

| | READING & VIEWING | WRITING | SPEAKING & LISTENING |
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| Yearly Essential Learnings | Decoding MSV Comprehension Strategies Fluency Inferred Comprehension Identifying Text Structure & Purpose | Compound Sentences Grammar Purposeful Writing Spelling Punctuation Writing Process Handwriting | Presentations Discussions Listening |

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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: Two

Team Members: Claire Crozier, Kelly Laidlaw, Karly Moutzikis, Ben Landolina, Nerissa Hatton, Joel Magnabosco

READING & VIEWING

| <p>Essential Learning Decoding I can recognise an increasing range of English phonemes and sound–letter combinations</p> <p>Learning Target:</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> |
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| <p>AS: recognise all Standard Australian English phonemes, and most letter–sound matches</p> <p>CD:</p> | <p>I can: I know all the 26 alphabet letter names and sounds.</p> <p>I can read words with a variety of onset and rime EG: 'ay' in 'play'</p> <p>I know that a letter does not always make the same sound.</p> <p>I know how some combined vowels and consonants sound and can experiment with them when I read.</p> <p>Supportive Vocabulary:</p> | <p>I can: I know short and long vowel sounds.</p> <p>I can recognise a range of blends</p> <p>I can read words with silent letters</p> <p>I can read words with less common sound letter combinations EG: 'ight' as in 'light'</p> <p>I can read words by recognising common letter combinations EG: 'tion' as in 'fraction'</p> <p>I can recognise and read 300+ High Frequency words within continuous text</p> <p>I can use text clues to infer an unknown word, in order to read unfamiliar words. (reading on and context)</p> <p>Guaranteed Vocabulary:</p> | <p>I can:</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration: *only if relevant</p> <p>Links to Extension ELs: Year 3 English YELP</p> |

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| | | Phonemes Decoding | | |
| <p>Essential Learning MSV I can think about whether my reading sounds right, looks right and makes sense.</p> <p>(combine semantic, contextual and grammatical knowledge to understand texts)</p> <p>Learning Target:</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: monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge</p> <p>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</p> | <p>I can: I know that good readers always try different ways to decode new words.</p> <p>I can use and explain some 'good reader' strategies.</p> <p>Supportive Vocabulary:</p> | <p>I can:</p> <p>I can use visual clues, like clusters of letters to help me read words. EG: "I know the word is tree because there is a picture of a tree and the first two letters make the sound tr"</p> <p>I can listen to the words I read and check to see if they sound right in the sentence. EG: "I read 'she rans in the park' when I know that words need to be 'ran' because there is no word that is 'rans'"</p> <p>I can listen to the words I read and check if they make sense in the sentence. EG: "I read the word 'desert' because I asked myself..where is there no rain and its very hot"</p> <p>I can combine visual, structure and meaning strategies to decode the words I read.</p> <ul style="list-style-type: none"> I can use decoding strategies to self correct errors while reading. <p>Guaranteed Vocabulary:</p> | <p>I can:</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration: *only if relevant</p> <p>Links to Extension ELs: Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker:</p> | | | | |

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| <p>Essential Learning Comprehension Strategies I can use comprehension strategies to understand what I read.</p> <p>Learning Target: Predicting Determining Importance Making Connections Visualising Questioning Summarising</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:</p> <ul style="list-style-type: none"> - identify literal meaning - identify implied meaning - identify main ideas and supporting detail - make connections between texts by comparing content <p>CD: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures</p> | <p>I can:</p> <p>Determining importance</p> <ul style="list-style-type: none"> • I can identify the subject of a text. • I know texts are written for different purposes <p>Making Connections</p> <ul style="list-style-type: none"> • make text to self connections. <p>Visualising</p> <ul style="list-style-type: none"> • create and explain a picture from text clues (in my head). <p>Predicting</p> <ul style="list-style-type: none"> • use what I see (text clues) and what I know (prior knowledge) to predict <p>I know:</p> <p>Comprehension</p> <ul style="list-style-type: none"> • that to comprehend is to understand what I read. <p>Supportive Vocabulary:</p> | <p>I can:</p> <p>Determining Importance/main ideas</p> <ul style="list-style-type: none"> • I can use keywords to determine importance. • I can identify the main idea of a text. • I can identify supporting evidence for the main idea of a text <p>Making Connections</p> <ul style="list-style-type: none"> • make text to self and text to text connections. • discuss similarities and differences between texts. <p>Visualising</p> <ul style="list-style-type: none"> • create a picture of what I visualise while reading a book. <p>Predicting</p> <ul style="list-style-type: none"> • make, check and revise my predictions before, during and after I read. <p>Questioning</p> <ul style="list-style-type: none"> • answer questions that can be answered with information found in the text ('right there' questions) • I can verbalise my wonderings about a just right text. | <p>I can:</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration: *only if relevant</p> <p>Links to Extension ELs: Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker:</p> | | | | |

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| | | <p>Summarising</p> <ul style="list-style-type: none"> ● summarise the sequence of events in a fictional text. ● discuss the problem of the main character in a fictional text and how that was resolved. ● recall some important facts from a non fiction text. <p>Guaranteed Vocabulary: Fact Literal Inferred</p> | | |
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| <p>Essential Learning Fluency I can fluently read an expected level text (Level 20 PM text).</p> <p>Learning Target:</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> |
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| <p>AS: monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge</p> <p>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</p> | <p>I can:</p> <ul style="list-style-type: none"> ● use punctuation to guide my reading with familiar texts. eg full stops, commas, question marks, exclamation marks. ● read groups of words together in a sentence smoothly. ● read like I am talking when reading a seen 'Just Right' text. <p>Supportive Vocabulary:</p> | <p>I can:</p> <ul style="list-style-type: none"> ● read some unknown texts with phrasing and fluency. ● vary my tone, pausing, stress and rate based on punctuation and meaning ● read accurately by using decoding strategies to self correct errors while reading. ● adjust my volume appropriately for my audience. ● attempt to use expression when reading a familiar text. <p>Guaranteed Vocabulary:</p> <p>Familiar Decoding</p> | <p>I can:</p> <ul style="list-style-type: none"> ● adapt my reading rate to the context (eg: slowing my rate to create suspense). ● change my voice, tone and volume when I see quotation marks, to indicate a character is speaking and to express their emotions. ● consistently read unfamiliar texts fluently. | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs: Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker: Reading EL Tracker</p> | | | | |



| Essential Learning Inferred Comprehension: I can use text clues and prior knowledge to infer implied meaning. 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.) |
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| AS: identify implied meaning CD: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures | I can: use pictures to help me infer connect what I read with my prior knowledge (text-self/text). Supportive Vocabulary: Beyond the text, infer, prior knowledge, text clues, feelings, traits, facts, opinions, visualising, questioning, connections | I can: Inferring: I understand that text clue + prior knowledge = inferring TC + PK = Inferring I can combine text clues and prior knowledge to infer character traits and feelings, and implied events, in a fiction text. | I can: apply these skills to unfamiliar and more complex texts. ask inferential questions to support my understanding of a text. | AS: CD: Elaboration: Links to Extension ELs: Year 3 English YELP |
| Supporting Documentation: Proficiency Scale: Inferred Comprehension Proficiency Scale CFAs: Data Tracker: Reading EL Tracker | | I can answer questions that show my inferred understanding (beyond the text questions eg. author and me and on my own) and identify the text clues that helped me find the answer. Guaranteed Vocabulary: Inferred | | |
| Essential Learning Identifying Text Structure & Purpose: I can identify the purpose of a text by recognising its language features and structure. 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: understand how similar texts share characteristics identifying text structures and language features used to describe characters, settings and events or communicate factual information | I can: I can tell the difference between a fiction and a non-fiction text. I know that not all texts look the same. | I can: I can explore similarities and differences between two genres on the same topic (e.g. language, structure, etc) <i>- Reading a narrative and information report on elephants</i> | I can: | AS: CD: Elaboration: Links to Extension ELs: Year 3 English YELP |

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| <p>CD:</p> <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • <p>Supportive Vocabulary:</p> | <p><i>and comparing and contrasting using a Venn Diagram.</i></p> <p>I can describe a text’s purpose as being to persuade, inform or entertain</p> <p>I can identify the features of:-</p> <ul style="list-style-type: none"> • persuasive texts • narratives • Poetry • Procedure • Memoir • Information report <p>I can explain whether a text is fiction or nonfiction using its features</p> <p>Guaranteed Vocabulary: Genre</p> | | |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker: Reading EL Tracker</p> | | | | |

WRITING

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| <p>Essential Learning Compound Sentences:</p> <p>I can write compound sentences using conjunctions to join ideas.</p> <p>Learning Target:</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:</p> <p>CD:</p> <p>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction</p> | <p>I can: I can write a simple sentence with a single clause. <i>Kate the cat had fur.</i></p> <p>Supportive Vocabulary:</p> | <p>I can: I can write a compound sentence that links two ideas by using a simple conjunction. EG: “Kate the cat had white fur <u>and</u> pink paws.”</p> | <p>I can: I can explain why I have chosen to use conjunctions in my writing.</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs: Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> | | | | |

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| <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker:</p> | | <p>I can use simple conjunctions such as ‘but’ and ‘if’ to link a contrasting or opposite idea. EG: “Kate the cat had white fur and pink fur, <u>but</u> she always wanted black fur.”</p> <p>I can use simple conjunctions such as ‘because’ to explain and provide more detail. EG: “Kate the cat had white and pink fur, <u>but</u> she always wanted black fur because she wanted to fit in with the other cats.”</p> <p>Guaranteed Vocabulary:</p> | | |
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| <p>Essential Learning Grammar I can classify nouns, adjectives and verbs.</p> <p>Learning Target:</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:</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) (YEAR 1 CD) Recognise that capital letters signal proper nouns and commas are used to separate items in lists 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</p> | <p>I can:</p> <p>I know a noun is a person, place or thing</p> <p>I know that a verb is an action word</p> <p>Supportive Vocabulary:</p> | <p>I can:</p> <p>I know an adjective is a describing word</p> <p>I can identify strong verbs in a text</p> <p>I can sort words into nouns, adjectives and verbs.</p> <p>I can sort nouns into their types (e.g. common, proper) (NICE TO KNOW-abstract, collective)</p> | <p>I can:</p> <p>I can explain how I know a word is a noun (person, place or thing), verb (action/doing word) or adjective (describing word).</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs: Year 3 English YELP</p> |

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| Supporting Documentation: Proficiency Scale: CFAs: Data Tracker: | | I can use capital letters when including proper nouns in my writing. Guaranteed Vocabulary: | | |
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| Essential Learning Purposeful Writing I can write informative, persuasive and entertaining texts, using an appropriate structure and features. Learning Target: Inform Entertain Persuade | 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.) |
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| 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 - 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 | I can: I can list different genres. I know that different genres have different structures. MEMOIR: I can talk and write about a personal memory I can follow the structure of a recount <ul style="list-style-type: none"> ● include details (Who, What, When, Why, Where, How) ● in order of what happened Supportive Vocabulary: | I can: I can describe my audience and purpose for my writing For every piece of writing I can include; <ul style="list-style-type: none"> - an interesting/strong lead - strong verbs - purposeful word choice <hr/> I can create texts to inform my reader. Some of the structural features may include: <u>Memoir Text:</u> Feelings/emotions throughout the writing piece Written in consistent past tense Written in first person Events in sequential order Descriptive detail using all 5 W's (who, what, when, where, why) <u>Procedural Text:</u> A goal that explains what has to be done | I can: ● | AS: CD: Elaboration: Links to Extension ELs: Year 3 English YELP |
| Supporting Documentation: | | | | |

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| <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker:</p> | | <p>A list of materials (equipment, ingredients, tools etc) Sequenced steps, written in short concise sentences Written in present tense Strong verbs or commands to begin each sequenced sentence</p> <p><u>Information Text:</u> Facts and information, organised into categories with subheadings Technical words Labelled Diagrams</p> <hr/> <p>I can create texts to persuade my reader.</p> <p><i>Some of the structural features may include:</i></p> <p>Ordered arguments sequenced in paragraphs. Justification of my opinion with reasons and elaborations. The use of emotive language.</p> <hr/> <p>To create texts to entertain my reader.</p> <p><i>Some of the structural features may include:</i></p> <p><u>Narrative Text:</u> Main character(s) A problem, a conflict and a solution Action, dialogue and description An interesting lead Strong verbs and adjectives.</p> <p><u>Poetry:</u> Imaginative vocabulary Line breaks Descriptive language (metaphor, similes)</p> <p>Guaranteed Vocabulary: Familiar</p> | | |
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| <p>Essential Learning Spelling:</p> | <p>Prerequisite Skills</p> | <p>Essential Learning (Rigor)</p> | <p>Application *keep minimal</p> | <p>Extension</p> |
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| <p>I can use sound-letter patterns, visual strategy and syllables to help me spell words</p> <p>Learning Target:</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: accurately spell words with regular spelling patterns</p> <p>can write words with less common long vowels, trigraphs and silent letters</p> <p>CD: - can write words with less common long vowels, trigraphs and silent letters</p> <p>- Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words</p> | <p>I can:</p> <ul style="list-style-type: none"> hear initial, middle and final sounds (stretching). accurately spell 150 Oxford Plus HFW. identify onset and rime letter and sound combinations. identify the different ways that vowel sounds can be spelt and apply this in my writing of new words. <p>Supportive Vocabulary: high frequency words, short vowels, digraphs, consonant, suffix, prefix, strategies, blends, patterns, homophone, homonym, generalisations, rules, letters, sounds</p> | <p>I can:</p> <ul style="list-style-type: none"> recognise and use silent letters in frequently used words eg, know, write recognise and use common prefixes (re, un) and suffixes (er, ing, ed) and how they change the base word meaning use my knowledge of sound-letter relationships such as digraphs, long vowels, blends and trigraphs to spell words. break a word into syllables to help me spell it. <i>Eg. hos/pit/al</i> use visual memory to spell the first 200 of the Oxford High Frequency words use known words to spell new words <p>Guaranteed Vocabulary:</p> <ul style="list-style-type: none"> Syllables Silent letters Trigraphs | <p>I can:</p> <ul style="list-style-type: none"> explore different letter patterns in words (e.g. tion, ch) identify when a word is spelt incorrectly, and use my knowledge of spelling strategies and resources to attempt to correct it with teacher support | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs: Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale: Spelling Proficiency Scale</p> <p>CFAs:</p> <p>Data Tracker: Writing EL Tracker</p> | | | | |
| <p>Essential Learning Punctuation: I can identify and use punctuation correctly.</p> <p>Learning Target:</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> |

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| <p>AS: use some punctuation accurately</p> <p>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</p> | <p>I can:</p> <p>Use an uppercase letter at the start of a sentence and end with a full stop.</p> <p>I know that punctuation is used so that people can comprehend writing.</p> <p>I can recognise full stops, commas, question marks, exclamation marks, uppercase and lowercase letters.</p> | <p>I can:</p> <p>Question Marks: I can use question marks when asking a question.</p> <p>Exclamation marks: Use exclamation marks to show excitement and emotion.</p> <p>Upper Case Letters: I can use upper case letters for proper nouns.</p> <p>Commas: I can use commas to make a list.</p> <p>Guaranteed Vocabulary:</p> <ul style="list-style-type: none"> • Commas | <p>I can:</p> <p>Consistently use correct punctuation (commas, capital letters, question marks, exclamation marks) when writing independently.</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs: Year 3 English YELP</p> <p>Use apostrophes to signal when a letter has been removed to form a contraction</p> <p>Use quotation marks to signal dialogue</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale: Punctuation Proficiency Scale</p> <p>CFAs:</p> <p>Data Tracker: Writing EL Tracker</p> | <p>Supportive Vocabulary:</p> | | | |



| <p>Essential Learning</p> <p>Writing Process: I can work through the writing process to complete a piece of writing.</p> <p>Learning Target:</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> |
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| <p>AS:</p> <p>CD:</p> | <p>I can:</p> <p>I can read back my writing to check it makes sense.</p> | <p>I can:</p> <p>Publish my writing correctly and include a supporting picture (handwritten or using ICT)</p> | <p>I can:</p> <p>Independently revise and edit to suit my audience and purpose</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker: Writing EL Tracker</p> | <p>I can write a draft using my ideas from my plan.</p> <p>I understand that good writing needs to follow a process before it is published.</p> <p>Supportive Vocabulary:</p> | <p>Edit my work by identifying and correcting some spelling and punctuation errors</p> <p>Revise my draft by deleting, changing or moving words or sentences to improve meaning</p> | <p>Draft and revise my writing using a range of craft (See Craft Checklist)</p> | <p>Links to Extension ELs: Year 3 English YELP</p> |

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| | | <p>Incorporate the ideas from my plan into my draft.</p> <p>Plan ideas in my writer's notebook/ graphic organiser</p> <p>Guaranteed Vocabulary:</p> | | |
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| <p>Essential Learning Handwriting:</p> <p>I can legibly write all unjoined upper and lower case letters correctly, for a minimum of 18 minutes, on 14mm dotted third lined paper using Vic Modern Font.</p> <p>Learning Target:</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> |
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| <p>AS:</p> <p>can write words and sentences legibly using unjoined upper- and lower-case letters.</p> <p>CD:</p> <p>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</p> | <p>I can:</p> <p>I can use correct pencil grip.</p> <p>I can use correct posture.</p> <p>I can write for 15 minutes.</p> <p>Supportive Vocabulary:</p> | <p>I can:</p> <ul style="list-style-type: none"> Place and form my lower-case letters correctly within dotted thirds (e.g. size, flicks and ticks). Place and form my upper-case letters correctly within dotted thirds. Maintain this handwriting for at least 18 minutes. Use the correct 'entry' and 'exits' for my letters. <p>Guaranteed Vocabulary:</p> <ul style="list-style-type: none"> Legible | <p>I can:</p> <p>I can consistently use neat and correct letter formation including entry and exit points in my independent writing.</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs:</p> <p>Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker: Writing EL Tracker</p> | | | | |

SPEAKING & LISTENING

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| <p>Essential Learning Presentations:</p> | <p>Prerequisite Skills</p> | <p>Essential Learning (Rigor)</p> <p>What knowledge, skills and/or vocabulary are needed for a student</p> | <p>Application *keep minimal</p> | <p>Extension</p> <p>What can proficient students now work on from the above year level to</p> |
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| <p>I can create, rehearse and deliver short presentations on familiar and new topics.</p> <p>Learning Target:</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>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>extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)</p> |
| <p>AS: make presentations</p> <p>CD: - Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props</p> | <p>I can:</p> <p>I know that I can explain and recount information to others by presenting and talking about it.</p> <p>I know that a part of learning is being able to explain (reflecting upon) what I have learnt.</p> | <p>I can:</p> <p>I can create a presentation that aims to match my audience.</p> <p>I can use words and 'visuals' to communicate ideas to my audience. ('visuals' can include props, pictures, use of ICT)</p> | <p>I can:</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs: Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker:</p> | <p>Supportive Vocabulary:</p> | <p>I can speak in a clear voice so that others can hear me.</p> <p>I can look people in the eyes when I speak to them.</p> <p>I can use practiced classroom prompts to reflect upon my learning</p> <p>I can rehearse and perform presentations (including read alouds, poems, songs).</p> <p>Guaranteed Vocabulary:</p> <ul style="list-style-type: none"> • | | |
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| <p>Essential Learning Discussions: I can engage in discussions by appropriately expressing and extending on ideas and opinions</p> <p>Learning Target:</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:</p> | <p>I can:</p> | <p>I can:</p> | <p>I can:</p> | <p>AS:</p> |

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| <p>use a variety of strategies to engage in group and class discussions</p> <p>students use everyday language features and topic-specific vocabulary</p> <p>CD:</p> <ul style="list-style-type: none"> - Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context - 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 - 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 | <p>I can take turns speaking and listening.</p> <p>I can ask questions and make comments that relate to the topic.</p> <p>Supportive Vocabulary:</p> | <p>I can adjust my volume, pace and body language to match the audience and situation.</p> <p>I can use classroom prompts to preface what I want to say</p> <p><i>Examples:</i></p> <p>"I agree with you because..."</p> <p>"I'd like to add to that..."</p> <p>"That reminds me of..."</p> <p>I can use appropriate language and manner to agree, disagree, clarify, connect and share my opinion.</p> <p>I can select both formal and informal language according to my audience.</p> <p>I can listen to and extend upon others' ideas in small group work</p> <p>I can take turns speaking and listening.</p> <p>Guaranteed Vocabulary:</p> <ul style="list-style-type: none"> • topic specific | | <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs:</p> <p>Year 3 English YELP</p> |
| <p>Supporting Documentation:</p> <p>Proficiency Scale:</p> <p>CFAs:</p> <p>Data Tracker:</p> | | | | |

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| <p>Essential Learning</p> <p>Listening:</p> <p>I can listen for specific purposes and process new information</p> <p>Learning Target:</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:</p> <p>listen for particular purposes</p> <p>listen for and manipulate sound combinations and rhythmic sound patterns</p> | <p>I can:</p> <p>I can show respect and cooperation by consistently demonstrating the five L's of listening:</p> | <p>I can:</p> <p>I can listen to information and recall key information</p> | <p>I can:</p> | <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> |

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

- Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution

- Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters

- Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs

Supporting Documentation:**Proficiency Scale:****CFAs:****Data Tracker:**

I can understand and follow three simple instructions that have been told to me and written down.

Supportive Vocabulary:

I can listen to and follow more complex instructions that I have been told and that have been written down.

Guaranteed Vocabulary:

- Instructions

Links to Extension ELs:
[Year 3 English YELP](#)