

# English

## Year 2 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes, and community members.

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, picture books, various types of print and digital stories, 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.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present 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 include language features such as 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 texts including imaginative retellings, reports, performances, poetry and expositions.

Language	Literature	Literacy
<p><b>Language Variation and Change</b></p> <ul style="list-style-type: none"> <li>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)</li> </ul> <p><b>Language for Interaction</b></p> <ul style="list-style-type: none"> <li>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</li> <li>Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</li> </ul> <p><b>Text Structure and Organisation</b></p> <ul style="list-style-type: none"> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</li> <li>Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)</li> <li>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</li> <li>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</li> </ul> <p><b>Expressing and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</li> <li>Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)</li> <li>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</li> <li>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</li> <li>Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</li> <li>Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)</li> </ul> <p><b>Sound and Letter Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise most sound-letter matches including silent letters, <b>lower consonant digraphs</b> and many less common sound-letter combinations (ACELA1474)</li> </ul>	<p><b>Literature and Context</b></p> <ul style="list-style-type: none"> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</li> </ul> <p><b>Responding to Literature</b></p> <ul style="list-style-type: none"> <li>Compare opinions about characters, events and settings in and between texts (ACELT1589)</li> <li>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</li> </ul> <p><b>Examining Literature</b></p> <ul style="list-style-type: none"> <li>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</li> <li>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)</li> </ul> <p><b>Creating Literature</b></p> <ul style="list-style-type: none"> <li>Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</li> </ul>	<p><b>Texts in Context</b></p> <ul style="list-style-type: none"> <li>Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</li> </ul> <p><b>Interacting with Others</b></p> <ul style="list-style-type: none"> <li>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</li> <li>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)</li> <li>Rehearse and deliver short presentations on familiar and new topics (ACELY1667)</li> </ul> <p><b>Interpreting, Analysing, Evaluating</b></p> <ul style="list-style-type: none"> <li>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</li> <li>Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)</li> <li>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</li> </ul> <p><b>Creating Texts</b></p> <ul style="list-style-type: none"> <li>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</li> <li>Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)</li> <li>Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)</li> <li>Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</li> </ul>

General Capabilities	Cross-Curriculum Priorities
<p><b>Literacy</b> (ACELA1460) (ACELA1461) (ACELA1462) (ACELA1463) (ACELA1464) (ACELA1465) (ACELA1466) (ACELA1467) (ACELA1468) (ACELA1469) (ACELA1470) (ACELA1471) (ACELA1472) (ACELA1474) (ACELT1587) (ACELT1589) (ACELT1590) (ACELT1591) (ACELT1592) (ACELT1593) (ACELY1665) (ACELY1666) (ACELY1667) (ACELY1668) (ACELY1669) (ACELY1670) (ACELY1671) (ACELY1672) (ACELY1673) (ACELY1674)</p> <p><b>Numeracy</b> (ACELA1466)</p> <p><b>Information and Communication Technology Capability</b> (ACELA1466) (ACELT1590) (ACELT1593) (ACELY1671) (ACELY1672) (ACELY1674)</p> <p><b>Critical and Creative Thinking</b> (ACELA1460) (ACELA1461) (ACELA1462) (ACELA1463) (ACELA1464) (ACELT1587) (ACELT1589) (ACELT1590) (ACELT1591) (ACELT1592) (ACELT1593) (ACELY1665) (ACELY1666) (ACELY1667) (ACELY1668) (ACELY1669) (ACELY1670) (ACELY1671) (ACELY1672) (ACELY1673) (ACELY1674)</p> <p><b>Personal and Social Capability</b> (ACELA1460) (ACELA1461) (ACELA1462) (ACELA1470) (ACELT1589) (ACELT1590) (ACELY1666) (ACELY1789) (ACELY1667) (ACELY1668) (ACELY1670)</p> <p><b>Ethical Understanding</b> (ACELT1587) (ACELT1589)</p> <p><b>Intercultural Understanding</b> (ACELA1460) (ACELA1462) (ACELT1587) (ACELT1589) (ACELT1590) (ACELT1591) (ACELT1592) (ACELY1665)</p>	<p><b>Sustainability</b> (ACELA1470) (ACELT1591) (ACELY1668)</p> <p><b>Aboriginal and Torres Strait Islander Histories and Cultures</b> (ACELA1460) (ACELT1587) (ACELT1590) (ACELT1592)</p> <p><b>Asia and Australia's Engagement with Asia</b> (ACELA1460) (ACELT1587) (ACELT1590) (ACELT1591) (ACELT1592)</p>

**Year 2 Achievement Standard**

**Receptive modes (listening, reading and viewing)**

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

**Productive modes (speaking, writing and creating)**

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

**First Steps Resources/Links**

**Language**

ACELA1460 (RRB 59-68, 104-105) (RMD CU) (RRB 18-68, 75-101) (VMD UoT & CU) (SLRB 101-127) (SLMD CU)  
 ACELA1461 (SLRB 101-127, 144-146) (SLMD CU, Con)  
 ACELA1462 (RRB 87-94) (RMD CU, Con)  
 ACELA1463 (WRB 38-136) (WMD UoT) (SLRB 46-99) (SLMD UoT) (VRB 18-68) (VMD UoT)  
 ACELA1464 (WRB 195-196) (WMD Con) (RRB 88-94) (RMD Con)  
 ACELA1465 (WRB 185-187) (WMD Con)  
 ACELA1466 (VRB 18-68) (VMD UoT) (RRB 95-105) (RMD Con) (WRB 38-136) (WMD UoT)  
 ACELA1467 (WRB 190-192) (WMD Con)  
 ACELA1468 (WRB 183-189) (WMD Con) (RRB 87-94) (RMD Con)  
 ACELA1469 (RRB 68) (RMD CU) (VRB 40-44) (VMD UoT & Con)  
 ACELA1470 (RRB 58, 87-94) (RMD Con & CU) (SLRB 137-141) (SLMD Con) (WMD CU)  
 ACELA1471 (RRB 73-86) (RMD Con & P&S) (WRB pg. 160-182) (WMD Con & P&S)  
 ACELA1472 (RMD Con) (WMD Con)  
 ACELA1474 (RRB pg. 73-86) (RMD Con) (WMD Con)

**Literature**

ACELT1587 (RRB pg. 59-68) (RMD CU) (WRB pg. 138-158) (WMD CU) (VRB pg. 74-101) (VMD CU)  
 ACELT1589 (RRB pg. 59-68) (RMD CU)  
 ACELT1590 (RRB pg. 59-68) (RMD CU) (WRB pg. 48-73) (WMD UoT) (VRB pg. 40-53) (VMD UoT)  
 ACELT1591 (RRB pg. 59-68) (RMD CU) (VRB pg. 18-68 & 88-93) (VMD UoT & CU)  
 ACELT1592 (WRB pg. 48-60) (WMD UoT) (RRB pg. 76) (RMD CU) (SLRB pg. 98-99) (SLMD UoT)  
 ACELT1593 (SLRB pg. 94-99, 143-146 & 165-186) (SLMD UoT, Con & P&S) (WRB pg. 38-136) (WMD UoT & Con) (VRB pg. 18-68 & 144-148) (VMD UoT & Con)

**Literacy**

ACELY1665 (RRB pg. 68, 104-105, 116 & 141-143) (RMD CU, Con & P&S) (VRB pg. 100 & 144-148) (VMD UoT & Con)  
 ACELY1666 (SLRB pg. 46-52 & 187-201) (SLMD UoT, Con & P&S)  
 ACELY1789 (SLRB pg. 133-146) (SLMD Con)  
 ACELY1667 (SLRB pg. 46-99, 133-146 & 165-186) (SLMD UoT, Con & P&S)  
 ACELY1668 (RRB pg. 68) (RMD CU) (VRB pg. 100) (VMD CU)  
 ACELY1669 (RRB pg. 30-36, 59-68, ch 3 & 113-123) (RMD Con & P&S) (VMD UoT & P&S)  
 ACELY1670 (RRB pg. 59-68, 95-105, 113-123) (RMD UoT, Con & P&S) (VRB pg. 18-68, 144-148 & 156-157) (VMD UoT & P&S)  
 ACELY1671 (WRB pg. 38-136 & Ch 2&3) (WMD UoT, CU, Con & P&S) (VRB pg. 18-68, 88-94, 100, 144-148 & 156-157) (VMD UoT, CU, Con & P&S)  
 ACELY1672 (WRB pg. 185-192 & 223-228) (WMD Con & P&S)  
 ACELY1673  
 ACELY1674 (VRB pg. 18-68 & 144-148) (VMD UoT & Con)



English Block							
	Previewing the Day	Print Walk	Spelling	Reading	Writing	Handwriting	Plenary
<b>Monday</b>	Roll <b>cl</b> Jobs Timetable <b>Charlie and the Chocolate Factory</b>	Homonyms Investigation- on butchers paper show children two sentences using the word tie. Have them come up with a meaning for homonym.	Words Their Way Week one matrix spelling activities	Click Clack Moo Cows That Type prediction activity. In pairs use an iPad to record each other predicting what the story will be about.	Persuasive writing- 2 reasons why you should be able to bring your dinosaur to school and 2 reasons why you should not be able to bring your dinosaur to school- draft.	Group One (Kim) dddddd DDDD words silly sentence picture  Group Two (Dannii) Punctuation focus	Share reasons why you <i>should</i> be able to bring your dinosaur to school.
<b>Tuesday</b>	Roll <b>gi</b> Timetable <b>Charlie and the Chocolate Factory</b>	Homonyms Create a homonym anchor chart with examples given by children.	Words Their Way Week one matrix spelling activities	Read Click Clack Moo Cows That Type. In the same pairs as yesterday using the same iPad record your retell of the story.	Persuasive writing- 2 reasons why you should be able to bring your dinosaur to school and 2 reasons why you should not be able to bring your dinosaur to school- good copy.		Share reasons why you <i>should not</i> be able to bring your dinosaur to school.
<b>Wednesday</b>	What are we doing today? (Timetable- Smart Notebook) <b>Charlie and the Chocolate Factory</b>	Homonyms Create a homonym Popplet in small groups (4).	Words Their Way Week one matrix spelling activities	Read Click Clack Moo Cows That Type. Using the recordings from Monday and Tuesday (QR codes) children to complete a venn diagram comparing their prediction to their retell.	Children to write a persuasive reply to the ducks from the farmer, in their writing book.		Authors Chair In groups of 4 children to share their writing, other children to give constructive feedback about their writing.
<b>Thursday</b>	Roll <b>fi</b> Timetable <b>Charlie and the Chocolate Factory</b>			Language Experience In groups of 4 children are to plan and rehearse a retell of Click Clack Moo Cows That Type. Perform these plays to the class.			In small groups what were the main events of the story.
<b>Friday</b>	Roll <b>pb</b> Timetable <b>Charlie and the Chocolate Factory</b>	Homonyms Children to create tie homonyms. On 2 ties write the word and meaning. On second tie write the other meaning.	Words Their Way Week one matrix spelling activities	In pairs, using an iPad, record each other reading 2 pages of Click Clack Moo Cows That Type. Children will then complete a self evaluation of their reading- fluency, pace, volume, clarity and expression.	Creative writing. Children choose a topic to write about. Their goal is to use correct punctuation.	Group One (Kim) eeeeee EEEEEE words silly sentence picture  Group Two (Dannii) Punctuation focus	2 antonyms before recess.

Speaking and Listening Procedures
<input type="checkbox"/> Modelled Speaking and Listening
<input type="checkbox"/> <b>Language in Action</b>
<input type="checkbox"/> Substantive Conversations
<input type="checkbox"/> Exploratory Talk
<input type="checkbox"/> Investigating language in a Communicative Environment
<input type="checkbox"/> Scaffolding
<input type="checkbox"/> <b>Small-Group Inquiry</b>

Reading Procedures
<input type="checkbox"/> <b>Reading to Students</b>
<input type="checkbox"/> <b>Modelled Reading</b>
<input type="checkbox"/> <b>Language Experience</b>
<input type="checkbox"/> <b>Shared Reading</b>
<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Book Discussion Groups
<input type="checkbox"/> Independent Reading

Writing Procedures
<input type="checkbox"/> <b>Modelled Writing</b>
<input type="checkbox"/> Language Experience
<input type="checkbox"/> Shared Writing
<input type="checkbox"/> Interactive Writing
<input type="checkbox"/> Guided Writing
<input type="checkbox"/> <b>Independent Writing</b>
<input type="checkbox"/> <b>Authors Chair</b>

At the end of this learning sequence students will be able to:
<input type="checkbox"/> Identify a homonym.
<input type="checkbox"/> Write legibly.
<input type="checkbox"/> Read with fluency, phrasing, appropriate tone and volume.
<input type="checkbox"/> Use appropriate punctuation.
<input type="checkbox"/> Self evaluate their reading- set goals.
<input type="checkbox"/>

Assessment	
<input type="checkbox"/> Anecdotal Notes	
<input type="checkbox"/> Formative Assessment	
<input type="checkbox"/> Summative Assessment	
<input type="checkbox"/> Diagnostic Assessment	
<input type="checkbox"/> <b>Checklist</b>	<b>News- Tuesday and Friday</b>
<input type="checkbox"/> Matrix	
<input type="checkbox"/> Conference	
<input type="checkbox"/> <b>Video</b>	<b>Language Experience- Thursday</b>
<input type="checkbox"/> Photographic	
<input type="checkbox"/> Peer assessment	
<input type="checkbox"/> <b>Self Assessment</b>	<b>Reading- Friday</b>
<input type="checkbox"/> <b>Work Sample</b>	<b>Writing- Monday</b>
<input type="checkbox"/> Other	

Achievement Standard	
<b>Receptive</b> Listening, Reading and Viewing	
Achievement Standards List	Suggested Evidence
<ul style="list-style-type: none"> <li>Understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.</li> <li><b>Read texts that contain varied sentence structures,</b> some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.</li> <li>Monitor meaning and self correct using context, prior knowledge, punctuation, language and phonic knowledge.</li> <li>Identify literal and implied meaning, main ideas and supporting detail.</li> <li>Make connections between texts by comparing content.</li> <li>Listen for particular purposes.</li> <li>Listen for and manipulate sound combinations and rhythmic sound patterns.</li> </ul>	<p>Self assessment Video</p>

Achievement Standard	
<b>Productive</b> Speaking, Writing and Creating	
Achievement Standards List	Suggested Evidence
<ul style="list-style-type: none"> <li>When discussing their ideas and experiences, students use everyday language features and topic specific vocabulary.</li> <li>Explain their preferences for aspects of texts using other texts as comparisons.</li> <li>Create texts that show how images support the meaning of the text.</li> <li>Create texts drawing on their own experiences, their imagination and information they have learned.</li> <li>Use a variety of strategies to engage in group and class discussions and make presentations.</li> <li>Accurately spell familiar words and attempt to spell less familiar words and use punctuation correctly.</li> <li>They legibly write unjoined upper and lowercase letters.</li> <li>Correctly form all upper and lower case letters.</li> </ul>	<p>Work Sample</p> <p>Work Sample</p>

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**Year 2 Achievement Standard**

**Receptive modes (listening, reading and viewing)**

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

**Productive modes (speaking, writing and creating)**

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

First Steps Resources/Links
<b>Language</b>
<p><b>ACELA1460</b> (RRB 59-68, 104-105) (RMD CU) (RRB 18-68, 75-101) (VMD UoT &amp; CU) (SLRB 101-127) (SLMD CU)</p> <p><b>ACELA1461</b> (SLRB 101-127, 144-146) (SLMD CU, Con)</p> <p><b>ACELA1462</b> (RRB 87-94) (RMD CU, Con)</p> <p><b>ACELA1463</b> (WRB 38-136) (WMD UoT) (SLRB 46-99) (SLMD UoT) (VRB 18-68) (VMD UoT)</p> <p><b>ACELA1464</b> (WRB 195-196) (WMD Con) (RRB 88-94) (RMD Con)</p> <p><b>ACELA1465</b> (WRB 185-187) (WMD Con)</p> <p><b>ACELA1466</b> (VRB 18-68) (VMD UoT) (RRB 95-105) (RMD Con) (WRB 38-136) (WMD UoT)</p> <p><b>ACELA1467</b> (WRB 190-192) (WMD Con)</p> <p><b>ACELA1468</b> (WRB 183-189) (WMD Con) (RRB 87-94) (RMD Con)</p> <p><b>ACELA1469</b> (RRB 68) (RMD CU) (VRB 40-44) (VMD UoT &amp; Con)</p> <p><b>ACELA1470</b> (RRB 58, 87-94) (RMD Con &amp; CU) (SLRB 137-141) (SLMD CU) (WMD CU)</p> <p><b>ACELA1471</b> (RRB 73-86) (RMD Con &amp; P&amp;S) (WRB pg. 160-182) (WMD Con &amp; P&amp;S)</p> <p><b>ACELA1472</b> (RMD Con) (WMD Con)</p> <p><b>ACELA1474</b> (RRB pg. 73-86) (RMD Con) (WMD Con)</p>
<b>Literature</b>
<p><b>ACELT1587</b> (RRB pg. 59-68) (RMD CU) (WRB pg. 138-158) (WMD CU) (VRB pg. 74-101) (VMD CU)</p> <p><b>ACELT1589</b> (RRB pg. 59-68) (RMD CU)</p> <p><b>ACELT1590</b> (RRB pg. 59-68) (RMD CU) (WRB pg. 48-73) (WMD UoT) (VRB pg. 40-53) (VMD UoT)</p> <p><b>ACELT1591</b> (RRBook pg. 59-68) (RMD CU) (VRB pg. 18-68 &amp; 88-93) (VMD UoT &amp; CU)</p> <p><b>ACELT1592</b> (WRB pg. 48-60) (WMD UoT) (RRB pg. 76) (RMD CU) (SLRB pg. 98-99) (SLMD UoT)</p> <p><b>ACELT1593</b> (SLRB pg. 94-99, 143-146 &amp; 165-186) (SLMD UoT, Con &amp; P&amp;S) (WRB pg. 38-136) (WMD UoT &amp; Con) (VRB pg. 18-68 &amp; 144-148) (VMD UoT &amp; Con)</p>
<b>Literacy</b>
<p><b>ACELY1665</b> (RRB pg. 68, 104-105, 116 &amp; 141-143) (RMD CU, Con &amp; P&amp;S) (VRB pg. 100 &amp; 144-148) (VMD UoT &amp; Con)</p> <p><b>ACELY1666</b> (SLRB pg. 46-52 &amp; 187-201) (SLMD UoT, Con &amp; P&amp;S)</p> <p><b>ACELY1789</b> (SLRB pg. 133-146) (SLMD Con)</p> <p><b>ACELY1667</b> (SLRB pg. 48-99, 133-146 &amp; 165-186) (SLMD UoT, Con &amp; P&amp;S)</p> <p><b>ACELY1668</b> (RRB pg. 68) (RMD CU) (VRB pg. 100) (VMD CU)</p> <p><b>ACELY1669</b> (RRB pg. 30-36, 59-68, ch 3 &amp; 113-123) (RMD Con &amp; P&amp;S) (VMD UoT &amp; P&amp;S)</p> <p><b>ACELY1670</b> (RRB pg. 59-68, 95-105, 113-123) (RMD UoT, Con &amp; P&amp;S) (VRB pg. 18-68, 144-148 &amp; 156-157) (VMD UoT &amp; P&amp;S)</p> <p><b>ACELY1671</b> (WRB pg. 38-136 &amp; Ch 2&amp;3) (WMD UoT, CU, Con &amp; P&amp;S) (VRB pg. 18-68, 88-94, 100, 144-148 &amp; 156-157) (VMD UoT, CU, Con &amp; P&amp;S)</p> <p><b>ACELY1672</b> (WRB pg. 185-192 &amp; 223-228) (WMD Con &amp; P&amp;S)</p> <p><b>ACELY1673</b></p> <p><b>ACELY1674</b> (VRB pg. 18-68 &amp; 144-148) (VMD UoT &amp; Con)</p>

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General Capabilities	Cross-Curriculum Priorities
<p><b>Literacy</b> (ACELA1460) (ACELA1461) (ACELA1462) (ACELA1463) (ACELA1464) (ACELA1465) (ACELA1466) (ACELA1467) (ACELA1468) (ACELA1469) (ACELA1470) (ACELA1471) (ACELA1472) (ACELA1473) (ACELA1474) (ACELA1474) (ACELT1587) (ACELT1589) (ACELT1590) (ACELT1591) (ACELT1592) (ACELT1593) (ACELY1665) (ACELY1666) (ACELY1789) (ACELY1668) (ACELY1669) (ACELY1670) (ACELY1671) (ACELY1672) (ACELY1673) (ACELY1674)</p> <p><b>Numeracy</b> (ACELA1466)</p> <p><b>Information and Communication Technology Capability</b> (ACELA1460) (ACELT1590) (ACELT1593) (ACELY1671) (ACELY1672) (ACELY1674)</p> <p><b>Critical and Creative Thinking</b> (ACELA1460) (ACELA1461) (ACELA1462) (ACELA1469) (ACELA1470) (ACELT1587) (ACELT1589) (ACELT1590) (ACELT1591) (ACELT1592) (ACELT1593) (ACELY1665) (ACELY1668) (ACELY1789) (ACELY1669) (ACELY1670) (ACELY1671) (ACELY1672)</p> <p><b>Personal and Social Capability</b> (ACELA1460) (ACELA1461) (ACELA1462) (ACELA1470) (ACELT1589) (ACELT1590) (ACELY1666) (ACELY1789) (ACELY1687) (ACELY1688) (ACELY1670)</p> <p><b>Intercultural Understanding</b> (ACELT1587) (ACELT1589)</p> <p><b>Intercultural Understanding</b> (ACELA1460) (ACELA1462) (ACELT1587) (ACELT1589) (ACELT1590) (ACELT1591) (ACELT1592) (ACELY1665)</p>	<p><b>Sustainability</b> (ACELT1591) (ACELY1668)</p> <p><b>Aboriginal and Torres Strait Islander Histories and Cultures</b> (ACELA1460) (ACELT1587) (ACELT1590) (ACELT1592)</p> <p><b>Asia and Australia's Engagement with Asia</b> (ACELA1460) (ACELT1587) (ACELT1590) (ACELT1591) (ACELT1592)</p>

English Block							
	Previewing the Day	Print Walk	Spelling	Reading	Writing	Handwriting	Plenary
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Speaking and Listening Procedures
<input type="checkbox"/> Modelled Speaking and Listening
<input type="checkbox"/> Language in Action
<input type="checkbox"/> Substantive Conversations
<input type="checkbox"/> Exploratory Talk
<input type="checkbox"/> Investigating language in a Communicative Environment
<input type="checkbox"/> Scaffolding
<input type="checkbox"/> Small-Group Inquiry

Reading Procedures
<input type="checkbox"/> Reading to Students
<input type="checkbox"/> Modelled Reading
<input type="checkbox"/> Language Experience
<input type="checkbox"/> Shared Reading
<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Book Discussion Groups
<input type="checkbox"/> Independent Reading

Writing Procedures
<input type="checkbox"/> Modelled Writing
<input type="checkbox"/> Language Experience
<input type="checkbox"/> Shared Writing
<input type="checkbox"/> Interactive Writing
<input type="checkbox"/> Guided Writing
<input type="checkbox"/> Independent Writing
<input type="checkbox"/> Authors Chair

At the end of this learning sequence students will be able to:
<input type="checkbox"/> _____

Assessment	
<input type="checkbox"/> Anecdotal Notes	
<input type="checkbox"/> Formative Assessment	
<input type="checkbox"/> Summative Assessment	
<input type="checkbox"/> Diagnostic Assessment	
<input type="checkbox"/> Checklist	
<input type="checkbox"/> Matrix	
<input type="checkbox"/> Conference	
<input type="checkbox"/> Video	
<input type="checkbox"/> Photographic	
<input type="checkbox"/> Peer assessment	
<input type="checkbox"/> Self Assessment	
<input type="checkbox"/> Work Sample	
<input type="checkbox"/> Other	

Achievement Standard	
<b>Receptive</b> Listening, Reading and Viewing	
Achievement Standards List	Suggested Evidence
<ul style="list-style-type: none"> <li>Understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.</li> </ul>	
<ul style="list-style-type: none"> <li>Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.</li> </ul>	
<ul style="list-style-type: none"> <li>Monitor meaning and self correct using context, prior knowledge, punctuation, language and phonic knowledge.</li> </ul>	
<ul style="list-style-type: none"> <li>Identify literal and implied meaning, main ideas and supporting detail.</li> </ul>	
<ul style="list-style-type: none"> <li>Make connections between texts by comparing content.</li> </ul>	
<ul style="list-style-type: none"> <li>Listen for particular purposes.</li> </ul>	
<ul style="list-style-type: none"> <li>Listen for and manipulate sound combinations and rhythmic sound patterns.</li> </ul>	

Achievement Standard	
<b>Productive</b> Speaking, Writing and Creating	
Achievement Standards List	Suggested Evidence
<ul style="list-style-type: none"> <li>When discussing their ideas and experiences, students use everyday language features and topic specific vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>Explain their preferences for aspects of texts using other texts as comparisons.</li> </ul>	
<ul style="list-style-type: none"> <li>Create texts that show how images support the meaning of the text.</li> </ul>	
<ul style="list-style-type: none"> <li>Create texts drawing on their own experiences, their imagination and information they have learned.</li> </ul>	
<ul style="list-style-type: none"> <li>Use a variety of strategies to engage in group and class discussions and make presentations.</li> </ul>	
<ul style="list-style-type: none"> <li>Accurately spell familiar words and attempt to spell less familiar words and use punctuation correctly.</li> </ul>	
<ul style="list-style-type: none"> <li>They legibly write unjoined upper and lowercase letters.</li> </ul>	
<ul style="list-style-type: none"> <li>Correctly form all upper and lower case letters.</li> </ul>	