

VICTORIAN CURRICULUM Learning Focus Statement:

Vic Curriculum Standard/s (if necessary): <http://victoriancurriculum.vcaa.vic.edu.au/level3?layout=1&d=E>

In Levels 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Vocabulary Development:

- **Six Writing Traits** – Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions.
Writing Craft: Ideas and Organisation - orientation (who, what, when, where) paragraphs, order of events, conclusion, past tense, purpose, audience.
- **Directed Writing: Factual text** - Procedure - Text structure/language features: sequence of events, instructions, dot points, numbers, letters, visual text, action verbs, timeless present tense.
 Explanation - Text structure language features: how or why, sequential explanations (life cycle of a frog), cause and effect explanations, (why volcanoes erupt)
 conjunctions, visual text, timeless present tense.
- **Reading:**
- **Spelling: Past Tense** – suffixes, ed endings, regular and irregular verbs, generalisations, investigation, base word.

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 planning.</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>

Other Resources:

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

Teaching and Learning Sequence

Writing	Spelling	Reading	Speaking & Listening
<ul style="list-style-type: none"> • Personal Writing- ideas focus (generated from lead sentences) • Information reports 	<ul style="list-style-type: none"> • Plurals 	<ul style="list-style-type: none"> • SQUIRT • Literature groups • <u>COMPREHENSION STRATEGY</u>: Main idea 	<ul style="list-style-type: none"> • Active Listening • Share Time • Class Meetings • Reading Aloud • Whole Class Discussions • Circle Time