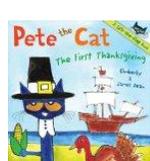
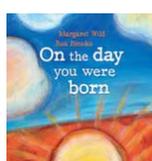
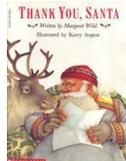
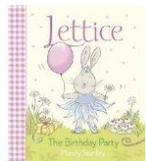


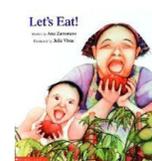
**Lettice: the
birthday party**
by Mandy Stanley
Stage ES1

Sara Thomas & Julianne Jurd
Freemans Reach P.S
&
Chris Fraser LaST Hawkesbury

2014



ENGLISH UNIT OF WORK



Stage : ES1

Term:

Weeks: 5-10

Key Concept:

Stories from different cultures, including the representation of celebrations

Text set:

ONE TEXT PER WEEK

FOCUS TEXT: Lettice - The Birthday Party by Mandy Stanley

Kipper's Birthday by Mick Inkpen

Thank you, Santa Margaret Wild

On the day you were born Margaret Wild

Pete the Cat The first thanksgiving James Dean

First Day by Margaret Wild

Let's Eat by Ana Zamorano (*story from another culture*)

Handa's Hen by Eileen Browne (*story from another culture*)

Handa's Surprise by Eileen Browne (*story from another culture*)

Focus:

Integrating English ES1 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:

Plotting students on the Literacy Continuum - to develop student comprehension and vocabulary.

Critical aspects:

Comprehension, Vocabulary, Reading texts, Writing

Learning across the curriculum:

Literacy, creative and critical thinking, personal and social capability, difference and diversity

| LITERACY CONTINUUM for Modelled Reading (Stage appropriate) | Session Modes/Skills | Explicit Modelled Reading |
|--|--|--|
| <p>Comprehension C2 ▶ Gives a sequenced retell of a story when prompted. ▶ Recalls some details from illustrations in a story book. ▶ Predicts a plausible next event in a story. • Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion.</p> <p>Comprehension C3 ▶ Provides a literal explanation when asked an inferential question. ▶ Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.</p> <p>Comprehension C4 • Responds to overall meaning in narrative and factual texts by talking about the central themes. • Analyses and evaluates a character's actions or events in a story through discussion.</p> <p>Vocab C2 • Builds understandings of a topic by identifying key facts in texts in print and on screen.</p> <p>Vocab C3 • Begins to expand the vocabulary used to describe everyday events & experiences. • Begins to use topic words when speaking and writing.</p> <p>Vocab C4 • Uses grammar and context of a text to work out the meaning of an unfamiliar word. • Develops beginning understandings about word families and uses these understandings when reading and writing.</p> <p>Concepts of print C2 ▶ Identifies one or more capital letters when prompted. ▶ Names a full stop. ▶ Identifies a word in print. ▶ Identifies a letter in print. ▶ Indicates left to right. ▶ Points to the first word to read. ▶ Indicates return sweep to left at the end of a line of text.</p> <p>Concepts of print C3 ▶ Names a full stop and knows its purpose. • Identifies a lower case letter. • Identifies the first letter in a word. • Identifies the last letter in a word. • Reads left page before right.</p> <p>Concepts of print C4 ▶ Identifies one or more capital letters. • Uses capital letters for names. • Identifies a sentence. CONTINUED OVERLEAF</p> | <p>1 G, P & V Vocab peeped birthday scampered twice bothering shyly blushed ruined wept</p> <p>R & V 1 <i>Word families</i> op-hop, top ad-had/ed-led it-lit Predicting Making Connections</p> <p>R & V 2 Orientation to text</p> | <p>PERSONAL RESPONSE to the text</p> <p>LESSON SEQUENCE: Before:</p> <ul style="list-style-type: none"> • Pre-teach vocab meaning - students find synonyms (using grammar and context) for teacher to list - segment syllables (students clap). • Teacher introduces <i>word families</i> to demonstrate <i>blending cvcs, onset & rime</i> (eg wept/kept/swept) using words from the text. • Teacher orients the text to the class by showing the front and back cover, the title, illustrations, author and illustrators. • Teacher asks students what they think the text will be about by examining the cover illustration and text. <p>During: Teacher reads the text to the students and pauses regularly for students to predict next event (<i>So... far, Next... Linda Hoyt</i>)</p> <p>After:</p> <ul style="list-style-type: none"> • Teacher asks students to turn to their 'thinking partner' and talk about how they are similar to the characters in the text. • Teacher will ask the students to report some of their responses back to the class. |
| | <p>2 G, P & V Vocab See session 1</p> <p>R & V 1 <i>Word identification</i> (see session 1) Predicting Making Connections Summarising</p> <p>S & L 2 Opinions Point of view</p> | <p>UNDERSTANDING the text</p> <p>LESSON SEQUENCE: Before: Review vocab & phonemic awareness from session 1. Demonstrate <i>substituting a phoneme</i> eg can/man/pan</p> <ul style="list-style-type: none"> • Teacher asks students to verbally recount what they remember from the text. • Teacher shows the poster for 'Making Connections' and explain that we are going to find a link between the text and our own personal experiences. <p>During:</p> <ul style="list-style-type: none"> • Teacher rereads the text. • Students turn to their 'thinking partners' and discuss a personal experience that relates to the text. <p>After:</p> <ul style="list-style-type: none"> • Teacher asks students to report back some of their responses to the class. • Teacher records some of their responses to review in the following session. |

| LITERACY CONTINUUM | Session Modes/Skills | Explicit Modelled Reading |
|--|--|---|
| <p>Phonemic awareness C2 ▶ Identifies rhyming words on some occasions. • Says the word when teacher models onset/rime, e.g. teacher says <i>mmmm/at</i>, child says <i>mat</i>. • Segments spoken multisyllabic words into syllables e.g. <i>ba/na/na</i> when clapping.</p> <p>Phonemic awareness C3 ▶ Consistently identifies words that rhyme. ▶ Consistently identifies words that start with the same initial sound. • Provides a word starting with a given sound. • Orally blends two and three sounds to make a word. • Segments orally into onset and rime, e.g. <i>t-ent</i>. • Segments one syllable words (up to three sounds) into separate sounds.</p> <p>Phonemic awareness C4 ▶ Says the new word when asked to delete one phoneme (phoneme deletion). • Says the new word by adding a phoneme to an existing word (phoneme addition).</p> <p>Phonics C2 ▶ Identifies two or more letters that are the same in words. ▶ Identifies some letters that are the same in more than one context. ▶ Names some letters in a given word. ▶ Says one of the sounds for letters in a given word.</p> <p>Phonics C3 ▶ Identifies all letters that are the same in more than one context. ▶ Names most letters in a given word. ▶ Says some of the sounds for letters in a given word. • Blends up to three sounds in words when reading.</p> <p>Phonic C4 (EXTENSION IN GUIDED READING) ▶ Names all letters in a given word. ▶ Says most of the sounds for letters in a given word. • Spells unknown words phonetically with most letters in the correct sequence.</p> | <p>3 G, P & V Sentence structure</p> <p>R & V 1 Word families op-hop, top ad-had/ed-led it-lit Print concepts Summarising Monitoring</p> <p>S & L 1 retelling</p> | <p>TEXT STRUCTURE</p> <p>LESSON SEQUENCE: Before: Review vocab & phonemic awareness from sessions 1 & 2. Teacher demonstrates <i>adding & deleting a phoneme</i> eg can, man - an/it - sit, fit and blending cvcs in written form - teacher scribes cvcs from text (phonics) • Students retell the story with <i>Very Important Points</i> (VIPs). Teacher scribes the VIPs and indicates the <i>Concepts about Print</i> evident in the writing. During: • Teacher rereads text and selects students point to some of the following sentence features... <ul style="list-style-type: none"> ○ Letters naming - matching to sounds ○ Words ○ Capital letters ○ Full Stops ○ Spaces between words ○ Commas ○ Question marks ○ Quotation marks ○ Exclamation marks ○ High frequency words eg <i>saw, girl, her, day, little, family, birthday, party</i> • Teacher demonstrates return sweep with a pointer as they read. • Teacher explains how the illustrations relate to the meaning of the text. After: Teacher will display a sentence from the text on the interactive whiteboard. Students will come out and circle different sentence features.</p> |
| | <p>4 R & V 1 Making Connections Summarising Monitoring</p> <p>R & V 2 Author's intent Enjoyment</p> <p>S & L 1 Point of view</p> <p>S & L 2 Opinions</p> | <p>AUTHOR'S PURPOSE</p> <p>LESSON SEQUENCE: Before: Review vocab, phonemic awareness & phonics from sessions 1, 2 & 3 Thinking partners discuss: What is a celebration? What other events do we celebrate? Why do we celebrate? During: • Teacher rereads the text and asks students to join in where they can. • Teacher asks students to think about how they felt when they read the story. • Students turn to their thinking partners and discuss how they are similar to the characters in the text such as family, work, jobs, activities, leisure, food and animals that feature within the text. After: • Thinking partners discuss what they have learnt from this story (author's purpose). • Teacher records on a diagram/Interactive Whiteboard a table of similarities and differences between the students and characters in the text.</p> |

| LITERACY CONTINUUM | Session Modes/Skills | Explicit Modelled Writing | Guided Writing | Independent Writing |
|---|--|--|--|--|
| <p>Writing C2</p> <ul style="list-style-type: none"> ▶ Clear attempt to write name (may not be correct spelling). ▶ Writes at least one recognisable word (may not be spelled correctly) related to a story book that has been read to them. ▶ 'Writes' from left to right and leaves spaces between words. • Attempts to form some letters. • Talks about intended 'writing' before attempting to 'write'. • Talks about own writing and drawing. • Experiments with computer mouse and keyboard. <p>Writing C3</p> <ul style="list-style-type: none"> ▶ Writes name correctly. ▶ Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. • Draws on both personal and imaginary experiences to 'write' texts. • Vocalises words to approximate spelling. • Begins to develop a simple writing vocabulary including some high frequency words and words of personal significance. • Uses simple noun groups and adverbial phrases when writing. • Begins to demonstrate understanding of pencil grip, paper placement and posture. • Experiments with creating simple texts on the computer. <p>Writing C4</p> <ul style="list-style-type: none"> ▶ Writes more than one recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. • Talks about the audience and purpose for texts being written. • Attempts to spell high frequency words that have been taught. • Produces some compound sentences using conjunctions to join ideas. • Uses simple pronoun references. • Forms most letters correctly. • Uses correct pencil grip, paper placement, posture and knows how to self-correct. • With support, uses computer software programs to create simple texts. | <p>1</p> <p>G, P & V Sentence as key unit for ideas</p> <p>R & V 1 Word identification</p> <p>W & R 1 Sight words Concepts about print</p> | <ul style="list-style-type: none"> • Teacher chooses a simple sentence from the text to review sight words and phonic skills. • Teacher writes the sentence word by word and discuss different letter sounds, spaces, capital letters eg <i>comma, exclamation mark, question mark, rhyming words</i> | <p>Teacher assists students to write the sentence word by word and illustrate the sentence appropriately.</p> | <p>Teacher provides students with a 'sentence starter' that relates to the text.</p> <p>Students will complete the sentence using letters and words they know.</p> |
| | <p>2</p> <p>W & R 1 reread and edit</p> <p>W & R 2 Noun groups</p> <p>Reflecting on learning</p> | <ul style="list-style-type: none"> • Students collaborate to create an oral sentence for the teacher to scribe. • 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>Students complete the sentence starter: "<i>At my friend's birthday party we...</i>"</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>Teacher provides students with a 'sentence starter' that relates to the text.</p> <p>Students will complete the sentence using letters and words they know.</p> |

| LITERACY CONTINUUM | Session Modes/Skills | Explicit Modelled Writing | Guided Writing | Independent Writing |
|---|---|---|---|---|
| <p>Writing C2</p> <ul style="list-style-type: none"> ▶ Clear attempt to write name (may not be correct spelling). ▶ Writes at least one recognisable word (may not be spelled correctly) related to a story book that has been read to them. ▶ 'Writes' from left to right and leaves spaces between words. • Attempts to form some letters. • Talks about intended 'writing' before attempting to 'write'. • Talks about own writing and drawing. • Experiments with computer mouse and keyboard. <p>Writing C3</p> <ul style="list-style-type: none"> ▶ Writes name correctly. ▶ Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. • Draws on both personal and imaginary experiences to 'write' texts. • Vocalises words to approximate spelling. • Begins to develop a simple writing vocabulary including some high frequency words and words of personal significance. • Uses simple noun groups and adverbial phrases when writing. • Begins to demonstrate understanding of pencil grip, paper placement and posture. • Experiments with creating simple texts on the computer. <p>Writing C4</p> <ul style="list-style-type: none"> ▶ Writes more than one recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. • Talks about the audience and purpose for texts being written. • Attempts to spell high frequency words that have been taught. • Produces some compound sentences using conjunctions to join ideas. • Uses simple pronoun references. • Forms most letters correctly. • Uses correct pencil grip, paper placement, posture and knows how to self-correct. • With support, uses computer software programs to create simple texts. | <p>3</p> <p>W & R 1</p> <p>reread and edit</p> <p>Reflecting on learning</p> | <p>Using the previous modelled sentence/s:</p> <ul style="list-style-type: none"> • extract words for teaching various spelling strategies. • change the structure (position of phrases) of the sentence. Does it still make sense? • add another descriptive sentence using pronouns (eg she, he) using connectives | <p>READ & REVIEW</p> <p>Students:</p> <ul style="list-style-type: none"> • review and refine their sentence/s. • add to their previous sentence. | <p>Teacher provides students with a 'sentence starter' that relates to the text.</p> <p>Students complete the sentence using letters and words they know.</p> |
| | <p>4</p> <p>W & R 1</p> <p>reread and edit</p> <p>Reflecting on learning</p> | <p>Use the previous modelled sentence/s for students to edit:</p> <ul style="list-style-type: none"> • add and insert errors to the sentence. • students make corrections. | <p>Students continue sentence writing with teacher assistance.</p> | <p>Students read their independent writing to a partner and discuss.</p> |
| Continuing the unit: | | | | |
| <p>Text set for CELEBRATIONS:</p> <p><i>Kipper's Birthday</i></p> <p><i>Thank you, Santa</i></p> <p><i>On the day you were born</i></p> <p><i>Pete the Cat The first thanksgiving</i></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 simple book review of their favourite text.</p> <p><i>Sentence starters:</i></p> <p>Kipper's Birthday: "On my birthday I..."</p> <p>Thank you, Santa: "At Christmas time, I like..."</p> <p>First Day: "When I started school I..."</p> <p>Let's Eat: "I like to eat..." "My favourite food is..."</p> <p>Handa's Surprise: "My favourite fruit is..."</p> <p>Handa's Hens: "In my garden I can see..."</p> | | | | |

VOCAB/GRAMMAR FOR TEXT SET

| CELEBRATIONS | | | | | STORIES FROM OTHER CULTURES | | | |
|--|---|---------------------------------|--|-------------------------|---|---|--|---|
| <i>Lettice</i> (focus text: skills embedded in the lesson sequence) | <i>Kipper's Birthday</i> | <i>On the day you were born</i> | <i>Pete the Cat The first thanksgiving</i> | <i>Thank you, Santa</i> | <i>First Day</i> | <i>Handa's Hen</i> | <i>Handa's Surprise</i> | <i>Let's Eat</i> |
| Vocab & Spelling | invitation puzzled boulders streamed panted remaining deliver squeezed currants | | | | sandwich biggest fattest double triple dizzy sympathetic believes difficult invisible hurries | African names grain store waterhole animal names shall peep capital letters | African names numbers village guava avocado tangerine | names family titles any day now carpentry Spanish words & foods rhythm |
| Grammar & Punctuation | quotation marks question marks exclamation marks | | | | rules billion trillion pronouns questions | quotation marks verbs adjectives question marks capital letters | descriptive words for fruit alliteration questions | glossary quotation marks exclamation marks accent marks |
| 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 2



| Date | | | | | |
|---|---|---|---|---|---|
| Writes name correctly Tia | 😊 | 😊 | 😊 | 😊 | 😊 |
| Spaces between words I can read. | 😊 | 😊 | 😊 | 😊 | 😊 |
| Writes left to right ★ | 😊 | 😊 | 😊 | 😊 | 😊 |
| Writes one word correctly cat, dog, girl, boy, baby | 😊 | 😊 | 😊 | 😊 | 😊 |

Student Criteria for Writing Cluster 3

| Date | | | | | |
|--|---|---|---|---|---|
| Starts with a capital <i>James</i> | 😊 | 😊 | 😊 | 😊 | 😊 |
| Ends with a stop <i>I can sit.</i> | 😊 | 😊 | 😊 | 😊 | 😊 |
| Adds where and/or when <i>at home, after school</i> | 😊 | 😊 | 😊 | 😊 | 😊 |
| Uses adjectives with nouns <i>the black cat</i> | 😊 | 😊 | 😊 | 😊 | 😊 |
| Uses a word bank | 😊 | 😊 | 😊 | 😊 | 😊 |
| Writes a recognisable sentence | 😊 | 😊 | 😊 | 😊 | 😊 |
| Begins to use correct: pencil grip, paper placement and posture. | 😊 | 😊 | 😊 | 😊 | 😊 |

Student Criteria for Writing Cluster 4

| Date | | | | | |
|-------------------------------|---|---|---|---|---|
| Writes more than one sentence | 😊 | 😊 | 😊 | 😊 | 😊 |
| Uses punctuation | 😊 | 😊 | 😊 | 😊 | 😊 |
| Uses joining words | 😊 | 😊 | 😊 | 😊 | 😊 |
| Uses pronouns | 😊 | 😊 | 😊 | 😊 | 😊 |

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

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

| Respond to, read and view texts | |
|--|--|
| *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>Key Concept Celebrations</p> |
|---|--|
| <p>Develop and apply contextual knowledge</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>Understand and apply knowledge of language forms and features</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>Respond to, read and view texts</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

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| <p><i>Outcome: Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</i></p> | <p>Key Concept Celebrations</p> |
| <p>Develop and apply contextual knowledge</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>Understand and apply knowledge of language forms and features</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>* recognise 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>Respond to and compose texts</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>Key Concept Celebrations</p> |
|--|--|
| <p>Develop and apply contextual knowledge</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>Understand and apply knowledge of language forms and features</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>Respond to and compose texts</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> | |

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

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

WRITING AND REPRESENTING 2

Early Stage One ENe-7B

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

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

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

| Outcome: Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts | Key Concept Celebrations |
|---|--------------------------|
| Develop and apply contextual knowledge | |
| * 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 | |
| Understand and apply knowledge of language forms and features | |
| *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 | |
| Understand and apply knowledge of vocabulary | |
| *begin to build personal vocabulary | |
| *know the meaning of commonly used words | |
| *demonstrate an awareness that some words have multiple meanings | |
| Respond to and compose texts | |
| * 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

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

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 Celebrations |
|--|--------------------------|
| Engage personally with texts | |
| * responds to texts, identifying favourite stories, authors and illustrators (ACELT 1577)  | |
| * share picture books and digital stories for enjoyment and pleasure | |
| Develop and apply contextual knowledge | |
| • 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   | |
| Understand and apply knowledge of language forms and features | |
| * 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 | |
| Respond to and compose texts | |
| • 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 Celebrations |
|--|-----------------------------|
| Engage personally with texts | |
| * 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 | |
| Develop and apply contextual knowledge | |
| * 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    | |
| Understand and apply knowledge of language forms and features | |
| * understand that language can be used to describe likes and dislikes | |
| * explore how language is used differently at home and school | |
| Respond to and compose texts | |
| * 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

| Outcome: Demonstrates awareness of how to reflect on aspects of their own and others' learning | Key Concept Celebrations | |
|---|--------------------------|--|
| Develop and apply contextual knowledge | | |
| *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 | | |
| Understand and apply knowledge of language forms and features | | |
| *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 | | |
| Respond to and compose texts | | |
| *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 | | |