

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: One	Subject: English	Team Members: Kate Gialamatzis, Felicity Jones, Candice De Chalain, Simon King, 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?	Extension Skills What will we do when students have already learned this essential learning?
Reading Process Decoding I can recognise and name all 26 upper and lowercase letters.	I know all 26 letters by their name.	I know what a letter is I know there are uppercase letters I know there are lowercase letters	Letter ID test (letter names) Week 1 - Pre Test Week 5 - Check in Week 8 - Assess Week 9 - Markbook	Term 1 Week 1- Week 8	I know all letters and sounds and I can use letter-sound analysis from left to right to read a C-V-C word (stretching).
I can use the sounds represented by most letters (26 in total).	I know all common letter sounds by end of Prep. I know, for example, that the /t/ sound is represented by the letter t.	I know all 26 letters by their name.	Letter ID test (sounds) - 1 sound for each letter Week 5 - Assess Week 6 - Markbook	Term 2 Week 1-5	I know more than one sound different letters. EG. c can make a /k/ or a /s/ sound. I can use letter-sound analysis from left to right to read a new word (stretching).
High Frequency Words	I can read High Frequency words without stretching out sounds.	I can study a word and stretch out the sounds.	Reading of Oxford High Frequency Plus word list (1-100)	Term 1 and 2: 2+ words per week.	I can continue reading High Frequency Words

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I can locate High Frequency words in a text.	I can read the High Frequency words in a random order. I can recognise and locate High Frequency words within a text		Term 1 Week 8 Term 2 Week 10		on the next Oxford Plus Word list 50-100
MSV** I can use letter-sound information with meaning and language structure to solve words. Learning Target: -I can use the picture to match with visual and structure	I have word attack skills. I cross reference all 3 skills. 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.	I know the letters and the sounds they make. I can point to a word. I know what a letter is. I can look at the pictures to tell a story.	-Reading Conference & Guided Reading (goal-setting) Term 2: F&P	Term 1 & 2 Daily	I can use many reading strategies: -VISUAL Stretching, scanning prior to reading aloud, vowel sounds. -STRUCTURE Re-reading to self-correct errors. -MEANING Texts with less supportive pictures.
Fluency I can read words in phrases on my own.	I can read a familiar text like I talk (not robotic).	I know when a text is repetitive. I slide through the sentence.	-Reading Conference & Guided Reading (goal-setting) -Running Record with a focus on fluency Term 2 Week 10 - Assess	Term 2 Week 8-11	I can point to each line as I read. I can read words in phrases on my own in an unseen text.
Concepts about print: -I can explain the directionality of printed texts.	I can explain how books work and how I read them.	I know what a book is. I know what a picture is.	-'Cup Cakes' texts from English Online Interview Guided Reading texts	Term 1 , Weeks 1-4	I can compare words, based on their length.

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<ul style="list-style-type: none"> -I can locate the front cover of a book -I know that the print contains the message -I can identify return sweep -I can locate a word -I can locate a letter -I can match word for word -I can locate the beginning and end of a word 	<p>I understand the difference between a letter and word.</p> <p>I can point/slide through each word with my finger as I say it.</p>				
<p>Comprehension</p> <p>I can use comprehension strategies to understand and discuss texts that I listen to, view or read.</p>	<p>I can predict before and during reading.</p> <p>I can explain why I made my prediction.</p>	<p>I wonder..</p> <p>I think...</p> <p>I predict..</p> <p>Maybe..</p>	<p>Anecdotal Notes</p> <p>Guided Reading check ins</p>	<p>Terms 1 & 2, Weekly (Mondays)</p>	<p>I can support my prediction with evidence from the text.</p> <p>I can change my prediction during reading.</p>
<p>Genres</p> <p>I can identify features of texts:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> -Beginning and ending of traditional texts -I can retell a text in sequence 	<p>I can retell the beginning, middle and end of a story.</p>	<p>I know what beginning and end means.</p> <p>I know what order means.</p> <p>I can sequence pictures.</p>	<p>All teachers read the same simple text, students to draw a beginning middle end picture as teachers roam and asses their verbal retell.</p>	<p>Term 2, Week 3-9</p>	<p>I can retell more than 3 events.</p>

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<p>Text Structure & Organisation: I can use familiar words and phrases to share my ideas.</p>	<p>I can trace and copy words, and draw a picture, that matches my writing. eg. Special Writing Books with Language Experience.</p> <p>I think of a sentence, then draw and write.</p>	<p>I can use pictures to share my ideas.</p>	<p>Writing samples Writing conferences</p>	<p>Term 1 Week 1- Week 9</p> <p>Term 2 Daily</p>	<p>I can provide details about ideas or events in my writing.</p>
<p>Spelling: I can write spoken sounds and words using letters of the alphabet.</p>	<p>I write what I can hear.</p>	<p>I know what a letter is. I know what a sound is.</p> <p>I can hear sounds. I can write letters.</p>	<p>Clever Max retell Scaffolded sentence Writing samples Writing conferences</p>	<p>Term 1, Daily and Week 5-9 each Friday - Scaffolded sentence</p> <p>Term 2, Daily</p>	<p>I can hear and record beginning, middle and end sounds in a word.</p> <p>I can write recognisable words.</p>
<p>I can make new words by changing an onset or rime.</p>	<p>I can make new words by changing the beginning of a word. eg. cat - bat, fat, sat, mat</p>	<p>I can hear words that sound alike. I know letters and sounds, and can record them.</p>	<p>Writing samples Writing conferences Spelling observations Whiteboard writing</p>	<p>Term 2 Week 3-6</p>	<p>I can make new words by changing the beginning of a word to use a blend. eg. flat, chat.</p>
<p>I can spell the first 25 Oxford High Frequency Words (HFW)</p>	<p>I can spell the first 25 HFW by themselves. I can can spell the first HFW in context.</p>	<p>I take a visual ‘snap shot’ of a word. I use sound-letter knowledge to spell a word. I can write letters for the sounds I hear.</p>	<p>Term 1 Week 9: Oxford Word Test (16) Term 2 Week 10: Oxford Word Test (30)</p>	<p>Weekly</p>	<p>I can spell more than 25 Oxford HFW.</p>

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<p>Grammar & Punctuation: I can write in the correct case.</p> <p>Learning Target: I understand that upper case letters are used at the start of names and the beginning of a sentence.</p>	<p>I can use a capital letter when I am writing my name.</p> <p>I can use a capital letter to begin my sentence most of the time.</p> <p>I use lower-case letters for all, except the start of a sentence and names (and I).</p>	<p>I know how to copy all capital and lowercase letters.</p>	<p>Term 2 Week 7 Name test (lined paper and date stamp) Student names on any student work Writing samples Writing conferences Clever Max retell</p>	<p>Daily</p>	<p>I can use a capital letter to begin to write proper nouns, eg. places -Luna Park, Williamstown.</p> <p>I understand that upper case letters show the beginning of each sentence.</p>
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<p>Writing Process: With guidance I can plan and draft a piece of writing.</p> <p>Learning Target: I can read back my writing to check it makes sense.</p>	<p>I can draw to plan my writing. My writing matches my picture.</p> <p>I can have a go at illustrating and writing a retell and recount.</p> <p>I can point to each word written, and say what word it is (with some accuracy).</p> <p>I can show feelings in my writing using descriptive words.</p>	<p>I know what a word is.</p> <p>I can place finger spaces between each word.</p> <p>I can point to each word.</p> <p>I can recall the important parts of a story or personal experience.</p> <p>I can explain different feelings that people can experience.</p>	<p>Writing samples Writing conferences</p> <p>Clever Max retell</p> <p>Allocated feeling writing eg. Draw and write about a time you were surprised.</p> <p>Assess week 8, Term 2</p>	<p>Daily</p>	<p>I can read back my writing to check it makes sense and. fix my mistakes. eg. capital letter, full stop, spelling, omit/add a word.</p> <p>I can add more sentences/details/events .</p> <p>When writing a recount I can share what, when, how, why, where, who about my personal experience.</p> <p>I can use a variety of leads.</p> <p>I can justify my feelings in my recount writing.</p>
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<p>Handwriting: I can hold my pencil correctly.</p>	<p>I can sit up straight. I can hold my pencil correctly by using a three-finger grip with my preferred hand. I can apply appropriate pressure with my pencil.</p> <p>I can hold my pencil using three fingers. I can control my pencil.</p>	<p>I show fine motor skill development, eg. scissors, painting, Play dough, gluing, threading, chop sticks, etc.</p>	<p>Writing samples -Student' name -Sentence strips</p> <p>Writing conferences & observations, eg. tracing and copying.</p> <p>Photos of students holding their pencil. Assess week 6, Term 1</p>	<p>Daily</p>	<p>I can hold various writing tools of different sizes correctly. Eg. paint brushes, pencils of varying diameter, textas, etc</p>
<p>I can write most upper and lower case letters correctly using Victorian Modern Font on 18mm lined paper.</p>	<p>I know the start and end points for most (13) of my upper case and lowercase letters. I use appropriate sizes for capital. and lower case letters. I place my letters on the line in Term 2.</p>	<p>I can hold my pencil correctly. I know what the letters look like. I know what start and end means.</p>	<p>Writing samples Writing conferences Spelling observations</p> <p>Week 7, Term 2</p>	<p>Term 2 Daily</p>	<p>I can write all upper and lower case letters correctly on 24mm dotted-third paper using Victorian Modern Cursive.</p>
<p>I can use a two-finger space between words. (ongoing)</p>	<p>I know when a word ends and place a two-finger space before I start my next word.</p>	<p>I know what a word is. I know where a word ends.</p>	<p>Writing samples Writing conferences Dictated sentence Assess week 7, Term 2</p>	<p>Daily</p>	<p>I write on the next line (left to right) if a word won't fit in (return-sweep)</p>
<p>I can write for a minimum of 8 minutes.</p>	<p>I can remain in my seat and focused on my work. I have-a go at writing and drawing more. I re-read my writing to check it makes sense.e</p>	<p>I use my thinking to generate sentences. I can listen to instructions.</p>	<p>Writing samples Writing conferences Observations</p> <p>Assess Week 2, Term 2</p>	<p>Daily</p>	<p>I can write for a minimum of 8 minutes, showing my best work and effort.</p>

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<p>I can use my words to say what I want and how I feel. Learning Target: I can speak to the class clearly.</p>	<p>“Can I have the pencil please?” “I need to get a drink” “Stop it. I don’t like it!” “This is my teddy....”</p> <p>I can talk about a text/author/illustrator that I like and explain why.</p> <p>I can speak with appropriate volume and eye contact.</p>	<p>I can use basic vocabulary. I can talk about a chosen topic. I can speak in front of an audience.</p>	<p>Observations Fascinating Facts Fascinating Facts about favourite book/author/illustrator</p> <p>Assess Week 5, Term 2</p>	<p>Daily</p>	<p>I can say what I want and how I feel using appropriate pace, expression and body language.</p>
<p>I can hear rhymes, syllables and words with the same first sounds (alliteration) in spoken words.</p>	<p>I can hear a rhyme and a non-rhyme. I can break my name up into syllables. I can hear the initial and end sound in a word (consonant). Eg. cat, pan</p>	<p>I can listen to words. I know that letters make sounds.</p>	<p>English Online ZPD update Anecdotal notes Observations</p> <p>Assess Week 3, Term 2</p>	<p>Term 1, Weeks 4 - 9 Term 2, Weeks 1 - 3</p>	<p>I can add to a rhyme family. <i>Teacher: “Pot and Hot rhyme. What else rhymes with pot and hot?”</i> <i>Student: “cot, rot, lot...”</i></p> <p>I can break words up into syllables.</p> <p>I can hear the middle sounds in a word.</p> <p>I can blend and segment sounds in single syllable words. E.g. (“what sounds are in the</p>

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					word 'cat'" "c - a - t. C - a - t makes cat!")
I can listen to others by showing a range of listening behaviors.	I can use the 5Ls of Listening - lips, legs, lap, look, listen. I can follow simple instructions. I sit in the one spot for a sustained period of time. I can make good choices on the floor.	I can explain what good listeners do.	Teacher observations. Anecdotal notes. Assess Term 2 Week 5	Daily	I can offer advice and opinions, including constructive feedback.

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Essential Learning Reading and Viewing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four-Six
Decoding High Frequency Words MSV Fluency Concepts about print Comprehension Genres	Decoding High Frequency Words MSV Fluency Concepts about print Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres	Decoding High Frequency Words MSV Fluency Comprehension Genres

Essential Learning Writing Overview

Prep Foundation – Level 6	Level 7
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Text Structure & Organisation Spelling Grammar & Punctuation Writing Process Genre Craft Handwriting	Text Structure & Organisation Grammar & Punctuation Writing Process Genre Craft Handwriting
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