

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: One	Semester: One	Subject: English	Team Members: Joel Magnabosco, Britt Michie, Ryan Maki, Claire Crozier, Ben Williams		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
Decoding: I know the relationship between sounds and letters. Learning Targets: - Blends - CVC - Syllables - Vowels	Blends: black: ‘bl-a-ck’ CVC: c-a-t, d-o-g Syllables Vowels	I know all 26 Letter names I know names of letters in upper case I know names of letters in lower case I can read words from left to right I can use the sounds represented by most letters (42 in total)	Anecdotal observations guided reading Running record: Term 1, Week 5-6 Term 2, Week 2-3	Daily	I can recognise all letter-sound matches including: -silent letters(knot) -vowel/consonant digraphs (ay in play) -less common sound letter combinations.
MSV: I can use each of the ‘Good Readers’ skills to solve new words Learning Targets: I know when a word looks right, sounds right and makes sense	.‘I knew this word was tree because: - it started with a t and ended in ee. - there was a picture of a tree.	I know that good readers have many strategies to solve new words. -I can demonstrate all aspects of concepts about print	Reading conferences Guided reading Running record: Term 1, Week 5-6 Term 2, Week 2-3	Daily	I can use each of the ‘Good Readers’ skills during my independent reading.

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	- it made sense in the sentence. I self correct if my reading doesn't look right, sound right or make sense, when prompted.	automatically when reading: -Directionality, return sweep, word, letter, word matching, beginning and end of a word.			
Fluency: I can identify and read word phrases as groups of words.	I can read like I am talking when reading a seen text. I can point to the start of each line to track my reading.	I can use strategies to decode words. I can choose a 'Just Right' text. I can slide through groups of words.	Reading Conferences Guided Reading Readers Theatre	Weekly Term 1 Week 4 onwards Readers' Theatre most Fridays	I can read like I am talking when reading a new text.
High Frequency Words: I can recognise 150 of the first 200 High Frequency words.	I can read the High Frequency words without sound analysis. I can read the High Frequency words in a random order. I can recognise & locate the High Frequency words within a text.	I can read the 50 HF word list	Reading Conferences Guided Reading Reading of Oxford High Frequency word list Term 1, Week 8	Ongoing	I can continue reading High Frequency Words on the next list (150+)
Comprehension: I can discuss a text using literal and inferred meaning. Learning Targets: - I can use comprehension strategies to build literal	- I can find the answer to questions in a text. e.g. The Car is blue Q- What colour is the car?	I can understand what a question is asking. I can reread a text to find an answer. I can connect what I know with what I read.	Big Book mini-lessons Reading Conferences. Guided Reading. F&P Benchmarking Term 2, Week 6-8	Term 1 Weekly Prior Knowledge (incl. Predictions) Ongoing: Questioning, Inferring	I can infer characters' feelings from texts I read.

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<p>meaning about key events, ideas and information in the words and pictures. - I can use comprehension strategies to build inferred meaning about key events, ideas and information in the words and pictures.</p> <p>Learning Targets: Predicting Questioning Retell</p>	<p>- I can use clues in a text and my prior knowledge to answer questions. e.g. The car is the colour of a clear sky. Q - What colour is the car?</p>		<p>Team to come up with assessment. (Possibly CARS?) -T2Wk2</p> <p>Term 2, Week 3 - Literal Term 2, Week 6 - Inferring</p>	<p>Term 2 Literal - Weeks 1-3 Inferring - Week 4-6</p>	
<p>Genres: I can use my growing knowledge of context, text structures and language features to help me comprehend. Learning Target: I can describe differences between fiction and non-fiction/factual texts.</p>	<p>- I know that different types of texts have different structures. e.g. This is a narrative. It has a problem and a solution, which can help me predict. - I can use features of a book to help me understand. e.g. - front cover, blurb, speech bubbles, captions, index.</p>	<p>I know that there are different types of texts. (fiction and non-fiction/factual)</p> <p>I know I learn from non-fiction/factual texts.</p> <p>I know I read fiction for entertainment.</p>	<p>Guided reading Conferences Big Book mini-lesson</p> <p>Book search/classifying, whereby students explain what genre of text you're reading and how you know.</p> <p>Term 2, Week 7-8</p>	<p>Weekly</p>	<p>I can use my growing knowledge of context, text structures and language features to help me comprehend texts. I can compare fiction texts to non-fiction/factual texts by recognising their features.</p>

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	<p>-I know that this is a non-fiction/factual text because it may have: photos, facts, captions, subheadings, labeled diagrams, index, glossary, contents.</p> <p>-I know that this is a fiction text because: it tells a story, it may have characters, setting, problem, solution, fantasy.</p>				
<p>Spelling 1: I can use base words to spell unfamiliar words.</p>	<p>I can build on a known word to make a new word. e.g. Play, played, playing.</p> <p>I can identify common digraphs. E.g. sh, th, ch, wh, ck, oo, ng, as, gz (wings), sk (school),</p>	<p>I know what a base word is. I know what short and long vowel sounds are.</p>	<p>Writing samples Writing conferences Dictated writing CFA - developing words from base word. Term 2, Week 6</p>	<p>Modelled writing - Weekly Focussed - Term 2 Weeks 5 & 6</p>	<p>I can identify when I need to change the base word. (swim, swam) - change. (hide, hiding) - drop e. (skip, skipped) - double consonant.</p>
<p>Spelling 2: I can listen for and reproduce letter patterns and letter clusters. (speaking and listening)</p>	<p>Clapping syllables in words. E.g: play-ing - I can identify letters in consonant blends.</p>	<p>I know the sounds that letters make. I know that letters represent sounds.</p>	<p>CFA -</p>	<p>Modelled writing - Weekly</p>	<p>I can write onset/rime that include letter blends or digraphs e.g. stop, flop, shop, crop.</p>

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	<p>E.g: I know that ‘pl’ sound in plane is made up of a p and an l.</p> <p>- I can make new words by changing an onset or rime. Eg: If I can spell top, I can spell hop, cop. - Hink Pink (Jim) e.g. big pig</p>				
<p>Spelling 3: I can spell 100 of the first 150 Oxford HFW</p>	<p>I correctly use the first 100 Oxford HFW in my daily writing.</p>	<p>I know the sounds that letters make. I know that letters represent sounds. I know how to spell the first 50 Oxford HFW I can read the first 75 Oxford HFW</p>	<p>Writing samples Writing conferences</p> <p>Oxford Plus 150 Term 2, Week 7-8</p>	<p>Ongoing</p>	<p>I can spell beyond the first 100 Oxford HFW</p>
<p>Grammar & Punctuation: I can identify and use punctuation correctly. Learning Target:</p> <ul style="list-style-type: none"> - Full stops - Upper case letters (begin sentences & people’s names) <p>Experimentation with:</p> <ul style="list-style-type: none"> - Question marks - Exclamation marks 	<p>I can use punctuation correctly in my writing.</p> <p>e.g. What did you do on the weekend? My weekend was amazing! I spent it with Teddy.</p>	<p>I can recognise/identify punctuation in texts. I know what each of these means:</p> <ul style="list-style-type: none"> - Full stops - Question marks - Exclamation marks - Upper case letters. 	<p>Writing samples Writing conferences Dictated writing</p> <p>CFA - dictated sentences. Term 1, Week 5 Term 1, Week 9</p>	<p>Ongoing</p> <p>Term 1, Weeks 4, 5 & 6</p>	<p>I can identify and use more complex punctuation correctly.</p> <p>e.g. Commas, quotation marks, ellipses, apostrophes, proper nouns, question marks, exclamation marks.</p>

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<p>Writing Process: I can work through the writing process to complete a piece of writing. Learning Target: I can use my plan to write a draft. I can recognise when my writing can be improved. I can read back my writing to check it makes sense.</p>	<p>I can write a draft using my plan. - same ideas</p> <p>I can see where I need to make changes to my draft.</p>	<p>- I can record my ideas/thoughts (Plan) - I can draft a piece of writing.</p>	<p>Writing samples Writing conferences.</p> <p>Recount & Info Report processes.</p>	<p>Ongoing - focus on recount.</p>	<p>I can add craft to my draft during the revising process. - alliteration - similes/metaphors - sentence length</p>
<p>Genres: I can provide details about ideas or events, and details about the participants in those events. Learning Targets: - Recount - Information Report</p>	<p>RECOUNT A sequenced paragraph that includes the 5 W's and H.</p> <p>INFORMATION REPORT Facts in subheadings. e.g: diet, habitat, appearance, other fascinating facts</p>	<p>RECOUNT I know what order/sequence means. I can sequence events. I can verbally retell my weekend.</p> <p>INFORMATION REPORT I have a good understanding of my subject. I understand what a keyword is.</p>	<p>RECOUNT Work samples Writing conferences</p> <p>CFA: Rubric (5Ws H) Term 2, Week 1-4</p> <p>INFORMATION REPORT Pre-CFA: Term 2, Week 1 Report About Me</p>	<p>RECOUNT Weekly (especially Term 1)</p> <p>INFORMATION REPORT Term 2: ongoing</p>	<p>RECOUNT I can write a detailed recount that includes more than one paragraph.</p> <p>INFORMATION REPORT Concluding statement</p>

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<p>Craft: I can use interesting leads in my writing.</p>	<p>Setting, Action, Onomatopoeia, Dialogue, Question.</p>	<p>I know that my writing needs to have an interesting beginning.</p>	<p>Writing samples. Anecdotal notes form writing. Independent use in recounts.</p>	<p>Term 1 and 2. Weekly - during recount. Term 1, Week 3-9 (explicit) Term 2, Week 5-7 (review)</p>	<p>Use of these leads in a variety of genres.</p>
<p>Handwriting: I can write all upper and lower case letters correctly on 18mm dotted third lined paper using Victorian Modern Font.</p>	<p>I can write letters correctly on 18mm dotted third lines -top to bottom (b, h, i, j, k, l, m, n, p, r, t, u, v, w, y) -1 o'clock (a, c, f?, o, d, g, q) -other (e, s, x, z)</p>	<p>I know the starting point of letters. I know what each letter looks like. I know the letters of the alphabet. I have a correct pencil grip.</p>	<p>Writing samples -Student developed sentences Writing conferences Dictation</p>	<p>Ongoing</p>	<p>I can legibly write all unjoined upper and lower case letters correctly on lined paper using Victorian Modern Font in all my writing.</p>
<p>Stamina: I can write for a minimum of 15 minutes.</p>	<p>I stay in my seat and can write uninterrupted for 15 minutes.</p>	<p>I can write independently.</p>	<p>Quick Write samples.</p>	<p>Weekly</p>	<p>I can write using Victorian Modern Font on 18mm dotted thirds for 20 minutes.</p>
<p>Questions & Comments: I can have conversations and discussions, listening actively. Learning Target: I know the difference between a question and a comment.</p>	<p>“A question starts with some of these words; who, what, when, where, how, have why, did, can, which, does, was...” “A comment is when you say what you think about something.” I can listen respectfully.</p>	<p>A question requires an answer and a comment does not.</p>	<p>Observations in class discussions and Fascinating Facts CFA: Term 2, Week 5 T-chart: write a comment, write a question. Explain the difference between the two.</p>	<p>Weekly</p>	<p>Exploring different types of question starters: Other words that imply questions. Investigating the various types of comments: positive, negative etc.</p>

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Read aloud: I can listen to, read aloud and perform poems, rhymes and songs.	I am a good audience member during performances. I can perform by reading or singing in front of an audience.	Listening behaviours and expectations. I can speak in front of others.	Videotape students performing. Term 2, Week 9	Reader's Theatre. Fortnightly.	I can speak clearly, and project my voice when performing to an audience. I can actively listen and respond to a performance.
Presentations: I can make short presentations to the class.	I have talked to my class about my Fascinating Fact topic for between 1 and 3 minutes.	I can talk in front of people. I know what a good speaker does. I know what I am talking about.	Fascinating Facts	Weekly	I can answer questions about my presentation.

Essential Learning Reading and Viewing Overview

Prep Foundation	Level One	Level Two	Level Three	Level Four-Six
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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
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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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