Summary Table :

	READING & VIEWING	WRITING	SPEAKING & LISTENING
Yearly ELs	Decoding & MSV Fluency Comprehension Text Structure & Author's Purpose	Punctuation Handwriting Writing Process Stamina Spelling 1 Spelling 2 Purposeful Writing Craft Grammar	Questions, Comments & Presentations Speaking Listening

ENGLISH Yearly Essential Learning Planner (YELP)				
What is it that we want our students to know, understand, do and communicate KUDCO?				
Subject: English **Year Level:** 1	**Team Members:** Vanessa Brown, Anne-Marie Sterjovski, Georgia Dandolo, Michelle Metcalf, Isabella Clemmens, Kim Cleghorn			
READING & VIEWING				
Essential Learning **Decoding & MSV** I know the relationship between sounds and letters and I can use each of the 'Good Readers' skills to solve new words. **Learning Target:** - Blends - CVC - Syllables - Vowels	**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: use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning. **CD:** - Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound - Recognise short vowels, common long vowels and consonant digraphs, and consonant blends - Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound - 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)	I can name all 26 letters, both upper and lower case. I can identify the most common sound that each letter makes I can read CVC words: c-a-t, d-o-g I can recall 2 or more decoding strategies to solve new words e.g. Picture clues, get your mouth ready **Supportive Vocabulary:**	Using an 'at level' text I can: ● self correct if my reading doesn't look right, sound right or make sense. ● select the most effective strategies to read an unknown word. ● read blends by putting two letters together to make one sound ● Read the first 200 Oxford High Frequency words within a text, without decoding strategies. **Guaranteed Vocabulary:**	I can reread when a word doesn't look right, sound right or make sense independently. I can explain which decoding strategies I use to solve new and unfamiliar words.	I can use my knowledge of letter sound combinations to decode unknown words (EG. 'igh' as in light). **AS:** recognise all Standard Australian English phonemes, and most letter–sound matches **CD**: Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting **Elaboration:**

- Recognise short vowels, common long vowels and consonant digraphs, and consonant blends - Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning **Supporting Documentation:** **Proficiency Scale:** **Decoding & MSV** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**				**Links to Extension ELs:** **Year 2 YELP 2020** **AS:** monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge **CD**: Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

Essential Learning **Text Structure & Purpose** I can use my growing knowledge of context, text structure, purpose and language features to help me comprehend. **Learning Target:** - I can describe differences between fiction and nonfiction/factual texts. - I understand that texts have different purposes.	**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 that texts serve different purposes and that this affects how they are organised **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	I know that there are different types of texts (fiction and nonfiction/factual) I know that non-fiction/factual texts give information I know that fiction texts tell a story. **Supportive Vocabulary:**	I can explain when a text is a non-fiction/factual text because it may have: photos, facts, captions, subheadings, labeled diagrams, index, glossary, contents. I can explain when a text is fiction because: it tells a story, it may have characters, setting, problem, solution, fantasy.	I know that text features can cross over between genres. I can compare fiction texts to non-fiction/factual texts by recognising their features.	I can identify different non-fiction genres (e.g. information report, explanation, memoir, procedure) I can identify different fiction genres (narrative, poetry, fable, comic) **AS:** - understand how similar texts share characteristics

- Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts **Supporting Documentation:** **Proficiency Scale:** Text Structures **CFAs:** **Data Tracker:** Year 1 English EL tracker 2020		I can explain that different types of texts have different structures. I can use the structure of a text to help me comprehend. - Narrative: problem & solution - Persuasive: arguments/reasons - Information reports: facts & information. I can identify the purposes of different texts - Persuade - Inform - Entertain **Guaranteed Vocabulary:**		- identifying text structures and language features used to describe characters, settings and events or communicate factual information **CD**: - Discuss different texts on a similar topic, identifying similarities and differences between the texts - Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose - Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams - Discuss the characters and settings of different texts and explore how language is used to present these features in different ways **Elaboration:** **Links to Extension ELs:** Year 2 YELP 2020

Essential Learning Fluency I can identify and read word phrases as groups of words with fluency and confidence. **Learning Target:**	**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: Read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images	I can point to the beginning of the line to track my reading. I can use strategies to decode words.	Reading a seen 'at level text', I can: ● read with expression.	I can: ● read like I am talking when reading an unseen 'At level' text.	I can read an unseen text with expression, accuracy, and an appropriate rate. **AS:** monitor meaning and self-correct

CD: - 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 **Supporting Documentation:** **Proficiency Scale:** **Fluency** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I can identify what some punctuation marks are. **Supportive Vocabulary:**	● use punctuation to guide my reading. Eg full stops, commas, question marks, and exclamation marks. ● read like I am talking. ● read at an appropriate rate. ● read accurately, with some self corrections. **Guaranteed Vocabulary:**	● read with an expressive and interesting voice when reading a seen 'At level' text. ● I can evaluate my own reading fluency.	using context, prior knowledge, punctuation, language and phonic knowledge **CD**: Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

Essential Learning **Comprehension** I can use comprehension strategies to build literal and inferred meaning. **Learning Target:** Predicting Visualising Connections Inferring Summarising	**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: - make connections to personal experience when explaining characters and main events in short texts - recall key ideas - recognise literal meaning in texts - recognise implied meaning in texts **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	I can connect what I know with what I read. I can reread a text to find an answer. I can understand what a question is asking. I can retell a text in sequence. I can answer literal questions about a text. **Supportive Vocabulary:**	I can use the front cover to make a reasonable prediction. I can connect what I read with my prior knowledge. (Text-self/text). I can visualise to help me understand what I read. I can find the answer to questions in a text. I can ask questions before, during and after reading a text. I can retell a known text in detail.	I can discuss the prior knowledge I used to make an inference. I can justify the text clues I used to make my inference.	I can infer the character's actions in a text. **AS:** - identify literal meaning - identify implied meaning - identify main ideas and supporting detail - make connections between texts by comparing content **CD**: - Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing

		I can use clues in a text and my prior knowledge to answer questions (inferring). I can discuss my personal preferences for texts. I can use clues in a text and my prior knowledge to answer questions. I can infer characters' feelings in a text. I can summarise the main idea of a text (E.g. SWBST). **Guaranteed Vocabulary:** Connections		knowledge of context, language and visual features and print and multimodal text structures **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

WRITING

Essential Learning Spelling 1 I can use spelling strategies to accurately spell words. **Learning Target:** - Blends - Onset/Rime - Base Words - Syllables	**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: 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 **Supporting Documentation:** **Proficiency Scale:** **CFAs:**	I know that letters represent sounds. I know some common sounds that letters make. **Supportive Vocabulary:**	I can build on a known word to make a new word. e.g. play, played, playing. (base words) I can change the beginning of a word to make a new word, including blends and digraphs. e.g. If I can spell top, I can spell cop, stop, chop. (onset and rime) I can identify the letters that make up a blend and use them in my writing. E.g. 'pl' sound in plane is made up of a p and an l.		I can create onset and rime including blends and diagraphs **AS:** I can write words with less common long vowels, trigraphs and silent letters **CD**: Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds

Data Tracker: [Year 1 English EL tracker 2020](#)		I can hear and represent the initial, middle and final sounds in words. I can listen for syllables in words. I can explain that sounds can be represented by different letters and that letters can represent different sounds. **Guaranteed Vocabulary:**		**AS:** I can write words with less common long vowels, trigraphs and silent letters **CD**: Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds **Elaboration:** **Links to Extension ELs:** [Year 2 YELP 2020](#)

Essential Learning **Spelling 2** I can spell 125 of the first 150 Oxford HFW **Learning Target:**	**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: accurately spell words with regular spelling patterns **CD:** Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** [Year 1 English EL tracker 2020](#)	I can spell 50 of the first 100 Oxford HFW I can read the first 75 Oxford HFW **Supportive Vocabulary:**	I correctly spell the first 125 Oxford HFW (out of 150) in my daily writing. **Guaranteed Vocabulary:**	I can correctly use the first 100 of 150 Oxford HFW in my writing.	I can correctly spell more than 125 or more Oxford HFW **AS:** accurately spell words with regular spelling patterns **CD**: Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds **Elaboration:** **Links to Extension ELs:** [Year 2 YELP 2020](#)

Essential Learning	**Prerequisite Skills**	**Essential Learning (Rigor)**	**Application** *keep minimal	**Extension**

Punctuation I can identify and use punctuation correctly. **Learning Target:** - Full stops - Upper case letters (begin sentences & people's names) Experimentation with: - Question marks - Exclamation marks	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: use capital letters and full stops appropriately. **CD:** - Recognise that different types of punctuation, including <u>full stops, question marks and exclamation marks</u>, signal sentences that make statements, ask questions, express emotion or give commands **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I can tell the difference between upper case and lower case letters. I can recognise punctuation in my reading. **Supportive Vocabulary:**	I can use full stops appropriately. I can use upper case letters appropriately. (at the start of sentences and people's names) I can experiment with question marks. I can experiment with exclamation marks. **Guaranteed Vocabulary:**	I can explain the purpose of the full stops. I can explain the purpose of upper case letters. I can explain the purpose of question marks. I can explain the purpose of exclamation marks.	I can use questions marks correctly in my writing. I can use exclamation marks correctly in my writing. I can use commas to separate items in a list. **AS:** use some punctuation accurately **CD**: - Recognise that capital letters signal proper nouns and commas are used to separate items in lists - Reread and edit text for spelling, sentence-boundary punctuation and text structure **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

Essential Learning **Writing Process** I can work through the writing process to complete a piece of writing.	**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: **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) Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I can record my ideas/thoughts (Plan) I can draft a piece of writing. **Supportive Vocabulary:**	I can use my **plan** to write a draft. I can **read back** my writing to check if it makes sense. I can **recognise** when my writing can be improved. **Guaranteed Vocabulary:**	I can make some changes to improve my writing.	I can reread and edit my writing for spelling errors. I can reread and edit my writing for sentence-boundary punctuation. **AS:** **CD**: - Reread and edit text for spelling, sentence-boundary punctuation and text structure **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

Essential Learning Purposeful Writing I can provide details about ideas or events, and details about the participants in those events, by writing and drawing or performing to inform or entertain an audience. **Learning Target:** - To Entertain - To Inform	**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: - provide details about ideas or events - provide details about the participants in those events **CD:** - Recreate texts imaginatively using drawing, writing, performance and digital forms of communication - Build on familiar texts by using similar characters, repetitive patterns or vocabulary - Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar,	**Supportive Vocabulary:**	I can write to **entertain** my reader *Some of the structures/features may include:* Narrative texts: - main character(s) - setting - problem and solutions - illustrations Poetry: - expressing thoughts & feelings	I can independently follow the structure of a recount through the Writing Process I can explain the different parts of my recount	I can use time connectives to order events (after, next, then, first) **AS:** create texts that show how images support the meaning of the text **CD**: - Create events and characters using different media that develop key events and characters from literary texts

word choice, spelling, punctuation and appropriate multimodal elements - Construct texts that incorporate supporting images using software including word processing program **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**		I can write to **inform** my reader *Some of the structures/features may include:* Procedural texts: - what you need - what you do (steps) - sequenced steps - verbs to begin each step Information texts: - facts - subheadings Recount: - including detail (who, what, when, where, why, how) - sequenced in order **Guaranteed Vocabulary:**		- Build on familiar texts by experimenting with character, setting or plot - 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 - Construct texts featuring print, visual and audio elements using software, including word processing programs **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

Essential Learning Handwriting I can write all upper and lower case letters correctly on 18mm dotted third lined paper using Victorian Modern Font. **Learning Target:**	**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: **CD:** - Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I can use the correct pencil grip. I can show what each letter of the alphabet looks like. I can write independently. **Supportive Vocabulary:**	I can stay in my seat and can write uninterrupted for 15 minutes. I can correctly form left to right letters (e, x, z). I can correctly form 1 o'clock letters (a, c, o, d, g, q, s, f). I can correctly form top to bottom letters. (b, h, i, j, k, l, t, u, v, w, y) I can correctly form candy cane letters. (m, n, r, p) I can write numbers correctly.	I can legibly write all unjoined upper and lower case letters correctly on lined paper using Victorian Modern Font in all my writing. I can write using Victorian Modern Font on 18mm dotted thirds for 20 minutes.	**AS:** write letters correctly on 14mm dotted thirds. can write words and sentences legibly using unjoined upper- and lower-case letters. experiment with joined lower-case letters. **CD**: - Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil

				grip and body position **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**
		I can write letters correctly on 18mm dotted third lines. **Guaranteed Vocabulary:**		

Essential Learning Stamina I can write for a minimum of 15 minutes. **Learning Target:**	**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: **CD:** **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I can write independently. **Supportive Vocabulary:**	I can stay in my seat and can write uninterrupted for 15 minutes. **Guaranteed Vocabulary:**		**AS:** **CD**: **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

Essential Learning Grammar I can explore the use of different word classes. **Learning Target:**	**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: **CD:**	I can use a capital letter at the start of my name **Supportive Vocabulary:**	I can explore nouns, verbs, adjectives in my reading.	I can purposefully use nouns, verbs and adjectives in my writing.	I can classify words as nouns, adjectives and verbs. **AS:**

Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178) 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) **(FROM READING)**		I can experiment with nouns, verbs, adjectives in my writing. I can identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances. **Guaranteed Vocabulary:**		**CD**: - Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives **(FROM READING)** **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**
Supporting Documentation: **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**				
Essential Learning **Craft** I can use craft to add details about ideas, characters or events in my writing. **Learning Target:**	**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: **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) **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I can create simple stories about ideas, characters and events. **Supportive Vocabulary:**	I can use an interesting lead to begin my writing: - Setting - Action - Onomatopoeia - Dialogue - Question. I can use similes to add detail to my story. I can identify strong verbs. I can use craft in my writing to help the reader to visualise. **Guaranteed Vocabulary:**		**AS:** **CD**: **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

SPEAKING & LISTENING

Essential Learning **Questions, Comments &** **Presentations** I can make short presentations to the class. I can actively listen and respond appropriately during discussions and presentations. **Learning Target:** I know the difference between a question and a comment. I can ask appropriate questions.	**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: make short presentations on familiar topics. **CD:** - Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language - Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I know what topic I am talking about. I can speak in front of others. I know a question requires an answer and a comment does not. I can show listening behaviours and expectations. **Supportive Vocabulary:**	I can demonstrate whole body listening. I can ask relevant questions. I can make appropriate comments. I can use different question starters. "who, what, when, where, how, have why, did, can, which, does, was…" I can talk to my class about my Fascinating Fact topic for between 1 and 3 minutes. I can perform by reading or singing in front of an audience. **Guaranteed Vocabulary:**	I actively listen and respond to presentations. I can answer questions about my presentation. I can speak clearly, and project my voice when performing to an audience.	I can make some eye contact when presenting to the class. I can use meaningful visuals and props in my presentation. **AS:** make presentations **CD**: - Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**
Essential Learning **Speaking** I choose an appropriate time and manner to talk, in a range of situations. **Learning Target:**	**Prerequisite Skills** What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding	**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?	**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

	Year Level's YELPs and Achievement Standard)	What does proficient student work look like?.		YELP and Achievement Standards.)
AS: interact in pair, group and class discussions, taking turns when responding **CD:** - Understand that there are different ways of asking for information, making offers and giving commands - 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 - Understand that language is used in combination with other means of communication - Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions - Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	I know what a question is. I know what a comment is. I know some actions to take to be heard. I know how to take-turns. **Supportive Vocabulary:**	I can share my opinions and feelings. I can interact in a pair, small group, class discussion and one-on-one with a teacher. I can wait until the appropriate time to share relevant information and take turns. **Guaranteed Vocabulary:** Conversation Discussion	I can share my opinions and feelings to match the situation and audience.	I can alter the way I speak depending on my purpose and audience. **AS:** students use everyday language features and topic-specific vocabulary **CD**: - 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 **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**

Essential Learning <u>**Listening**</u> I can display active listening. **Learning Target:**	**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:	I can look at the speaker. I know the 5Ls.	I can make eye contact with the speaker.	I can summarise what someone has said.	I can listen to information and recall key information

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 - Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others **Supporting Documentation:** **Proficiency Scale:** **CFAs:** **Data Tracker:** **Year 1 English EL tracker 2020**	**Supportive Vocabulary:**	I can show the 5Ls/WBL of listening for a **sustained** period of time. I can raise my hand to speak. I can ask questions about what I have listened to. I can make comments about what I have listened to. **Guaranteed Vocabulary:**		I can listen to and follow more complex instructions that have been told to me or written down. **AS:** listen for particular purposes **CD**: - 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 - Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner **Elaboration:** **Links to Extension ELs:** **Year 2 YELP 2020**