

Summary Table :

	READING	WRITING	SPEAKING AND LISTENING
SEM1	Letter Names Letter Sounds High Frequency Words MSV (ongoing) Concepts about Print Comprehension	Writing Spelling 1 (Onset & Rime - ongoing) Spelling 2 (Oxford Words) Grammar and Punctuation (ongoing) Handwriting Handwriting 2	Speaking Listening (ongoing) Sounds
SEM 2	Fluency MSV (ongoing) High Frequency Words 2 Comprehension 2 Text Purpose	Spelling 1 (ongoing) Spelling 3 (Sounds in words) Spelling 4(Oxford Words) Grammar and Punctuation (ongoing) Writing Process Handwriting 3	Listening (ongoing)

[YELP Pacing](#)

Assessment Schedule

[English Guaranteed Vocabulary](#)

English Yearly Essential Learning Planner (YELP)

What is it that we want our students to know, understand, do and communicate with KUDCO?

Subject: Literacy
Area: Reading
Year Level: Foundation

Team Members: Vanessa Hancock, Kate Gialamatzis, Sarah Mason, Carmel Manning, Hannah Tabart

READING

[Victorian curriculum work sample \(Clever Fox recording\)](#)

[Victorian curriculum work sample \(Animals on my street recording\)](#)

Letter Names:

I can recognise and name all 26 upper and lowercase letters.

Prerequisite Skills

What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)

Essential Learning (Rigor)

What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?

Application *keep minimal

How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.

Extension

What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)

AS: identify all the letters of the English alphabet in both upper- and lower-case

CD: Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCCLA146)

I know some letters of the alphabet.

Supportive Vocabulary:

I know all 52 letters by their name.

Guaranteed Vocabulary:

Uppercase
Lowercase

I know all the letters that make up my name.

I can identify the most common sounds of the 26 letters of the alphabet eg./c/ for the letter c.

AS: No link to Year 1 achievement standard

Link to Year 1 relevant EL:

Supporting Documentation:

Proficiency Scale
Data Tracker

When taught?

<u>Term 1</u> Week 2- 10	<u>Term 2</u> Week 1-3
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CFA's

Term 1 Week 1: Pre CFA Letter ID test (EOL) Week 9: Check in	Term 2 Week 3: Markbook
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Letter Sounds:

I can use the sounds represented by most letters (26 in total).

Prerequisite Skills

What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)

Essential Learning (Rigor)

What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?

Application *keep minimal

How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.

Extension

What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)

<p>AS: know and can use the sounds represented by most letters.</p> <p>CD: Recognise all upper- and lower-case letters and the most common sound that each letter represents (<u>VCELA146</u>)</p> <p>Blend sounds associated with letters when reading consonant-vowel-consonant words (<u>VCELA147</u>)</p>	<p>I know some sounds for letters of the alphabet.</p> <p>Supportive Vocabulary: Vowels</p>	<p>I can identify the most common sounds of the 26 letters of the alphabet eg./c/ for the letter c.</p> <p>Guaranteed Vocabulary: Sounds Letters</p>	<p>I can read words in my book which have common sounds.</p>	<p>I know more than one sound different letters can make. EG. c can make a /k/ or a /s/ sound.</p> <hr/> <p>AS: When reading, they use knowledge of the relationships between sounds and letters</p> <p>CD: Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (<u>VCELA183</u>)</p> <p>Link to Year 1 relevant EL:</p>
<p>Supporting Documentation:</p>				
<p>Proficiency Scale Data Tracker</p>				
<p>When taught?</p>				
<p><u>Term 1</u> Week 2- 10</p>		<p><u>Term 2</u> Week 1-11</p>		
<p>CFA's</p>				
<p>Term 1 Week 1: Pre CFA Letter ID test (EOL)</p>		<p>Term 2 Week 5: Check in Week 10: Markbook</p>		

<p>High Frequency Words:</p> <p>I can recognise and read High Frequency words in a text.</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>Extension</p> <p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>
<p>AS: read short predictable texts with familiar vocabulary</p> <p>CD: Recognise that texts are made up of words and groups of words that make meaning (<u>VCELA144</u>)</p>	<p>I know what a letter is</p> <p>I know what a word is</p> <p>Supportive Vocabulary:</p>	<p>I can read High Frequency words without stretching out sounds.</p> <p>I can recognise and locate High Frequency words in a text.</p> <p>Guaranteed Vocabulary: Words High Frequency Word</p>	<p>I can read high frequency words in a range of contexts (fonts, signs, real world etc)</p>	<p>I can read more than 100 High Frequency Words.</p> <hr/> <p>AS: use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning</p>
<p>Supporting Documentation:</p>				
<p>Proficiency Scale Data Tracker</p>				
<p>When taught?</p>				
<p><u>Term 1 and 2:</u> Daily exposure.</p>				

CD: Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)

<table border="1"> <tr> <td>Term 1: teach 2 words per week</td> <td>Term 2: teach 3 words per week</td> </tr> <tr> <td colspan="2" style="text-align: center;">CFA's</td> </tr> <tr> <td>Term 1 Week 1: Pre Test (EOL)</td> <td>Term 2 Week 6: Check in Week 10: Post Test CFA Reading of HFW list and highlighting Week 11: Markbook</td> </tr> </table>	Term 1: teach 2 words per week	Term 2: teach 3 words per week	CFA's		Term 1 Week 1: Pre Test (EOL)	Term 2 Week 6: Check in Week 10: Post Test CFA Reading of HFW list and highlighting Week 11: Markbook				<p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p>Link to Year 1 relevant EL:</p>
Term 1: teach 2 words per week	Term 2: teach 3 words per week									
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<p>MSV (Ongoing):</p> <p>I can use letter-sound information with meaning and language structure to solve words.</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>Extension</p> <p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>								
<p>AS: developing knowledge of sound and letters</p> <p>CD: Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147)</p> <p>Recognise that texts are made up of words and groups of words that make meaning (VCELA144)</p> <p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1"> <tr> <td colspan="2">When taught? Term 1 & 2: Daily</td> </tr> <tr> <td colspan="2" style="text-align: center;">CFA's</td> </tr> <tr> <td>Term 1 Week 1: Pre Test (EOL)</td> <td>Term 2: Week 4-8: F&P Week 9: Markbook</td> </tr> <tr> <td>Term 3</td> <td>Term 4 Week 7: CFA Week 8: Markbook</td> </tr> </table>	When taught? Term 1 & 2: Daily		CFA's		Term 1 Week 1: Pre Test (EOL)	Term 2: Week 4-8: F&P Week 9: Markbook	Term 3	Term 4 Week 7: CFA Week 8: Markbook	<p>I know the letters and the sounds they make.</p> <p>I can point to a word.</p> <p>Cognitive: Get mouth ready, slide, stretch, point</p> <p>Supportive Vocabulary: Point, Meaning, Comprehension, Text, Strategies</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>Guaranteed Vocabulary: Words</p>	<p>I can read an at level text (mid FnP (B) and D end) independently using the Good Reader strategies.</p>	<p>I can use various reading strategies such as:</p> <ul style="list-style-type: none"> - Stretching - Rhyming words - Chunking <ul style="list-style-type: none"> ● I can skip hard words and then go back ● I can chunk a word into smaller parts ● I can try a different vowel sound ● I can re-read a word if it doesn't make sense <hr/> <p>AS: use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning</p> <p>CD: Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (VCELA179)</p> <p>Recognise short vowels, common long vowels and consonant digraphs,</p>
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				<p>and consonant blends (VCFLA181)</p> <p>Understand how to spell one and two syllable words with common letter patterns (VCFLA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCFLA183)</p> <p>Link to Year 1 relevant EL:</p>
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Fluency:	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension										
<p>I can read words in phrases on my own.</p>	<p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>										
<p>AS: read short predictable texts with familiar vocabulary and supportive images</p> <p>CD: Recognise that texts are made up of words and groups of words that make meaning (VCFLA144)</p> <p>Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCFLY152)</p>	<p>I read a familiar text like a robot.</p> <p>Supportive Vocabulary: Read</p>	<p>I can read a familiar Level 4 text confidently.</p> <p>I can pause and take a breath when I see a . ! ?</p> <p>I can slide my finger or use my eyes to track my reading.</p> <p>Guaranteed Vocabulary: Fluent</p>	<p>I can read familiar texts using my voice to maintain meaning.</p>	<p>I can read like I am talking when reading a seen text.</p> <p>I can point to the start of each line to track my reading.</p> <p>I can read an at level text using punctuation to guide fluency and expression.</p> <hr/> <p>AS: read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images</p> <p>CD: Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCFLA180)</p> <p>Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCFLY187)</p> <p>Link to Year 1 relevant EL:</p>										
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">When taught?</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Term 2 Week 4- 9</td> </tr> <tr> <td colspan="2" style="text-align: center;">CFA's</td> </tr> <tr> <td colspan="2">Check in: Every day when you are Guided Reading</td> </tr> <tr> <td style="width: 50%;">Term 1 Week 1: Pre Test (EOL)</td> <td style="width: 50%;">Term 2 Week 4-8: F&P Week 9: Markbook</td> </tr> </table>	When taught?			Term 2 Week 4- 9	CFA's		Check in: Every day when you are Guided Reading		Term 1 Week 1: Pre Test (EOL)	Term 2 Week 4-8: F&P Week 9: Markbook				
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Concepts About Print: I can use CAP to navigate a text.	Prerequisite Skills What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	Essential Learning (Rigor) What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	Extension What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)				
<p>AS: drawing on their developing knowledge of concepts about print</p> <p>CD: Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCFLA142)</p> <p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" data-bbox="54 586 520 943"> <tr> <td>When taught?</td> </tr> <tr> <td><u>Term 1</u> Weeks 1-9</td> </tr> <tr> <td style="text-align: center;">CFA's</td> </tr> <tr> <td><u>Term 1</u> Week 1: Pre Test Cup Cakes (EOL) Week 8: Post CFA through Guided Reading conferences Week 9: Markbook</td> </tr> </table>	When taught?	<u>Term 1</u> Weeks 1-9	CFA's	<u>Term 1</u> Week 1: Pre Test Cup Cakes (EOL) Week 8: Post CFA through Guided Reading conferences Week 9: Markbook	<p>I can locate some of the features of a text.</p> <p>Supportive Vocabulary: Book Front cover Picture Beginning End</p>	<p>I can apply CAP to digital texts</p> <p>I can read from left to right</p> <p>I can locate the title and author</p> <p>I can locate the front and back cover of the book</p> <p>Guaranteed Vocabulary: Author Illustrator</p>	<p>I can read a book.</p>	<p>I can navigate different types of texts (fiction/non fiction)</p> <p>-----</p> <p>AS: identify that texts serve different purposes and that this affects how they are organised</p> <p>CD: Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (VCFLA177)</p> <p>Link to Year 1 relevant EL:</p>
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<p>Comprehension:</p> <p>I can use simple comprehension strategies to understand and discuss texts that I listen to, view or read.</p> <p>AS: use questioning and monitoring strategies to make meaning from texts</p> <p>identify connections between texts and their personal experience</p> <p>CD: Explore the different contribution of words and images to meaning in stories and informative texts (VCFLA145)</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p> <p>I can sometimes make a prediction or connection</p> <p>I can talk about a text</p> <p>Supportive Vocabulary: Look</p>	<p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p> <p>I can retell parts of the story</p> <p>I can ask or answer questions about a text.</p> <p>I can make a connection.</p> <p>I can make a prediction.</p> <p>Guaranteed Vocabulary: Question mark Sentence</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p> <p>I can understand and communicate what I read.</p>	<p>Extension</p> <p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p> <p>I can find the answer to questions in a text. e.g. The Car is blue Q- What colour is the car?</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>similar or different to students' own experiences (<u>VCELT148</u>)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (<u>VCELY153</u>)</p>		<p>Clarify Full stop</p>		<p>-----</p> <p>AS: recognise literal meaning in texts</p> <p>recognise implied meaning in texts</p> <p>CD: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (<u>VCELY186</u>)</p> <p>Link to Year 1 relevant EL:</p>						
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" data-bbox="52 370 520 618"> <tr> <td colspan="2" data-bbox="52 370 520 451"> <p>When taught? Terms 1 & 2, Daily</p> </td> </tr> <tr> <td colspan="2" data-bbox="52 451 520 508"> <p style="text-align: center;"><u>CFA's</u></p> </td> </tr> <tr> <td data-bbox="52 508 285 618"> <p>Term 1. Week 1: Pre Test (EOL)</p> </td> <td data-bbox="285 508 520 618"> <p>Term 2 Week 4-8: F&P Week 9: Markbook</p> </td> </tr> </table>	<p>When taught? Terms 1 & 2, Daily</p>		<p style="text-align: center;"><u>CFA's</u></p>		<p>Term 1. Week 1: Pre Test (EOL)</p>	<p>Term 2 Week 4-8: F&P Week 9: Markbook</p>				
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<p>High Frequency Words 2</p> <p>I can automatically read 100 High Frequency words.</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>Extension</p> <p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>						
<p>AS: read short predictable texts with familiar vocabulary</p> <p>CD: Recognise that texts are made up of words and groups of words that make meaning (<u>VCELA144</u>)</p>	<p>I can read some of the words on my HFW keyring (0-20 words)</p> <p>Supportive Vocabulary:</p>	<p>I can recognise and quickly read 100 High Frequency Words</p> <ul style="list-style-type: none"> • B - 20-49 • C - 50-89 • M - 90-100 • E - 101+ <p>Guaranteed Vocabulary:</p>	<p>I can automatically read High Frequency Words in an at-level text.</p>	<p>I can recognise 200 of the first 200 High Frequency words.</p> <p>-----</p> <p>AS: use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning</p> <p>CD: Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (<u>VCELA179</u>)</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (<u>VCELA181</u>)</p> <p>Understand how to spell one and two syllable words with common letter</p>						
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" data-bbox="52 1235 520 1484"> <tr> <td colspan="2" data-bbox="52 1235 520 1317"> <p>When taught? Terms 3 & 4, weekly</p> </td> </tr> <tr> <td colspan="2" data-bbox="52 1317 520 1373"> <p style="text-align: center;"><u>CFA's</u></p> </td> </tr> <tr> <td data-bbox="52 1373 285 1484"> <p>Reading 100 HFW list and highlighting. Term 4 week 9</p> </td> <td data-bbox="285 1373 520 1484"> <p>Markbook Term 4 week 10</p> </td> </tr> </table>	<p>When taught? Terms 3 & 4, weekly</p>		<p style="text-align: center;"><u>CFA's</u></p>		<p>Reading 100 HFW list and highlighting. Term 4 week 9</p>	<p>Markbook Term 4 week 10</p>				
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				<p>patterns (VCFLA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCFLA183)</p> <p>Link to Year 1 relevant EL:</p>
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<p>Comprehension 2:</p> <p>I can use comprehension strategies to understand and discuss texts that I listen to, view or read.</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>Extension</p> <p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>
<p>AS: use questioning and monitoring strategies to make meaning from texts</p> <p>identify connections between texts and their personal experience</p> <p>recall one or two events from texts with familiar topics</p> <p>CD: Explore the different contribution of words and images to meaning in stories and informative texts (VCFLA145)</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (VCELT148)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)</p> <p>Identify some features of texts including events and characters and retell events from a text (VCELT150)</p>	<p>I can make a prediction before reading a text.</p> <p>I can make a connection.</p> <p>I can ask and answer questions about a text.</p> <p>Cognitive: Predicting, Inferring, Visualising</p> <p>Supportive Vocabulary: Comprehension</p>	<p>I can infer about a character or event.</p> <p>I can visualise the pictures in my head</p> <p>I can recall one or two events from texts with familiar topics.</p> <p>Guaranteed Vocabulary:</p>	<p>I can apply learned comprehension strategies in a variety of texts.</p>	<p>I can read a text independently and answer literal and inferential questions about the text</p> <p>-----</p> <p>AS: recognise literal meaning in texts</p> <p>recognise implied meaning in texts</p> <p>CD: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p>Link to Year 1 relevant EL:</p>
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>When taught? Weekly focus in Reading lessons:</p> <ul style="list-style-type: none"> - Inferring clip (pixar, literacy shed) - Audio Books </div>				

<p>MONDAY: - MSV/Clarify</p> <p>TUESDAY - Visualising</p> <p>WEDNESDAY - I can infer about a character or event.</p> <p>THURSDAY - I can orally retell a text</p> <p>FRIDAY - Fluency</p>				
CFA's				
PM Benchmark Week 8	Markbook Week 9			

Text Purpose:	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can identify the type of text</p>	<p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>
<p>AS: understand that there are different types of texts and that these can have similar characteristics</p> <p>CD: Understand that texts can take many forms, and that imaginative and informative texts have different purposes (VCELA141)</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149)</p> <p>Identify some differences between imaginative and informative texts (VCELY154)</p>	<p>I know what real and imaginary/made up means.</p> <p>Supportive Vocabulary:</p>	<p>I know some features of fiction texts (character, read from beginning to middle to end, made up story)</p> <p>I know some features of non fiction texts (facts, information, contents page, photographs)</p> <p>I can explain some similarities of fiction and nonfiction.</p> <p>Guaranteed Vocabulary: Fiction Non-Fiction</p>	<p>I can justify why this is a nonfiction or fiction book.</p>	<p>I can identify extra features of fiction and non-fiction texts eg. setting, problem, solution, glossary, index, diagram.</p> <p>-----</p> <p>AS: understand the different purposes of texts</p> <p>CD: Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)</p> <p>Link to Year 1 relevant EL:</p>
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p>				
<p>When taught? Terms 3 & 4, weekly</p>				
CFA's				

Term 3, Week 9 One on one - discuss rigour	Markbook Term 3, Week 10
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WRITING

[Victorian curriculum writing work samples](#)

Writing: I can use familiar words and phrases to share my ideas.	Prerequisite Skills What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	Essential Learning (Rigor) What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	Extension What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)								
<p>AS: use familiar words and phrases and images to convey ideas</p> <p>CD: Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157)</p> <p>Retell familiar literary texts through performance, use of illustrations and images (VCELT159)</p>	<p>I can copy/trace words.</p> <p>I can use pictures to share my ideas.</p> <p>Supportive Vocabulary:</p>	<p>I can use familiar words I know to write simple sentences.</p> <p>Guaranteed Vocabulary: Phrase Two finger space</p>	<p>I can write about familiar events.</p>	<p>I can provide details about ideas or events in my writing.</p> <p>-----</p> <p>AS: provide details about ideas or events</p> <p>CD: Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)</p> <p>Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)</p> <p>Link to Year 1 relevant EL:</p>								
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">When taught? Term 1 & 2: Daily</td> </tr> <tr> <td colspan="2" style="text-align: center;">CFA's</td> </tr> <tr> <td>Term 1: Week 1: Pre CFA Clever Max</td> <td>Term 2: Week 7: CFA Recount Week 8: Markbook</td> </tr> <tr> <td>Term 3 (due to RFL) Week 9: Post CFA (recount) Week 10: Markbook</td> <td></td> </tr> </table>	When taught? Term 1 & 2: Daily		CFA's		Term 1: Week 1: Pre CFA Clever Max	Term 2: Week 7: CFA Recount Week 8: Markbook	Term 3 (due to RFL) Week 9: Post CFA (recount) Week 10: Markbook					
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Term 3 (due to RFL) Week 9: Post CFA (recount) Week 10: Markbook												

Spelling 1 (ongoing): I can make new words by changing an onset or rime.	Prerequisite Skills What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	Essential Learning (Rigor) What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	Extension What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)												
AS: writing shows evidence of letter and sound knowledge CD: Know how to use onset and rime to spell words where sounds map more directly onto letters (<u>VCELA158</u>)	I can identify words that rhyme I know letters and sounds, and can record them.	I can make new words by changing the beginning of a word. eg. cat - bat, fat, sat, mat Guaranteed Vocabulary: Onset Rime	I can apply my knowledge of rhyme in my writing.	I can make new words by changing the beginning of a word to use a blend. eg. flat, chat.												
Supporting Documentation: Proficiency Scale Data Tracker <table border="1" data-bbox="52 560 514 1047"> <tr> <th colspan="2">When taught?</th> </tr> <tr> <td>Term 1: One lesson per week</td> <td>Term 2: One lesson per week</td> </tr> <tr> <td>Term 3: One lesson per week</td> <td>Term 4: One lesson per week</td> </tr> <tr> <th colspan="2">CFA's</th> </tr> <tr> <td>Term 1: Week 1: Pre CFA EOL</td> <td>Term 2: Week 5: Check in EOL</td> </tr> <tr> <td>Term 3: Week 8: CFA Week 9: Markbook</td> <td>Term 4: Week 5: CFA Week 6: Markbook</td> </tr> </table>	When taught?		Term 1: One lesson per week	Term 2: One lesson per week	Term 3: One lesson per week	Term 4: One lesson per week	CFA's		Term 1: Week 1: Pre CFA EOL	Term 2: Week 5: Check in EOL	Term 3: Week 8: CFA Week 9: Markbook	Term 4: Week 5: CFA Week 6: Markbook	Supportive Vocabulary: Alphabet			<hr/> AS: use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words CD: Recognise and know how to use simple grammatical morphemes in word families (<u>VCELA191</u>) Link to Year 1 relevant EL:
When taught?																
Term 1: One lesson per week	Term 2: One lesson per week															
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Spelling 2: I can spell the first 25 Oxford High Frequency Words	Prerequisite Skills What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	Essential Learning (Rigor) What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	Extension What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)
AS: writing shows evidence of letter and sound knowledge CD: Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (<u>VCELA157</u>)	I can spell some High Frequency Words. Supportive Vocabulary:	I can spell the first 25 Oxford High Frequency Words Guaranteed Vocabulary:	I can use the first 25 Oxford High Frequency words in my writing.	I can spell more than 25 Oxford High Frequency Words. <hr/> AS: accurately spell words with regular spelling patterns

<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" data-bbox="52 185 520 532"> <tr> <td colspan="2">When taught? Term 1 & 2: Weekly</td> </tr> <tr> <td colspan="2" style="text-align: center;">CFA's</td> </tr> <tr> <td>Term 1: Week 2: Pre CFA Recount/Clever Max sample Week 9: Check in: Oxford Word Test (14 words)</td> <td>Term 2 Week 11: Post CFA and Markbook Oxford Word Test</td> </tr> </table>	When taught? Term 1 & 2: Weekly		CFA's		Term 1: Week 2: Pre CFA Recount/Clever Max sample Week 9: Check in: Oxford Word Test (14 words)	Term 2 Week 11: Post CFA and Markbook Oxford Word Test				<p>CD: Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184).</p> <p>Link to Year 1 relevant EL:</p>
When taught? Term 1 & 2: Weekly										
CFA's										
Term 1: Week 2: Pre CFA Recount/Clever Max sample Week 9: Check in: Oxford Word Test (14 words)	Term 2 Week 11: Post CFA and Markbook Oxford Word Test									

<p>Grammar & Punctuation (ongoing):</p> <p>I can experiment with capital letters and full stops in my writing.</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>Extension</p> <p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>								
<p>AS: writing shows evidence of experimentation with capital letters and full stops</p> <p>CD: Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156)</p> <p>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161)</p>	<p>I can point to a full stop.</p> <p>I can write my name in capital letters.</p> <p>Supportive Vocabulary: Exclamation ! Questions ?</p>	<p>I can use a capital letter at the start of my name.</p> <p>I can experiment with using capital letters in my writing.</p> <p>I can experiment with full stops in my writing.</p> <p>I can experiment with using finger spaces.</p> <p>I can write in the correct case most of the time.</p> <p>Guaranteed Vocabulary: Capital Sentence</p>	<p>I can use correct case consistently in my writing.</p> <p>I can demonstrate my understanding of full stops in my writing.</p>	<p>I can appropriately use full stops and capital letters.</p> <p>I can experiment and use different punctuation in my writing (? !).</p> <p>-----</p> <p>AS: use capital letters and full stops appropriately.</p> <p>CD: Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (VCELA190)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p>								
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Term 3 (due to RFL) Week 8 Post CFA (recount) Week 9 Markbook	Term 4: Week 8: Post CFA (recount) Week 9: Markbook				

Handwriting:	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can write most upper and lower case letters correctly.</p>	<p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>
<p>AS: correctly form all upper- and lower-case letters.</p> <p>CD: Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162)</p>	<p>I can have a go at writing letters.</p> <p>Supportive Vocabulary: Vic Modern font</p>	<p>I know the start and end points for most of my uppercase and lowercase letters.</p> <p>I can hold my pencil correctly.</p> <p>Guaranteed Vocabulary:</p>	<p>I can use my knowledge of how to write letters, to write words.</p>	<p>I can write legibly and neatly on the line.</p> <p>-----</p> <p>AS: N/A</p> <p>CD: Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p>Link to Year 1 relevant EL:</p>
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p>				
<p>When taught? Term 1 & 2: Daily</p>				
CFA's				
Week 1: Pre CFA Clever Max	Term 2: Week 7: CFA Recount Week 8: Markbook			
Term 3 (due to RFL) Week 8: Post CFA (recount) Week 9: Markbook				

Spelling 3: I can write spoken sounds and words using letters of the alphabet.	Prerequisite Skills What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	Essential Learning (Rigor) What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	Extension What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)						
<p>AS: writing shows evidence of letter and sound knowledge</p> <p>CD: Understand that some language in written texts is unlike everyday spoken language (<u>VCELA155</u>)</p> <p>Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (<u>VCELA157</u>)</p>	<p>I can name the letters in the alphabet.</p> <p>I can copy some high frequency words.</p> <p>Supportive Vocabulary:</p>	<p>I can have a go at writing unknown words.</p> <p>I write what I can hear independently.</p> <p>I can write letters that match the sounds I hear.</p> <p>Guaranteed Vocabulary:</p>	<p>I use my knowledge of letters and sounds to write sentences.</p>	<p>I can use spelling strategies to accurately spell words.</p> <p>-----</p> <p>AS: accurately spell words with regular spelling patterns</p> <p>CD: Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (<u>VCELA184</u>)</p> <p>Link to Year 1 relevant EL:</p>						
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" data-bbox="52 716 516 963"> <tr> <td colspan="2" data-bbox="52 716 516 797"> When taught? Term 3 & 4: Daily </td> </tr> <tr> <td colspan="2" data-bbox="52 797 516 854" style="text-align: center;"> CFA's </td> </tr> <tr> <td data-bbox="52 854 285 963"></td> <td data-bbox="285 854 516 963"> Term 4: Week: 8 CFA Week 9: Markbook </td> </tr> </table>	When taught? Term 3 & 4: Daily		CFA's			Term 4: Week: 8 CFA Week 9: Markbook				
When taught? Term 3 & 4: Daily										
CFA's										
	Term 4: Week: 8 CFA Week 9: Markbook									

Spelling 4: I can spell 50 Oxford Plus High Frequency Words.	Prerequisite Skills What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	Essential Learning (Rigor) What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	Extension What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)
<p>AS: writing shows evidence of letter and sound knowledge</p> <p>CD: Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (<u>VCELA157</u>)</p>	<p>I can spell up to 25 Oxford Plus Words.</p> <p>Supportive Vocabulary:</p>	<p>I can spell 50 Oxford High Frequency Words by myself.</p> <p>Guaranteed Vocabulary:</p>	<p>I can use the Oxford High Frequency Words in my writing.</p>	<p>I can spell 100 Oxford High Frequency Words</p> <p>-----</p> <p>AS: accurately spell words with regular spelling patterns</p> <p>CD: Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular</p>
<p>Supporting Documentation:</p> <p>Proficiency Scale</p>				

Data Tracker				spelling components (VCELA184) Link to Year 1 relevant EL:							
<table border="1"> <tr> <td colspan="2">When taught? Term 3 & 4: Weekly (3-4 words per week)</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">CFA's</td> </tr> <tr> <td>Term 3: Week 10: Check in</td> <td>Term 4: Week 5: CFA Week 6: Markbook</td> </tr> </table>	When taught? Term 3 & 4: Weekly (3-4 words per week)				CFA's		Term 3: Week 10: Check in	Term 4: Week 5: CFA Week 6: Markbook			
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Term 3: Week 10: Check in	Term 4: Week 5: CFA Week 6: Markbook										

Writing Process	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension					
I can talk about what I want to write, draft my writing and read it back.	What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)					
<p>AS: writing shows evidence of beginning writing behaviours</p> <p>CD: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160)</p> <p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1"> <tr> <td colspan="2">When taught? Term 3 & 4: Daily</td> </tr> <tr> <td colspan="2" style="text-align: center;">CFA's</td> </tr> <tr> <td></td> <td>Term 4: Week 8: CFA Week 9: Markbook</td> </tr> </table>	When taught? Term 3 & 4: Daily		CFA's			Term 4: Week 8: CFA Week 9: Markbook	<p>I can generate an idea with teacher assistance.</p> <p>I can have a go at writing letters/words.</p> <p>I can draw a picture independently.</p> <p>Cognitive: Plan, edit Supportive Vocabulary: Ideas Makes sense</p>	<p>I can think of an idea to write and write it independently.</p> <p>I can draw a picture that matches my writing.</p> <p>I remain in my seat and write independently for 10 minutes.</p> <p>I can read back my own writing.</p> <p>Guaranteed Vocabulary: Draft Retell Report Recount</p>	<p>I can complete a piece of writing and read it back to the teacher.</p> <p>I can read my writing and make changes independently. E.g. full stops, capital letters, punctuation.</p> <p>I can add more detail to my writing independently. E.g. add adjectives, verbs.</p> <p>-----</p> <p>AS:</p> <p>CD:</p> <p>Link to Year 1 relevant EL:</p>
When taught? Term 3 & 4: Daily									
CFA's									
	Term 4: Week 8: CFA Week 9: Markbook								

Handwriting 2	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
I can write all upper and lower case letters correctly using Victorian Modern Font, on 24mm dotted-thirds (ongoing).	What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)

<p>AS: correctly form all upper- and lower-case letters.</p> <p>CD: Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162)</p>	<p>I can write on 18mm lined paper.</p> <p>Cognitive: Supportive Vocabulary: Vic Modern Font</p>	<p>I can write on 24mm dotted-thirds lined paper correctly.</p> <p>I can correctly form upper and lowercase letters at correct starting points.</p> <p>Guaranteed Vocabulary: Handwriting</p>	<p>I can apply these skills to my writing and write neatly.</p>	<p>I can write all upper and lower case letters correctly on 18mm dotted third lined paper using Victorian Modern Font.</p> <p>-----</p> <p>AS: N/A</p> <p>CD: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p> <p>Construct texts that incorporate supporting images using software including word processing programs (VCELY197)</p> <p>Link to Year 1 relevant EL:</p>		
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p>						
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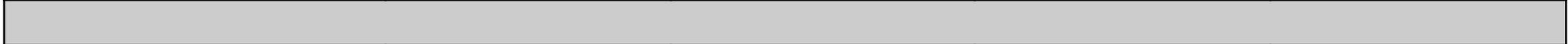
SPEAKING AND LISTENING

[Victorian curriculum work sample \(about favourite book 1\)](#)

[Victorian curriculum work sample \(about favourite book 2\)](#)

<p>Speaking:</p> <p>I can clearly use my words to interact with others</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)</p>	<p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>Extension</p> <p>What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p>
<p>AS: Students listen to and use appropriate interaction skills to respond to others in a familiar environment.</p> <p>In informal group and whole-class settings, students communicate clearly</p> <p>CD:</p>	<p>I can communicate my ideas.</p> <p>Supportive Vocabulary: Speak</p>	<p>I can clearly use words to interact with others and express ideas.</p> <p>Guaranteed Vocabulary:</p>	<p>I can have a conversation with people I know.</p>	<p>I can wait patiently for my turn to talk.</p> <p>-----</p> <p>AS: interact in pair, group and class discussions, taking turns when responding</p> <p>CD: Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (VCELA198)</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Explore different ways of expressing</p>
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p>				
<p>When taught? Term 1 & 2: Daily</p>				
<p style="text-align: center;">CFA's</p>				

Term 1: Week 1: Pre CFA EOL/NOL Interview observations	Term 2 Week 8: Post CFA observations Week 9: Markbook				emotions, including verbal, visual, body language and facial expressions (VCELA201) Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210). Link to Year 1 relevant EL:
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Listening (ongoing):	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension	
I can listen to others by showing a range of listening behaviors.	What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)	
AS: Students listen to and use appropriate interaction skills to respond to others in a familiar environment. CD: Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)	I can explain what good listeners do. Supportive Vocabulary:	I can use the 5Ls of Listening - lips, legs, lap, look, listen. Guaranteed Vocabulary: 5 Ls of listening	I can follow simple instructions.	I can wait patiently for my turn to talk. ----- AS: listen to others when taking part in conversations using appropriate interaction skills CD: Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)	
Supporting Documentation: Proficiency Scale Data Tracker					
When taught? Daily					
CFA's					
Term 1: Week 1: Pre CFA EOL/NOL Interview observations	Term 2: Week 4: CFA observations Week 5: Markbook				Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCILT209)
Term 3:	Term 4: Week 3: CFA Week 4: MArkbook Markbook Term 4, Week 4				Link to Year 1 relevant EL:

Sounds: I can hear rhymes, syllables and words with the same first sounds in spoken words.	Prerequisite Skills What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	Essential Learning (Rigor) What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?	Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	Extension What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)										
<p>AS: They can identify rhyme, letter patterns and sounds in words.</p> <p>They identify and use rhyme, letter patterns and sounds in words.</p> <p>CD: Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168)</p> <p>Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) (VCELA169)</p>	<p>I can listen to words.</p> <p>I know that letters make sounds.</p> <p>Supportive Vocabulary:</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 sound in a word Eg. cat /c/</p> <p>Guaranteed Vocabulary: syllable rhyme</p>	<p>I can apply my rhyming knowledge when spelling, reading and writing.</p>	<p>I can add to a rhyme family. <i>Teacher: "Pot and Hot rhyme. What else rhymes with pot and hot?" Student: "cot, rot, lot..."</i></p> <p>I can hear the middle sounds in a word.</p> <hr/> <p>AS: listen for and reproduce letter patterns and letter clusters</p> <p>CD: Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables (VCELA203)</p> <p>Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words (VCELA204)</p>										
<p>Supporting Documentation:</p> <p>Proficiency Scale Data Tracker</p> <table border="1" data-bbox="52 933 514 1339"> <tr> <th colspan="2">When taught?</th> </tr> <tr> <td>Term 1, Daily</td> <td>Term 2, Weeks 1 - 3</td> </tr> <tr> <th colspan="2">CFA's</th> </tr> <tr> <td> Term 1: Week 1: Pre CFA EOL </td> <td> Term 2: Week 2: Post CFA: Week 3: Markbook </td> </tr> <tr> <td> Term 3 (Due to RFL) Week 9: CFA Week 10: Markbook </td> <td> Term 4 </td> </tr> </table>	When taught?		Term 1, Daily	Term 2, Weeks 1 - 3	CFA's		Term 1: Week 1: Pre CFA EOL	Term 2: Week 2: Post CFA: Week 3: Markbook	Term 3 (Due to RFL) Week 9: CFA Week 10: Markbook	Term 4				<p>Link to Year 1 relevant EL:</p>
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