

Summary Table :

	STRAND (READING)	STRAND (WRITING)	STRAND (SPEAKING & LISTENING)
Yearly EL			
	<p>Decoding - SEM 1 & 2 Decoding I can use a range of strategies to monitor meaning when I am reading and decode more complex words in a Year 3 level text.</p> <p>Fluency - SEM 1 & 2 Fluency (Language Devices): I can use language devices to demonstrate phrased and fluent oral reading with a levelled text.</p> <p>Comprehension - SEM 1 & 2 Comprehension I can use comprehension strategies to build literal and implied meaning about events, ideas and information in a text</p> <p>Audience and Purpose - SEM 1 Audience and Purpose I can identify the text structure and purpose of a text and how language features, images and vocabulary choices are used for different effects.</p>	<p>Writing Process: - SEM 2 I can work through the writing process, thoroughly revising and editing my work, checking for appropriate vocabulary, structure and meaning to suit my audience.</p> <p>Spelling Strategies - SEM 1 and 2 I can use my knowledge of letter-sound relationships to spell words accurately.</p> <p>Grammar - SEM 1 Grammar I can demonstrate understanding of grammar.</p> <p>Punctuation - SEM 1 Punctuation: I can use a range of punctuation appropriately.</p> <p>Craft - SEM 2 Craft: I can create writing pieces that include elements of the Writer's Toolbox.</p> <p>Structure and Purpose - SEM 2 I can create texts that express and detail experiences, events, information, ideas and characters.</p> <p>Handwriting - SEM 2 Handwriting: I can write legibly using consistently sized, occasionally joined letters on 14mm dotted thirds in Victorian Modern Cursive for a minimum of 18 minutes.</p>	<p>Speaking and Listening (Discussions) - SEM 1 I can participate in class discussions, listening to others' point-of-view, appropriately interacting and responding.</p> <p>Speaking and Listening (Presentations) - SEM 2 I can create presentations and present them to an audience.</p>

[Mathematics Guaranteed Vocabulary](#)

[English Guaranteed Vocabulary](#)

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: YEAR 3

Team Members: Candice De Chalain, Georgina Dunne, Helen Pretty, Simon King

Reading

Essential Learning

Reading Process:

Decoding

I can use a range of strategies to monitor meaning when I am reading and decode more complex words in a Year 3 level 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.)

AS:

They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.

CD:

Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking (VCELY256)

Understand how to apply knowledge of letter-sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249)

Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250)

I can:

- Recognise most vowel digraphs e.g. oa in boat and ai in rain.
- Read less common sound-letter combinations e.g. 'tion'.
- I know short and long vowel sounds
- I can recognise a range of blends

Reading a year 3 level text I can:

- Clarify unknown words and phrases to better understand a text. (substituting, using base words, looking for known words, affixes)
- Use blending and I can use knowledge of letter-sound relationships to read more complex words. segmenting to read more complex words.
- Use strategies, including confirming, rereading and cross-checking, to help me to understand what I read.
- Use my understanding of prefixes, suffixes and homophones to support my reading and comprehension.
- I can read an increasing range of imaginative, informative and persuasive texts.

Guaranteed Vocabulary:

I can:

- Apply strategies to more genre types

Reading a year 4 level text I can:

- Combine phonics, word meaning, context and grammatical knowledge to help me read.
- Use multiple sources of information together to solve new words. :
- use the context to create meaning. E.g. to substitute an unknown word.

Essential Learning Fluency (Language Devices): I can read a range of Year 3 levelled texts aloud, with fluency and intonation.	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 understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.</p> <p>CD: Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)</p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246)</p>	<p>Using a Year 2 levelled text, I can:</p> <ul style="list-style-type: none"> • read some familiar at level texts with phrasing and fluency. • vary my tone, pausing, stress and rate based on punctuation and meaning • read a familiar at level text accurately. • adjust my volume appropriately for my audience. • attempt to use expression when reading a familiar at level text. <p>Mid Year - PM level 17 End of Year - PM level 20</p> <p>Supportive Vocabulary:</p>	<p>Using a Year 3 levelled text, I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> pause, change the tone, stress and pitch of my voice according to the punctuation and context of a text. <input type="checkbox"/> read at an appropriate rate. <input type="checkbox"/> adapt my phrasing when reading texts with varied sentence structures. <p>Mid Year - PM Level 22 End of Year - PM Level 24</p> <p>https://drive.google.com/drive/folders/1Hi94c43RHOu33XDyhSTS76BBYfPzzhBm</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply this skill with a more complex text. <input type="checkbox"/> apply these skills when performing in front of an audience and with a range of genres. <ul style="list-style-type: none"> - Presenting - Non-Fiction - Reader's theatre 	<p>Using a Year 4 levelled text, I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read with appropriate emphasis (stress and volume). <input type="checkbox"/> use intonation based on punctuation. <input type="checkbox"/> Use phrasing based on punctuation. <input type="checkbox"/> read at an appropriate rate. <input type="checkbox"/> Self correct errors when noticed. <p>**This is with a PM level 25 (mid year) PM level 26 text (end of year 4).</p>
<p>Essential Learning Comprehension I can use comprehension strategies to build literal and inferred meaning about events, ideas and information in a text.</p> <p>Learning Target:</p>	<p>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)</p>	<p>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?.</p>	<p>Application *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.</p>	<p>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>
<p>AS: They can identify literal and implied meaning connecting ideas in different parts of a text. They select information,</p>	<p>I can:</p> <p>Determining Importance/main ideas</p>	<p>I can:</p> <p>Analyse and evaluate texts:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply comprehension strategies to a range of 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> make and monitor predictions

<p>ideas and events in texts that relate to their own lives and to other texts.</p> <p>CD: Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p>	<p><input type="checkbox"/> I can identify the main idea of a text.</p> <p>Predicting</p> <p><input type="checkbox"/> I can make, check and revise my predictions before, during and after I read.</p> <p>Making Connections</p> <p><input type="checkbox"/> make text to self connections.</p> <p>Visualising</p> <p><input type="checkbox"/> create and explain a picture from text clues (in my head).</p>	<p><input type="checkbox"/> Evaluate texts based on context, text structures and language features.</p> <p>Determining Importance:</p> <p><input type="checkbox"/> I can determine important ideas, events or details in a text.</p> <p>Inferring:</p> <p><input type="checkbox"/> To use prior knowledge and text clues to build inferential comprehension.</p> <p>Connections:</p> <p><input type="checkbox"/> I can use a text to make connections between the information in print and images and make:</p> <ul style="list-style-type: none"> - Text to text connection - Text to self connection - Text to world connections <p>Predicting:</p> <p><input type="checkbox"/> I can make predictions and ask and answer questions using a range of text clues and prior knowledge. I can justify using literal evidence.</p> <p>Guaranteed Vocabulary: Context Clarifying Text clues Predictions</p>	<p>genres to build literal and inferred meaning.</p> <p><input type="checkbox"/> use comprehension strategies when reading about an unfamiliar topic to build literal and inferred meaning.</p>	<p><input type="checkbox"/> make meaningful connections</p> <p><input type="checkbox"/> summarise a text</p> <p><input type="checkbox"/> synthesise as I read</p> <p><input type="checkbox"/> make inferences based on prior knowledge and text clues</p> <p><input type="checkbox"/> ask questions as I read</p> <p><input type="checkbox"/> use visualisation to construct an image of what I read</p>
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<p>Essential Learning Audience and Purpose</p> <p>I understand how content can be organised using different text structures depending on the purpose of the 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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<ul style="list-style-type: none"> <input type="checkbox"/> Informative Texts <input type="checkbox"/> Persuasive Texts <input type="checkbox"/> Entertaining Texts 				
<p>AS: By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.</p> <p>CD: Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246)</p> <p>Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248)</p>	<p>I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know texts can persuade, inform or entertain. <input type="checkbox"/> can recognise features of a text. <input type="checkbox"/> can describe the features of different genres. <input type="checkbox"/> can describe similarities and differences between genres 	<p>I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can identify the effect of an image on an audience in books, advertisements and film segments. <input type="checkbox"/> can identify the effect of language choice on an audience (verb choice and types of sentences.) <input type="checkbox"/> am familiar with some typical structures and language features of different types of texts (e.g. narratives, procedures, reports and reviews). <input type="checkbox"/> understand how different types of texts vary in their use of language choices, depending on their purpose. <input type="checkbox"/> understand how different types of texts vary in their use of language choices, depending on their audience. <p>Guaranteed Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> find examples of when an author's language choices have had a particular effect on the audience. 	<p>LT: Identify and explain the author's purpose using evidence from the text (including online texts).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how images and graphic features (e.g. graphic novels) support the purpose of the text <input type="checkbox"/> Identify and compare language features (e.g. <i>Why are there 'strong' verbs?</i>) to explain the author's purpose. <input type="checkbox"/> Examine writer's word choice and how this was selected to target a particular audience

WRITING

<p>Essential Learning Spelling: I can use my knowledge of letter-sound relationships to spell words accurately.</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: They use knowledge of letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters.</p> <p>CD: Know that word contractions are a feature of informal language and that <u>apostrophes of contraction are used to signal missing letters</u>.(VCELA260)</p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words(VCELA263)</p>	<p>I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know the different ways that vowel sounds can be spelt and can apply this in my writing of new words. (e.g. the long ‘e’ sound can be spelt with a ‘ee’ or a ‘ea’ or a ‘e’. <input type="checkbox"/> can identify the different sounds that more complex letter blends, digraphs and trigraphs can make. <input type="checkbox"/> Can break a syllable into words to spell it. <input type="checkbox"/> Recognise and use silent letters in frequently used words eg, know, write <input type="checkbox"/> recognise and use common prefixes (re, un) and suffixes (er, ing, ed) and how they change the base word meaning <p>Supportive Vocabulary:</p>	<p>I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know that an apostrophe in a contraction signals there are letters missing. <input type="checkbox"/> can correctly spell words with three-letter clusters like ‘thr’ and ‘shr’. <input type="checkbox"/> can use less common letter combinations in my spelling (e.g. ‘dge’ in ‘badge’) <input type="checkbox"/> can correctly spell more complex single-syllable homophones such as 'break/brake', 'ate/eight' <input type="checkbox"/> can use the correct generalisation when spelling plurals and past tense words (e.g. 's', 'sh', 'ch', or 'z' add 'es'); 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply my knowledge of spelling to complete the SMART WORDS program at Year3 level. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use knowledge of complex spelling patterns to write words, for example 'bought'. <input type="checkbox"/> Apply generalisations, such as doubling (for example 'running') and 'e'-drop (for example 'hoping') <input type="checkbox"/> Build word families using morphemic and phonological awareness. <input type="checkbox"/> Can write my visual knowledge to write words with silent beginning consonant patterns. <input type="checkbox"/> Can recognise homophones and know how to use context to identify correct spelling using meaning and context.
<p>Essential Learning Grammar</p> <p>I can demonstrate understanding of grammar.</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: They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.</p> <p>CD: Understand that a clause is a unit of grammar usually containing a subject and a</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sort words into nouns, adjectives and verbs. <input type="checkbox"/> identify strong verbs in a text 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use appropriate simple and compound sentences to express and combine ideas. <input type="checkbox"/> write a grammatically correct sentence (tense, subject and verb agreement) 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate texts for correct grammar and punctuation. <input type="checkbox"/> use these appropriately in my writing: 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use Noun groups/phrases <input type="checkbox"/> Use Verb groups/phrases <input type="checkbox"/> Use Prepositional phrases <input type="checkbox"/> Use cohesive links and connectives

<p>verb and that these need to be in agreement (VCELA261)</p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense(VCELA262)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> sort nouns into their types (e.g. common, proper) <input type="checkbox"/> use capital letters when including proper nouns in my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> alter the tense of my writing by changing the verbs. <input type="checkbox"/> understand that verbs represent different processes (doing, thinking, saying, and relating) <input type="checkbox"/> know that a clause contains a subject and a verb. <p>Guaranteed Vocabulary:</p>	<ul style="list-style-type: none"> - Subject and verb agreement - Compound sentences (conjunctions) 	
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<p>Essential Learning Punctuation</p> <p>I can use a range of punctuation appropriately.</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: They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.</p> <p>CD: Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (VCELA260)</p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use commas to make a list. <input type="checkbox"/> Use question marks when asking a question. <input type="checkbox"/> Use exclamation marks to show excitement and emotion. <input type="checkbox"/> Use upper case letters for proper nouns. <input type="checkbox"/> Use upper case letters for the beginning of a sentence. <p>Supportive Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise grammatically accurate and inaccurate usage of the apostrophe in everyday texts. <input type="checkbox"/> Recognise that apostrophes are used for contractions that signal missing letters. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of sentences to improve my writing <input type="checkbox"/> Use accurate punctuation effectively and for impact 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use quotation marks to indicate quoted speech. <input type="checkbox"/> I can use quotation marks to indicate dialogue. <p>AS: They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p> <p>CD: Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech(VCELA291)</p>

Essential Learning Writing Process: I can work through the writing process, checking for appropriate vocabulary, structure and 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.)
<p>AS: They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning.</p> <p>CD: Understand that paragraphs are a key organisational feature of written texts (VCELA259)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)</p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation(VCELY267)</p> <p>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements(VCELY269)</p>	<p>I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know the different stages of the writing process. <input type="checkbox"/> can decide the purpose of my text: <ul style="list-style-type: none"> - Persuade - Inform - entertain <p>Supportive Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> take a piece of writing through to completion; from planning to publishing. <input type="checkbox"/> use and document the 'ARMS' process to effectively revise my writing. <input type="checkbox"/> use and document the 'CUPS' process to effectively edit my writing. <input type="checkbox"/> publish some of my writing using digital devices. <p>Guaranteed Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently follow the writing process to greater effect. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the writing process to plan, draft, revise, edit and publish for a range of audiences, in an independent manner. <input type="checkbox"/> Reread and edit my work to improve meaning. <input type="checkbox"/> Use a range of software to construct, edit and publish written text, and select, edit and place visual, print and audio elements. <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
Essential Learning Structure and Purpose I can create texts that express and detail experiences, events, information, ideas and characters.	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>Learning Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informative Texts <input type="checkbox"/> Persuasive Texts <input type="checkbox"/> Entertaining Texts 				
<p>AS: Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</p> <p>CD: Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)</p> <p>Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (VCELT264)</p> <p>Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand that different text types are used for different purposes and have a structure that they follow. <input type="checkbox"/> understand what it means to entertain, inform and persuade. <input type="checkbox"/> explain whether a text is fiction or nonfiction using its features <p>Supportive Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select language appropriate for my audience and purpose. <input type="checkbox"/> create visual features to suit the purpose of my text. <input type="checkbox"/> apply the typical structural features of a text to suit the audience and purpose. <input type="checkbox"/> Genre Structure - I can include the relevant structures associated with my chosen genre, in order to organise my writing <input type="checkbox"/> Create multimodal texts, that combine image, sound, music and voice overs to convey settings and events <p><i>Some of the typical structural features may include:</i></p> <p><u>Persuade</u></p> <ul style="list-style-type: none"> - Paragraph - Persuasive Techniques (statistics, Ask a question, Emotive language, Authority Statements, Power of Three, Quotes) - Persuasive Language - Form/justify an argument in sequential manner <p><u>Inform</u></p> <ul style="list-style-type: none"> - Paragraphs - Introduction - Subheadings - Facts in a sequential manner 	<p>Genre Selection:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students experiment with: <ul style="list-style-type: none"> - Re-writing an existing text as a different genre - Creating hybrid texts - Using an 'uncommon' genre to meet a given purpose (ie: poem to inform) 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an appropriate text structures for the genre <input type="checkbox"/> Use language features (to create coherence and add detail to their texts) <input type="checkbox"/> write for a wide range of audiences and purposes <input type="checkbox"/> Use Paragraphs (to sequence content) <input type="checkbox"/> Use the writing process to plan, draft, revise, edit and publish <input type="checkbox"/> Use images to extend ideas

		<p>- <i>Labelled Diagram</i></p> <p><u>Entertain</u></p> <p>- <i>I can organise my texts into paragraphs based on sequenced ideas.</i></p> <p>- <i>I can include characters, settings, problem/solution in my writing</i></p> <p>Guaranteed Vocabulary:</p>		
<p>Essential Learning Craft:</p> <p>I can use craft in my writing to describe experiences, events, information, ideas and characters.</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: Students' texts include writing and images to <u>express and develop in some detail</u> experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose <u>vocabulary</u> and punctuation appropriate to the purpose and context of their writing.</p> <p>CD:</p> <p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and <u>language features</u> and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have preferences for the way in which I write; selecting a favourite genre/style or plot-line. <p>Supportive Vocabulary:</p>	<p>I can:</p> <p>use elements of the Writer's Toolbox to engage the reader: (3+)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strong leads <input type="checkbox"/> Strong endings <input type="checkbox"/> Figurative language: similes, alliteration, Onomatopoeia <input type="checkbox"/> Dialogue <input type="checkbox"/> Strong verbs <input type="checkbox"/> Show not tell <p>Guaranteed Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate considered use of all the elements of the Writer's Toolbox to engage the reader. <input type="checkbox"/> write using the voice of someone other than myself. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> enhance my writing using figurative language such as: <ul style="list-style-type: none"> - Similes - Metaphors - Hyperbole - Onomatopoeia, - Alliteration - Personification. <input type="checkbox"/> use topic specific vocabulary to enhance the detail in my text. <input type="checkbox"/> Use images to add detail to my writing <p>AS:</p> <p>Students use language features to create coherence and add detail to their texts.</p> <p>CD: No direct link</p>

<p>Essential Learning Handwriting: I can write legibly using consistently sized, joined Victorian Modern Cursive for a minimum of 18 minutes.</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: They write using joined letters that are accurately formed and consistent in size.</p> <p>CD: Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Place and form my lower-case letters correctly within dotted thirds (e.g. size, flicks and ticks). <input type="checkbox"/> Place and form my upper-case letters correctly within dotted thirds. <input type="checkbox"/> Maintain this handwriting for at least 18 minutes. <input type="checkbox"/> Use the correct 'entry' and 'exits' for my letters. <p>Supportive Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure my letters are sitting correctly on the dotted thirds. <input type="checkbox"/> Practice how to join letters to construct a fluent handwriting style <input type="checkbox"/> maintain this handwriting for at least 18 minutes. <p>Guaranteed Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> write legibly using consistently sized, joined letters on 14mm dotted thirds in Victorian Modern Cursive for 20 minutes. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> correctly record numbers and punctuation on dotted thirds <input type="checkbox"/> correctly join "b" and "p" to other letters <input type="checkbox"/> correctly join "s" to other letters <input type="checkbox"/> correctly join ascenders diagonally and horizontally <input type="checkbox"/> correctly use horizontal joins <input type="checkbox"/> correctly use diagonal joins <p>AS: No direct link</p> <p>CD: Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity(VCELY301)</p>
SPEAKING & LISTENING				
<p>Essential Learning Speaking and Listening 1: I can participate in class discussions, listening to others' point-of-view, appropriately interacting and responding.</p>	<p>Prerequisite Skills</p> <p>What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning?</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?</p>	<p>Application *keep minimal</p> <p>How can the students now apply their learning? Consider</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</p>

Learning Target:	(consult preceding Year Level's YELPs and Achievement Standard)	What does proficient student work look like?.	estimations, projects, problem solving etc & higher level reasoning.	engaged? (Consult the above Year Level's YELP and Achievement Standards.)
<p>AS: Students listen to others' views and respond appropriately using interaction skills. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p> <p>CD: Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use classroom prompts to preface what I want to say <i>Examples:</i> "I agree with you because..." "I'd like to add to that..." "That reminds me of..." <input type="checkbox"/> Show appropriate body language when speaking to a partner, team or class. <input type="checkbox"/> I can adjust my volume, pace and body language to match the audience and situation. <input type="checkbox"/> Listen to and follow instructions that have been told to me or written down. <input type="checkbox"/> I can take turns speaking and listening. <input type="checkbox"/> I can use appropriate language and manner to agree, disagree, clarify, connect. <p>Supportive Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express my feelings and opinions on a topic. <input type="checkbox"/> Contribute to conversations and discussions to share information and ideas <input type="checkbox"/> Ask purposeful questions to a partner, team or class. <input type="checkbox"/> Actively listen to a speaker using the 5L's. <input type="checkbox"/> Respectfully take on other's viewpoints, negotiate and respond appropriately in a clear and coherent manner. <input type="checkbox"/> Provide useful feedback to a partner, team or class. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give helpful feedback to my peers to help them prepare for and improve their speaking and listening skills. <input type="checkbox"/> Use feedback given to me to improve the quality of my speaking and listening skills. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actively make relevant contributions to discussions <input type="checkbox"/> collaborate positively and effectively with my peers (eg. in group tasks). <input type="checkbox"/> actively listen to other people's ideas. <input type="checkbox"/> listen to instructions and carry out related tasks. <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
<p>Essential Learning Speaking and Listening 2: I can create presentations and present them to an audience.</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: Students listen to others' views and respond appropriately using interaction</p>	<p>I can:</p>	<p>I can:</p>	<p>I can:</p>	<p>I can:</p>

skills. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

CD: Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)

- create a presentation that aims to match my audience in some way.
- use words and 'visuals' to communicate ideas to my audience. ('visuals' can include props, pictures, use of ICT)
- speak in a clear voice so that others can hear me.
- look people in the eyes when I speak to them.
- use practiced classroom prompts to reflect upon my learning
 - rehearse and perform presentations (including read alouds, poems, songs).

- draw on relevant research into a topic to prepare an oral or multimodal presentation.
- Use connectives when speaking to sequence and link my ideas (e.g. and, but, so, yet, however, next, then, first, finally, eventually etc.).
- Sequence my presentation in a logical way.
- Use appropriate tone, pace, pitch and volume

Guaranteed Vocabulary:

- Create props to accompany presentation (poster, PowerPoint, cue cards).

- plan a presentation for a specific purpose and audience incorporating learned content
- rehearse and deliver a presentation with and without the use of technology.
- use formal and informal language correctly during discussions and presentations.
- present with fluency, considering:
 - Rate
 - Pausing
 - Phrasing
 - Stress/emphasis
 - Intonation
 - Pitch

Guaranteed Vocabulary:

Phrasing
stress

Elaboration:

Links to Extension ELs (ie: Yr 4/5/6):