

## What is it that we want our students to know, understand, do and communicate KUDCO?

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: Two	Subject: English	Team Members: Felicity Jones, Kate Gialamatzis, Carmel Manning, Jodie Walters		
Essential Learning	Example-Rigor	Prior Skills Needed	Common Assessments	When taught?	Application Skills
<p>Reading Process <u>Decoding: Meaning, Structure, Visual (MSV)</u> I can use the good readers strategies when reading (Ongoing)</p>	<p>I can use the sounds represented by all letters to read. I can use the following good reader strategies together:</p> <ul style="list-style-type: none"> <li>● I can get my mouth ready for the word.</li> <li>● I can look at the picture.</li> <li>● I listen to my reading to see if it makes sense, looks right and sounds right</li> <li>● I can slide through the sounds in consonant-vowel-consonant words e.g cat.</li> </ul>	<p>I know names of letters in uppercase and lowercase. I can use my letter-sound knowledge. I understand concepts about print.</p> <p><b>Guaranteed Vocabulary:</b> Words</p> <p><b>Supportive Vocabulary:</b> Point, Meaning, Comprehension, Text, Strategies</p> <p><b>Cognitive:</b> Get mouth ready, slide, stretch, point</p>	<p><b>CFA</b> F&amp;P Term 4, Weeks 5, 6, 7 &amp; 8.</p> <p><b>Markbook</b> Term 4, Week 9</p>	<p>Daily</p>	<p>I can use a...</p> <p>- VISUAL reading strategy, eg. scanning prior to reading aloud, trying different vowel sounds, chunking.</p> <p>-STRUCTURE reading strategy: Self monitor to correct errors.</p> <p>-MEANING reading strategy: read texts with less supportive pictures, solve a word by skipping it coming back to it</p>
<p>High Frequency Words I can automatically read 100 High Frequency words (ongoing)</p>	<p>I can recognise and locate the High Frequency words from my High Frequency Word Keyring.  I can read the High Frequency word without sound analysis.</p>	<p>I know what a word is.  I can read some of the words on my HFW keyring.</p>	<p>Reading of Oxford High Frequency word list</p> <p>Teacher flash cards 1-1.</p> <p><b>CFA</b> Completed by Term 4 week 7</p>	<p>Teach 3 'Oxford Plus' words per week.</p>	<p>I can apply this Essential Learning to a just-right text.</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and VicCurriculum, 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.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

			<b>Markbook</b> Term 4 week 8		
<b>Fluency</b> I can read a familiar level 4 book fluently by:	I can read a familiar Level 4 text confidently. I can read as if I was speaking (reading smoothly). I can slide my finger or use my eyes to track my reading. I can pause and take a breath when I see a . ! ?	Read a simple sentence slowly at my level. Use my finger to point slide under each word.  <b>Guaranteed Vocabulary:</b> <i>Fluent</i> <b>Supportive Vocabulary:</b> <b>Cognitive:</b> <i>Slide</i>	<b>CFA</b> A familiar Level 4 Book Term 4 Week 8 (sunshine online, hard copy text)  <b>Markbook</b> Term 4 week 9	Weekly	I track with my eyes.  I read with expression and attend to punctuation, including , ... "".
<b>Comprehension</b> I can use comprehension strategies to understand and discuss texts that I listen to, view or read. (ongoing) <b>Learning Target:</b> - I can visualise the pictures in my head - I can infer about a character or event. - I can clarify words I don't know	I can use clues in the text and my prior knowledge to comprehend what I listen to/view/read: - I can infer a character's feelings, thoughts and actions. - I can orally retell important parts of a story and key information from informative texts (Non Fiction). - I can use the sentence/ context to clarify words	I can make a prediction before and during reading/viewing/listening  I can make connections with a text, including text-to-self and text-to-text.  I can ask and answer questions about a text  I can orally retell a text  <b>Guaranteed Vocabulary:</b> <b>Supportive Vocabulary:</b> <i>Comprehension</i> <b>Cognitive:</b> <i>Predicting, Inferring, Visualising</i>	<b>CFA</b> Ongoing - Guided Reading comprehension anecdotal notes - Reading Conferences - F&P  <b>Markbook</b> Term 4 Week 9	Weekly focus:  *1 short clip/film to be incorporated in every week (eg. Pixar and Literacy Shed)  *Incorporate Audio Books in reading groups.  MONDAY: - I can make a prediction before and during reading/viewing/listening - I can clarify words I don't know  TUESDAY - I can make connections with a text, including text-to-self and text-to-text. <b>(Odd week)</b> - I can visualise the pictures in my head <b>(Even week)</b>  WEDNESDAY - I can infer about a character or event. - I can ask and answer questions	I can apply learned comprehension strategies beyond F&P Level D (PM Level 5).

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and VicCurriculum, 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.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

				<p>about a text</p> <p>THURSDAY - I can orally retell a text</p> <p>FRIDAY - Fluency</p>	
<p><u>Text Purpose</u> I understand that texts can take many forms (ongoing)</p>	<p>I can identify some differences between fiction and non-fiction texts.</p> <p>I know a fiction text is made up, has an author, illustrator, characters, setting, beginning, middle and end.</p> <p>I know a non fiction text is informative, has a contents page, diagrams, photographs, index and glossary.</p>	<p>I know what real and imaginary/made up means.</p> <p>I know that our classroom library has books that contain both information and made up stories.</p> <p><b>Guaranteed Vocabulary:</b> Fiction, Non-Fiction, <b>Supportive Vocabulary:</b> <b>Cognitive:</b></p>	<p>Select a book from your satchel and explain why it is fiction/non fiction</p> <p><u>CFA</u> Term 4, week 2</p> <p><u>Markbook</u> Term 4, week 3</p>	Weekly	I can identify extra features of fiction and non-fiction texts eg. subtitles, captions, problem/solution.
<p><u>Spelling</u> I can write spoken sounds and words using letters of the alphabet. (ongoing)</p>	<p>I can have a go at writing unknown words.</p> <p>I write what I can hear independently.</p> <p>I can write letters that match the sounds I hear.</p>	<p>I know what a letter is. I know what a sound is. I can hear sounds.</p> <p><b>Guaranteed Vocabulary:</b> <b>Supportive Vocabulary:</b> <b>Cognitive:</b></p>	<p><u>CFA</u> Clever Max Term 3 Week 2 Term 4 Week 2</p> <p>Writing samples Writing conferences</p> <p><u>Markbook</u> Term 3 Week 3 Term 4 Week 4</p>	Daily	I can hear and record at least one sound per syllable.
<p><u>Spelling</u> I can make new words by changing an onset with a specified rime. (ongoing)</p>	<p>I can make new words by changing the beginning of a word (initial consonant). eg. -an: van, can, man, pan.</p>	<p>I can hear words that have the same sound at the end.</p> <p>I can hear words that rhyme.</p> <p>I know letters and sounds, and can record them.</p>	<p><u>CFA</u> Spelling observations Whiteboard data Term 4, Week 6</p> <p><u>Markbook</u> Term 4, Week 7</p>	Weekly	<p>I can make new words by changing the beginning of a word to use a blend. eg. -an, plan</p> <p>I can use rime as a spelling strategy in my</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and VicCurriculum, 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.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

		<p><b>Guaranteed Vocabulary:</b> Onset &amp; Rime</p> <p><b>Supportive Vocabulary:</b></p> <p><b>Cognitive:</b></p>			writing.
<p><u>Spelling</u></p> <p>I can spell 50 Oxford Plus High Frequency Words</p>	I can spell 50 Oxford Plus Words by myself.	<p>I can spell up to 25 Oxford Plus Words.</p> <p>I use sound-letter knowledge to spell a word (where appropriate).</p>	<p><u>CFA</u></p> <p><u>Oxford 75 Word Test</u></p> <p>Term 3, Week 9</p> <p><u>CFA</u></p> <p><u>Oxford 100 Word Test</u></p> <p>Term 4, Week 9</p> <p>Markbook:</p> <p>Term 4, Week 10</p>	Weekly (teach 3-4 words per week)	I can spell more than 50 Oxford Plus Words.
<p><u>Grammar &amp; Punctuation</u></p> <p>I write in the correct case and understand that upper case letters are used for people's names and the beginning of a sentence.</p>	<p>I use only lowercase letters in the middle of sentences and words, except for names and 'I'.</p> <p>I can use a capital letter when I write my name, other people's names and at the start of a sentence.</p>	I know and can write all capital and lowercase letters.	<p>Observations Writing samples</p> <p>Use Clever Max sample and recounts.</p> <p><u>Markbook</u></p> <p>Term 4, Week 3</p>	Daily	<p>I use correct case consistently in my writing.</p> <p>I can correctly use a capital letter to begin to write proper nouns, eg. places and days of the week</p> <ul style="list-style-type: none"> <li>- Luna Park,</li> <li>- Williamstown</li> <li>- Monday, Tuesday...</li> </ul>
<p><u>Grammar &amp; Punctuation</u></p> <p>I understand and experiment with full stops.</p>	<p>I know a full stop is used to end a sentence.</p> <p>I try to use full stops to end my sentence.</p>	<p>I know that a sentence tells my idea.</p> <p>I can point to a full stop.</p> <p><b>Guaranteed Vocabulary:</b> Phrase</p> <p><b>Supportive Vocabulary:</b> Questions? Exclamations!</p> <p><b>Cognitive:</b> Edit</p>	<p>Observations, Writing samples</p> <p>Use Clever Max sample and recounts.</p> <p><u>Markbook</u></p> <p>Term 4, Week 3</p>	Daily	<p>I can correctly use full stops in more than one sentence.</p> <p>I experiment with other forms of punctuation; question mark, exclamation mark, talking marks.</p> <p>I ask myself "does it make sense?" and then use a full stop.</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and VicCurriculum, 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.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

<p><u>Writing Process</u> I can talk about what I want to write, draft my writing and read it back. (ongoing) <b>Learning Target:</b> - I can write and illustrate for a minimum of 10 minutes.</p>	<p>I can think of an idea to write and write it independently.</p> <p>I can draw a picture that matches my writing.</p> <p>I remain in my seat and write independently.</p> <p>I can read back my own writing.</p>	<p>I can generate an idea with teacher assistance.</p> <p>I can have a go at writing letters/words.</p> <p>I can draw a picture.</p> <p><b>Guaranteed Vocabulary:</b> <i>Draft</i> <b>Supportive Vocabulary:</b> <i>Makes sense</i> <b>Cognitive:</b> <i>Plan, edit</i></p>	<p><u>CFA Recount</u> Term 4, Week 5</p> <p><u>Markbook</u> Term 4, Week 6</p>	<p>Daily</p>	<p>I can add details and descriptive words to make my writing more interesting e.g. “She felt <u>miserable</u>.”</p> <p>I can read back my writing and make appropriate edits independently.</p> <p>With help, I can have a go at editing my work by checking meaning, spelling, capital letters or full stops.</p>
<p><u>Handwriting</u> I can write all upper and lower case letters correctly using Victorian Modern Font, on 24mm dotted-thirds. (ongoing)</p>	<p>I know the start and end points for all of my uppercase and lowercase letters.</p> <p>I know how to form all capital and lowercase letters correctly.</p> <p>I use different sizes for capitals and lowercase.</p> <p>I can write on 24mm dotted-thirds lined paper correctly.</p>	<p>I can hold my pencil correctly. I know what the letters look like.</p> <p>I know what start and end means.</p> <p>I can write on 18mm undotted, lined paper.</p> <p><b>Guaranteed Vocabulary:</b> <i>Correct pencil grip, handwriting</i> <b>Supportive Vocabulary:</b> <i>Vic Modern Font</i> <b>Cognitive:</b></p>	<p>Writing samples Writing conferences Language Convention lessons on mini whiteboards.</p> <p><u>CFA (handwriting sample)</u> Term 4 Week 5</p> <p><u>Markbook</u> Term 4 Week 6</p>	<p>Daily</p>	<p>I can apply these skills to my writing and write neatly.</p>
<p><u>Speaking &amp; Listening:</u> I can use my words to appropriately share my feelings and thoughts. I can show active listening when others are talking.</p>	<p>- I speak with a clear voice, make eye contact and face the front.</p> <p>- I can discuss my thoughts and what I like/do not like about a text, such as favourite stories, authors and illustrators, events and characters in texts.</p> <p>- I use my words with my peers</p>	<p>I can use basic vocabulary.</p> <p>I can explain what good listeners do.</p> <p>I know what the 5Ls are.</p> <p><b>Guaranteed Vocabulary:</b> <i>Audience</i> <b>Supportive Vocabulary:</b> <i>Speak, Question, Comment</i></p>	<p><u>Fascinating Facts Rubric</u></p> <p>Teacher observation</p> <p><u>CFA</u> Term 3, Week 6 Book week</p> <p><u>Markbook</u> Term 3, Week 8</p>	<p>Daily</p>	<p>I can explain what a good listener does.</p> <p>I can explain what a good speaker does (e.g. appropriate pace, expression and body language).</p> <p>I can give feedback to my peers.</p>

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and VicCurriculum, 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.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.

	<p>to explain how I feel.</p> <ul style="list-style-type: none"> <li>- I ask for help when I need it. I can use the 5Ls of Listening - lips, legs, lap, look, listen.</li> <li>- I can follow simple instructions.</li> <li>- I understand that we speak differently at home and school depending on the relationships between people.</li> <li>- I can ask and answer questions to clarify understandings.</li> </ul>				<p>I know the difference between a statement and a question. <span style="background-color: yellow;">        </span></p>
--	--	--	--	--	--

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and VicCurriculum, 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.

BLUE= Reading and Viewing, RED= Writing, GREEN= Speaking and Listening.