

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Two	Semester: One	Subject: English	Team Members: Nathan Welsh, Kim Cleghorn, Christine Kane, Vanessa Brown, Georgina Dunne		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor <ul style="list-style-type: none"> <li>What does proficient student work look like? Provide an example and/or description.</li> </ul>	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?
<b>Decoding</b> I can recognise an increasing range of English phonemes and sound-letter combinations	I know all the consonant sounds  I know the main vowel sounds.  I can recognise a range of blends  I can read words with silent letters  I can read words with less common sound letter combinations EG: 'ight' as in 'light'	I know all the 26 alphabet letter names and sounds.  I can read words with a variety of onset and rime EG: 'ay' in 'play'  I know that vowels and consonants do not always make the same sound.  I know how some combined vowels and consonants sound and	Students will complete a periodic school benchmark 'Running Record' (F&P).  Students will be observed during fortnightly individual conferences that track their ability to decode.	Weekly investigation and explicit instruction throughout the Semester during reading and writing lessons.	I can read words of two and three syllables. EG: 'infectious'.  I can read words with a prefix or suffix. EG: 'trying' and 'misunderstanding'  I can read words with complex and inconsistent letter-sound relationships. EG: 'dough' and 'plough'

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2017 SEM 1 ELSP ENGLISH YR 2

	I can read words by recognising common letter combinations EG: 'tion' as in 'fraction'	can experiment with them when I read.			
<b>High Frequency Words</b> I can recognise 200+ High Frequency words within continuous text	I can instantly recognise and read over 200 of the Oxford High Frequency words. <a href="http://www.oxfordwordlist.com/pages/">http://www.oxfordwordlist.com/pages/</a> (Note that this is the Oxford Wordlist PLUS)  I can consistently read these words accurately in a new text, without using decoding strategies.	I can instantly recognise and read the 100 Oxford High Frequently Used word list.	Students will be individually tested on their ability to read over 200 words in the Oxford High Frequency word list.  Students will complete a periodic school benchmark 'Running Record' (F&P) that will assess their ability to consistently read frequently used words.  Students will be observed during fortnightly individual conferences that track their ability to read frequently used words.	Daily visual exposure to 300 of the frequently used words, and explicit instruction in reading and writing lessons.  Weekly individualised homework that identifies frequently used words that students need to learn to spell and read.	I can instantly recognise and read up to 400 of the Oxford High Frequency Word in a new text.
<b>Reading MSV</b> I can think about whether my reading sounds right,	I can use visual clues, like pictures and clusters of letters to help me read words.	I know that good readers always try different ways to decode new words.	Students will complete a periodic school benchmark 'Running Record' (F&P) that will	Weekly exposure to explicit demonstration of the strategies being	I can choose the best 'good reader' skill for different words I use

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2017 SEM 1 ELSP ENGLISH YR 2

<p>looks right and makes sense.  (combine semantic, contextual and grammatical knowledge to understand texts)</p>	<p>EG: "I know the word is tree because there is a picture of a tree and the first two letters make the sound tr"</p> <p>I can listen to the words I read and check to see if they sound right in the sentence. EG: "I read 'she rans in the park' when I know that words need to be 'ran' because there is no word that is 'rans'"</p> <p>I can listen to the words I read and check if they make sense in the sentence. EG: "I read the word 'desert' because I asked myself..where is there no rain and its very hot"</p> <p>I can use together visual, structural and meaning to decode the words I read.</p>	<p>I can use and explain some 'good reader' skills.</p>	<p>assess their ability to use different 'good readers' skills and the extent to which the over rely on any aspect of MSV.</p> <p>During individual conferences, students will use a whiteboard marker to check which 'good reader' skills they have used.</p>	<p>applied to a range of texts.</p>	<p>and explain why that skill was best to use.</p> <p>I can use visual, structure and meaning cues to help me read complex texts with new vocabulary.</p>
<p><b>Fluency</b> I can fluently read familiar and some unfamiliar texts</p>	<p>I know that reading fluency is made up of accuracy, rate, punctuation and expression</p>	<p>I know I need to keep reading until I get to a full stop.</p>	<p>Students will complete a periodic school benchmark 'Running Record' (F&amp;P) that will</p>	<p>Ongoing throughout the semester:  <ul style="list-style-type: none"> <li>• Reader's Theatre or</li> </ul> </p>	<p>I can make the text 'come alive' by noticing punctuation and sentence length and by</p>

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2017 SEM 1 ELSP ENGLISH YR 2

	<p>When I read aloud I can recognise punctuation and adjust my reading</p> <p>When I read aloud I can read smoothly and at an appropriate rate</p> <p>When I read aloud I can express character feelings</p>	<p>I know that sometimes people speak in texts and that is shown with ‘talking marks’.</p> <p>I know that question marks mean that a question is being asked.</p> <p>I know that an exclamation mark means that someone is passionate.</p>	<p>assess their ability to read an unseen texts fluently.</p> <p>Students will be observed during fortnightly individual conferences that track their ability to read fluently from a familiar text.</p> <p>Students will prepare ‘reader’s theatre’ or ‘found poetry’ on a fortnightly basis.</p> <p>Students will be encouraged to read aloud during small group guided activities.</p>	<p>Found Poetry (one per fortnight)</p> <ul style="list-style-type: none"> <li>• Individual student conferences (one per fortnight).</li> <li>• Teacher led guided reading groups (one per week)</li> </ul>	<p>changing my rate, volume, pitch and tone as I read.</p>
<p><b>Comprehension</b> I can use comprehension strategies to build literal and inferred meaning.</p> <p><b>Learning Target:</b> Predicting Summarising</p>	<p>I can make, check and revise my predictions before, during and after I read.</p> <p>I can retell the sequence of events in a fictional texts.</p>	<p>I know that to comprehend is to understand what I read.</p> <p>Good readers read to comprehend.</p>	<p>Students will complete a periodic school benchmark ‘Running Record’ (F&amp;P) that will assess their ability predict, infer and retell events and facts.</p>	<p>Weekly instruction throughout the Semester.</p> <p>Term one will focus on prediction and visualising</p>	<p>Retell: Students can include key language and retell more complex text.</p> <p>I can synthesise the main idea of a fiction text based on the inferences I have made.</p>

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2017 SEM 1 ELSP ENGLISH YR 2

<p><b>Making Connections</b> <b>Visualising</b></p>	<p>I can discuss the problem of the main character in a fictional text and how that was resolved.</p> <p>I can recall some important facts from a non fiction text.</p> <p>I can make text to self and text to text connections.</p> <p>I can discuss similarities and differences between texts.</p> <p>I can create a picture of what I visualise while reading a book.</p>	<p>I know I can use what I see (text clues) and what I know (prior knowledge) to predict and infer.</p> <p>I can remember what has happened in a story and tell it to someone else.</p> <p>I can remember something I have learnt and tell it to someone else.</p> <p>Visualising: I can create and explain a picture from text cues (in my head).</p>	<p>Students will be observed during fortnightly individual conferences that track their ability to infer, predict and retell events and facts.</p> <p>Students will complete set activities in response to pictures and text that assess their ability to predict, infer, and retell events and facts.</p>	<p>Term two will focus on retell, the top level structure of problem/solution and Making Connections</p>	<p>I can explain my inferences with references to the text and my prior knowledge.</p>
<p><b>Identifying Genres</b> I can identify the genre of a text by recognising its features and purpose.</p>	<p>I can recognise features of a text.</p> <p>I can describe the features of different genres.</p> <p>I can describe similarities and differences between genres</p>	<p>I can tell the difference between a fiction and a non fiction text.</p> <p>I know that not all texts look the same.</p> <p>I know that fiction is entertaining because it's not true.</p>	<p>Students are presented students with a big book. They complete an individual analysis of the genre with explanations attached.</p>	<p>One instructional lesson per week throughout the Semester.</p>	<p>I can comment on a wide range of genres based on the way that I know they are written.</p> <p>I can identify when a text blends more than one author purpose of (eg: Historical fiction is to entertain and to inform)</p>

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2017 SEM 1 ELSP ENGLISH YR 2

	<p>I can describe books I like and their features.</p> <p>I know that authors write to Persuade, Inform, Entertain</p> <p>I can identify the author’s purpose of a new text I have read.</p>	<p>I know that non-fiction is informative because it includes facts.</p>			
<p><b>Text Structure &amp; Organisation:</b> I can write compound sentences using conjunctions to join ideas.</p>	<p>I can write a complex sentence that links two ideas by using a simple conjunction. EG: “Kate the cat had white fur <u>and</u> pink paws.”</p> <p>I can use simple conjunctions such as ‘but’ and ‘if’ to link a contrasting or opposite idea. EG: “Kate the cat had white fur and pink fur, <u>but</u> she always wanted black fur.”</p> <p>I can use simple conjunctions such as ‘because’ to explain and provide more detail.</p>	<p>I can write a simple sentence with a single clause. <i>Kate the cat had fur.</i></p>	<p>Students write a personal recount.</p> <p>Students will participate in fortnightly individual writing conferences that encourage them to revise their writing to include conjunctions.</p>	<p>Term 1 Week 1- Week 9</p> <p>Term 2 Week 1-5</p>	<p>I can apply a wider variety of conjunctions: EG: although, until, however, consequently.</p>

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2017 SEM 1 ELSP ENGLISH YR 2

	<p>EG: "Kate the cat had white and pink fur, but she always wanted black fur because she wanted to fit in with the other cats."</p>				
<p><b>Spelling:</b> I can use sound-letter patterns, visual strategy and syllables to help me spell words</p>	<p>I know the different ways that vowel sounds can be spelt and I can apply this in my writing of new words. EG: The long 'e' sound can be spelt with a 'ee' or a 'ea' or a 'e'.</p> <p>I can identify the different sounds that more complex letter blends can make (e.g. trigraphs)</p> <p>I know generalisations for adding suffixes to words</p> <p>I can spell a range of words with silent letters</p> <p>I can edit my writing to identify and show when a word is spelt incorrectly, and use my knowledge of spelling patterns to correct it.</p>	<p>I know onset and rime letter and sound combinations.</p> <p>I know what a syllable is.</p> <p>I can edit my writing to identify and correct the misspelling of frequently used words.</p>	<p>Students will respond to a simple dictation and will edit their writing for spelling.</p>	<p>Term two weekly dictation to monitor progress.</p>	<p>I can spell irregular sound letter combinations. Example: Learnt (past tense spelling). Doubt (silent b).</p>

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2017 SEM 1 ELSP ENGLISH YR 2

	I can break a word into syllables to spell it.				
I can spell the first 150 Oxford High Frequency Words	I can spell 150 of the Oxford High Frequency Words	I can spell the first 100 Oxford High Frequency Words	Students who have mastered 150 will be assessed on their ability to spell up to 300 Oxford High Frequency Words-this will guide their learning words for the remainder of the year.	Weekly explicit spelling lessons and weekly homework that focus on each student's personal word list.	I can spell from 151-404 Oxford High Frequency Words
<p><b>Grammar &amp; Punctuation:</b> I can identify and use punctuation correctly.</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Full stops</li> <li>- Question marks</li> <li>- Exclamation marks</li> <li>- Upper case letters</li> <li>- Commas</li> </ul>	<p>I can use full stops correctly at the end of every sentence.</p> <p>I can use question marks when a sentence begins with the words, why, when, how, which.</p> <p>I can use exclamation marks appropriately.</p> <p>I understand and use upper and lower case letters at the start of a sentence and for proper nouns.</p>	<p>I know that punctuation is used so that people can comprehend writing.</p> <p>I can recognise different punctuation marks.</p>	<p>Students will be given the opportunity to list all the different kinds of punctuation that they know and show examples.</p> <p>Students will be asked to complete a piece of writing, focusing on using correct punctuation.</p>	Weekly writing sessions that focus on aspects of grammar and punctuation.	<p>To use and explain a greater variety of examples of how and why commas are used in writing.</p> <p>I can use a comma after an introductory clause.</p>

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2017 SEM 1 ELSP ENGLISH YR 2

	I can use commas to make a list.				
<b>Grammar &amp; Punctuation</b> I can classify nouns, adjectives and verbs	<p>I can sort words into nouns, adjectives and verbs.</p> <p>I know an adjective is a describing word</p> <p>I can identify strong verbs in a text and describe why they are interesting</p> <p>I can sort nouns into their types (e.g. common, proper, collective, abstract)</p>	<p>I know a noun is a person, place or thing</p> <p>I know that a verb is an action word</p>	Students will sort words into categories	Term 2	Exploration of strong verbs
<b>Writing Process:</b> I can work through the writing process to complete a piece of writing. <b>Learning Target:</b> I can: - Reread, revise, and edit my writing.	<p>I can use a Writer's Notebook to create writing seeds.</p> <p>I can use a graphic organiser to plan my ideas for a new piece of writing.</p> <p>I can draft new writing using my writing seed and my plan.</p>	I know that good writing needs to follow a process before it is published.	<p>Quick question and answer response to the question; "What are the stages in the writing process".</p> <p>Throughout the semester, via individual writing conferences, students will be asked to explain and justify their</p>	<p>Term 1, Weeks 1-4 will revise the steps in the writing process.</p> <p>Then throughout the semester, students will take pieces of writing through the writing process to publication.</p>	<p>I can use my writer's notebook to independently create new writing seeds.</p> <p>I can revise my writing to match my audience and purpose.</p> <p>I can revise my writing to use a range of literary</p>

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<ul style="list-style-type: none"> <li>- Read my writing aloud and edit using feedback from others.</li> <li>- Publish my writing in written and multimodal formats</li> </ul>	<p>I can revise my writing...</p> <ul style="list-style-type: none"> <li>• by reading my writing aloud to add, delete words for meaning.</li> <li>• to find replacement words that express exactly what I mean.</li> </ul> <p>I can edit my writing to...</p> <ul style="list-style-type: none"> <li>• identify misspelt words</li> <li>• correct punctuation.</li> </ul> <p>I can read my writing aloud to an editing partner to revise and edit my writing.</p> <p>I can select and explain a way to publish my writing.</p> <p>EG: "I have written in big words and made it colourful because it is for my prep buddy".</p>		<p>position in the writing process.</p> <p>Students will use a "Have a Go" book that display their attempts to correct words.</p> <p>Editing partners will provide written feedback to their partner.</p>		<p>techniques (EG:Alliteration, Personificatino)</p>
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2017 SEM 1 ELSP ENGLISH YR 2

	I can include an appropriate image to support my writing.				
<p><b>Genres:</b> I can create short, imaginative and informative texts for a specific audience using a given structure.</p> <p><b>Learning Target:</b> Recount/ Memoir T1 W4-7 Narrative T2W2-T2W6 Explanation T2W6-T2W11 Poetry T1W8-T2W1</p>	<p>I can create an innovation of a familiar text</p> <p>I can describe my audience for my writing</p> <p>For every piece of writing I can include;</p> <ul style="list-style-type: none"> <li>• an engaging lead</li> <li>• an introduction and conclusion</li> <li>• striking verbs</li> <li>• conjunctions</li> <li>• voice</li> <li>• supporting detail</li> </ul> <p>For a recount, I can show,</p> <ul style="list-style-type: none"> <li>• Consistent past tense</li> <li>• Consistently written in first person</li> <li>• Retell and sequence factual events</li> </ul> <p>For an Explanation I can:</p>	<p>I can list different genres.</p> <p>Different genres have different structures.</p> <p>Narrative:</p> <ul style="list-style-type: none"> <li>• It is a fictional (made up) story with characters.</li> </ul> <p>Persuasive letter:</p> <ul style="list-style-type: none"> <li>• A persuasive letter tells someone what you're thinking.</li> </ul> <p>Recount:</p> <ul style="list-style-type: none"> <li>• It retells something that has happened to me.</li> </ul> <p>Explanation:</p> <ul style="list-style-type: none"> <li>• Writing that explains something.</li> </ul>	<p>For each piece of writing, students will be given an appropriate prompt and timeframe. The CT will create a rubric for formative assessment that links back to the Rigor.</p>	<p>Recount Term 1, weeks 1-6 Term 2, Week 1 -3 Narrative Term 1, Weeks 5-9 Persuasive Letter (3) (T1) Explanation Term 2, weeks 4-7 Response Term 2,, Week 1 and 2</p>	<p>Recount: Student can add extra detail with evocative language.</p> <p>Persuasive: Students can find and use evidence outside of their own prior knowledge.</p> <p>Explanation: Students can self select text feature that best explain.</p> <p>Narrative: Characters are shown by what they do, what they say and what they think (show not tell) Ω</p>

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	<ul style="list-style-type: none"> <li>● Use Cause and Effect to explain how something works or happens</li> <li>● Technical language that relates to a subject.</li> <li>● Use text features that explain: eg: labelled diagrams.</li> <li>● Information is separated into sequenced paragraphs.</li> <li>● Use consistent present tense.</li> <li>● Include an interesting lead</li> <li>● Use specific nouns</li> </ul> <p>For poetry I can</p> <ul style="list-style-type: none"> <li>● Write for an audience</li> <li>● use imaginative vocabulary</li> <li>● write in stanzas</li> <li>● use repetition</li> <li>● Use descriptive language</li> </ul>				
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	<p>For Narrative I:</p> <ul style="list-style-type: none"> <li>• Understand that the main character is the heart of a good story.</li> <li>• Can use a structure of a problem, a conflict and a solution</li> <li>• Can include action, dialogue and description.</li> <li>• Can include an interesting lead</li> <li>• Use strong verbs</li> </ul>				
<p><b>Handwriting:</b> I can legibly write all unjoined upper and lower case letters correctly on dotted third lined paper using Vic Modern Cursive for 15 minutes.</p>	<p>I can write all letters in “The quick brown fox jumped over the lazy dog” in vic cursive, using the dotted thirds</p> <p>I can write for 15 minutes</p>	<ul style="list-style-type: none"> <li>• I need to write legibly so people can read my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write the capital and lowercase of the alphabet</li> <li>• Students publish writing for 15 minutes</li> </ul>	<p>Term 1 weeks 6-7</p> <p>Weekly writing sessions that focus on aspects of fluency</p>	<ul style="list-style-type: none"> <li>• Students can join letters to form cursive writing.</li> </ul>
<p>I can listen carefully and follow instructions and discussions.</p>	<p>I can show respect and cooperation by consistently demonstrating the five L’s of listening:</p>	<p>To understand that talking is a way of communicating. To understand that listening shows respect</p>	<p>Daily lunchtime show and tell (assessing both those listening and those presenting)</p>	<p>Daily show and tell throughout the Semester.</p>	<p>I can wait my turn to speak. I show cooperative behaviours to engage in conversations.</p>

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	 <p>I can understand and follow three separate instructions that have been told to me or written down.</p>	<p>and helps us follow instructions.</p> <p>To know and be able to show the five L's of good listening.</p>	<p>Daily whole class discussion and instructions relating to core instruction in Reading, Writing and Mathematics.</p> <p>Readers Theatres</p>	<p>Daily whole class discussion throughout the Semester.</p>	<p>I can reciprocate listening behaviours within a conversational group.</p>
<p>I can start and continue a conversation using everyday language features and topic-specific vocabulary.</p>	<p>I can use classroom created speaking prompts to help me get started with my speaking: Examples: “I agree with you because..” “I’d like to add to that...” “That reminds me of...”</p> <p>I can take turns speaking and listening.</p> <p>I can use vocabulary I have learnt during learning time</p>	<p>I know that conversations are when people actively speak and listen.</p> <p>I know that I put up my hand when I want to add to the conversation.</p> <p>I know that talking, listening and learning go together.</p>	<p>Teachers use an ongoing checklist and anecdotal notes that records instances where individual students have used prompts to start and/or continue a conversation.</p>	<p>Speaking prompts to be introduced in weeks 1 &amp; 2 of Term 2 and then implemented for the remainder of Semester 2.</p>	<p>I can provide evidence that supports the conversation: EG: “I agree that the text is to entertain <i>because</i> the story is really funny and surprising like the others that author has written...”</p> <p>I can find encouraging ways to make sure we all can contribute to the conversation.</p>

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2017 SEM 1 ELSP ENGLISH YR 2

	I know that conversations stay focussed on the same topic.				
I can create, rehearse and deliver short presentations on familiar and new topics.	<p>I can create a presentation that aims to match my audience in some way.</p> <p>I can use words and ‘visuals’ to communicate ideas to my audience. (‘visuals’ can include props, pictures, use of ICT)</p> <p>I can speak in a clear voice so that others can hear me.</p> <p>I can look people in the eyes when I speak to them.</p> <p>I can use practiced classroom prompts to reflect upon my learning</p> <p>I can rehearse and perform Readers Theatre.</p>	<p>I know that I can explain and recount information to others by presenting and talking about it.</p> <p>I know that a part of learning is being able to explain (reflecting upon) what I have learnt.</p>	<p>Junior School Council persuasive speeches.</p> <p>Daily mathematics reflections shared vocally in class.</p> <p>Show and Tell.</p> <p>2-3 minute presentation on a place that they have a connection to (Concept).</p>	<p>Weeks 6 &amp; 7 of Term 2.</p> <p>Ongoing.</p>	<p>I can deliberately revise parts of my presentation to suit my audience; EG:</p> <ul style="list-style-type: none"> <li>• I may delete information they already know</li> <li>• I might use humour, expression or words I know they will relate to.</li> </ul> <p>I can use my voice and my body language confidently so I engage my audience.</p>

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**Essential Learning Reading and Viewing Overview**

<b>Prep Foundation</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four-Six</b>
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**

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

\*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.

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