

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three	Semester: One	Subject: English	Team Members: Renee Johnson, Maree Caminiti, Mel Axelson, Brad Morin		
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 can decode words. Learning Targets:: I can apply the decoding strategies: <ul style="list-style-type: none"> ● Stretching ● Chunking ● Sliding ● Getting mouth ready ● Changing vowel sounds ● Skipping (and coming back) ● Looking at the beginning and end sounds 	I can read words by breaking them into syllables I can read words that have an suffix that is added at the end of a root word eg: play/playing I can identify and use complex letter-sound relationships (ion, tion, cian, sion, I can identify the first/last letter/combination of letters and what sounds they might make	I know some words have a base word within them. I can look for a smaller word. I can chunk a word and recognise syllables in words. I know the sounds letters make.	Running records (F&P May, Fiction, and October: Non-Fiction) Reading conferences (observing the decoding strategies the student uses) Language Convention CFA (NAPLAN prac) T1W2	Term 1 (First 15 Days) Term 2 W1-7	I can solve multi-syllable words with three or more syllables, using vowel patterns, phonogram patterns, affixes and other word parts. I can read texts of increasing difficulty with increasing fluency.

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<ul style="list-style-type: none"> ● Rhyming ● Small words 	<p>I know what the different vowel sounds are</p> <p>I can move through the sounds of the letters in order</p>				
<p>High Frequency Words I can recognise the 404 High Frequency words within continuous text.</p>	<p>I can use automatic recall for High Frequency Words. I can read the High Frequency words without relying on sound patterns. I can read the High Frequency words in a random order. I can recognise and locate the High Frequency words within a text.</p>	<p>I can read the 200 HF word list.</p>	<p>-Reading of Oxford High Frequency word list -Running Record -Reading Conference</p>	<p>T2 W8-10</p>	<p>This Essential learning should be mastered by end of year 3. Confidently reading of the Oxford Words past 400.</p> <p>Extending vocabulary past the oxford word lists.</p>
<p>Fluency (to be taught alongside Punctuation EL) I can demonstrate fluent reading.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> ● Reading at an appropriate rate. ● I can use punctuation to 	<p>Rate- I can read like I am talking.</p> <p>Intonation- I can change the way my voice sounds</p>	<p>Decoding skills Comprehension skills</p> <p>Awareness of what common punctuation signifies: full-stops, commas, question marks, exclamation marks</p>	<p>Running records Fluency CFA- Adapted Reader's' Theatre passage - recorded.</p>	<p>Term 2 W6-10</p>	<p>Interpret the rate and expression needed within a text, based on the context of what I am reading or my audience.</p> <ul style="list-style-type: none"> - Presenting - Non-Fiction - Reader's theatre <p>I can use volume for effect</p>

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<p>inform my intonation.</p> <ul style="list-style-type: none"> I can use context to inform my intonation. 	<p>based on the situation, character and punctuation.</p>				<p>I can employ rate for effect I can incorporate appropriate body language. I can use different character voices. I know how to change my voice for parenthesis (brackets, drop in clause etc.), colon and ellipses.</p>
<p>Punctuation I can demonstrate awareness of the function of the full range of punctuation.</p> <p>Learning Target: -Full stop -Comma -Exclamation marks -Question marks -Speech marks.</p>	<p>Punctuation - When reading I know that full stops and commas signify that I need to take a pause in my reading.</p> <p>When reading I know that a question mark signals that I need to raise my voice at the end of a sentence.</p> <p>When reading I know that an exclamation mark signals that I need to change the tone of my voice, based on the context of the text.</p>	<p>Awareness of what common punctuation signifies: full-stops, commas, question marks, exclamation marks</p>	<p>Running Record Adapted reader's theatre passage - recorded</p>	<p>Term 2 Week 6-11</p>	<p>I know how to change my voice for parenthesis (brackets, subordinate clause etc.), colon and ellipses.</p>

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	When reading I know that a quotation/speech marks signal that I need to modify my voice to suit the character or the context.				
<p>Comprehension: I can use comprehension strategies to build literal and inferred meaning.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> I can retell a story in sequence. I can make predictions using prior knowledge and text clues. I can ask appropriate questions to deepen my understanding. I can answer literal and inferential questions using text clues and prior knowledge. I can clarify language to ensure I have understood what I have read. 	<p>I can explain and use a range of strategies to aid my comprehension of texts. Specifically:</p> <p>I can re-tell a story in sequence (literal)</p> <p>I can predict using a range of text clues and prior knowledge. I can justify using literal evidence.</p> <p>I can ask a range of questions that that build upon my understanding of the text.</p> <p>I can answer a range of questions, both literal and inferential, using text clues and prior</p>	<p>Good readers use strategies to help their comprehension of what they are reading.</p> <p>I know what a retell is. I know how to sequence.</p>	<p>CARS CFA</p> <p>Fountas and Pinnell Assessments</p> <p>Structured retell of mentor text/fable. - Checklist to mark against. Reading conferences. DRTA with justification (English Leader).. Graphic organisers</p>	<p>Term 1 (First 15 Days)</p> <p>Term 1 W5-9</p> <p>Term 2 W1-9</p>	<p>Improved re-tell, with more complex language. Also reflected in complexity of original text.</p> <p>Predicting using a range of experiences including text clues, prior knowledge and connections (beyond literal evidence).</p> <p>Able to articulate their use of QAR to ask and answer a range of questions.</p> <p>Automaticity and complex use of</p>

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<ul style="list-style-type: none"> I can infer using text clues and prior knowledge. 	<p>knowledge to explain or justify the answer.</p> <p>I can use a range of strategies to clarify that I have understood what I have read and to clarify the meaning of specific language or phrasing.</p> <p>I can make accurate inferences about character feelings and motivations justifying these by using text clues and prior knowledge.</p>				<p>clarification strategies appropriate to the level of the text.</p> <p>To make inferences about why the author has made choices within a text.</p>
<p>Genres I am familiar with and can evaluate texts based on their structure, context and language features.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> Narratives Procedures Explanation Persuasive <p>● Reports Sem 2</p>	<p>Narrative: Narrative Purpose I can identify the purpose of a narrative Persuade Inform Entertain</p> <p>Narrative Language Features I can identify narrative language features Dialogue Figurative language Strong lead Strong end</p>	<p>Narrative: I know: <input type="checkbox"/> That narratives tell a story.</p> <p>I know some language features: <input type="checkbox"/> Dialogue <input type="checkbox"/> Figurative language (Power of 3, metaphor, simile, onomatopoeia, alliteration) <input type="checkbox"/> Strong lead <input type="checkbox"/> Strong end</p>	<p>Narrative: Sample of particular texts types - students to annotate text with text structures and features</p> <p>Identification of genre to be confirmed in conferences.</p>	<p>Narrative: T1 W5-9</p>	<p>Narrative:</p> <ul style="list-style-type: none"> To justify why the author used these language features (what effect have they had on the audience? Investigate) To justify the purpose of a narrative (using the magic word “because”)

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<ul style="list-style-type: none"> Reviews Sem 2 	<p>Narrative Structure I can identify narrative text structures Solution Problem Setting Characters End Middle Beginning</p>	<p>I know some parts of the narrative text structure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solution <input type="checkbox"/> Problem <input type="checkbox"/> Setting <input type="checkbox"/> Characters <input type="checkbox"/> End <input type="checkbox"/> Middle <input type="checkbox"/> Beginning 			
	<p>I can identify the genre I am reading by considering its text structures and features.</p> <p>I can identify the purpose of a variety of genres by considering its features and structures.</p> <p>Using evidence from the text I can identify different text structures, justify language choices and language features.</p>	<p>Knowledge of: text structures language choices and language features.</p> <p>To know that there are different text types that are used for different purposes. eg: narratives tell a story</p>	<p>Sample of particular texts types - students to annotate text with text structures and features</p> <p>Identification of genre to be confirmed in conferences.</p>	<p>Narrative T1 W5-9</p> <p>Persuasive T2 W1-5</p> <p>Explanation T2 W6-8</p> <p>Procedural T2 W9-11</p>	<p>To understand the effect that the individual features of a text may have on an audience: Eg: headlines: grabbing reader's attention</p>
<p>Text Structure & Organisation: My writing makes sense</p>	<p>Write consistently in one tense (past, present, future).</p>	<p>Order my ideas.</p>	<p>Writing samples (marked with rubric) end of genre.</p>	<p>Term 1 Week 4- Week 8 (Narrative)</p>	<p>Create more complex phrases and clauses. <i>Eg. Without hesitation,</i></p>

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<p>Learning Targets:</p> <ul style="list-style-type: none"> - I can write sequentially - I can write consistently in one tense - I can express ideas, experiences and information logically. 	<p>Use various sentence types (sentence fragment, simple, compound, complex) to ensure my writing is fluent.</p> <p>Introduce text elements at the right time. Eg. Don't introduce a character at the end of the story.</p> <p>Make sure there is balance within my sentences, with correct use of nouns (names), verbs (actions) and adjectives (descriptions).</p> <p>Write in sequence.</p>	<p>Maintain focus on the topic of my writing.</p> <p>Use conjunctions to join ideas.</p> <p>Write simple sentences that flow.</p>	<p>Writing conferences</p>	<p>Term 2 Week 2-5 (Persuasive)</p> <p>Term 2 Week 6-8 (Explanation)</p> <p>Term 2 Week 9-10 (Procedure)</p>	<p><i>Harry jumped on his broom zooming high into the sky, his sights set firmly on the elusive Golden Snitch... it was almost within reach.</i></p> <p>Enrich the detail of my writing through topic specific vocabulary.</p>
<p>Spelling: I can use a range of spelling strategies.</p> <p>Learning Targets: I can use:</p> <ul style="list-style-type: none"> - Phonic strategy - HFW - Visual Strategy 	<p>I can flexibly use a range of spelling strategies, to make reasonable attempts at spelling words.</p> <p>I show evidence of using spelling strategies in work samples and can</p>	<p>Letter - sound knowledge</p> <p>Common blend sounds</p> <p>Common onset/rime</p> <p>HFW</p>	<p>Work samples. Weekly Spelling tests. Dictation tasks. Spelling test result review.</p>	<p>Term 1 W5-9</p> <p>Term 2 W1-6</p>	<p>Recognising the most efficient strategy to spell words.</p> <p>Increased bank of vocabulary and use in spelling of more complex words.</p>

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<p>- Word Structure & Meaning (Compound words, Prefixes, Suffixes, Base words, Root words)</p>	<p>explain the reasoning behind my attempt.</p> <p>I understand the concept of plurals for words and how they affect the base word and its sentence.</p> <p>I can use my knowledge of known words in order to make reasonable attempts at spelling unknown words.</p> <p>eg: Aqua Aquatic</p>	<p>Syllables</p>			<p>Exploration into common word origins</p> <p>Investigation into less common prefixes/suffixes</p>
<p>Spelling HFW: I can spell the first 200 Oxford High Frequency Words</p>	<p>I can spell 200 of the Oxford HFW</p>	<p>Students can spell the first 150 Oxford HFW</p>	<p>Oxford 400 HFW CFA</p>	<p>Term 1 Week 5</p>	<p>Oxford 404 HFW</p>
<p>Grammar & Punctuation: I can identify and use punctuation correctly. Learning Target:</p> <ul style="list-style-type: none"> - Full stops - Question marks - Exclamation marks 	<p>I can develop a piece of writing that uses the correct use of punctuation in order to show intended meaning.</p>	<p>Correct use of full-stops and Upper case letters</p>	<p>Writing CFA Work samples Dictation</p>	<p>Term 1 W8-9 Term 2 W1-11</p>	<p>Ellipse Semicolon Colon Hyphens</p>

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<ul style="list-style-type: none"> - Upper case letters - Commas - Apostrophes (contractions/possessive) - Connectives - Quotation marks/Talking marks 					
<p>Writing Process: I can work through the writing process to complete a piece of writing.</p> <p>Learning Target: I can: -Plan -Draft -Edit -Revise -Publish</p>	<p>I can take a piece of writing through to completion; from planning to publishing.</p> <p>I can use and document 'ARMS and CUPS' process to effectively revise and edit my writing.</p>	<p>Awareness of the different stages of the writing process.</p>	<p>Writing samples - ARMS/CUPS checklist for assessment.</p>	<p>Term 1 Week 5-9</p> <p>Term 2 Week 1-11</p>	<p>Independently following the process with more automaticity.</p> <p>To know/use a variety of planning strategies.</p> <p>To thoroughly engage with the editing process (adding, removing, moving and substituting).</p>
<p>Genres: I can create imaginative and informative texts using a given structure.</p> <p>Learning Target: - Narrative - Recount (factual) - Procedure</p>	<p>I can create purposeful pieces of writing that use the genre's text structure and key features to target my audience.</p>	<p>Understands that different text types are used for different purposes and have a structure that they follow.</p>	<p>Writing samples Class rubric Genre checklists Quick write</p>	<p>Narrative T1 W5-9</p> <p>Persuasive T2 W1-5</p> <p>Explanation T2 W6-8</p> <p>Procedural T2 W9-11</p>	<p>Added complexity within the text including language choices, grammar, punctuation, voice and structure based on chosen purpose and audience.</p>

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<ul style="list-style-type: none"> - Explanation - Persuasive (essay) - Test (multiple choice, short answer, essay writing, stamina writing) -Report (sem 2) -Poetry (sem 2) 	<p>I can publish in multiple formats that suits the audience that I am writing for:</p> <ul style="list-style-type: none"> - word documents - handwritten - powerpoint - video - audio 				
<p>Craft I can use strong verbs and nouns to create vivid imagery within my writing.</p>	<p>I can identify and explain the different types of nouns:</p> <ul style="list-style-type: none"> - Proper - Pronouns - Common - Collective - Abstract <p>I can identify stronger verbs to use within my writing using synonyms.</p> <p>I can produce pieces of writing that ‘shows’ my audience not ‘tells’ them. Eg: Mrs. Murray was angry. Vs Mrs Murray stormed into the classroom and</p>	<p>Basic knowledge of verbs and nouns.</p> <p>To have an awareness of Show Not Tell.</p>	<p>Writing samples Quick writes Poetry</p> <p>Writing craft checklist/rubric (Eg. “Did I use strong verbs?”)</p>	<p>Term 2 Week 1-4</p>	<p>Effective choice of words to succinctly describe within writing.</p> <p>Powerful application and knowledge of a strong, growing vocabulary.</p> <p>To include voice within my writing that shows my reader my personality without telling them.</p> <p>Understanding of descriptive language and its effect on the audience.</p>

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	slammed the books down on the desk.				
Handwriting 1: I can write legibly using consistently sized letters, with some joined letters on 14mm dotted thirds in Victorian Modern Cursive.	I can produce pieces of writing that show correct letter formation, using Vic Cursive. I am beginning to join common letter combinations.	I can write on the line using upper and lower case letters appropriately.	Work samples	Term 2 Week 9-11	I can automatically join when writing in victorian cursive script.
Handwriting 2: I can write using Victorian Modern Cursive for a minimum of 18 minutes.	I can write consistently using Victorian Modern Cursive for at least 18 minutes.	I can write for at least 15 minutes.	Work sample	T1 - W9 T2 - W1- 2	I can write consistently using Victorian Modern Cursive across all written pieces, for an extended period of time.
I can participate in conversations and take-turns speaking.	I can wait my turn to speak. I show cooperative behaviours to engage in conversations. I can reciprocate listening behaviours within a conversational group.	Understanding why cooperation is important. How to listen and add input into conversations.	Group work, Reciprocal reading, Guided reading, Anecdotal notes	Ongoing	I can use a variety of strategies to invite others to engage in discussions. I can make effective word choices in order to succinctly express my opinion
Speaking & Listening I can expand and extend my vocabulary.	I am actively thinking about new words that I can use to better express myself.	Has a developed vocabulary to use in their conversation.	Show and Tell Anecdotal Notes Group Discussions Vocabulary Bank Reciprocal Reading	Ongoing	Attempting to discover new words and use them in conversation.

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			Readers' Theatre Share and Reflect		
Speaking & Listening I can plan and deliver short presentations in logical sequence.	I can use purpose and audience to influence the structure and content of my presentations. My presentations have a clear introduction, middle and end, that flow.	Ability to share/reflect on learning in front of the class.	Show and Tell. Immigration presentation. News report concept presentation. JSC speeches. Readers' Theatre	JSC speech T1 W5 Concept presentation T1W8 Ongoing (Term 2)	I can demonstrate that I have researched, practiced and prepared for my presentation. I can use body language and more complex techniques when presenting such as using note cards, etc.

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
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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