

Summary Table :

	READING	WRITING	SPEAKING & LISTENING
Yearly ELs	Decoding and Word Solving Comprehension 1 Text structures & Organisation Comprehension 3: Author Study Text Structure and Language Features	Craft Responding to Literature Purpose, Structure & Audience Writing Process Vocabulary Spelling Grammar and Punctuation	Opinions Presentations Presenting My Opinion
SEM 1	Decoding and Word Solving Comprehension 1 - Within the Text Comprehension 2 - Beyond the Text Text structures & Organisation	Text Structure & Organisation: Sentence Structure Spelling Punctuation Genres Handwriting	Opinions Presentations
SEM 2	Comprehension 3: Author Study Text Structure and Language Features Fluency Personal Reading Choices	Craft Spelling Genres Writing Process: Revising Handwriting #2 Punctuation: Revision Sentence Structure	Presenting My Opinion

[YELP Pacing ← LINK YOUR PACING DOCUMENT HERE](#)

[Mathematics Guaranteed Vocabulary](#)

[English Guaranteed Vocabulary](#)

Maths Yearly Essential Learning Planner (YELP)

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

Subject: Area: Year Level:	Team Members:			
Decoding and Word Solving I can use a range of strategies, flexibly and efficiently, to solve the pronunciation and meaning of unknown words, including technical vocabulary.	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.)
	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Monitor meaning. <input type="checkbox"/> Skim, scan and review the text. <input type="checkbox"/> Use phonics to decode and clarify words. <input type="checkbox"/> Use contextual knowledge to decode words. <input type="checkbox"/> Use grammatical knowledge to decode and clarify words. 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Use banks of known words to decode and clarify words. <input type="checkbox"/> Use syllabification to decode and clarify words. <input type="checkbox"/> Use spelling patterns to decode and clarify words. <input type="checkbox"/> Use word origins to decode and clarify words. <input type="checkbox"/> Use base words to decode and clarify words. <input type="checkbox"/> Understand how prefixes and suffixes can help to decode and clarify words. 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Use my decoding skills to read with fluency. 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate text processing strategies to decode and clarify words (eg: word identification, self-monitoring and self-correcting strategies).
Achievement Standards (AS): When reading, they confidently encounter and can decode less familiar words.				
Content Descriptors (CD): <u>Phonics and word knowledge</u> <u>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)</u> 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)	I know that when reading unknown words I need to check: (MSV) - Does it make sense? - Does it sound right? - Does it look right? I know and use a range of basic decoding strategies such as: - Chunking - Sliding - Stretching - Known words - Surrounding pictures I know a number of common prefixes and suffixes, such as: dis- /tri- -full/-ing	PRONUNCIATION: I know that MSV means I check for: Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right? I automatically USE MSV to decode when I'm reading. I can automatically integrate decoding strategies such as: Break words into syllables, Reading word parts Reading phonogram pattern/rimes	Use decoding strategies to pronounce increasingly complex, unfamiliar words, technical vocabulary or derived words and decode their meaning. Apply strategies to increasingly complex texts beyond a level U (F&P) As for Essential Learning but with texts of increasing complexity (ie: beyond a level U)	

	<p>I can use a dictionary to investigate unknown words.</p> <p>Supportive Vocabulary:</p>	<p>Using known generalisations such as:CK Protector (vowel on own=CK lick,kick,neck)</p> <p>Reading a word with an suffix such as playing or a prefix such as disbelief.</p> <p>WORD SOLVING - MEANING:</p> <p>I can use the following word solving strategies to work out the meaning of unknown words:</p> <ul style="list-style-type: none"> -My background knowledge -Context of surrounding text -Basewords and Root Words - Word origin -Prefixes & Suffixes -Graphics <p>I always check my attempt at solving unknown word meaning:</p> <p>Substituting with a synonym & then checking if my guess 'makes sense'</p> <p>Guaranteed Vocabulary:</p>		
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Comprehension I can use a variety of strategies to understand, explore and discuss suitable texts.	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the skills for a leveled text (level R, and lexile 810-840) for fiction and non-fiction texts. <ul style="list-style-type: none"> - Predicting - Making Connections - Summarising - Synthesising - Inferring - Analysing - Critiquing - Using Information <ul style="list-style-type: none"> <input type="checkbox"/> Use Question, Answer Relationship (QAR) when answering comprehension questions. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the skills for a leveled text (level U, and lexile 920-950) for fiction and non-fiction texts. <ul style="list-style-type: none"> - Predicting - Making Connections - Summarising - Synthesising - Inferring - Analysing - Critiquing - Using Information <p>F&P continuum comprehension questions for ALL levels</p> <p><i>Teaching targets for this cohort from F&P evidence:</i></p> <ul style="list-style-type: none"> ● Theme 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotate a text designing and creating questions to prompt the use of comprehension strategies. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the skills for a leveled text (Level X, lexile 1020-1060) for fiction and non-fiction texts. <ul style="list-style-type: none"> - Predicting - Making Connections - Summarising - Synthesising - Inferring - Analysing - Critiquing - Using Information <p>F&P continuum comprehension questions for ALL levels</p>

<p>Achievement Standards (AS): They analyse and explain literal and implied information from a variety of texts.</p> <p>Content Descriptors (CD): <i>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)</i></p> <p><i>Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)</i></p>	<p>Supportive Vocabulary:</p>	<ul style="list-style-type: none"> ● <i>Big idea of text</i> ● <i>Evidence/listing vocabulary linked to meaning</i> ● <i>Inferring why text was created</i> ● <i>Cause and effect</i> ● <i>Meaning behind symbols and images</i> 		<p>As Essential learning but with texts of increasing complexity (ie: above Level U+)</p> <p>I can compare and analyse information in different texts</p> <p>Yr 6 Curriculum</p> <ul style="list-style-type: none"> - Similarities and differences - Themes, plots - Author analysis - Style
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Text structures & Organisation	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can identify the purpose, key structures and language features of a range of texts, and how these impact on a viewer's interpretation.</p> <p>Learning Targets: I can discuss and explain the impact of language features and structures on the viewer's interpretation of the text</p> <p>I can identify the specific text structures and language features of a variety of texts</p> <p>I can determine the features and purpose of a text</p>	<p>I can: Prior knowledge and understanding that there are different texts types.</p> <p>Can identify differences between fiction and non-fiction texts and their broad differences in features/structure</p> <p>Name text structures and language features for a variety of genres</p>	<p>I can:</p> <p>Persuade Purpose is to convince the audience that the writer's opinion is correct.</p> <p>Inform Purpose is to explain or inform the audience about a factual subject</p> <p>Entertain Purpose is to evoke emotions and capture the audience's imagination</p> <p>Identify language features and text structures that contribute to the purpose of a text.</p>	<p>I can:</p> <p>I can select and identify the structures when reading a variety of texts for a range of purposes.</p> <p>I can recall important features of these texts, and apply these when explaining the possible perspective of the viewer.</p>	<p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
<p>Achievement Standards (AS):</p> <p>Content Descriptors (CD):</p>	<p>Supportive Vocabulary:</p>	<p>I can use this knowledge to discuss similarities and differences between different text types</p>		

		Guaranteed Vocabulary:		
<p>Author Study I can describe how events, characters and settings are depicted and explain my own responses.</p> <p>Learning Targets: I can identify and analyse elements of an author's craft.</p> <p>Explain my opinions and feelings about a character, setting or event using evidence from the text</p>	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
	<p>I can:</p> <p>Comprehension 1 and 2: Literal and inferred comprehension strategies. e.g. connections, questions, summarising, visualising, inferring, predicting</p>	<p>I can:</p> <p>What we might see from the student in the classroom:</p> <p>Retell how a character, setting or event was described</p> <p>Using text clues and prior knowledge to provide evidence for their descriptions</p> <p>Recognise that my response to how a character, setting or event is depicted may evolve as I read a text</p> <p>Identify language features, images and vocabulary that influence my interpretation of a characters, setting or event.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Guaranteed Vocabulary: Depicted, Synthesise Impact</p> </div>	<p>I can:</p>	<p>Compare and discuss message and craft used in a range texts by the same author</p> <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
<p>Achievement Standards (AS):</p> <p>Content Descriptors (CD):</p>	Supportive Vocabulary:			
<p>Text Structure and Language Features I can identify and explain a text's structure, features and ideas</p> <p>Learning Targets: I can use the text structure to recall literal understandings</p> <p>I can identify the main idea of the text</p>	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
	<p>I can:</p> <p>I can highlight, take-notes and use skimming to identify key points</p> <p>I can summarise a text</p> <p>Exposure to following ELs in Term 1:</p>	<p>I can:</p> <p>Student explains literal understanding of parts of a guided reading text</p> <p>Student identifies specific language used in the text and use meta-language to explain the effect</p>	<p>I can:</p>	<p>Complete literacy circle groups on 900+ Lexile showing evidence of the learning targets.</p> <p>AS:</p> <p>CD:</p>

I can explain the effect of language features on the text	<ul style="list-style-type: none"> Text structures & Organisation Comprehension 1 - Within the Text 	Student identifies the text structure type and uses evidence to support their opinion		Elaboration:
Achievement Standards (AS):		Student shares an opinion supported by evidence on the text in written or verbal form.		Links to Extension ELs (ie: Yr 4/5/6):
Content Descriptors (CD):	<div style="border: 1px solid black; padding: 2px; width: fit-content;">Supportive Vocabulary:</div>	<div style="border: 1px solid black; padding: 2px; width: fit-content;">Guaranteed Vocabulary:</div>		



Fluency	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
I can read texts aloud, accurately and at an appropriate rate; with expression that reflects an interpretation of the deeper meaning of a text.	I can:	I can:	I can:	AS:
Achievement Standards (AS):	I understand the purpose of reading aloud.	By the end of the year, students are expected to be able to do the following at a Level U or above:	As for Essential Learning but with texts of increasing complexity (ie: beyond a level U)	CD:
Content Descriptors (CD):	I have experience reading out aloud to a variety of audiences: teacher/classroom and peers/at home https://storyboxlibrary.com.au/stories/ Storybox - http://libraries.hobsonsbay.vic.gov.au/collections/childrens ... then click on Storybox. Enter RM's number: 252682471 Storyline online - Use the above sites as a self-assessment. <div style="border: 1px solid black; padding: 2px; width: fit-content;">Supportive Vocabulary:</div>	Reads primarily in larger meaningful phrases, mostly smooth, expressive interpretation and pausing, guided by author's meaning and punctuation; appropriate stress and rate, with only a few slow-downs. Read dialogue with phrasing and expression that reflects understanding of characters and events. Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding. Use rigor to create a checklist that students can self assess from. <div style="border: 1px solid black; padding: 2px; width: fit-content;">Guaranteed Vocabulary:</div>	Can change voice and expression to show dialogue and difference between characters.	Elaboration: Links to Extension ELs (ie: Yr 4/5/6):



Personal Reading Choices I can develop and discuss my personal reading choices by using evidence from within, beyond and about the text I am reading.	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
Achievement Standards (AS): Content Descriptors (CD):	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Choose a variety of 'Just Right' books and justify my reasons for choosing the text.. <input type="checkbox"/> Use a reading log to effectively record my read texts and reflections on the book. <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> Supportive Vocabulary: </div>	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Relate author craft, language choice and text connections to the opinion I hold. <input type="checkbox"/> Explain the opinion I hold about a variety of texts. <input type="checkbox"/> Develop and explain my personal preferences for my reading choices. Eg Text type Author craft & style Known Authors Book length Complexity of text. <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> Guaranteed Vocabulary: </div>	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Make recommendations of texts for others based on their reading preferences. <input type="checkbox"/> Use my personal preferences to choose books from a library. 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Justify and defend my reading preferences with text evidence (e.g. text connections, specific examples of craft, specific passages, events in the story).

WRITING

Text Structure & Organisation: Sentence Structure	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
Learning targets: Achievement Standards (AS): Content Descriptors (CD):	<div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> Supportive Vocabulary: </div>	<div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> Guaranteed Vocabulary: </div>	I can:	AS: CD: Elaboration: Links to Extension ELs (ie: Yr 4/5/6):

Spelling: I can use a range of strategies to spell unknown words, of increasing complexity	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
Learning Targets: I can independently use a range of spelling strategies.	I can: Students can spell the 400 Oxford words	I can: Students can use the following strategies to spell unfamiliar words:	I can:	AS: CD: Elaboration:

<p>I can consistently monitor and self correct the spelling of known words as I write.</p> <p>I can investigate and discover the rules and connections of spelling words.</p>	<p>I can use Word Wall</p> <p>Students can check their spelling using a dictionary</p> <p>Spell check on Microsoft Office Word</p>	<p>-Use banks of known words, to spell new words</p> <p>-Syllabification (Phonic strategy)</p> <p>-Visual Strategy</p> <p>-Spelling patterns</p> <p>-Spelling 'generalisations'</p> <p>-Morphemic word families: (use/user/ usable/misuse/ unusable)</p> <p>-Word structure (base words/prefixes and suffixes)</p> <p>-Derivations/Root words: (e.g. Aqua, hemi, ology)</p>		<p>Links to Extension ELs (ie: Yr 4/5/6):</p>
<p>Achievement Standards (AS):</p> <p>Content Descriptors (CD):</p>	<p>Lists/Anchor Charts</p> <p>Students have knowledge of common base words, prefixes and suffixes</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Phonics - Onset - Rime - Morpheme - Derivation - Root - Base - blend - word family - prefix - suffix <p>-Use banks of known words, to spell new words</p> <p>-Syllabification (Phonic strategy)</p> <p>-Visual Strategy</p> <p>-Spelling patterns</p> <p>-Spelling 'generalisations'</p> <p>-Homophones, Homonyms, Homographs</p> <p>-Contractions</p> <p>-Compound Words</p> <p>-Plurals</p> <p>-Morphemic word families: (use/user/ usable/misuse/ unusable)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Supportive Vocabulary:</p> </div>	<p>Students develop a responsible attitude to spelling and demonstrate the importance of learning to spell without the additional use of technology</p> <p>Spelling:</p> <p>Words their Way - I can complete phonics studies where I examine, manipulate, compare and categorise words at my area of need, examining visual patterns, sound patterns (pronunciation).</p> <p>Recognise and write less familiar words that share common letter patterns but have different pronunciations, for example 'journey', 'your', 'tour' and 'sour'</p> <p>Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word. Eg. 'tion' and 'ment' can change verbs into nouns, 'protect' to 'protection', 'develop' to 'development'</p> <p>Prefixes to write words – sub, extra, uni, tri, bi, quadri, trans, inter, semi, pre uni, bi, tri, quad, non</p> <p>Suffixes to base words – ly, ist, er, ov, ment, proof, ice, ship, tion, sion, ion,</p>		

		<p>able, ible, ful, less, ness, es, ing. lly, ar, ous, cious, tious, ally, ous, ily</p> <p>Know how to use word origins to learn and spell new words, for example from Latin and Greek languages come words such as <i>aqua, aero, auto, tele, thermo</i>etc.</p> <p>Explore the concept of homophones, homonyms, homographs</p> <p>Guaranteed Vocabulary:</p>		
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PSA
I can create a variety of texts for different audiences and purposes.

Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>(Year 4 2019 YELP):</p> <p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create well structured texts (demonstrating increasing control), using narrative and persuasive language features. <input type="checkbox"/> Use graphic organisers to plan a well structured text. <input type="checkbox"/> Write for a wide range of audience and explain ideas. <input type="checkbox"/> Explain the purpose of my texts. <input type="checkbox"/> Use paragraphs (to sequence content). <p>Supportive Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose the appropriate structure, features and images for my purpose. <input type="checkbox"/> Choose the appropriate structure, features and images for my audience. <input type="checkbox"/> Use text structures to organise my writing effectively, including paragraphs with appropriate genre endings. <input type="checkbox"/> Select an appropriate graphic organiser to plan my text. <input type="checkbox"/> Justify my choice of structure and use its related language features. <p>Year 5 ACARA satisfactory</p> <p>Guaranteed Vocabulary:</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide constructive feedback to my peers about their PSA choices. <input type="checkbox"/> Identify the audience a peer may be writing for. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select a text structure that will support/present my ideas clearly. <input type="checkbox"/> Create a text that caters to more than one audience. <input type="checkbox"/> Use specific features to support a point of view. <input type="checkbox"/> Use language features and patterns for emphasis. <input type="checkbox"/> Explain choice of language features and images. <p>ACARA Year 6 satisfactory</p> <p>Year 4 2019 YELP</p> <p>Year 6 YELP 2020</p> <p>I can select and identify the structures when reading a variety of complex texts for a range of purposes.</p>

<p>Achievement Standards (AS): Create imaginative, informative and persuasive texts for different purposes and audiences</p> <p>Content Descriptors (CD):</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors(VCELT327)</p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced(VCELT328)</p> <p>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)</p>				<p>I can recall important features of these texts, and apply these when explaining the possible perspective of the viewer.</p> <p>Students use a variety of techniques to ensure their paragraphs FLOW.</p> <p>Students can identify and use the variety of linking words for:</p> <ul style="list-style-type: none"> ● agreeing/adding ● opposing/limiting ● causes/conditions (due to, so that) ● examples/supporting ideas ● concluding
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<p>Vocabulary I can select specific vocabulary which relates to the text structure that I am creating.</p> <p>Technical vocabulary & word choice</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build on word family knowledge about word origins (e.g. ‘thermometer’). <input type="checkbox"/> Build vocabulary from a range of sources. (e.g. research about technical and subject specific topics). 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select vocabulary to use more specific words in my writing (e.g. slice, dice, segment rather than ‘cut’). <input type="checkbox"/> Demonstrate that words have different meanings in different contexts (e.g I can book a ticket or I can read a book). 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use specific vocabulary, appropriate to purpose, structure and audience, demonstrated across a range of texts. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand how ideas can be expanded and sharpened through careful choice of verbs, tenses, and adverb groups/phrases. <input type="checkbox"/> Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.
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<p>Handwriting: I can write using Victorian Modern Cursive for a minimum of 30 minutes.</p> <p>Learning Targets:</p>	<p>Prerequisite Skills</p>	<p>Essential Learning (Rigor)</p>	<p>Application *keep minimal</p>	<p>Extension</p>
	<p>I can:</p> <p>Correct pen/hand grip</p>	<p>I can:</p> <p>Students develop a handwriting style that is legible, fluent and automatic .</p>	<p>I can:</p>	<p>AS:</p> <p>CD:</p>

<p>I can demonstrate fluid joins from common entry & exit points</p> <p>I can join letters using bottom joins</p>	<p>Correctly form upper and lower case letters</p> <p>Students can write legibly in biro and on 8mm blue ruled lines (ie: not dotted thirds)</p>	<p>Students join letters, using common entry and exit points: le: bottom joins (a, e, i, c, d, l etc)</p> 	<p>Continue working on the fluency of their handwriting.</p> <p>Extending the period of time they can write using cursive.</p>	<p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
<p>Achievement Standards (AS):</p> <p>Content Descriptors (CD):</p>	<p>Students are familiar with which letters do not join</p> <p>Familiarity with diagonal joins</p> <p>Students join letters, using common entry and exit points: le: bottom joins (a, e, i, c, d, l etc)</p> <div data-bbox="548 623 905 683" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Supportive Vocabulary:</p> </div> <div data-bbox="932 695 1346 755" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Guaranteed Vocabulary:</p> </div>	<p>Students develop a handwriting style that is legible, fluent and automatic .</p> <p>I can demonstrate fluid continuous cursive joins for a specific task</p> <p>I can join letters using bottom and top joins</p>		

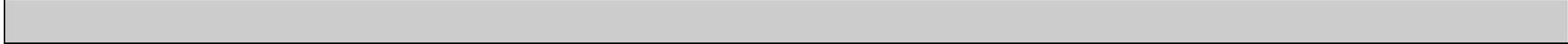
<p>Craft:</p> <p>I can use a variety of Writer's Craft to make my writing more interesting and engaging.</p>	<p>Prerequisite Skills</p>	<p>Essential Learning (Rigor)</p>	<p>Application *keep minimal</p>	<p>Extension</p>
<p>Learning Targets:</p> <p>I can justify and discuss the choices of craft I make within my writing</p> <p>I make controlled and selective choices of craft within whole writing pieces, for specific purpose</p> <p>I can demonstrate the specified elements of writers craft effectively within single sentences.</p>	<p>I can: Familiarity with the 'writer's toolbox'</p> <p>Is able to list a variety of literary devices</p> <div data-bbox="548 1255 905 1315" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Supportive Vocabulary:</p> </div>	<p>I can:</p> <p>Students can identify examples of the following craft, in given texts, and explain their purpose: Hyperbole Idioms Repetition</p> <p>Language features: Emotive language, statistics, hyperbole, personal experience, rhetorical questions, repetition, quotes or expert opinion, technical vocab</p>	<p>I can:</p>	<p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
<p>Achievement Standards (AS):</p> <p>Content Descriptors (CD):</p>				

<p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors(VCELT327)</p>		<p>Students can demonstrate effective and appropriate use of these forms of craft, within example sentences.</p> <p>Students can utilise the above forms of craft, in whole writing piece, in genres that are relevant.</p> <div data-bbox="930 310 1344 367" style="border: 1px solid black; padding: 2px;"> <p>Guaranteed Vocabulary:</p> </div>		
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Writing Process I can efficiently follow the writing process and edit and revise my writing.	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>Achievement Standards (AS):</p> <p>Edit their work for cohesive structure and meaning</p> <p>Content Descriptors (CD):</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show attempts at revising and editing my writing. <input type="checkbox"/> I can explain and apply the ARMS and CUPS process <div data-bbox="548 833 903 889" style="border: 1px solid black; padding: 2px;"> <p>Supportive Vocabulary:</p> </div> <p>A - Addition R - Removal M - Moving S - Substitution</p> <p>C - Capital letters U - Usage P - Punctuation S - Spelling</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move words, phrases, and paragraphs to improve my writing’s flow and meaning to engage my reader. <input type="checkbox"/> Substitute words and phrases to improve my writing’s flow and meaning to engage my reader. <input type="checkbox"/> Add or remove details from my writing to improve it’s flow and meaning to engage my reader. <input type="checkbox"/> Identify incorrect spelling by underlining and having another go. <input type="checkbox"/> Use an editing and revising checklist to review the structure and meaning of my writing. <div data-bbox="930 1235 1344 1292" style="border: 1px solid black; padding: 2px;"> <p>Guaranteed Vocabulary: cohesive</p> </div>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide feedback to peers using margin marking and the editing and revising checklist. 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread and edit my own and others’ work using agreed criteria and explaining editing choices. <p>Links to Extension ELs (ie: Yr 4/5/6): ACARA Year 6 satisfactory Year 4 2019 YELP Year 6 YELP 2020</p>

Responding to Literature (Author Study): I can form an opinion about a text and justify my position with evidence.	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
	<p>I can:</p>	<p>I can:</p>	<p>I can:</p>	<p>AS:</p>

<p>Achievement Standards (AS):</p> <p>Develop and explain a point of view about a text.</p> <p>Content Descriptors (CD):</p>	<p>Supportive Vocabulary:</p>	<p>Guaranteed Vocabulary:</p>		<p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
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<p>Grammar and Punctuation:</p>	<p>Prerequisite Skills</p>	<p>Essential Learning (Rigor)</p>	<p>Application *keep minimal</p>	<p>Extension</p>
<p>I can use a range of punctuation accurately in my writing and demonstrate an understanding of grammar and sentence types.</p> <p>Learning Targets:</p> <p>I identify the parts of speech and how they fit together to form a sentence</p> <p>I can write clauses where the subject & verb are in agreement</p>	<p>I can:</p> <p>I can explain what nouns, adjectives, verbs and adverbs are</p> <p>Reliably use and understand the purpose of the following punctuation forms: Capital letters Fullstops Exclamation Marks Question Marks</p> <p>Some familiarity with the basic uses of commas.</p> <p>Some familiarity with and use of punctuation associated with dialogue</p> <p>Students know common contractions and can detail their expanded forms, eg: Don't = Do not</p> <p>Students know common plural versions of nouns</p> <p>I can: Students can name the common connectives</p>	<p>I can:</p> <p>STAGE 1: WORD LEVEL TENSES</p> <p>Students understand that verbs have different tenses (forms) which indicate when an action takes place</p> <p>Match pronouns with the noun they refer to</p> <p>Simple Tenses: Past/Present/Future Eg; Laugh You laughed You are laughing You will laugh</p> <p>*are & will = auxiliary verbs ('helping' verbs - which allow us to form tenses)</p> <p>STAGE 2: PHRASE/CLAUSE LEVEL Verb Agreements</p> <p>Students write phrases and clauses where the verb and tense are in agreement Eg: He is laughed - X He is laughing - ✓</p> <p>Students write phrases and clauses where the verb and subject are in agreement le: Students can determine whether</p>	<p>I can:</p>	<p>Students can determine where commas have been used incorrectly</p> <p>Students can use commas for more than 5 purposes</p> <p>I can explain how my choice of clauses supports the main idea of my sentences.</p> <p>I can identify the best clause to use for sentences and sentence fragments: deciding on the either main clauses, embedded clauses and adverb clauses.</p> <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>
<p>Achievement Standards (AS):</p> <p>Use accurate punctuation. Demonstrate understanding of grammar and sentence types.</p> <p>Content Descriptors (CD):</p>				

Name and use conjunctions/connectives (and, but, because, therefore) to link ideas in a sentence.

Supportive Vocabulary:

the subject is singular or plural and select the verb from accordingly

Eg: The box (S) are ready - X
The box (S) is ready - ✓

The boxes (P) is ready - X
The boxes (P) are ready - ✓

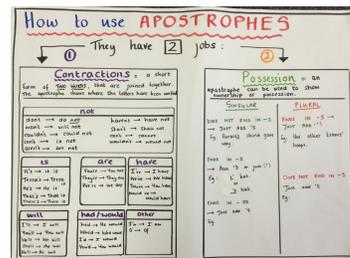
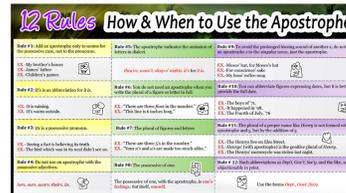
- A simple series of 3 or more items

Students understand that apostrophes are used for two main purposes:

- 1) To indicate a contraction
- 2) To indicate possession

Students understand how to use apostrophes to indicate possession in a range of contexts:

- 1) Singular nouns
- 2) Singular nouns, ending in -S
- 3) Plural nouns, ending in -S
- 4) Plural nouns, not ending in -S
- 5) In a phrase
- 6) Where there is no noun (ie; the car in the street was John's)



I can:

sentence type video -
<https://www.youtube.com/watch?v=1JyBk2lf3PO>

Students can identify and explain a range of sentence types:

Simple
Complex
Compound

Students create compound sentences with a range of conjunctions, not just "and".

Students can explain the difference between the main clause and subordinate clause

Students can write complex sentences that contain a clause, carrying the main message, and one or more clauses that elaborate on that message.

Eg:

- to provide a reason ('He jumped up **because** the bell rang');
- to state a purpose ('She raced home **in order to** confront her brother');
- to express a condition ('It will break **if** you push it');
- to make a concession ('She went to work **even though** she was not feeling well');
- to link two ideas in terms of various time relations ('Nero fiddled **while** Rome burned')

Students can make craft choices, influenced by the effect of varying their sentence length.

Guaranteed Vocabulary:

SPEAKING & LISTENING

Opinions:

I understand how to present my opinion, taking into account other perspectives, in a variety of situations.

Prerequisite Skills

Essential Learning (Rigor)

Application *keep minimal

Extension

<p>Learning Targets: I understand how to move beyond making bare assertions</p> <p>I can take account of differing perspectives and points of view</p>	<p>I can: An understanding of correct public speaking techniques</p> <p>Supportive Vocabulary:</p>	<p>I can: Students participate in informal debates</p> <p>Students can actively listen and clarify content</p> <p>Students can respond to different audiences and change their communication style accordingly (presentations/discussions)</p> <p>Students support their discussion with evidence or justification.</p> <p>Guaranteed Vocabulary:</p>	<p>I can:</p>	<p>I can contribute and respond to discussions, challenging others' ideas. Giving warm and cool feedback</p> <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>



<p>Presentations: I can plan, rehearse and deliver presentations for different purposes and audiences</p>	<p>Prerequisite Skills</p>	<p>Essential Learning (Rigor)</p>	<p>Application *keep minimal</p>	<p>Extension</p>
<p>Learning Targets: I can include accurate and sequenced content</p> <p>I can include multimodal elements to enhance my presentations</p> <p>I can use tone, volume, pitch and pace to create an effect on my audience.</p>	<p>I can:</p> <p>Supportive Vocabulary:</p>	<p>I can:</p> <p>Students plan, rehearse and deliver presentations for defined audiences and purposes incorporating multimodal elements</p> <p>Students present in an engaging manner, interacting with the audience.</p> <p>Students participate in a range of situations, both impromptu and planned.</p> <p>Eg: Informative presentations</p>	<p>I can:</p>	<p>I can use specific strategies for effect (such as voice volume, tone, pitch and pace, questions, statistics, humor...)</p> <p>AS:</p> <p>CD:</p> <p>Elaboration:</p> <p>Links to Extension ELs (ie: Yr 4/5/6):</p>

		Guaranteed Vocabulary:		
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Presenting My Opinion:
I can deliver a presentation that supports my opinion and engages the audience

Learning Target:
I can share my opinion and use evidence to support

I can use multimodal devices to enhance my presentation

I can use appropriate volume, tone and pace

I can participate in informal debates

Prerequisite Skills

I can:
Students perform a presentation for informing, persuading or entertaining.

Students deliver a presentation in logical sequence.

Supportive Vocabulary:

Essential Learning (Rigor)

I can:
Students participate in informal debates

Students support their discussion with evidence or justification.

Use Powerpoint/Google Slides purposefully for my presentation

Use dot points and visual information to direct my reader's attention.

Perform a presentation for two different purposes (e.g. informative, entertainment, persuasive)

Participates in informal debates by sharing their opinion readily

Guaranteed Vocabulary:

Application *keep minimal

I can:

Extension

AS:

CD:

Elaboration:

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

	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
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	I can:	I can:	I can:	AS:
	Supportive Vocabulary:	Guaranteed Vocabulary:		CD:
				Elaboration:
				Links to Extension ELs (ie: Yr 4/5/6):