What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Four	**Semester:** Two	**Subject:** English	**Team Members:** Melina Shenoy, Claire Crozier, Adriana Jankulovski, Debbie Arnheim, Melanie Barger		
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: (ongoing) I can attempt an unknown word integrating decoding strategies while reading and then determine its meaning.	I can use the context of a sentence, paragraph, or whole text to clarify unknown words. I use my prior knowledge to assist me to solve and clarify unknown words. I can reread to a given point once I have obtained enough text clues to determine the meaning of a word. 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.	Running records F&P Probe Conferences Anecdotal notes Reciprocal reading Guided reading Cars and Stars PAT Cloze activities	Semester 1 & 2: Ongoing	I can apply this Essential Learning to a more complex text.
Fluency _(*ongoing)_: I can read a 'Just Right' text with fluency in a way that reflects understanding and meaning.	I change my expression and intonation so that it's appropriate for different genres and audiences. I understand the use of punctuation (! , ? . " ") and how it impacts on my intonation while reading.	I can read a text with expression. I know that characters have their own voice.	F&P Probe Conferences Anecdotal notes Reciprocal reading Guided reading Reader's Theatre Google recording (imovie)	Semester 1& 2: Ongoing	I can apply this Essential Learning to a more complex text.

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	I can read a text at an appropriate rate to assist my understanding and gain meaning.	I am aware that punctuation changes how I read. I know texts fonts can impact on my expression. I can read a text at a suitable and steady pace.			
Comprehension 2: I can use comprehension strategies to infer the implied meaning. **Learning Targets:** I can - **synthesise** - **infer** - **summarise**	I can use top level text structure to assist my comprehension. I can build on my prior knowledge and change my thoughts and ideas to synthesise. I can identify and justify the text clues and prior knowledge I have used to make an inference. I can infer the author's implied meaning. I can make connections between information in print and images.	I can make text connections. I can create mental images. I can summarise important information. I can identify text clues. I understand and use QAR. I understand what inferred meaning is. I know that TC + PK= I	F&P Probe Conferences Anecdotal notes Reciprocal reading Bookclubs Guided reading Comprehension resources ● Everyday Comp. ● Cars and Stars ● Graphic organisers/visual rep.	Term 4: 1-9	*I can identify the best comprehension strategies to link my ideas of a text.* *I can monitor the comprehension strategies I have used while reading.*

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	I can find specific literal information.				
Comprehension 1: **I can express preferences for particular types of texts, and respond to others' viewpoints.** **Learning Targets:** **I can…** - identify characteristic features of a text - identify top level text structure - Make connections between texts	I can explain why a text has a particular top level text structure using keywords (e.g. list/description compare/contrast etc). I can compare the various techniques and characteristic features used by two texts (topics, author, different time contexts). Eg. - How does one engage you more than the other? I can consider and respond to others' viewpoints by adding more information or offering an alternative view. I can express and justify my preference for a text type.	I can explain the audiences and author's purpose of a text. I know the difference between opinions and facts. I understand that there are different text types. I have preferences for certain texts. I am aware of some top level text structures - cause/effect - problem/solution - I am aware that texts aesthetics and layout (including pictures, labels, diagrams) vary depending on genre.	F&P Probe Conferences Anecdotal notes Reciprocal reading Bookclubs Guided reading Comprehension resources Rubric	Term 3: 1-7	I can explain that personal opinions are impacted by feelings about a topic.

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Spelling 1 (*Ongoing): I can use a range of spelling strategies. I can use: ● **Phonic strategy** o **Letter combinations (including double letters)** ● **HFW** o **Visual Strategy** ● **Spelling generalisations** ● **Word Structure** (base words) ● **Morphemic word families**	---- Word Structure--- I recognise homophones and know how to use context to identify correct spelling. I can use morphemes to help spell new words (e.g. micro, microscope, microscopic, microbiology). I can explore word families: (eg. run, running, ran, runner, runs, rerun, rerunning; satisfy, satisfying, satisfies, satisfied, dissatisfied) I understand the role of prefixes and use them:. - E.g. dis, il, ir, im, in, mis, anti, under I understand the role of suffixes and use them: - E.g. ed, ing, ways to represent past tense (irregular verbs), eg take/took, teach/taught, mean, meant. --- visual --- I can spell all 404 High Frequency Words. ---spelling resources--- I can use spelling resources such as Word Walls, dictionaries and Spell Check.	I can spell 301 of the HFW I can break words into syllables. I use words I know when attempting new words. Visual Strategy I can recognise when a word looks incorrect and use alternative spelling patterns. I know basic digraphs (wh, th, sh, ch, er, ow, oa). I know the difference between a long and short vowel sound. I know what a prefix and a suffix is. I know what a base words is. I understand the purpose of spelling accurately so others can read my writing.	Dictation Spelling tests/word choice Writing sample Spelling investigations.	Semester 1 & 2: Ongoing	I can attempt new vocabulary and apply these spelling strategies to my writing

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	---Phonics--- I can use my phonic knowledge to attempt words. I can explore spelling patterns: e.g. oe, ir, ur. ear/ere , ere/eir/ir, ir/ur/er, ough, ough/aw, ui, augh/ough, au/augh, I understand that only some letters double: in the middle of the word before adding on a suffix				

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| Grammar and Punctuation (*Ongoing): I can identify and use grammar and punctuation correctly, rereading and editing my work to improve meaning.

Learning Target:
● Quotation Marks | I can edit my writing to use correct punctuation for . ? ' " ! ,

I can revise my writing to make sure it makes sense (grammatically) and sounds right e.g. tense.

I understand there are multiple uses for commas within writing - lists.

I can use apostrophes for contractions.

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

I can use quotation marks to signal dialogue, titles and quoted (direct) speech.

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

I use capital letters correctly for beginning sentences, I and proper nouns | I understand how to use these appropriately in my writing:
- Full stops
- Exclamation marks
- Upper case letters
- Question marks

I understand what a noun, a verb and an adjective are. | Dictation. Writing samples. Editing an incomplete piece of writing (with omitted punctuation). | Semester 1 & 2 : Ongoing | 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 Y5 rigour 2017.

I can consistently monitor and self correct the spelling of known words as I write.

I can investigate and discover the rules and connections of spelling words.

I can improve my spelling by taking risks and attempting to spell unknown words |
| Genre (*Ongoing): I can create imaginative and informative texts for different audiences while | I can independently work through the Writing Process. | I am aware of various writing genres and that they have different structures. | Writing sample Rubric Conferences Checklist | Semester 1 & 2: Ongoing

Narrative: Term 3 1-6 Persuasive Term 3: 7-9 | I can write in different perspectives (first, second, third person). |

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following the Writing Process. **Learning Target:** **I can use the correct genre structure for...** **- Poetry** **- Response (text/item reviews/opinion pieces)** **- Narrative** **- Persuasive**	I can create detailed texts. I can create texts using the genre structures and features. I can use appropriate images to support my writing. I know my audience and write to meet their needs. I can use a graphic organiser to assist me in creating a written piece. I understand that different genres are planned differently.	I can create simple texts to match these genres. I can use a graphic organiser (planner template) to create imaginary and informative texts.		Term 4: 1-4 Poetry Term 3 & 4: Ongoing Response Term 3: 5-9	I can combine genres to create imaginative and/or informative pieces.
Craft (*Ongoing): **I use language features to create coherence and add detail to my text (for my audience).**	I can use figurative language such as similes, metaphors, hyperbole, onomatopoeia, alliteration, personification effectively. I can use strong verbs effectively in my writing. I can use 'show not tell' I can add detail to extend key ideas. I can make appropriate word choices to enhance my writing.	I can identify some forms of figurative language in a text e.g. similes, metaphors, onomatopoeia, alliteration. I can use a variety of verbs in my writing.	Writing sample Conference notes	Term 3 & 4: Ongoing	I can embed more than one area of craft in my writing. I can use more than one area of craft in various genres.

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Handwriting 1: I can write using correct letter formation for a minimum of 25 minutes.	I can form all my letters correctly. I can write legibly and on the line using dotted thirds.	I can write legibly most of the time.	Dictation Conference Copying text	Semester 2:	
Handwriting 2: I can write using Victorian Modern Cursive.	I can form letters of Victorian Cursive script correctly on dotted thirds. I can write legibly and on the line using dotted thirds.	I can form all my letters correctly. I can write legibly and on the line using dotted thirds.		Semester 2: Term 3 & 4	I can consistently use Victorian Modern Cursive in all of my writing. I can write using Victorian Cursive script for a set period of time.
(Literacy) I can plan, rehearse and deliver presentations for a given purpose and audience. **Learning Targets:** I can use: Vocal effects - Tone - Pace - Pitch - Volume - use appropriate language (formal/informal)	I can adjust my language (formal and informal) to suit the audience. I can consider vocal effects when presenting. I can use images and details to extend key ideas in my presentation. I can use appropriate topic specific vocabulary. I can plan, rehearse and deliver a presentation in a variety of ways. E.g. PowerPoint, Prezi, booklet, poster etc. I can work collaboratively with other members of the class to create a group presentation.	I can speak in front of a group of people. I can present an idea/work in front of an audience. I can show that I am listening actively by responding appropriately.	Rubric Reader's Theatre Oral presentations Group work - anecdotal notes Reciprocal reading Bookclub	Semester 1 & 2: ongoing	I can use the proficiency scale to give peer feedback for future presentations. I can apply the essential learning when presenting more complex content to a wider range of audiences.

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	I can create a presentation for a specific audience. I present my opinions clearly and coherently. I can plan a presentation for a specific purpose.			

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'nx2 Writing Process x1 Genre x1 Craft x1	Text Structure x1 Spelling x3 Grammar/Punc'nx1 Writing Process x1 Genre x3 Craft x3	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x2 Craft x1	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x1	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x0	Text Structure Spelling x2 Grammar/Punc'nx1 Writing Process x1 Genre x1 Craft x1 Handwriting x1	Text Structure x1 Spelling x1 Grammar/Punc'n x1 Writing Process x1 Genre x1 Craft x1

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Handwriting x2 Speaking /Listening x3	Handwriting x3 Speaking /Listening x3	Handwriting x1 Speaking /Listening x2	Handwriting x1 Speaking /Listening x2	Handwriting x1 Speaking /Listening x3	Speaking /Listening x1	Handwriting x0 Speaking /Listening x1

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