

Victorian Curriculum Learning Focus Statement:

Level 2- 3 Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Level 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these levels aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Level 2 develops students’ skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Levels 3 to 6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both ‘learning to read and write’ and ‘reading and writing to learn’, students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Vocabulary Development:

- **Six Writing Traits** – Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions.
- **Recount – Ideas and Organisation** - Text structure, language features, orientation (who, what, when, where) paragraphs, order of events, conclusion, past tense, purpose, audience.
- **Persuasive**- Text Structure - position statement/introduction followed by arguments/reasons with supportive evidence, conclusion/summary restating the opinion.
 - Language features – timeless present tense, pros, cons, for, against, positive, negative, verbs (modal verbs, action verbs, thinking verbs, feeling verbs,) connectives to indicate sequence

Common Assessment Tasks

Assessment FOR Learning	Assessment OF Learning	Assessment AS Learning
<p>Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.</p>	<p>Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term</p>	<p>Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.</p>

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Other Resources:

Write Ways (Wing Jan) Creating Writers Through 6-Trait Writing (Vicki Spandel.)	First Steps (WA Govt)	Spelling K-8 (Snowball and Bolton) Teaching Phonics in Context (Hornsby and Wilson)	Craft Lessons- Teaching Writing K-8 (Fletcher and Portalupi)
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Teaching and Learning Sequence

Writing	Spelling	Reading	Speaking & Listening
<p>Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p> <p>Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.</p> <ul style="list-style-type: none"> • Personal Writing • Directed Writing to include- • Information Report 	<ul style="list-style-type: none"> • High Frequency Words & 5 words per week -Word Study Buddy • Topic words- based on Inquiry • Need based investigations, which may include exploring common spelling patterns and grouping words according to their pronunciation. • Homophones, especially <i>there, they're, their; too, to, two; which, witch.</i> 	<ul style="list-style-type: none"> • classroom library • SQUIRT daily & student conferencing 1- 2 students per day • Literature Groups – 4 per week <p>Literature -</p> <ul style="list-style-type: none"> • Text Predictions/Connections • Text Meaning/Moral • Character traits 	<ul style="list-style-type: none"> • Active Listening • Share Time • Class Meetings • Reading Aloud • Whole Class Discussions • Circle Time

<ul style="list-style-type: none"> • Persuasive Text- brochures, • Book Review • Procedural Text • Expositions • Poetry 			
Writing	Spelling	Reading	Speaking & Listening
<p>Text type: Reports</p> <p>To describe and/or classify our living and non-living world</p> <ul style="list-style-type: none"> • Information • Sociological • Newspaper • Descriptive • Book <p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features Create imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar audiences, (VCELY230)</p> <p>Understand that paragraphs are a key organisational feature of written texts</p> <p>Features/focus</p> <p>Gr 2-Short paragraph with diagram</p> <p>Gr3- Subheadings – paragraphs</p> <p>Labeled diagram</p> <p>Whenever any text is being investigated, the background knowledge of the children in your class should be taken into consideration. Please provide topics where the children have some background knowledge for discussion and writing. As with everything, it is more meaningful if it can be integrated and be shown to have a real purpose.</p> <ul style="list-style-type: none"> • Ensure writing is being modelled at the 	<p>HIGH FREQUENCY WORDS</p> <p>Students look through their writing to locate (underline/highlight) frequently used words.</p> <p>Share to make a class list. Discuss how to make the list easier to everyone to use.</p> <p>Create chart in classroom, this should be added to as the year progresses.</p> <p>Use word wall to display words.</p> <p>Gr.2's Learning 101-200</p> <p>Gr.3's Learning 200 – 300</p> <p>High Frequency Words from the Oxford Word</p> <p><i>(Refer to Spelling Scope & Sequence chart – highlighted in yellow)</i></p> <p>Establish Word Study sessions</p> <p>Using onsets and rimes with high frequency words to build lists of other words such as; <i>went/spent</i>.</p> <p><u>SPELLING INVESTIGATIONS:</u></p> <ul style="list-style-type: none"> • Gather prior information: 'Turn & Talk' and class discussion on the area to be investigated. What is it? Who uses it? When or where is it used? • Individually or in small groups, students find as many examples as they can in mentor texts. Record. • Can these examples be organised or grouped in some way? Share what you have discovered. How can this help with our spelling or writing? Can we make any generalisations about this area we have 	<p>Setting up expectations in the reading program including:</p> <ul style="list-style-type: none"> • setting up classroom library • self-selection of a just right book • individual book boxes & reading stamina • literature selection & running of groups 	<ul style="list-style-type: none"> • Active Listening • Informal speaking via share time • Speaking to a point in class meetings • Reading aloud (own writing) • Speaking at assembly (for some classrooms) • JSC representatives speak to the whole class, at meetings • Small groups (problem solving) • Whole class (class discussion, reporting a group's view/findings) • Respond to questions asked in whole class, small group and individual situations <p>Speaking</p> <p>When speaking in front of the class students will be reminded of the criteria against which their speaking will be assessed.</p> <ul style="list-style-type: none"> • Speak clearly • Varied volume & intonation • Signal beginning and end • Project voice for an audience • Rephrase if needed to clarify a question <p>Listening</p> <p>When listening in small group, whole class and other situations students will be reminded of the expectations of Whole Body Listening</p>

<p>start of Personal Writing (student writing through visualiser, teacher writing, etc.) making explicit connections to class anchor charts and understandings.</p> <ul style="list-style-type: none"> • Read mentor texts as a prompt prior to Personal Writing. • Choose some students to share their own writing, highlighting the focus of the Writing Trait being focused on. Invite feedback. <p>SIX WRITING TRAITS FOCUS: <u>WORD CHOICE</u> (covered through mini craft lessons prior to Personal Writing)</p> <p>1</p>	<p>investigated?</p> <ul style="list-style-type: none"> • Students attempt to prove/disprove these generalisations in small groups. Students rotate around to different generalisations. Create a class chart that shows what we have discovered. <p><u>PHONOLOGICAL AWARENESS</u></p> <p><u>VISUAL STRATEGY</u></p> <p>Homophones</p> <p>Identifying base words</p> <p>Plurals</p> <p>Forming generalisations, where appropriate, about common ways to pronounce a spelling pattern, such as; “ou” is usually pronounced as in the word “round”.</p> <p>Ref: Spelling K-8 Snowball & Bolton Ch.8 <i>Spelling Patterns</i> pg 100</p>		<ul style="list-style-type: none"> - eyes looking at the speaker - hands and feet still - brain switched on - mouth closed - head and shoulders turned towards the speaker - ears listening - heart feeling emotions <p>Via Reading and Viewing – retelling the key information from a text read aloud or viewed.</p>
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