**What is it that we want our students to know, understand, do and communicate KUDCO?**

<table>
<thead>
<tr>
<th>Year Level: Four</th>
<th>Semester: Two</th>
<th>Subject: English</th>
<th>Team Members: Melina Shenoy, Kim Cleghorn, Claire Crozier, Jeanette Shine &amp; Donna Lourensz</th>
</tr>
</thead>
</table>

**Essential Learning**
What is the essential learning? Describe in student friendly vocabulary.

**Example-Rigor**
What does proficient student work look like? Provide an example and/or description.

**Prior Skills Needed**
What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?

**Common Assessments**
What assessment/s will be used to measure student mastery?

**When taught?**
When will this essential learning be taught?

**Application Skills**
What will we do when students have already learned this essential learning?

**Reading Process:**
**Decoding:**
I can attempt an unknown word and determine it’s meaning.

**Learning Target:**
I can...
- Use clarifying strategies
- Substitute words
- Use the context of a sentence, paragraph, or whole text.

I can substitute other words to fit the Structure and Meaning of the sentence.
I can reread to a given point once I have obtained enough text clues to determine the meaning of a word.
I use my prior knowledge to assist the substitution of words.
I can integrate decoding strategies while reading.
I know and am aware of MSV strategies.
- does it sound right?
- does it look right?
- does it make sense?
I know what clarifying means.
I know some decoding strategies.

Running records
F&P
Probe
Conferences
Anecdotal notes
Reciprocal reading
Guided reading
Cars and Stars
PAT
Cloze activities

Term 3: Week 1-2
I can use synonyms to substitute words.

**Fluency (**ongoing)**:**
I can read a ‘Just Right Text’ with fluency in a way that reflects understanding and meaning.

**Learning Target:**
I can...
- demonstrate appropriate stress on words
- use pausing and phrasing

I understand the use of punctuation (!, ?, “” ) and how it impacts on my intonation while reading.
I use expression while reading.
I read a text at an appropriate rate.

I am aware of punctuation while I read.
I can read a text with expression.
I can read a text at a suitable and steady pace.

F&P
Probe
Conferences
Anecdotal notes
Reciprocal reading
Guided reading
Reader’s Theatre
Google recording (imovie)

Term 3: Term: 4
*ongoing
I can change my voice to represent different characters throughout a text.
I use text cues to guide my fluency (read on to gain additional information- the character exclaimed, sighed).

*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.
- intonation and use of punctuation - appropriate rate.

| Comprehension 1 (*ongoing): | I can use text clues and my prior knowledge to make and justify inferences about elements within a text. I can ask and answer questions which enable me to infer. eg. Why did she take her coat off? How did … feel after … happened? | I can link prior knowledge to what I’m reading. I can identify text clues. I can question a text. I understand what literal meaning is. | F&P Probe Conferences Anecdotal notes Reciprocal reading Bookclubs Guided reading Comprehension resources ● Everyday Comp. ● Cars and Stars ● Graphic organisers/visual rep. Term 3: Term 4: *ongoing | I can use text clues and my prior knowledge to infer the different elements of a text: - future events - solutions to problems - theme - characters future actions. |
| Learning Targets: Elements to infer... | - characters feelings/ actions - theme - cause/ effect (F/NF) - outcomes (F/NF) | | |

| Comprehension 2 (*ongoing): | I can use my 5 senses while reading to help me visualise what I have read. I can differentiate between interesting and important information to determine importance. I can explain why a text has a particular text structure using key words (e.g. cause and effect/problem solution). I can use the reciprocal reading strategies to analyse and evaluate a text. I understand that texts use images to engage audiences. | I know what it means to visualise. I am aware of some text structures. I know the reciprocal reading strategies. I am aware that texts aesthetics and layout (including pictures, labels, diagrams) vary depending on genre. I know the different text genres. | F&P Probe Conferences Anecdotal notes Reciprocal reading Bookclubs Guided reading Comprehension resources Rubric | I can synthesise my ideas to link similarities and differences between different texts/text types. |
| Learning Targets: | - use my senses to visualise - determine importance - identify characteristic features of a text - identify top level text structure - Make connections between texts - Compare audiences and author’s purpose - interpret ideas and information from spoken texts by making notes | | |

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I can identify the purpose of the text and its intended audience.

I can explain that personal opinions are impacted by feelings about a topic.

I can note taking during a speech/presentation/multimodal texts etc.

I can record key points using bullet points, diagrams (illustrations), summaries, graphic organisers.

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### Spelling:
I can use a range of spelling strategies to attempt new words.

#### Learning Targets:
- I can use:
  - Phonetic strategy
  - HFW (404 OP)
  - Visual Strategy
  - Meaning strategy
  - Spelling generalisations
  - Spelling resources

#### Spelling:
- I understand the purpose of spelling accurately so others can read my writing.
  - --- Phonics ---
- I can use my phonics to attempt words.
  - --- visual ---
- I can spell all 404 High Frequency Words.
- I can explore spelling patterns:
oe, ir, ur, ough, aw, er, ui, au,
augh oy, ey, ue, ei, iew, uy,
are, ear, ere, eir, our.
- ear/ere , ere/cir/ir, ir/ur/er,
ough, ough/aw, ui, augh/ough,
au/auugh,
-- meaning --
- I understand the difference between homophones and use them appropriately.
- I can use morphemes to help spell new words (e.g. micro, microscope, microscopic, microbiology).
- I can explore word families:
run, running, ran, runner, runs,
rerun, reran, rerunning; satisfy,
satisfying, satisfies, satisfied,
dissatisfied. (affixes)
- I understand the meaning of these prefixes:
  - dis, il, ir, im, in, mis, anti,
under

### Dictation
- I can spell many HFW.
- I can break words into syllables.
- I use words I know when attempting new words.

### Visual Strategy
- I can recognise, group and use spelling generalisations
- I know basic digraphs (wh, th, sh, ch, er, ow, oo).
- I know the difference between a long and short vowel sound.
- I know what a base words is.
- I know what a prefix and a suffix is.

### Dictation
- Spelling tests/word choice
- Writing sample
- Spelling investigations.

### Semester 1 & 2: Ongoing
- More complex spelling investigations looking at the root words and word origins

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**BLUE** - Reading and Viewing, **RED** - Writing, **GREEN** - Speaking and Listening.
I understand the meaning of these suffixes:  
- ed, ing, ways to represent past tense (irregular verbs),  
  eg take/took, teach/taught,  
  mean, meant.

I can change the endings of words (ending in ‘cy’) based on spelling conventions.

I know the differences between homographs and homophones.  
eg. The wind blows/ I wind the clock.  
eg. The weather will be hot today/ Decide whether or not you will go.

I understand that only some letters double:  
- in the middle of the word  
- before adding on a suffix

---spelling resources---
I can use spelling resources such as Word Walls, dictionaries and Spell Check.

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## Punctuation and grammar:
I can identify and use grammar and punctuation correctly.

**Learning Target:**
- Full stops
- Question marks
- Exclamation marks
- Upper case letters
- Commas
- Apostrophes (contractions)
- Quotation Marks
- Tense
- Pronouns to refer back to the noun group/ phrases.
- Time connectives
- Person (first, second, third)

I can use these punctuation marks correctly (. ? ! , ’)

I use capital letters correctly.

I can use apostrophes contraction.

I can use quotation marks to indicate speech.

I understand that when I write and a new person speaks I use a new line.

I understand there are multiple uses for commas within writing.

I can write using a consistent tense.

I can use pronouns to refer back to noun groups/ phrases.

I can use time connectives accurately in my writing.

I can identify and use first, second and third person.

I can maintain a point of view in my writing.

I understand how to use these appropriately in my writing:
- Full stops
- Question marks
- Exclamation marks
- Upper case letters

I understand what a noun, a verb and an adjective are.

I can write consistently using all conventional punctuation with a focus on:
- Upper case letters for proper nouns, abbreviations and acronyms
- Commas
- Quotation marks in dialogue
- Possessive apostrophes for plurals
- Writing dialogue integrating all the rules of punctuation

## Genre:
I can create imaginative and informative texts for a specific audience while

I can independently work through the Writing Process.

I can create detailed texts.

I am aware of various writing genres and that they have different structures.

I can write in different perspectives (first, second, third person).

Writing sample
Rubric
Checklist

Semester 1 & 2: ongoing

I can create imaginative and informative texts for a specific audience while I can independently work through the Writing Process. I can create detailed texts. I am aware of various writing genres and that they have different structures.
<table>
<thead>
<tr>
<th>Following the Writing Process.</th>
<th>I can use a text frame to assist in me in creating a written piece.</th>
<th>I can create simple texts to match these genres.</th>
<th>I can combine genres to create imaginative and/or informative pieces.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Target:</td>
<td>I can create texts using the genre structures and features.</td>
<td>I can use a graphic organiser to create imaginary and informative texts.</td>
<td></td>
</tr>
<tr>
<td>I can use the correct genre structure for...</td>
<td>I know my audience and write to meet their needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Poetry</td>
<td>- Information Report (sport science)</td>
<td>- Narrative (Historical)</td>
<td></td>
</tr>
<tr>
<td>- Response (text/item reviews/opinion pieces)</td>
<td>- Recount (memoir)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting:</td>
<td>I can form letters of Victorian Modern Cursive script correctly.</td>
<td>I can write legibly and on the line using dotted thirds.</td>
<td>I can write Victorian Modern Cursive without dotted thirds lined paper.</td>
</tr>
<tr>
<td>I can write using Victorian Modern Cursive for a minimum of 25 minutes.</td>
<td>I can form my letters correctly.</td>
<td>Dictation Conference Copying text</td>
<td>Semester 1 &amp; 2: ongoing</td>
</tr>
<tr>
<td>(Literacy)</td>
<td>I can plan a presentation for a specific purpose.</td>
<td>I can speak in front of a group of people.</td>
<td>Rubric Reader’s Theatre Oral presentations Group work - anecdotal notes Reciprocal reading Bookclub</td>
</tr>
<tr>
<td>I can plan, rehearse and deliver presentations for a purpose and audience.</td>
<td>I cater a presentation for a specific audience.</td>
<td>I can present an idea/work in front of an audience.</td>
<td>Semester 1 &amp; 2: ongoing</td>
</tr>
<tr>
<td>Learning Targets:</td>
<td>I can work collaboratively with other members of the class.</td>
<td>I can be an active listener.</td>
<td>I can manipulate word choices and delivery choices to alter an existing speech for alternate audiences.</td>
</tr>
<tr>
<td>I can use: Vocal effects</td>
<td>I can plan, rehearse and deliver a presentation with and without the use of technology.</td>
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<tr>
<td>- Tone</td>
<td>I consider the appropriate rubric when giving presentations.</td>
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<td>- Pace</td>
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<td>- Pitch</td>
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<td>- Volume</td>
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<tr>
<td>- use appropriate language</td>
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<tr>
<td>(formal/informal)</td>
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BLUE = Reading and Viewing, RED = Writing, GREEN = Speaking and Listening.
I can use appropriate topic specific vocabulary.
I can consider vocal effects when presenting.
I can adjust my language to suit the needs of the group.
I present my opinions clearly and coherently.

### Essential Learning Reading and Viewing Overview

<table>
<thead>
<tr>
<th>Prep Foundation</th>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
<th>Level Five</th>
<th>Level Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decoding x2</td>
<td>Decoding x1</td>
<td>Decoding x2</td>
<td>Decoding x1</td>
<td>Decoding x1</td>
<td>Decoding x1</td>
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<tr>
<td>HFW x1</td>
<td>HFW x1</td>
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<td>Fluency x1</td>
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<td>Fluency x1</td>
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<tr>
<td>Concepts about print x1</td>
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<tr>
<td>Comprehension x3</td>
<td>Comprehension x2</td>
<td>Comprehension x2</td>
<td>Comprehension x2</td>
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<td>Comprehension x2</td>
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<tr>
<td>Genres x1</td>
<td>Genres x2</td>
<td>Genres x2</td>
<td>Genres x2</td>
<td>Genres x1</td>
<td>Genres x1</td>
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### Essential Learning Writing Overview

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<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
<th>Level Five</th>
<th>Level Six</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Text Structure x1</td>
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<tr>
<td>Spelling x3</td>
<td>Spelling x1</td>
<td>Spelling x2</td>
<td>Spelling x2</td>
<td>Spelling x2</td>
<td>Spelling x2</td>
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<tr>
<td>Grammar/Punc’nx2</td>
<td>Grammar/Punc’nx1</td>
<td>Grammar/Punc’nx1</td>
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<td>Genre x1</td>
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<td>Writing Process x1</td>
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<tr>
<td>Craft x1</td>
<td>Craft x3</td>
<td>Craft x1</td>
<td>Craft x0</td>
<td></td>
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<tr>
<td>Handwriting x2</td>
<td>Handwriting x3</td>
<td>Handwriting x1</td>
<td>Handwriting x1</td>
<td></td>
</tr>
<tr>
<td>Speaking /Listening x3</td>
<td>Speaking /Listening x2</td>
<td>Speaking /Listening x1</td>
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