

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: One	Subject: English	Team Members: Vanessa Hancock, Kate Gialamatzis, Georgina Dunne, Carmel Manning, Maree Caminiti		
Essential Learning	Example-Rigor	Prior Skills Needed	Common Assessments	When taught?	Extension Skills
What is the essential learning? Describe in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	What assessment/s will be used to measure student mastery?	When will this essential learning be taught?	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 different size letters	Term 1 Week 1: Pre CFA Letter ID test (EOL) Week 9: Post CFA Letter ID test (Pre Test Sounds as for next Semester EL) Week 10: Markbook	Term 1 Week 2- 10	I know all letters and sounds. I can use letter-sound knowledge 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 can identify the most common sounds of the 26 letters of the alphabet eg./c/ for the letter c.	I know all 26 lowercase letters by their name.	Term 1 Week 9: Pre CFA Letter names and sounds Term 2 Week 9 : Post CFA Week 10: Markbook	Term 2 Week 1-10	I know more than one sound different letters can make. EG. c can make a /k/ or a /s/ sound. I can use letter-sound knowledge from left to right to read a new word (stretching).

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<p>High Frequency Words I can recognise and read High Frequency words in a text.</p>	<p>I can read High Frequency words without stretching out sounds.</p> <p>I can recognise and locate High Frequency words from my keyring in a text.</p>	<p>I know what a letter is</p> <p>I know what a word is</p>	<p>Term 1 Week 1: Pre Test (EOL)</p> <p>Term 2 Week 5: Check in Week 9: Post Test CFA Reading of Flashcards with words 1-20. Week 10: Markbook</p>	<p>Term 1 and 2: Daily exposure.</p> <p>Term 1: teach 2 words per week Term 2: teach 3 words per week</p>	<p>I can read more than 20 High Frequency Words.</p>
<p>MSV** I can use letter-sound information with meaning and language structure to solve words.</p>	<p>I can look at the picture.</p> <p>I can get my mouth ready for the word.</p> <p>I listen to my reading to see if it makes sense.</p> <p>I use all 3 skills.</p>	<p>I know the letters and the sounds they make.</p> <p>I can point to a word.</p>	<p>Term 1 Week 1: Pre Test (EOL)</p> <p>Term 2: Week ?: F&P/Guided Reading Week 10: Markbook</p>	<p>Term 1 & 2 Daily</p>	<p>I can use various reading strategies such as:</p> <ul style="list-style-type: none"> - Stretching - Re-reading - Rhyming words
<p>Fluency I can read words in phrases on my own.</p>	<p>I can read a familiar text like I talk - not like a robot.</p> <p>I can slide through the sentence with my finger.</p>	<p>I know when a text is repetitive.</p> <p>I can point to each word as I read.</p>	<p>Term 1 Week 1: Pre Test (EOL)</p> <p>Term 2 Week 8: CFA: Check fluency with seen Guided Reading text.</p>	<p>Term 2 Week 6- 9</p>	<p>I can point to each line as I read.</p> <p>I can read an unseen text fluently.</p> <p>I can use punctuation (!,?,...) to change my voice and read with expression (e.g. 'Bang!')</p>

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<p>Concepts about print: I can use CAP to navigate a text</p>	<p>I can locate the front and back cover of a book</p> <p>I can locate the title I can locate the author</p> <p>I can explain the directionality of printed texts.</p> <p>I can identify return sweep</p> <p>I can locate a word</p> <p>I can locate a letter</p> <p>I can apply CAP to digital texts</p>	<p>I know what a book is.</p>	<p>Term 1 Week 1: Pre Test Cup Cakes (EOL)</p> <p>Week 5: Post CFA through Guided Reading conferences Week 6: Markbook</p>	<p>Term 1 , Weeks 2-5</p>	<p>I can navigate different types of texts.</p>
<p>Comprehension (Ongoing) I can use comprehension strategies to understand and discuss texts that I listen to, view or read.</p>	<p>I can predict before and during reading.</p> <p>I can explain why I made my prediction.</p> <p>I can make a text to self connection.</p> <p>I can ask questions about a text.</p>	<p>I can think about the story.</p> <p>I can answer a question</p> <p>I can remember parts of a story.</p>	<p>Term 1. Week 1: Pre CFA Clever Max</p> <p>Term 2: Week 10: Markbook Post CFA though Guided Reading, Anecdotal Notes</p>	<p>Terms 1 & 2, Daily</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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	I can retell the beginning, middle and end of a story.				
Text Structure & Organisation: I can use familiar words and phrases to share my ideas.	I can use familiar words I know to write a simple sentence. I can use a two-finger space between words.	I can use pictures to share my ideas. I know what a word is.	Writing samples Roaming writing conferences Term 1: Week 1: Pre CFA Clever Max Term 2: Week 8: Post CFA Clever Max Week 9: Markbook	Term 1 & 2 Daily	I can provide details about ideas or events in my writing.
I can make new words by changing an onset or rime.	I can make new words by changing the beginning of a word. eg. cat - bat, fat, sat, mat	I can hear words that rhyme. I know letters and sounds, and can record them.	Writing samples Spelling observations Whiteboard writing Manipulation with magnetic letters Term 1: Week 1: Pre CFA Clever Max Term 2: Week 7: Post CFA Week 8: Markbook	Term 2 Week 3-7	I can make new words by changing the beginning of a word to use a blend. eg. flat, chat.

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<p>I can spell the first 25 Oxford High Frequency Words (HFW)</p>	<p>I can spell the first 25 HFW.</p>	<p>I can copy High Frequency Words from my keyring.</p> <p>I can spell some (5) High Frequency Words.</p>	<p>Term 1: Week 1: Pre CFA Clever Max Week 10: Check in: Oxford Word Test (16 words)</p> <p>Term 2 Week 10: Post CFA and Markbook Oxford Word Test (50 words)</p>	<p>Weekly</p>	<p>I can spell more than 25 Oxford HFW.</p>
<p>Grammar & Punctuation: I can write in the correct case most of the time .</p>	<p>I can use a capital letter at the start of my name.</p> <p>I can use a capital letter to begin my sentence most of the time.</p> <p>I can use lower-case letters correctly most of the time.</p>	<p>I know how to copy all capital and lowercase letters.</p>	<p>Term 1: Week 1: Pre CFA Clever Max</p> <p>Term 2 Week 8: Post CFA Recount writing sample Week 9: Markbook</p>	<p>Daily</p>	<p>I can write in the correct case all the time.</p>

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<p>Writing Process: With guidance I can plan and draft a piece of writing.</p>	<p>I can draw to plan my writing. My writing matches my picture.</p> <p>I write what I can hear by recording the main consonant sounds in a word.</p> <p>I can read back my writing with some accuracy.</p> <p>I can write and illustrate for a minimum of 5 minutes.</p>	<p>I can draw a picture.</p> <p>I can talk about my picture</p>	<p>Term 1: Week 1: Pre CFA Clever Max</p> <p>Term 2: Week 8: CFA Writing Sample Clever Max Week 9: Markbook</p>	<p>Term 1 and 2, Daily</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 5 minutes.</p>
<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.</p> <p>I can apply appropriate pressure with my pencil.</p>	<p>I know what a pencil is.</p>	<p>Term 1: Week 3: Special Writing Book (Tues/Thurs) observe pencil grip. Week 7: Post CFA Special Writing Book (Tues/Thurs) observe pencil grip Week 8: Markbook</p>	<p>Daily</p>	<p>I can hold my pencil correctly for more than 5 minutes.</p>

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<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.</p> <p>I place my letters on the line in Term 2.</p>	<p>I can hold my pencil correctly.</p> <p>I know what the letters look like.</p> <p>I know what start and end means.</p>	<p>Term 1: Week 1: Pre CFA Clever Max</p> <p>Term 2 Week 8: Post CFA Clever Max Week 9: Markbook</p>	<p>Term 1 and Term 2 Daily</p>	<p>I can write legibly and neatly on the line.</p>
<p>I can clearly use my words to interact with others</p>	<p>I can clearly use words to interact with others and express ideas.</p>	<p>I can use basic vocabulary.</p>	<p>Term 1: Week 1: Pre CFA EOL/NOL Interview observations</p> <p>Term 2 Week 6: Post CFA observations Week 7: Markbook</p>	<p>Daily</p>	<p>I can interact with others and express ideas using appropriate pace, expression and body language.</p>
<p>I can hear rhymes, syllables and words with the same first sounds in spoken words.</p>	<p>I can hear a rhyme and a non-rhyme.</p> <p>I can break some words into syllables</p> <p>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>Term 1: Week 1: Pre CFA EOL</p> <p>Term 2: Week 2: Post CFA: Update EOL Tracker and Syllable Conference Week 3: Markbook</p>	<p>Term 1, Weeks 3 - 10 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?"</i> <i>Student: "cot, rot, lot..."</i></p> <p>I can the hear the middle sounds in a word.</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.</p> <p>I can follow simple instructions.</p> <p>I sit in the one spot for a sustained period of time.</p> <p>I can make good choices on the floor.</p>	<p>I can explain what good listeners do.</p>	<p>Term 1: Week 1: Pre CFA EOL/NOL Interview observations</p> <p>Term 2: Week 4: CFA Week 5: Markbook</p>	<p>Daily</p>	<p>I can make connections with what has been said.</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
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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