style="list-style-type: none"> <li>▶ Writes more than one recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.</li> <li>• Talks about the audience and purpose for texts being written.</li> <li>• Attempts to spell high frequency words that have been taught.</li> <li>• Produces some compound sentences using conjunctions to join ideas.</li> <li>• Uses correct pencil grip, paper placement, posture and knows how to self-correct.</li> </ul>	<p><b>3</b> <b>W &amp; R 1</b> reread and edit</p> <p><b>Reflecting on learning</b></p> <p><b>4</b> <b>W &amp; R 1</b> reread and edit</p> <p><b>Reflecting on learning</b></p>	<p><i>Focus on page 10/11.</i></p> <ul style="list-style-type: none"> <li>*Ask class to describe what Lester is doing? Describe body responses? Arms stretching? Water splashing? Yelling? Children give reasons why /what the picture is telling the readers!!</li> <li>*Explicit modelled writing depicting the illustrations on page.</li> </ul> <p>Using the previous day's modelled sentence/s:</p> <ul style="list-style-type: none"> <li>• extract words for teaching various spelling strategies eg cvc words, common sight words.</li> <li>• change the structure (position of phrases) of the sentence. Does it still make sense?</li> <li>• add another descriptive sentence using pronouns (eg she, he) using connectives</li> </ul> <p>Use the previous days modelled sentence/s for students to edit (Add and insert errors to the sentence. Students make corrections).</p>	<ul style="list-style-type: none"> <li>*Scanned pages 10/11 displayed on Smartboard.</li> <li>*Develop word bank to help independent writing.</li> </ul> <p>Students write a connection they made to the text. Share connections with whole class</p> <p><b>READ &amp; REVIEW</b> Students: review and refine their sentence/s add to their previous sentence</p> <p><b>PARTNER EDITING:</b> Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised.</p>	<p>Children write description about Clyde and how he is feeling.</p> <p><b>TEACHER EDITING</b> Conferencing during independent tasks (eg "words to learn" practise, illustrating their text).</p>
<b>Continuing the unit:</b>				
<p><b>Other texts (text set):</b> <i>Lester and Clyde Running Scared</i> <i>I went walking</i> <i>The Wombles</i> <i>Why should I recycle?</i></p> <p><b>READING:</b> Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.</p> <p><b>WRITING:</b> Follow this unit outline and create a character, setting and/or plot to create a complete imaginative text incorporating students' descriptive paragraph in this unit.</p>				

VOCAB/GRAMMAR FOR TEXT SET:

	<i>Lester and Clyde Running Scared</i>	<i>I went walking</i>	<i>The Wombles</i>	<i>Why should I recycle?</i>
Vocab & Spelling	<p>Vocabulary - bulge, hue, unnatural, toxic waste, ozone, desperate, wallow, suspicious, gruesome, awe, agape, ogle, transfixed, feral, beckoned</p> <p>Spelling - sp-split, sparkling, spotty, sprang, spiralling</p> <p>st- stirring, stunned, strange</p> <p>ch - lunch, munch, crunch</p>	<p>Rhyming words- see/me</p> <p>Colour rhyming: red/bed, pink/sink, black/sack, brown/town, green/seen, yellow/bellow</p> <p>Animal rhyming: cat/hat, cow/how, pig/wig, dog/log, duck/luck, horse/gorse</p>		
Grammar & Punctuation	<p>Compound words: countryside, overnight, anything, daybreak, nightfall, dragonflies, breakfast</p> <p>Exclamation marks- Let's get out of here! Thunderous sound!</p>	<p>Full stops.</p> <p>Question marks: What did you see?</p> <p>Exclamation mark: I saw a lot of animals following me!</p>		
Guided Reading				
<p><b>WRAP UP (R &amp; V 1 &amp; 2, S &amp; L 2) : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text</b></p>				

## 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.

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

Outcome: Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies	Key Concept SUSTAINABILITY
<b>Develop and apply contextual knowledge</b>	
*identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs	
*identify unfamiliar words and attempt to use experience and context to work out word meanings	
*identify and compare similar ideas, characters and settings in texts	
<b>Understand and apply knowledge of language forms and features</b>	
*understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) 	
*recognise basic book conventions, eg open and hold books correctly, turn pages	
*understand direction of print, return sweeps and spaces between words	
*identify a sentence in imaginative and informative texts and understand its meaning	
*recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)	
*recognise grammatical patterns when reading to assist in making meaning, eg locating words that tell who, what, when or where in texts	
<b>Develop and apply phonemic knowledge</b>	
*join in rhymes and chants	
*understand that spoken words are made up of sounds	
*recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)	
*consistently identify words that start with the same initial sound	
*segment words into onset and rime	
*identify the beginning and end sounds of words	
*orally blend two or three sounds to make a word	
*segment simple spoken words into separate sounds	
*identify the new word when asked to delete or add a phoneme (sound) to an existing spoken word	
<b>Develop and apply graphological, phonological, syntactic and semantic knowledge</b>	
*recognise high-frequency words, including own name	
*read and understand some sight words in simple, predictable texts	
*identify most of the sounds and name all letters in a given word	
*use phonological strategies when reading, including letter–sound relationships	
*use knowledge of letters and sounds to decode words, including those in initial, final and medial positions	
*manipulate letters to assist reading, eg delete an onset to make a new word, delete a rime to say an onset	

<b>Respond to, read and view texts</b>	
*read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	
*use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) ⚙️	
*predict meaning using elements of texts prior to reading	
*read one or more sentences correctly and for meaning in environmental/print texts	
*identify literal meanings presented in texts, eg character, setting and events	
*make connections between a text and own life	
*interpret meaning by responding to an inferential question	
*retell a familiar story in sequence and identify main idea	
*create visuals that reflect character, setting and events	
*use context to predict meaning in written texts to supplement decoding attempts	
*make acceptable substitutions when reading simple texts	
*begin to use self-correction strategies, eg rereading, pausing, using picture cues and semantic and syntactic skills, to make meaning from print and non-print texts	
*use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency	

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

<p><i>Outcome: Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</i></p>	<p><b>Key Concept SUSTAINABILITY</b></p>	
<p><b>Develop and apply contextual knowledge</b></p>		
<p>*recognise that there are different kinds of imaginative and informative texts for enjoyment and finding information</p>		
<p>*identify some familiar texts and the contexts in which they are used (ACELY1645) </p>		
<p>*understand that readers/viewers may have varied and individual responses to a text</p>		
<p>*recognise parts of print and digital texts, eg. front and back covers, title and author, layout and navigation </p>		
<p>*recognise key differences between imaginative and informative texts</p>		
<p>*identify some purposes of simple and imaginative texts</p>		
<p>* identify the intended audience for a particular text and give reasons</p>		
<p><b>Understand and apply knowledge of language forms and features</b></p>		
<p>*distinguish print from drawings</p>		
<p>*understand that words can be spoken or written</p>		
<p>*recognise that words and pictures have meaning and that words can be read aloud </p>		
<p>*explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) </p>		
<p>*identify some features of texts including events and characters and retell events from a text (ACELT1578)</p>		
<p><b>Respond to, read and view texts</b></p>		
<p>*engage with shared stories and join in shared book activities on familiar and imaginary books</p>		
<p>*explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming </p>		
<p>*interpret pictures with labels, environmental print logos and other visual images</p>		
<p>*select simple print, visual and/or digital texts to read independently for enjoyment and pleasure</p>		
<p>*discuss familiar written and visual texts</p>		

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

<p><i>Outcome: Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</i></p>	<p><b>Key Concept</b> <b>SUSTAINABILITY</b></p>
<p><b>Develop and apply contextual knowledge</b></p>	
<p>* understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)   </p>	
<p>* understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns </p>	
<p><b>Understand and apply knowledge of language forms and features</b></p>	
<p>* begin to identify some language features of familiar spoken texts in classroom interactions</p>	
<p>* communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance </p>	
<p>* recognize how 'and', 'but', 'then' link ideas in spoken texts</p>	
<p>* attempt to match noun to pronoun in spoken text, eg 'My brother has a pet. He feeds his pet.'</p>	
<p>* replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) </p>	
<p><b>Respond to and compose texts</b></p>	
<p>* use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)  </p>	
<p>* listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p>	
<p>* communicate with peers and familiar adults about personal experience</p>	
<p>* describe an object of interest to the class, eg toy, pet</p>	
<p>* express a point of view about texts read and/or viewed</p>	
<p>* respond to simple questions either verbally or non verbally</p>	
<p>* contribute appropriately to class discussions </p>	
<p>* use questions and statements appropriately to class discussions</p>	
<p>* use correct intonation when asking questions and making statements</p>	
<p>* carry out instructions involving one step</p>	
<p>* understand simple classroom routines</p>	
<p>* engage with and respond to a range of oral and aural texts for enjoyment and pleasure</p>	
<p>* respond to the shared reading of texts for enjoyment and pleasure</p>	
<p>* recite short, simple poems</p>	
<p>* retell familiar stories, including in home language</p>	

## SPEAKING AND LISTENING 2

Early Stage One ENe-6B

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

<p><i>Outcome: Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</i></p>	<p><b>Key Concept SUSTAINABILITY</b></p>
<p><b>Develop and apply contextual knowledge</b></p>	
<p>*recognise that there are different ways of using spoken language to communicate</p>	
<p>*demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose</p>	
<p>*recognise different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language   </p>	
<p>*explore how language is used differently at home and school depending on the relationships between people (ACELA1428) </p>	
<p>*understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) </p>	
<p><b>Understand and apply knowledge of language forms and features</b></p>	
<p>*begin to identify some language features of familiar spoken texts  </p>	
<p>*identify the difference between a question and a statement</p>	
<p>*understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) </p>	
<p><b>Respond to and compose texts</b></p>	
<p>*greet people differently according to the relationship</p>	
<p>*make simple requests using appropriate word order</p>	
<p>*recognise and interpret a simple instruction from teachers and peers</p>	
<p>*compose texts to communicate feelings, needs, opinions and ideas</p>	
<p>*use music and/or actions to enhance the enjoyment and understanding of rhymes, poems, chants and songs </p>	

# WRITING AND REPRESENTING 1

Early Stage One ENe-2A

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

Outcome: Composes simple texts to convey an idea or message	Key Concept SUSTAINABILITY
<b>Develop and apply contextual knowledge</b>	
*drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message	
*share writing with others for enjoyment	
*develop an awareness of issues relating to the responsible use of digital communication  	
<b>Understand and apply knowledge of language forms and features</b>	
*know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)	
<b>Respond to and compose texts</b>	
*create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) 	
*identify and use words around the classroom and in books during writing	
*compose texts using some sight words and known words	
*compose texts on familiar topics using pictures and graphics to support their choice of words	
*experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences 	
*use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English  	
*participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	

## WRITING AND REPRESENTING 2

Early Stage One ENe-7B

*Objective B Use language to shape and make meaning according to purpose, audience and context*

<p><i>Outcome: Recognises some different purposes for writing and that own texts differ in various ways</i></p>	<p><b>Key Concept SUSTAINABILITY</b></p>	
<p><b>Develop and apply contextual knowledge</b></p>		
<p>*discuss the possible audiences of imaginative and informative texts</p>		
<p>* understand that texts can take many forms, can be very short (eg exit sign) or quite long (information book or film) and that stories and informative texts have different purposes (ACELA 1430) ⚙️⚙️</p>		
<p>* discuss the different purposes of drawing and writing in simple texts</p>		
<p><b>Understand and apply knowledge of language forms and features</b></p>		
<p>* understand that some language in written texts is unlike everyday spoken language (ACELA 1431)</p>		
<p>* identify some differences between imaginative and informative texts (ACELY 1648) ⚙️⚙️</p>		
<p>* identify that imaginative texts are about 'characters' that are represented by nouns and noun groups</p>		
<p>* demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs 📄</p>		
<p><b>Respond to and compose texts</b></p>		
<p>* compose texts for known audience, eg self, class, other classes, parents</p>		
<p>* compose texts using drawings and other visual media to create meaning</p>		
<p>* reread own texts with peers and known adults and explain the purpose for the writing</p>		

# GRAMMAR, PUNCTUATION AND VOCAB

Early Stage One ENe-9B

*Objective B Use language to shape and make meaning according to purpose, audience and context*

<i>Outcome: Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</i>	Key Concept SUSTAINABILITY
<b>Develop and apply contextual knowledge</b>	
* begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text	
* show a growing awareness of words that enrich their vocabulary	
<b>Understand and apply knowledge of language forms and features</b>	
*recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	
*recognise that sentences are key units for expressing ideas (ACELA1435)	
*identify statements, questions, commands and exclamations and their functions in texts	
*experiment with adverbial phrases in structured and guided activities to indicate when, where and how actions occurred, eg last week, at home	
*demonstrate an awareness of nouns, pronouns and conjunctions	
*recognise simple pronoun references to maintain meaning	
*understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	
*identify features of sentence punctuation, eg question marks and exclamation marks, when reading and composing	
<b>Understand and apply knowledge of vocabulary</b>	
*begin to build personal vocabulary	
*know the meaning of commonly used words	
*demonstrate an awareness that some words have multiple meanings	
<b>Respond to and compose texts</b>	
* compose effective sentences in writing using appropriate word order	
*begin to use statements and questions with appropriate punctuation	
*attempt to incorporate unfamiliar words in writing	
*use a growing vocabulary to describe everyday events and experience	

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

<p><i>Outcome: Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</i></p>	<p><b>Key Concept SUSTAINABILITY</b></p>
<p><b>Develop and apply contextual knowledge</b></p>	
<p>* understand that initial approximations can lead to correct formal spelling</p>	<p></p>
<p><b>Understand and apply knowledge of language forms and features</b></p>	
<p>* spell unknown words phonetically with closer approximations</p>	<p></p>
<p>* know how to use onset and rime to spell words (ACELA1438)</p>	<p></p>
<p>* identify patterns in words leading to the identification of word families</p>	<p></p>
<p>* use and write beginning and ending sounds of spoken words</p>	<p></p>
<p>* know that letters are used to represent sounds when writing words</p>	<p></p>
<p><b>Respond to and compose texts</b></p>	
<p>* use approximations and some conventional spelling</p>	<p></p>
<p>* attempt to spell unknown words using simple strategies, eg segmenting</p>	<p></p>
<p>* spell some common words accurately in their own writing</p>	<p></p>
<p>* vocalise or sub vocalise words when trying to write them</p>	<p></p>
<p>* use plural form when spelling some words</p>	<p></p>

# THINKING CREATIVELY AND IMAGINATIVELY

Early Stage One ENe-10C

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

Outcome: Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	Key Concept SUSTAINABILITY
<b>Engage personally with texts</b>	
* responds to texts, identifying favourite stories, authors and illustrators (ACELT 1577) 	
* share picture books and digital stories for enjoyment and pleasure	
<b>Develop and apply contextual knowledge</b>	
• understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media	
• engage with and appreciate the imaginative use of language through storytelling  	
<b>Understand and apply knowledge of language forms and features</b>	
* recognise some different types of literary texts and identify some characteristic features of literary texts, eg beginnings and endings of traditional texts and rhyme in poetry (ACELT 1785)	
• discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition	
<b>Respond to and compose texts</b>	
• use imagination to represent aspects of an experience using written text, drawings and other visual media 	
• respond to a range of imaginative and creative texts, including visual media	
• retell familiar literary texts through performance, use of illustrations and images (ACELT 1580)  	
* share feelings and thoughts about the events and characters in texts (ACELT 1783)  	
• discuss intended personal writing topics to form the basis for composing	
• communicate the purposes of drawings and other visual media	

## EXPRESSING THEMSELVES

Early Stage One ENe-11D

Objective D Express themselves and their relationships with others and their world

Outcome: Responds to and composes simple texts about familiar aspects of the world and their own experiences	Key Concept SUSTAINABILITY
<b>Engage personally with texts</b>	
* share responses to aspects of a text that relate to their own life 	
* engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment	
<b>Develop and apply contextual knowledge</b>	
* recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) 	
* understand that different languages and dialects may be spoken by family, classmates and community   	
<b>Understand and apply knowledge of language forms and features</b>	
* understand that language can be used to describe likes and dislikes	
* explore how language is used differently at home and school	
<b>Respond to and compose texts</b>	
* compare and connect own experiences to those depicted in stories	
* compose simple written and visual texts that include aspects of home, personal and local community life   	
* use visual, multimodal and digital processes to represent simple aspects of home and community life 	
* respond to texts that depict aspects of home and community life, eg short films and digital texts 	
* respond to Dreaming stories, eg stories from local Aboriginal and Torres Strait Islander communities   	
* respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources    	
* read and discuss stories that reflect students' social and cultural groups    	
* begin to recognise points of view in text	

## REFLECTING ON LEARNING

Early Stage One ENe-12E

Objective E Learn and reflect on their learning through their study of English

<i>Outcome: Demonstrates awareness of how to reflect on aspects of their own and others' learning</i>	<b>Key Concept SUSTAINABILITY</b>
<b>Develop and apply contextual knowledge</b>	
*develop a growing understanding of how a rich text environment underpins learning	
* begin to recognise that there are different ways of learning English	
*demonstrate an emerging awareness of criteria to enable the successful completion of tasks	
<b>Understand and apply knowledge of language forms and features</b>	
*contribute to guided discussion about how people learn to read and write	
*develop an appreciation for books, poetry and song and the importance of narrative	
<b>Respond to and compose texts</b>	
*discuss what it means to be an active listener 	
*discuss what it means to be a cooperative group member 	
*reflect on own reading and discuss the pleasure and challenges of learning to read	
*discuss likes and dislikes after reading texts	