

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: Two	Subject: English	Team Members: Simon King, Felicity Jones, Candice de Chalain, Kate Gialamatzis, Jodie Walters		
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?
<p><u>Reading Process</u> <u>Decoding: Meaning, Structure, Visual (MSV)</u> I can use the good readers strategies when reading (ongoing)</p>	<p>I can use the sounds represented by all letters to read.</p> <p>I can use the following good reader strategies together:</p> <ul style="list-style-type: none"> • I can get my mouth ready for the word. • I can look at the picture. • I listen to my reading to see if it makes sense, looks right and sounds right • I can slide through the sounds in consonant-vowel-consonant words e.g cat. 	<p>I know names of letters in uppercase and lowercase.</p> <p>I can use my letter-sound knowledge.</p> <p>I understands concepts about print.</p>	<p><u>CFA</u> F&P Term 4, Weeks 5, 6, 7 & 8.</p> <p><u>Markbook</u> Week 9</p>	<p>Daily</p>	<p>I can use a...</p> <p>- VISUAL reading strategy, eg. scanning prior to reading aloud, trying different vowel sounds, chunking.</p> <p>-STRUCTURE reading strategy: Self monitor to correct errors.</p> <p>-MEANING reading strategy: read texts with less supportive pictures, solve a</p>

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					word by skipping it coming back to it
<p><u>High Frequency Words</u> I can automatically read 100 High Frequency words (ongoing)</p>	<p>I can recognise and locate the High Frequency words from my High Frequency Word Keyring.</p> <p>I can read the High Frequency word without sound analysis.</p>	<p>I know what a word is.</p> <p>I can read some of the words on my HFW keyring.</p>	<p>Reading of Oxford High Frequency word list</p> <p>Teacher flash cards 1-1.</p> <p>CFA ongoing completed by Term 4 week 7</p> <p>Markbook Term 4 week 8</p>	<p>Teach 3 'Oxford Plus' words per week.</p>	<p>I can apply this Essential Learning to a just-right text.</p>
<p><u>Fluency</u> I can read a familiar level 4 book fluently by: - reading smoothly in phrases. - taking a breath or pausing at punctuation. (ongoing)</p>	<p>I can read a familiar Level 4 text confidently.</p> <p>I can read as if I was speaking.</p> <p>I can slide my finger or use my eyes to track my reading.</p> <p>I can pause and take a breath when I see a . ! ?</p> <p>I know a sentence ends with a ? ! .</p>	<p>I know what a word is (start and finish).</p> <p>I know text contains the message.</p> <p>I quickly read familiar High Frequency Words.</p> <p>I know what a sentence is.</p>	<p>CFA A common Level 4 Book Term 4 Week 8</p> <p>Markbook Term 4 week 9</p>	<p>Weekly</p>	<p>I track with my eyes.</p> <p>I read with expression and attend to punctuation, including , ... "".</p>

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<p><u>Comprehension</u> I can use comprehension strategies to understand and discuss texts that I listen to, view or read. (ongoing) Learning Target: - I can make a prediction before and during reading/viewing/listening - I can make connections with a text, including text-to-self and text-to-text. - I can ask and answer questions about a text - I can visualise the pictures in my head - I can infer about a character or event. - I can orally retell a text - I can clarify words I don't know</p>	<p>I can use clues in the text and my prior knowledge to comprehend what I listen to/view/read: - I can make a prediction before and during - I can make connections between the books I read and myself. - I can ask and answer questions about a text - I can use my senses to visualise - I can infer a character's feelings, thoughts and actions. - I can orally retell important parts of a story and key information from informative texts. - I can use the sentence/context to clarify words</p>	<p>- I listen to texts that are read to me and I think about the texts that I read.</p>	<p><u>CFA</u> Ongoing - Guided Reading comprehension anecdotal notes - Reading Conferences - F&P <u>Markbook</u> Term 4 Week 10</p>	<p>Weekly focus: *1 short clip/film to be incorporated in every week (eg. Pixar and Literacy Shed) *Incorporate Audio Books in reading groups. MONDAY: - I can make a prediction before and during reading/viewing/listening - I can clarify words I don't know TUESDAY - I can make connections with a text, including text-to-self and text-to-text. (Odd week) - I can visualise the pictures in my head (Even week) WEDNESDAY - I can infer about a character or event. - I can ask and answer questions about a text THURSDAY - I can orally retell a text FRIDAY (nothing on Friday because we focus on fluency)</p>	<p>I can apply learned comprehension strategies beyond F&P Level E (PM Level 6).</p>
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<p><u>Genre</u> I understand concepts about print and screen, including books, film and simple digital texts</p>	<p>- I can retell a text using oral and performance - For film and digital texts, I can identify the title, front cover, back cover, author, writer and illustrator and explain their purpose - I can navigate a digital text, including scrolling and selecting icons</p>	<p>I know what the beginning, middle and end means. I know what order means. I can locate a book title, front cover, back cover, author and illustrator and explain what they are</p>	<p>Anecdotal Notes Checklist <u>CFA</u> Term 4, week5 <u>Markbook</u> Term 4, week 6</p>	<p>Weekly</p>	<p>I can explain the similarities and differences between features of books, film and digital texts.</p>
<p><u>Genre</u> I can identify some differences between fiction and non-fiction texts. (ongoing)</p>	<p>I know some books tell us information (non-fiction texts). I know some books are made-up stories (fiction). I know some features of fiction and non-fiction texts. E.g. contents page, beginning, middle, end, characters, settings, labelled diagrams, author, illustrator, photographs, index, glossary. I can answer the questions ‘Who are the characters in a story?’ ‘What is the setting?’</p>	<p>I know what real and imaginary/made up means. I know that our classroom library has books that contain both information and made up stories.</p>	<p>Sorting books into two piles - fiction/non fiction and justifying why the books belong in the particular group. <u>CFA</u> Term 3, week 4 <u>Markbook</u> Term 3, week 5</p>	<p>Weekly</p>	<p>I can identify the similarities and differences between fiction and non-fiction texts. Extra features: <ul style="list-style-type: none"> ● Subtitles ● problems/solutions ● captions </p>

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	I recognise common beginnings of fiction stories, such as ‘Once upon a time’, ‘A long, long time ago’, ‘Before the Dreamtime...’				
<u>Spelling</u> I can write spoken sounds and words using letters of the alphabet. (ongoing)	I can have a go at writing unknown words. I write what I can hear independently. I can write letters that match the sounds I hear.	I know what a letter is. I know what a sound is. I can hear sounds.	<u>CFA</u> Clever Max Term 3 Week 1 Term 4 Week 1 Writing samples Writing conferences <u>Markbook</u> Term 3 Week 3 Term 4 Week 3	Daily	I can hear and record at least one sound per syllable.
I can make new words by changing an onset with a specified rime. (ongoing)	I can make new words by changing the beginning of a word (initial consonant). eg. -an: van, can, man, pan.	I can hear words that have the same sound at the end. I can hear words that rhyme. I know letters and sounds, and can record them.	<u>CFA</u> Spelling observations Whiteboard data Term 4, Week 6 <u>Markbook</u> Term 4, Week 7	Weekly	I can make new words by changing the beginning of a word to use a blend. eg. -an, plan I can use rime as a spelling strategy in my writing.
I can spell 50 Oxford Plus High Frequency Words	I can spell 50 Oxford Plus Words by myself. I can can spell 50 Oxford Plus Words in my daily writing.	I use sound-letter knowledge to spell a word (where appropriate).	<u>CFA</u> <u>Oxford 75 Word Test</u> Term 3, Week 8 Markbook:	Weekly (teach 3-4 words per week)	I can spell more than 50 Oxford Plus Words.

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			<p>Term 3, Week 9</p> <p><u>CFA</u> <u>Oxford 100 Word Test</u> Term 4, Week 10</p> <p>Markbook: Term 4, Week 11</p>		
<p><u>Grammar & Punctuation</u> I write in the correct case and understand that upper case letters are used for people's names and the beginning of a sentence.</p>	<p>I use only lowercase letters in the middle of sentences and words, except for names and 'I'.</p> <p>I can use a capital letter when I write my name, other people's names and at the start of a sentence.</p>	<p>I know and can write all capital and lowercase letters.</p>	<p>Observations Writing samples Use Clever Max sample and recounts.</p> <p><u>Markbook</u> Term 3, Week 3 Term 4, Week 3</p>	Daily	<p>I use correct case consistently in my writing.</p> <p>I can correctly use a capital letter to begin to write proper nouns, eg. places and days of the week - Luna Park, Williamstown - Monday, Tuesday...</p>
<p>I understand and experiment with full stops and question marks.</p>	<p>I know a full stop is used to end a sentence.</p> <p>I know a question mark is used to end a question sentence.</p>	<p>I know that a sentence tells my idea. I can point to a full stop. I can point to a question mark.</p>	<p>Observations Writing samples Use Clever Max sample and recounts.</p> <p><u>Markbook</u> Term 3, Week 3 Term 4, Week 3</p>	Daily	<p>I can correctly use full stops and question marks in more than one sentence.</p>

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	<p>I try to use full stops and questions marks to end my sentence.</p> <p>I ask myself “does it make sense?” and then use a full stop.</p>				
<p><u>Writing Process</u> I can talk about what I want to write, draft my writing and read it back. (ongoing)</p> <p>Learning Target: - I can use descriptive words to show my feelings, or a character’s feelings. - I can write and illustrate for a minimum of 10 minutes. - With help, I can have a go at editing my work by checking meaning, spelling, capital letters or full stops. - I can create a story on the iPad using text and pictures</p>	<p>I think of an idea to write. My writing matches my drawing. I can read my own writing. I can use words to describe my own or a character’s feelings: <i>She felt <u>sad</u> because she fell over.</i> I remain in my seat and have-a go at writing and drawing more. I can create a simple text using words and pictures on an iPad.</p>	<p>I can generate an idea. I can have a go at writing letters/words. I know what I am writing.</p>	<p><u>I can use descriptive words to show my feelings, or a character’s feelings.</u> CFA: Anecdotal notes from Weekend Recount Term 3 Week 7 Markbook: Term 3, week 8</p> <p><u>With help, I can have a go at editing my work by checking meaning, spelling, capital letters or full stops.</u> CFA: Term 4, Week 4 Markbook: Term 4 ,Week 5</p> <p><u>I can create a story on the iPad using text and pictures</u> <i>Teach: Term 4, Weeks 4, 5, 6</i> CFA: Term 4 Week 7 Markbook:Term 4 week 8</p> <p><u>- I can write and illustrate for a minimum of 10 minutes.</u> CFA: Term 4 Week 9 Markbook: Term 4 Week 10</p>	<p>Daily</p>	<p>I can add details and descriptive words to make my writing more interesting e.g. “She felt <u>miserable</u>.”</p> <p>I can read back my writing and make appropriate edits independently.</p>

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<p><u>Handwriting</u> I can write all upper and lower case letters correctly using Victorian Modern Font, on 24mm dotted-thirds. (ongoing)</p>	<p>I know the start and end points for all of my uppercase and lowercase letters.</p> <p>I know how to form all capital and lowercase letters correctly.</p> <p>I use different sizes for capitals and lowercase.</p> <p>I can write on 24mm dotted-thirds lined paper correctly.</p>	<p>I can hold my pencil correctly.</p> <p>I know what the letters look like.</p> <p>I know what start and end means.</p> <p>I can write on 18mm undotted, lined paper.</p>	<p>Writing samples Writing conferences Language Convention lessons on mini whiteboards.</p> <p><u>CFA</u> Term 4 Week 9</p> <p><u>Markbook</u> Term 4 Week 10</p>	<p>Daily</p>	<p>I can apply these skills to my writing and write neatly.</p>
<p>I can use my words to appropriately share my feelings and thoughts. I can show active listening when others are talking.</p>	<p>I speak with a clear voice, make eye contact and face the front.</p> <p>- I can discuss my thoughts and what I like/do not like about a text, such as favourite stories, authors and illustrators, events and characters in texts.</p> <p>- I use my words with my peers to explain how I feel.</p> <p>I ask for help when I need it. I can use the 5Ls of Listening - lips, legs, lap, look, listen.</p> <p>I sit in the one spot for a sustained period of time.</p>	<p>I can use basic vocabulary.</p> <p>I can explain what good listeners do.</p> <p>I know what the 5Ls are.</p> <p>I can make statements</p>	<p><u>Fascinating Facts rubric</u> in the form of a sundae: peers assess based on a sundae (eg. cone with 1 scoop, extra scoop, topping, sprinkles, cherry). (Ongoing)</p> <p>Teacher observation</p> <p><u>CFA</u> Term 3 Week 6 Book week</p> <p><u>Markbook</u> Term 3 Week 7</p>	<p>Daily</p>	<p>I can explain what a good listener does.</p> <p>I can explain what a good speaker does (e.g. appropriate pace, expression and body language).</p> <p>I can give feedback to my peers.</p>

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	<p>I can make good choices on the floor.</p> <p>I can follow simple instructions.</p> <p>- I understand that we speak differently at home and school depending on the relationships between people</p> <p>I volunteer relevant ideas and opinions.</p> <p>- I can ask and answer questions to clarify understandings</p> <p>- I know the difference between a statement and a question.</p>				
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Essential Learning Reading and Viewing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four	Level Five	Level six
Decoding x2 HFW x1 Fluency x1 Concepts about print x1 Comprehension x1 Genres x2	Decoding x1 HFW x1 Fluency x1 Comprehension x3 Genres x1	Decoding x2 HFW x1 Fluency x1 Comprehension x2 Genres x2	Decoding x1 Fluency x1 Comprehension x2 Genres x2	Decoding x1 Fluency x1 Comprehension x2 Genres x1	Decoding x1 Fluency x1 Comprehension x1 Genres x1	Decoding x1 Fluency x1 Comprehension x1 Genres x1 Author Study x1 Reading Craft x1

Essential Learning Writing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four	Level Five	Level six
Text Structure Spelling x3 Grammar/Punc'n x2 Writing Process x1 Genre x1 Craft x1 Handwriting x2 Speaking /Listening x3	Text Structure x1 Spelling x3 Grammar/Punc'n x1 Writing Process x1 Genre x3 Craft x3 Handwriting x3 Speaking /Listening x3	Text Structure Spelling x2 Grammar/Punc'n x1 Writing Process x1 Genre x2 Craft x1 Handwriting x1 Speaking /Listening x2	Text Structure Spelling x2 Grammar/Punc'n x1 Writing Process x1 Genre x1 Craft x1 Handwriting x1 Speaking /Listening x2	Text Structure Spelling x2 Grammar/Punc'n x1 Writing Process x1 Genre x1 Craft x0 Handwriting x1 Speaking /Listening x3	Text Structure Spelling x2 Grammar/Punc'n x1 Writing Process x1 Genre x1 Craft x1 Handwriting x1 Speaking /Listening x1	Text Structure x1 Spelling x1 Grammar/Punc'n x1 Writing Process x1 Genre x1 Craft x1 Handwriting x0 Speaking /Listening x1

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