

| What is it that we want our students to know, understand, do and communicate KUDCO? | | | | | |
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| Year Level: One | Semester: One | Subject: English | Team Members: Matt Hart, Joel Magnabosco, Carmel Manning, Vanessa Hancock | | |
| 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? |
| Decoding I know the relationship between sounds and letters. Learning Targets: - Blends - CVC - Syllables - Vowels | Blends: black: 'bl-a-ck' CVC: c-a-t, d-o-g Syllables Vowels | I know all 26 Letter names I know names of letters in upper case I know names of letters in lower case i can read words from left to right i can use the sounds represented by most letters(42 in total) | Anecdotal observations guided reading Running record: Term 1, Week 5-6 Term 2, Week 2-3 | Daily | I can recognise all letter-sound matches including: Silent letters(knot) vowel/consonant digraphs (ay in play) -less common sound letter combinations. |
| MSV I can use each of the 'Good Readers' skills to solve new words Learning Targets: | . 'I knew this word was tree because: - it started with a t and ended in ee. - there was a picture of a tree. | I know that good readers have many strategies to solve new words. -I can demonstrate all aspects of concepts about print | Reading conferences Guided reading Running record: Term 1, Week 5-6 Term 2, Week 2-3 | Daily | I can use each of the 'Good Readers' skills during my independent reading. |

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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 | Weekly Term 1 Week 4 onwards Readers' Theatre most Fridays | I can read like I am talking when reading a new text. |
| 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 | Ongoing | I can continue reading High Frequency Words on the next list (150+) |
| Comprehension I can discuss a text using literal and inferred meaning, as well as a book's text structure. Learning Targets: | - I can find the answer to questions in a text. e.g. The Car is blue Q- What colour is the car? | 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 | Term 1 Weekly Prior Knowledge (incl. Predictions) Ongoing: Questioning, Inferring Term 2 | I can infer characters' feelings from texts I read. |

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| <p>- I can use comprehension strategies to build literal meaning about key events, ideas and information in the words and pictures. - I can use comprehension strategies to build inferred meaning about key events, ideas and information in the words and pictures.</p> | <p>- I can use clues in a text and my prior knowledge to answer questions. e.g. The car is the colour of a clear sky. Q - What colour is the car?</p> | | <p>‘Creepy Carrots’ -T2Wk2 Term 2, Week 3 - Literal Term 2, Week 6 - Inferring</p> | <p>Literal - Weeks 1-3 Inferring - Week 4-6</p> | |
| <p>Genres I can use my growing knowledge of context, text structures and language features to help me comprehend. <u>Learning Target:</u> I can describe differences between fiction and non-fiction/factual texts.</p> | <p>- 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:</p> | <p>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.</p> | <p>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</p> | <p>Weekly</p> | <p>I can use my growing knowledge of context, text structures and language features to help me comprehend texts. I can compare fiction texts to non-fiction/factual texts by recognising their features.</p> |

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| | <p>photos, facts, captions, subheadings, labeled diagrams, index, glossary, contents.</p> <p>-I know that this is a fiction text because: it tells a story, it may have characters, setting, problem, solution, fantasy.</p> | | | | |
| <p>Spelling 1: I can use base words to spell unfamiliar words.</p> | <p>I can build on a known word to make a new word. e.g. Play, played, playing.</p> | <p>I know what a base word is. I know what short and long vowel sounds are.</p> | <p>Writing samples Writing conferences Dictated writing CFA - developing words from base word. Term 2, Week 6</p> | <p>Modelled writing - Weekly Focussed - Term 2 Weeks 5 & 6</p> | <p>I can identify when I need to change the base word. (swim, swam) - change. (hide, hiding) - drop e. (skip, skipped) - double consonant.</p> |
| <p>Spelling 2: I can listen for and reproduce letter patterns and letter clusters. (speaking and listening)</p> <p>Learning Target: - I can make new words by changing an onset or rime. - I can identify letters in consonant blends.</p> | <p>Clapping syllables in words. E.g: play-ing Hink Pink (Jim) e.g. big pig I know that 'pl' sound in plane is made up of a p and an l. If I can spell top, I can spell hop, cop.</p> | <p>I know the sounds that letters make. I know that letters represent sounds.</p> | <p>CFA - Hink Pink</p> | <p>Modelled writing - Weekly</p> | <p>I can write onset/rime that include letter blends e.g. stop, flop, shop, crop.</p> |

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| <p>Spelling 3: I can spell 100 of the first 150 Oxford HFW</p> | <p>I correctly use the first 100 Oxford HFW in my daily writing.</p> | <p>I know the sounds that letters make. I know that letters represent sounds. I know how to spell the first 50 Oxford HFW I can read the first 75 Oxford HFW</p> | <p>Writing samples Writing conferences Oxford Plus 125 Term 2, Week 7-8</p> | <p>Ongoing</p> | <p>I can spell beyond the first 100 Oxford HFW</p> |
| <p>Grammar & Punctuation: I can identify and use punctuation correctly. Learning Target: - Full stops - Upper case letters Experimentation with: - Question marks - Exclamation marks</p> | <p>I can use punctuation correctly in my writing. e.g. What did you do on the weekend? My weekend was amazing! I spent it with Teddy.</p> | <p>I can recognise/identify punctuation in texts. I know what each of these means: - Full stops - Question marks - Exclamation marks - Upper case letters.</p> | <p>Writing samples Writing conferences Dictated writing CFA - dictated sentences. Term 1, Week 3 Term 1, Week 7</p> | <p>Ongoing</p> | <p>I can identify and use more complex punctuation correctly. e.g. Commas, quotation marks, ellipses, apostrophes, proper nouns, question marks, exclamation marks.</p> |
| <p>Writing Process: I can work through the writing process to complete a piece of writing. Learning Target: I can use my plan to write a draft. I can recognise when my writing can be improved.</p> | <p>I can write a draft using my plan. - same ideas I can see where I need to make changes to my draft.</p> | <p>- I can record my ideas/thoughts (Plan) - I can draft a piece of writing.</p> | <p>Writing samples Writing conferences. Recount & Info Report processes.</p> | <p>Ongoing - focus on recount.</p> | <p>I can add craft to my draft during the revising process. - alliteration - similes/metaphors - sentence length</p> |

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| I can read back my writing to check it makes sense. | | | | | |
| <p>Genres: I can provide details about ideas or events, and details about the participants in those events.</p> <p>Learning Targets: - Recount - Information Report</p> | <p>RECOUNT A sequenced paragraph that includes the 5 W's and H.</p> <p>INFORMATION REPORT Facts: diet, habitat, appearance, other fascinating facts</p> | <p>RECOUNT I know what order/sequence means. I can sequence events. I can verbally retell my weekend.</p> <p>INFORMATION REPORT I have a good understanding of my subject. I understand what a keyword is.</p> | <p>RECOUNT Work samples Writing conferences CFA: Rubric (5Ws H) Term 2, Week 1-4</p> <p>INFORMATION REPORT Pre-CFA: Term 2, Week 1 Report About Me Post-CFA: Term 2, Week 7 Report About Me</p> | <p>RECOUNT Weekly (especially Term 1)</p> <p>INFORMATION REPORT Term 2: ongoing</p> | <p>RECOUNT I can write a detailed recount that includes more than one paragraph.</p> <p>INFORMATION REPORT Concluding statement</p> |
| <p>Craft: I can use interesting leads in my writing.</p> | Setting, Action, Onomatopoeia, Dialogue, Question. | I know that my writing needs to have an interesting beginning. | Writing samples. Anecdotal notes form writing. Independent use in recounts. | Term 1 and 2. Weekly - during recount. <u>Explicitly:</u> Term 1, Week 3-7 Term 2, Week 5-7 | Use of these leads in a variety of genres. |

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| <p>Handwriting: I can write all upper and lower case letters correctly on 18mm dotted third lined paper using Victorian Modern Font.</p> | <p>I can write letters correctly on 18mm dotted third lines -Tall letters (l, h, b, d and all Upper case) -Mid letters (t, i) -Small letters (e, a o) -Tail letters (y, p, g, q...) OR -top to bottom (most) -1 o'clock (a, c, o, d, g, q) -other (e, s, x, z)</p> | <p>I know the starting point of letters. I know what each letter looks like. I know the letters of the alphabet.</p> | <p>Writing samples -Student developed sentences Writing conferences Dictation</p> | <p>Ongoing</p> | <p>I can legibly write all unjoined upper and lower case letters correctly on lined paper using Victorian Modern Cursive.</p> |
| <p>Stamina I can write for a minimum of 15 minutes.</p> | <p>I stay in my seat and can write uninterrupted for 15 minutes.</p> | <p>I know Victorian Modern Cursive letters. I know how to write on dotted thirds. I can write.</p> | <p>Quick Write samples.</p> | <p>Weekly</p> | <p>I can write using Victorian Modern Cursive on 18mm dotted thirds for 20 minutes.</p> |
| <p>Questions & Comments I can have conversations and discussions, listening actively. Learning Target: I know the difference between a question and a comment.</p> | <p>“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.</p> | <p>A question requires an answer a comment does not.</p> | <p>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.</p> | <p>Weekly</p> | <p>Exploring different types of question starters: Other words that imply questions. Investigating the various types of comments: positive, negative etc.</p> |
| <p>Read aloud I can listen to, read aloud and perform poems, rhymes and songs.</p> | <p>I am a good audience member during performances.</p> | <p>Listening behaviours and expectations. I can speak in front of others.</p> | <p>Videotape student’s performing. Term 2, Week 9</p> | <p>Reader’s Theatre. Fortnightly.</p> | <p>I can speak clearly, and project my voice when performing to an audience.</p> |

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| | I can perform by reading or singing in front of 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 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. |

Essential Learning Reading and Viewing Overview

| Prep Foundation | Level One | Level Two | Level Three | Level Four-Six |
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| 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 |
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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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