Summary Table :

	STRAND (Reading)	STRAND (Writing)	STRAND (Speaking and Listening)
Yearly EL			
SEM 1	Reading Process Fluency Comprehension Structure and Purpose	Handwriting Spelling Grammar and Punctuation Craft Structure and purpose	Group Discussions Presentations ~~Key Information~~
SEM 2	Text Preferences & Viewpoints	WRITING PROCESS - SPEAK WITH MEL ABOUT MAYBE DEVELOPING THIS OVER THE NEXT WEEK	

YELP Pacing
Assessment Schedule
Mathematics Guaranteed Vocabulary
English Guaranteed Vocabulary

2019 English YELP

Due to 2020 Remote and Flexible Learning, ELs highlighted in yellow were deemed NOT a priority according to curriculum content.

English Yearly Essential Learning Planner (YELP)

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

Subject: English
Area: Reading
Year Level: 4

Team Members: Tom Penberthy, Rachel Cullen, Brad Morin, Ryan Maki

Reading Process *(Decoding and MSV)* I can combine phonic (visual), semantic (meaning), contextual and grammatical knowledge (structure) to decode. ***WITH A LEVELLED 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 YEAR 3 (no AS for Year 4):
- Apply appropriate text processing strategies when decoding and monitoring meaning in texts.
- Use knowledge of letter-sound relationships, and blending and segmenting to read more complex words
 	
CD:
- ~~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)~~
- ~~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)~~
	I:
	❏ am aware of MSV strategies.
	  - does it sound right?
	  - does it look right?
	  - does it make sense?
	❏ know what the Good Readers' strategies are:
	  - Slide
	  - Stretch
	  - Chunk (syllables)
	  - Mouth ready
	  - Look at the first letter
	  - Small words
	  - Look at the picture
	  - Different vowel sounds
	  - Rhyming word
	
	Supportive Vocabulary:
		With a levelled text I can:
		❏ use the context to create meaning. E.g. to substitute an unknown word.
		❏ integrate the MSV strategies to make meaning and bring understanding to the text.
		❏ integrate the MSV strategies to solve new words.
		
		Guaranteed Vocabulary:
		Multi-syllable
		affix
			I can:
			❏ demonstrate the ability to automatically and flexibly use a wide range of word solving strategies (e.g. dividing words into syllables, using phonograms within multi-syllable words, using word parts, using prefixes and affixes, and connecting words to known words)
			❏ use MSV strategies to solve more difficult words in less common knowledge areas.
			❏ Reflect upon the MSV and Decoding strategies that I use
				Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals (VCELA312)
				
				AS: YEAR 6 (no AS for Year 5)
				understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts
				
				CD: Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly

Year Four:				complex words (VCELA353)
- Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)				**Links to Extension ELs**

Fluency	**Prerequisite Skills**	**Essential Learning (Rigor)**	**Application** *keep minimal	**Extension**
I can read a levelled text with fluency in a way that reflects understanding and meaning. **Learning Target:** -Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)	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.)
No direct link to Achievement Standard **AS:** **CD:** **Year Four:** Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)	ALL SKILLS ARE THE SAME AS RIGOUR JUST WITH A DIFFERENT LEVEL TEXT **This is with a level P text (end of year 3) **Supportive Vocabulary:**	I can: ❏ read with appropriate emphasis (stress and volume). ❏ use intonation based on punctuation. ❏ Use phrasing based on punctuation. ❏ read at an appropriate rate. ❏ Self correct errors when noticed.	I can: ❏ Demonstrate my fluency in real life contexts across both fiction and non fiction levelled texts: - Reader's theatre - Class presentation - Choral reading - Reciprocal reading - Found poetry	ALL SKILLS ARE THE SAME AS RIGOUR JUST WITH A DIFFERENT LEVEL TEXT **This is with a level R+ text **AS:** N/A **CD**: N/A **Links to Extension ELs**

		This is with a level Q (mid year) R text (end of year 4)(lexile 810-840) **Guaranteed Vocabulary:**		By the end of year 5, students can apply the rigor skills identified to a Level U or above.

Comprehension I can use comprehension strategies to build **literal and implied** meaning and: - *Expand content knowledge* - *Integrate and link ideas* - *Analyse and evaluate texts.* With a levelled text. **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: can describe literal and implied meaning connecting ideas in different texts. **CD:** - Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288) ~~Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280)~~ - Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of	I can: ❏ decode a level P to Q text. ❏ demonstrate all of the skills outlined in F&P level Q relating to: - Predicting - Making Connections - Summarising - Synthesising - Inferring **Supportive Vocabulary:**	I can: ❏ demonstrate the skills for a leveled text (level R, and lexile 810-840) for fiction and non -fiction texts. ❏ make and monitor predictions ❏ make meaningful connections ❏ summarise a text ❏ synthesise as I read ❏ make inferences based on prior knowledge and text clues ❏ ask questions as I read ❏ use visualisation to construct an image of what I read **Guaranteed Vocabulary:**	I can: ❏ Engage in conversations and explain/share/evaluate my understanding of leveled text (eg. reciprocal reading/book clubs) ❏ Use information from a text to support my writing	**Yr 5: Level U, lexile 920-950** **Yr 6: Level X, lexile 1020-1060** ❏ I can research and organise my notes ❏ I can evaluate the accuracy and value of a text ❏ I can summarise information from a variety of sources ❏ I can analyse the text structure (Top level) of a text to show how it is organised **AS:** analyse and explain literal and implied information from a variety of texts **CD**: - Use comprehension strategies to analyse information,

contemporary texts (VCELY286) - Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)		-		integrating and linking ideas from a variety of print and digital sources (VCELY319) - Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)

Structure and Purpose (Reading)	**Prerequisite Skills**	**Essential Learning (Rigor)**	**Application** *keep minimal	**Extension**
I can understand that texts have different structures depending on the purpose and context. **Learning Target:** ❏ Identify and explain the author's purpose using evidence from the text (including online texts). ❏ Identify and explain the structure of a text using evidence from the text (including online texts).	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: Understand that texts have different <u>structures</u> depending on the purpose and context
 	
 CD:
 - Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)
	I can:
	 ❏ Explain familiar, typical structures and language features of various text types
	     - Narratives
	     - Procedures
	     - Information Reports
	     - Reviews
	     - Persuasive Texts
	
	 Supportive Vocabulary:
		I can:
		
		 LT: Identify and explain the author's purpose using evidence from the text (including online texts).
		
		 ❏ Identify whether a text is used to persuade, inform or entertain
		 ❏ Identify how images and graphic features (e.g. graphic novels) support the
			I can:
			
			 ❏ Engage in conversations and explain/share/evaluate my understanding of purpose, structure and audience (eg. reciprocal reading/book clubs).
				AS: explain how text structures assist in understanding the text
				
				 CD:
				 - Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309)
				 - Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online

- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (VCELA278) - Investigate how quoted (direct) and reported (indirect) speech work in different types of text (VCELA281) - Describe the effects of ideas, text structures and language features of literary texts (VCELT283) **PRIORITY** - Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (VCELY286) **PRIORITY**		purpose of the text ❏ Identify and compare language features *(e.g. Why are there 'strong' verbs?)* to explain the author's purpose. ❏ Examine writer's word choice and how this was selected to target a particular audience **LT: Identify and explain the structure of a text using evidence from the text (including online texts).** ❏ Identify structural elements of a variety of texts and how they're used to order and present information and idea **Guaranteed Vocabulary:** Particular audience		texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310) - Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (VCELA311) - Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning (VCELY318) - apply appropriate text processing strategies, including monitoring meaning, skimming and scanning **Links to Extension ELs**
Text Preferences and Viewpoints I can express preferences for particular types of texts, and respond to others' viewpoints. **Learning Target:** ❏ identify characteristic features of a text ❏ make connections between texts	**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: - express preferences for particular types of texts - respond to others' viewpoints **CD:** - Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282) - Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284) - Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279) - Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280) - Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts (VCELT285) - Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other (VCELY289)	❏ I have preferences for certain texts, influenced by, - Genre/Topic - Images - Layout - language/vocabulary ❏ I can identify texts I don't like and why	I can: ❏ Consider and respond to others' viewpoints by adding more information or offering an alternative view. ❏ Express and justify my preference for a text type. - text-to-text - text-to-self - text-to-world ❏ Identify the craft that authors and illustrators use to engage the reader. **Guaranteed Vocabulary:** Phrasing viewpoints	I can: ❏ explain that personal opinions are impacted by feelings about a topic.	**AS:** They describe how events, characters and settings in texts are depicted and **explain their own responses to them.** **CD:** - Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (VCELA311) ** use show not tell to support thinking

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

Subject: English	Team Members: Tom Penberthy, Rachel Cullen, Brad Morin, Ryan Maki

Area: Writing Year Level: 4				
Handwriting I can develop my writing fluency and automaticity by using Victorian Modern Cursive.	**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: N/A **CD:** - Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)	I can: ❏ correctly form all uppercase letters in Victorian Cursive ❏ correctly form all unjoined lower case letters in Victorian Cursive ❏ know all entry and exit points for all unjoined letters in Victorian Cursive **Supportive Vocabulary:**	I can: ❏ correctly record numbers and punctuation on dotted thirds ❏ correctly join "b" and "p" to other letters ❏ correctly join "s" to other letters ❏ correctly join ascenders diagonally and horizontally ❏ correctly use horizontal joins ❏ correctly use diagonal joins **Guaranteed Vocabulary:**	I can: ❏ correctly record Pronouns ❏ correctly record different sentences and their punctuation ❏ use speed loops ❏ write for 20 minutes or more using correctly joined Victorian Cursive	**AS:** N/A **CD**: Develop a handwriting style that is becoming legible, fluent and automatic (VCELY331) **Links to Extension ELs** ❏ Students develop a handwriting style that is legible, fluent and automatic.
Spelling I can use a range of spelling strategies. **Learning Target:** I can use: ❏ Phonic HFW ❏ Visual Strategy ❏ Meaning Strategy ❏ Spelling generalisations ❏ Word Structure (base words) ❏ Letter combinations (including double letters) ❏ Morphemic word families	**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 make use of their increasing knowledge of phonics - select vocabulary from a range of resources - use accurate spelling **CD:** - Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294) - Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295) - Recognise homophones and know how to use context to identify correct spelling (VCELA296)	I can: **Phonic strategy** ❏ I know sounds and groupings (short and long vowels) ❏ I can represent a sound with different graphemes (eg. digraphs, consonant blends etc) **HFW** ❏ I know the first 300 HFW. **Visual Strategy** ❏ I can recognise and group common spelling patterns. ❏ I can form spelling generalisations. **Word Structure** ❏ I know common contractions, compound words, plurals, word families, prefixes, **Supportive Vocabulary:**	Spelling Scope and Sequence: BASTOW I can use a range of the strategies below: **HFW:** ❏ Spell 300-404 of the Oxford High Frequency Words accurately. **SOUND:** ❏ Investigate vowel sounds /oo/, /ou/, /er/ /ar/, /or/, /aw/, /air/, /ear/ and /oy/ ❏ Blend 2 or 3 consonants ❏ Understand long and short vowels ❏ Use known words and word parts (onsets and rimes) to help in reading and spelling new words eg br-ing, cl-ap ❏ Use syllabification as a spelling strategy. **VISUAL**: ❏ Develop an awareness of the use of visual letter patterns to match sounds investigated (i.e.: /oo/ - u, oo; /ou/ - ou, ow; /er/ - er, ur, ir, or, ear, ere; /ar/ - ar, ear, are; /or/ - our, or, ore, ure; /aw/ - augh, a, aw, au; /air/ - air, ere, eir, are; /ear/ - ear, eer, eir, ere; /oy/ - oi, oy) ❏ Recognise and use letters that represent no sound in words - use initial silent letters correctly ❏ Use visual knowledge of common letter patterns when attempting to spell unknown words ❏ Use knowledge of silent letters when spelling (eg. gn, kn)	I can: ❏ explore suffixes and prefixes further. ❏ investigate the derivations of words through culture.	**AS:** - select specific vocabulary - use accurate spelling **CD**: - Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) - Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) **Links to Extension ELs** **Etymology** ❏ Explore blended words (smoke+fog=smog) and shortened words eg vet ❏ Go deeper with Latin and Greek roots

		❏ Understand and use double letters eg. ll, oo, ss, ff, tt ❏ Chunk words – look for parts you know to solve words **MEANING**: **Morphology** ❏ Begin to use knowledge of word meanings within word families e.g. sign/signature, circle/circular ❏ Explore common and less common plurals (e.g. words ending in f, lf, ff, fe, or tooth/teeth and larva/larvae) ❏ Investigate more complex contractions (won't, we'll, you're) ❏ Recognise homophones and know how to use context to identify correct spelling ❏ Explore er and est for comparatives and superlatives ❏ Explore spelling generalisations (e.g: change y to i and add es to words; adding ly to base words; revise and extend doubling the last letter, doubling consonants, adding ed, adding est; simple prefixes and suffixes: il, im, ir, in, anti ex, super and ed, ing, ly, ness, less; doubling letters to add ed/ing) ❏ Build word families (eg love, loves, loving, loved, lovable **Guaranteed Vocabulary:**		

Grammar and Punctuation	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
I can use punctuation and grammar correctly . **Learning Target:**	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: They demonstrate understanding of grammar and punctuation **CD:** - Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291) - Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases(VCELA292 - Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives VCELA290	I can: ❏ I know what verbs and nouns are. ❏ I know and can use apostrophes for contractions. ❏ I understand how to use these appropriately in my writing: - Capital Letters - Full stops - Question marks - Exclamation marks - Upper case letters (names and start of sentence) - Commas (list) - Subject and verb agreement - Compound sentences (conjunctions) **Supportive Vocabulary:**	I can: ❏ Use Noun groups/phrases ❏ Use Verb groups/phrases ❏ Use Prepositional phrases ❏ I can use quotation marks to indicate quoted speech and dialogue ❏ Use cohesive links and connectives **Guaranteed Vocabulary:**	I can: ❏ Use a variety of sentence types to improve in my writing ❏ Use accurate punctuation effectively and for impact	**AS:** When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. **CD**: - Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322) - Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323) - Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) **Links to Extension ELs** **In Year 5 I can:**

				❏ I can incorporate different **sentence types** in my writing ❏ Understand the difference between main and subordinate clauses ❏ Understand that a complex sentence involves at least one subordinate clause ❏ Use possessive apostrophes correctly in my writing **In Year 6 I can:** ❏ I use commas beyond lists, to separate clauses and connectives in sentences. (eg. to include a subordinate clause).
Craft I can use language features to create coherence and add detail to my text (for my audience). **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: - Students use language features to create coherence and add detail to their texts. - They create texts that show understanding of how images and detail can be used to extend key ideas. **CD:** - Create literary texts by developing storylines, characters and settings (VCELT297)	I can: ❏ understand what similes and metaphors are. ❏ use strong leads and endings to engage my audience. ❏ use strong verbs to add detail effectively in my writing. ❏ use show not tell to engage my audience and add detail to my text. **Supportive Vocabulary:**	I can: ❏ enhance my writing using figurative language such as: - Similes - Metaphors - Hyperbole - Onomatopoeia, - Alliteration - Personification. ❏ use topic specific vocabulary to enhance the detail in my text.	I can: ❏ embed more than one area of craft in my writing. ❏ ~~use technical language to depth and expand my writing~~	**AS:** Students use language features to show how ideas can be extended. They create imaginative, informative and persuasive texts for different purposes and audiences. **CD**: - Create literary texts that experiment with structures, ideas and stylistic features of

- Create literary texts that explore students' own experiences and imagining (VCELT298) - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) - Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)		❏ Use images to add detail to my writing **Guaranteed Vocabulary:**		selected authors (VCELT327) - Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) **Links to Extension ELs** **In Year 5** I can appropriately use: ❏ <mark>Idioms</mark> ❏ Repetition **In Year 6** I can appropriately use: ❏ Rhetorical devices ❏ Surprise elements ❏ Varying sentence type and length. ❏ Word choice (strong verbs, specific nouns, hyphenated adjectives, adverbs & adjectives)

Structure and purpose (Writing)	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
I can create texts to explain ideas for different audiences using genre specific structures.	What prior knowledge, skills and/or vocabulary are needed for a student to access this essential learning? (consult preceding Year Level's YELPs and Achievement Standard)	What knowledge, skills and/or vocabulary are needed for a student to master this essential learning? Have we maintained the intent/integrity of the achievement standard? What does proficient student work look like?.	How can the students now apply their learning? Consider estimations, projects, problem solving etc & higher level reasoning.	What can proficient students now work on from the above year level to extend their learning and ensure they are engaged? (Consult the above Year Level's YELP and Achievement Standards.)

AS: - Students use language features to create coherence and add detail to their texts. - They create texts that show understanding of how images and detail can be used to extend key ideas. - Students create well-structured texts to explain ideas for different audiences. **CD:** - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) - Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives VCELA290 - Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291)	I can: ❏ Select appropriate text structure ❏ Understand the purpose of paragraphs ❏ Work through the writing process (Plan, draft and publish) **Supportive Vocabulary:**	I can: ❏ Use an appropriate text structures for the genre ❏ Use language features (to create coherence and add detail to their texts) ❏ write for a wide range of audiences and purposes ❏ Use Paragraphs (to sequence content) ❏ Use the writing process to plan, draft, revise, edit and publish ❏ Use **images** to extend ideas **Guaranteed Vocabulary:**	I can: ❏ Adapt my text/style/ presentation to suit a different audience or genre (e.g. writing the same story a different way for a different audience) ❏ analyse and critique a piece of writing using a checklist ❏ create pieces of writing for various audiences and purposes and justify my choices.	**AS:** They create imaginative, informative and persuasive texts for different purposes and audiences. **CD:** - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) - Reread and edit own and others' work using agreed criteria for text structures and language features (VCELY330) **Links to Extension ELs** **In Year 5** I can appropriately use: ❏ Appropriate structure, features and images for purpose and audience ❏ Text structure (introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement) ❏ Paragraphs to present and sequence a text ❏ Language features to show how ideas can be extended. ❏ Develop and explain a point of view about a text. ❏ Create texts for different purposes and audiences ❏ Edit work for cohesive structure and meaning (own and others)

				In Year 6 I can appropriately use:
				❏ Use language features and patterns for emphasis
				❏ Use specific features to support a point of view
				❏ Experiment with text structures and features
				❏ Explain choice of language features and images
				❏ Audience (entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences)
				❏ Create texts that have two different audiences
				❏ Provide peer feedback

English Yearly Essential Learning Planner (YELP)

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

Subject: English
Area: Speaking and Listening
Year Level: 4

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Group Discussions. I can collaborate, and contribute actively to class and group discussions. **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: Students can collaborate, listen for key points in discussions and use the information to carry out tasks. They make presentations and contribute actively to class and group discussions, varying language according to context.	I can: ❏ listen to speech attentively (5Ls). ❏ respond to questions ❏ make relevant comments **Supportive Vocabulary:**	I can: ❏ actively make relevant contributions to discussions ❏ collaborate positively and effectively with my peers (eg. in group tasks).	I can: ❏ express an opinion with a purpose in mind. ❏ support my opinion using information from texts (eg. translate information into visual displays)	**AS:** Students listen and ask questions to clarify content… and contribute actively to class and group discussions, taking into account other perspectives. **CD:** Clarify understanding of

CD: - Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) - Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306) - Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) - Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)		❏ actively listen to other people's ideas. ❏ listen to instructions and carry out related tasks **Guaranteed Vocabulary:**	❏ understand why word choices and delivery choices can impact your response in both positive and negative ways. ❏ build upon others' opinions to enhance my contributions to discussions.	content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) **Elaboration:** **Links to Extension ELs** ❏

Presentations I can make presentations using appropriate language according to context.	**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 make presentations and contribute actively to class and group discussions, varying language according to context. **CD:** Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as	I can: ❏ speak/present an idea/work in front of an audience. ❏ share ideas with others. ❏ listen to others attentively. **Supportive Vocabulary:**	I can: ❏ plan a presentation for a specific purpose and audience. ❏ rehearse and deliver a presentation with and without the use of technology.	I can: ❏ present to different audience types.	**AS:** They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They

informative, persuasive and imaginative, including multimodal elements (VCELY308)		❏ 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
				make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.
				
				CD:
				- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)
				- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills(VCELY337)
				- Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)
				
				Links to Extension ELs
				❏