**ELSP ENGLISH YR 1**

<table>
<thead>
<tr>
<th><strong>Year Level:</strong></th>
<th>One</th>
<th><strong>Semester:</strong></th>
<th>One</th>
<th><strong>Subject:</strong></th>
<th>English</th>
<th><strong>Team Members:</strong> Joel Magnabosco, Rhianna Megna, Brit­Anna Michie, Carmel Manning, Matt Hart, Vanessa Hancock.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Learning</strong></td>
<td>What is the essential learning? Describe in student friendly vocabulary.</td>
<td><strong>Example-Rigor</strong></td>
<td>What does proficient student work look like? Provide an example and/or description.</td>
<td><strong>Prior Skills Needed</strong></td>
<td>What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?</td>
<td><strong>Common Assessments</strong></td>
</tr>
<tr>
<td><strong>Decoding</strong></td>
<td>I can sound out familiar blends in words.</td>
<td>Black: ‘bl-a-c­k’</td>
<td>‘I know that you don’t need to sound out every letter’ that : ‘th-at’</td>
<td>I know all 26 Letter names</td>
<td>I know names of letters in upper case</td>
<td>I know names of letters in lower case</td>
</tr>
<tr>
<td><strong>MSV</strong></td>
<td>I can use each of the ‘Good Readers’ skills to solve new words</td>
<td>‘I knew this word was tree because:’</td>
<td>- it started with a t and ended in ee.</td>
<td>- there was a picture of a tree.</td>
<td>I know that good readers have many strategies to solve new words.</td>
<td>-I can demonstrate all aspects of concepts about print</td>
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</tbody>
</table>

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### I know when a word looks right, sounds right and makes sense
- it made sense in the sentence. I self correct if my reading doesn’t look right, sound right or make sense automatically when reading: Directionality, return sweep, word, letter, word matching, beginning and end of a word.

### Fluency
**I can identify and read word phrases as groups of words.**
- I can read like I am talking when reading a seen text. I can point to the start of each line to track my reading. I can use strategies to decode words. I can choose a ‘Just Right’ text. I can slide through groups of words. Reading Conferences Guided Reading Readers Theatre

### High Frequency Words
**I can recognise the first 150 High Frequency words.**
- I can read the High Frequency words without sound analysis. I can read the High Frequency words in a random order. I can recognise & locate the High Frequency words within a text. I can read the 50 HF word list Reading Conferences Guided Reading Reading of Oxford High Frequency word list Term 1, Week 8

### Comprehension
**I can discuss a text using literal and inferred meaning, as well as a book’s text structure. Learning Targets:**
- I can use comprehension strategies to build literal - I can find the answer to questions in a text. e.g. The Car is blue Q- What colour is the car? - I can use clues in a text and my prior knowledge to answer questions. I can understand what a question is asking. I can reread a text to find an answer. I can connect what I know with what I read. Big Book mini-lessons Reading Conferences. Guided Reading. F&P Benchmarking Term 2, Week 6-8 ‘Creepy Carrots’ Term 1 Weekly Prior Knowledge (incl. Predictions) Ongoing: Questioning, Inferring Term 2 Literal - Weeks 1-3

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**Genres**

I can use my growing knowledge of context, text structures and language features to help me comprehend.

**Learning Target:**
I can describe differences between fiction and non-fiction/factual texts.

| Genres | I can use my growing knowledge of context, text structures and language features to help me comprehend. | I know that different types of texts have different structures. e.g. This is a narrative. It has a problem and a solution, which can help me predict. - I can use features of a book to help me understand. e.g. - front cover, blurb, speech bubbles, captions, index. - I know that this is a non-fiction/factual text because it may have: photos, facts, captions, subheadings, labeled | I know that there are different types of texts. (fiction and non-fiction/factual) I know I learn from non-fiction/factual texts. I know I read fiction for entertainment. Guided reading Conferences Big Book mini-lesson Book search/classifying, whereby students explain what genre of text you’re reading and how you know. Term 2, Week 7-8 | Guided reading Conferences Big Book mini-lesson Book search/classifying, whereby students explain what genre of text you’re reading and how you know. Term 2, Week 7-8 | *Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester. BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.* |
| Text Structure & Organisation: | I can write a sentence that includes ‘What’s happening?’ ‘Who or what is involved?’
e.g. My mum took me to the pool on Saturday. | I can use familiar words and phrases to share my ideas.
I know that a sentence expresses thoughts. | Writing samples
Writing conferences | Daily |

| Learning Target: | I can identify different parts of a sentence. | | | |

| Spelling 1: | I can use base words to spell unfamiliar words.
e.g. Play, played, playing. | I know what a base word is.
I know what short and long vowel sounds are. | Writing samples
Writing conferences
Dictated writing
CFA - developing words from base word. (Britt)
Term 2, Week 6 | Once per week |

| Spelling 2: | I can make new words by changing an onset or rime.
If I can spell top, I can spell hop, cop. | I know the sounds that letters make.
I know that letters represent sounds. | CFA - Term 2, Week 9 - See Rebecca | Once per week |

| Spelling 3: | I can spell the first 100 Oxford HFW in my daily writing.
I correctly use the first 75 Oxford HFW in my daily writing. | I know the sounds that letters make.
I know that letters represent sounds. | Writing samples
Writing conferences
Oxford Plus 125 | Two/three times per week |

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| Grammar & Punctuation: | I can use punctuation correctly in my writing. | I can recognise/identify punctuation in texts. I know what each of these means: | Writing samples  
Writing conferences  
Dictated writing  
CFA - put punctuation in a piece of text | Ongoing  
I can identify and use more complex punctuation correctly. | e.g. Commas, quotation marks, ellipses, apostrophes, proper nouns. |
|------------------------|-----------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Learning Target:       | I can use punctuation correctly in my writing. | I can recognise/identify punctuation in texts. I know what each of these means: | Writing samples  
Writing conferences  
Dictated writing  
CFA - put punctuation in a piece of text | Ongoing  
I can identify and use more complex punctuation correctly. | e.g. Commas, quotation marks, ellipses, apostrophes, proper nouns. |
|                        | e.g. What did you do on the weekend? My weekend was amazing! I spent it with Teddy. | - Full stops  
- Question marks  
- Exclamation marks  
- Upper case letters. | - Full stops  
- Question marks  
- Exclamation marks  
- Upper case letters. | - Full stops  
- Question marks  
- Exclamation marks  
- Upper case letters. | - Full stops  
- Question marks  
- Exclamation marks  
- Upper case letters. |
| Writing Process:       | I can write a draft using my plan.  
- same ideas | I can record my ideas/thoughts (Plan)  
- I can draft a piece of writing. | Writing samples  
Writing conferences.  
Explanation:  
How Rocket Shoes Work  
Term 1, Week 5-9 | Ongoing - focus on recount. | I can add craft to my draft during the revising process.  
- alliteration  
- similes/metaphors  
- sentence length |
| Learning Target:       | I can write a draft using my plan.  
- same ideas | I can see where I need to make changes to my draft. | Writing samples  
Writing conferences.  
Explanation:  
How Rocket Shoes Work  
Term 1, Week 5-9 | Ongoing - focus on recount. | I can add craft to my draft during the revising process.  
- alliteration  
- similes/metaphors  
- sentence length |
|                        | I can see where I need to make changes to my draft. | | | | |
| Genres:                | RECOUNT  
A sequenced paragraph | RECOUNT  
I know what order/sequence means. | RECOUNT  
Work samples  
Writing conferences | RECOUNT  
Weekly | RECOUNT  
I can write a detailed recount that includes... |

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<tbody>
<tr>
<td><strong>- Recount</strong></td>
<td>- I can include the 5 W’s and H in my recount: Who, Where, When, What, Why, How</td>
<td>- I can sequence my writing from what happened first to what happened last.</td>
<td></td>
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<tr>
<td></td>
<td>that includes the 5 W’s and H.</td>
<td>I can sequence events. I can verbally retell my weekend.</td>
<td>CFA: Rubric peer-assessment Term 2, Week 1-4</td>
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<td></td>
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<td>more than one paragraph.</td>
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<tr>
<td><strong>- Explanation (diagrams)</strong></td>
<td>- I can write an explanation that includes an opening statement, series of events (cause and effect), and conclusion.</td>
<td><strong>EXPLANATION</strong> A paragraph that includes an opening statement, series of events, conclusion, and some subject specific language.</td>
<td><strong>EXPLANATION</strong> I have a good understanding of my subject. I know that one action can cause another action to happen. I can verbally explain how/why something happens.</td>
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<tr>
<td></td>
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<td><strong>EXPLANATION</strong> Work samples Writing conferences</td>
<td><strong>EXPLANATION</strong> CFA: Rubric Pre - Term 1, Week 5 Post - Term 1, Week 8</td>
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<td><strong>EXPLANATION</strong> Term 1, Week 5 - 9</td>
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<td></td>
<td><strong>EXPLANATION</strong> An explanation that includes three separate paragraphs, 1 - opening statement 2 - series of events 3 - conclusion, and technical language.</td>
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<tr>
<td><strong>- Information report</strong></td>
<td>I can write an information report that includes an</td>
<td><strong>INFORMATION REPORT</strong> General statement Facts separated</td>
<td><strong>INFORMATION REPORT</strong> Pre-CFA: Term 2, Week 1</td>
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<td><strong>INFORMATION REPORT</strong> Term 2: ongoing</td>
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<td><strong>INFORMATION REPORT</strong> Concluding statement</td>
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### Opening Statement and Facts

- **Summary Statement**
  - I have a good understanding of my subject.
  - I understand what a keyword is.

### Craft
**I can use interesting leads in my writing.**

- **Setting, Action, Onomatopoeia, Dialogue, Question, Reflection.**
  - I know that my writing needs to have an interesting beginning.
  - Writing samples.
  - Anecdotal notes form writing.
  - Independent use in recounts.

### Handwriting
**I can write all upper and lower case letters correctly on 18mm dotted third lined paper using Victorian Modern Cursive.**

- **I can write letters correctly on 18mm dotted third lines**
  - Tall letters (I, h, b, d and all Upper case)
  - Mid letters (t, i)
  - Small letters (e, a, o)
  - Tail letters (y, p, q, ...)
  - Top to bottom (most)
  - 1 o’clock (a, c, o, d, g, q)
  - Other (e, s, x, z)
  - I know the starting point of letters.
  - I know what each letter looks like.
  - I know the letters of the alphabet.
  - Writing samples.
  - Student developed sentences.
  - Writing conferences.
  - Dictation.

### Case
**I can write using the correct case.**

- I use upper case letters at the start of sentences, and for names of people and places. I use lower case letters the rest of the time.
  - Writing samples.
  - Anecdotal notes.
  - Visual discrimination:
    - Term 1, Week 9

### Stamina
**I can write using Victorian Modern.**

- I stay in my seat and can write uninterrupted for 15 minutes.
  - Quick Write samples.
  - Weekly.
  - I can write using Victorian Modern Cursive on 18mm.

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### Cursive on 18mm dotted thirds for a minimum of 15 minutes.

- I know how to write on dotted thirds.
- I can write.

### Questions & Comments

**Learning Target:**
I know the difference between a question and a comment.

- “A question starts with some of these words: who, what, when, where, how, have why, did, can, which, does, was…”
- “A comment is when you say what you think about something.”
- I can listen respectfully.

- A question requires an answer a comment does not.
- Observations in class discussions and
- Fascinating Facts CFA: Term 2, Week 5
- T-chart: write a comment, write a question. Explain the difference between the two.
- Weekly
- Exploring different types of question starters:
- Other words that imply questions.
- Investigating the various types of comments: positive, negative etc.

### Read aloud

**I can listen to, read aloud and perform poems, rhymes and songs.**

- I am a good audience member during performances.
- I can perform by reading or singing in front of an audience.

- Listening behaviours and expectations.
- I can speak in front of others.

- Videotape student’s performing.
- Term 2, Week 9
- Reader’s Theatre.
- Fortnightly.

- I can speak clearly, and project my voice when performing to an audience.
- I can actively listen and respond to a performance.

### Presentations

**I can make short presentations to the class.**

- I have talked to my class about my Fascinating Fact topic topic for between 1 and 3 minutes.

- I can talk in front of people.
- I know what a good speaker does.
- I know what I am talking about.

- Fascinating Facts
- Weekly
- I can answer questions about my presentation.

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## Essential Learning Reading and Viewing Overview

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<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four-Six</th>
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<tr>
<td>Decoding</td>
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<td>High Frequency Words</td>
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<td>MSV</td>
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<td>Fluency</td>
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<td>Concepts about print</td>
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<td>Comprehension</td>
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<tr>
<td>Genres</td>
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## Essential Learning Writing Overview

<table>
<thead>
<tr>
<th>Prep Foundation – Level 6</th>
<th>Level 7</th>
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<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
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<td>Writing Process</td>
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<td>Genre</td>
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<td>Genre</td>
<td>Craft</td>
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<tr>
<td>Craft</td>
<td>Handwriting</td>
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