

2018 SEM 1 ELSP ENGLISH PREP

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: One	Subject: English	Team Members: Felicity Jones, Kate Gialamatzis, Carmel Manning, 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 52 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 1-3 Pre Test (EOL) Week 7 - Post CFA (Pre Test Sounds as Pre Test for next EL) Week 9 - Markbook	Term 1 Week 1- 9	I know all letters and sounds. 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 most common letter sounds. 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 Term 1 Week 7: Pre Test Week 8 - Post CFA Week 9 - Markbook	Term 2 Week 1-11	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).

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<p>High Frequency Words I can locate High Frequency words in a text.</p>	<p>I know what a High Frequency Word is. I can read High Frequency words without stretching out sounds. I can read the High Frequency words in a random order. I can recognise and locate High Frequency words from my keyring.</p>	<p>I know what a letter is I know what a word is</p>	<p>Reading of Oxford High Frequency Plus word list (1-20) Term 1 Week 1-3: Pre Test (EOL) Term 2 Week 5 - Check in (GR) Term 2 Week 10 - Post Test CFA Week 11 - Markbook</p>	<p>Term 1 and 2: 2+ words per week.</p>	<p>I can continue reading High Frequency Words on the next Oxford Plus Word list 50-100</p>
<p>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</p>	<p>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 cross reference all 3 skills.</p>	<p>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.</p>	<p>-Reading Conference & Guided Reading (goal-setting) Term 2: F&P Post Test Week 10: Markbook</p>	<p>Term 1 & 2 Daily</p>	<p>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.</p>
<p>Fluency I can read words in phrases on my own.</p>	<p>I can read a familiar text like I talk (not robotic). I can slide through the sentence with my finger.</p>	<p>I know when a text is repetitive. I can point to each word as I read.</p>	<p>-Reading Conference & Guided Reading (running record) Term 2 Week 10 - Check in with seen Guided Reading text.</p>	<p>Term 2 Week 8-11</p>	<p>I can point to each line as I read. I can read words in phrases on my own in an unseen text.</p>

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<p>Concepts about print: - I can explain the directionality of printed texts. -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>	<p>I can explain how books work and how I read them.</p> <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>I know what a book is.</p> <p>I know what a picture is.</p>	<p>-'Cup Cakes' texts from English Online Interview</p> <p>Guided Reading texts</p> <p>Week 5: Markbook</p>	<p>Term 1 , Weeks 1-4</p>	<p>I can compare words, based on their length.</p>
<p>Comprehension I can use comprehension strategies to understand and discuss texts that I listen to, view or read. Learning Targets: -I can make a prediction -I can retell a text in sequence and identify the beginning and ending of a text.</p>	<p>I can predict before and during reading. I can explain why I made my prediction. I can retell the beginning, middle and end of a story.</p>	<p>I wonder.. I think... I predict.. Maybe..</p> <p>I know what beginning and end means.</p> <p>I know what order means.</p> <p>I can sequence pictures.</p>	<p>Anecdotal Notes Guided Reading check ins Term 1 Week 7: CFA Prediction Term 1 Week 8: Markbook Term 2 Week 6: CFA Retell (picture/verbal) Term 2 Week 7: Markbook</p>	<p>Terms 1 & 2, Weekly</p>	<p>I can support my prediction with evidence from the text. I can change my prediction during reading. 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 can use pictures to share my ideas.</p>	<p>Writing samples Writing conferences Week 1: Pre Test (Clever Max) Week 8: Post CFA Week 9: Markbook</p>	<p>Term 1 Week 1- 9</p>	<p>I can provide details about ideas or events in my writing.</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 Spelling observations Whiteboard writing Manipulation with magnetic letters Week 7: Post CFA Week 8: Markbook</p>	<p>Term 2 Week 3-7</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.</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) and Markbook Term 2 Week 11: Oxford Word Test (30) and Markbook</p>	<p>Weekly</p>	<p>I can spell more than 25 Oxford HFW.</p>
<p>Grammar & Punctuation: I can write in the correct case. Learning Target:</p>	<p>I can use a capital letter when I am writing my name.</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</p>	<p>Daily</p>	<p>I can use a capital letter to begin to write proper nouns, eg. places -Luna Park, Williamstown.</p>

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<p>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 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>Writing conferences Clever Max retell</p> <p>Term 2 Week 8: Post CFA Week 9: Markbook</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 write spoken sounds and words using letters of the alphabet.</p> <p>- I can read back my writing to check it makes sense.</p> <p>- I can write and illustrate for a minimum of 8 minutes.</p>	<p>I write what I can hear by recording the main consonant sounds in a word.</p> <p>I can draw to plan my writing. My writing matches my picture.</p> <p>I can point to each word written, and say what word it is (with some accuracy).</p> <p>I can remain in my seat and focused on my work and have a go at writing and drawing more.</p>	<p>I know what a letter/word is.</p> <p>I can point to each word.</p> <p>I can hear sounds.</p> <p>I can write letters.</p> <p>I use my thinking to verbally generate sentences.</p>	<p>Writing samples Writing conferences Scaffolded sentences Clever Max retell</p> <p>Term 2 Week 8: CFA Term 2 Week 9: Markbook</p>	<p>Term 1 and 2, 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>I can include my feelings in my recount writing.</p> <p>I can hear and record beginning, middle and end sounds in a word.</p> <p>I can write and illustrate for a more than 8 minutes.</p>
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<p>Handwriting: I can hold my pencil correctly.</p>	<p>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 sit up straight. 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.</p> <p>Term 1 Week 6: Post CFA Week 7: Markbook</p>	<p>Daily</p>	<p>I can hold and use 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 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>Term 2 Week 9: CFA Recount Term 2 Week 10: Markbook</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.</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 Term 2 Week 9: CFA Recount Term 2 Week 10: Markbook</p>	<p>Daily</p>	<p>I write on the next line (left to right) if a word won't fit in (return-sweep)</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....” “I like this book because...” 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 about favourite book/author/illustrator Term 2 Week 5: CFA Week 6: Markbook</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 Term 2 Week 3: CFA Week 4: Markbook</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?” Student: “cot, rot, lot...”</i> I can break words up into syllables. I can hear the middle sounds in a word. I can blend and segment sounds in single syllable words. E.g. (“what sounds are in the word ‘cat’” “c - a - t. C - a - t makes cat!”)</p>

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<p>I can listen to others by showing a range of listening behaviors.</p>	<p>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.</p>	<p>I can explain what good listeners do.</p>	<p>Teacher observations. Anecdotal notes. Term 2 Week 4: CFA Week 5: Markbook</p>	<p>Daily</p>	<p>I can offer advice and opinions, including constructive feedback.</p>
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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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