

Summary Table :

	READING	WRITING	SPEAKING & LISTENING
<b>Yearly ELs</b>	<a href="#">Decoding and Word Solving</a> <a href="#">Comprehension</a> <a href="#">Literature and Author Study</a> <a href="#">Text Structures and Language Features</a> <a href="#">Responding to Literature</a>	<a href="#">Grammar</a> <a href="#">Spelling</a> <a href="#">PSA</a> <a href="#">Vocabulary</a> <a href="#">Handwriting</a> <a href="#">Craft</a> <a href="#">Writing Process</a> <a href="#">Punctuation</a>	<a href="#">Presentations</a> <a href="#">Group Discussions</a>

[YELP Pacing](#)

[English Guaranteed Vocabulary](#)

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

**READING Yearly Essential Learning Planner (YELP)**

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

<b>READING/ YEAR 5</b>	<b>Team Members:</b> AG, NH, NW, HH, LB, SC			
<p><b>Decoding and Word Solving</b> I can use a range of strategies, including word parts, syllables and spelling patterns, to decode and spell new words.</p>	<p><b>Prerequisite Skills</b> 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><b>Essential Learning (Rigor)</b> 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><b>Application</b> *keep minimal How can the students now apply their learning? Consider estimations, projects, problem solving etc &amp; higher level reasoning.</p>	<p><b>Extension</b> 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><b>Achievement Standards (AS):</b> When reading, they confidently encounter and can decode less familiar words.</p> <p><b>Content Descriptors (CD):</b> Phonics and word knowledge: 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)</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor meaning.</li> <li><input type="checkbox"/> Skim, scan and review the text.</li> <li><input type="checkbox"/> Use phonics to decode and clarify words.</li> <li><input type="checkbox"/> Use contextual knowledge to decode words.</li> <li><input type="checkbox"/> Use grammatical knowledge to decode and clarify words.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use banks of known words to decode and clarify words.</li> <li><input type="checkbox"/> Use syllabification to decode and clarify words.</li> <li><input type="checkbox"/> Use spelling patterns to decode and clarify words.</li> <li><input type="checkbox"/> Use word origins to decode and clarify words.</li> <li><input type="checkbox"/> Use base words to decode and clarify words.</li> <li><input type="checkbox"/> Understand how prefixes and suffixes can help to decode and clarify words.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use my spelling and decoding skills to read a levelled text with fluency.</li> </ul>	<p><b>Year 6</b> <b>AS:</b> Understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts <b>CD:</b> Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)</p> <p>Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)</p>
<p><b>Comprehension</b> I can use a variety of strategies to interpret, analyse and evaluate information and structural features from a variety of texts.</p>	<p><b>Prerequisite Skills</b> With a levelled text (level R, and lexile 810-840) I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make and monitor predictions</li> <li><input type="checkbox"/> Make meaningful connections</li> <li><input type="checkbox"/> Summarise a text</li> <li><input type="checkbox"/> Synthesise as I read</li> <li><input type="checkbox"/> Make inferences based on prior knowledge and text clues</li> <li><input type="checkbox"/> Ask questions as I read</li> </ul>	<p><b>Essential Learning (Rigor)</b> <i>With a levelled text (level U, lexile 920-950) I can:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse information             <ul style="list-style-type: none"> <li><input type="checkbox"/> Predict</li> <li><input type="checkbox"/> Summarise</li> <li><input type="checkbox"/> Analyse</li> <li><input type="checkbox"/> Critique</li> <li><input type="checkbox"/> Infer</li> </ul> </li> <li><input type="checkbox"/> Integrate and link ideas from a variety of texts             <ul style="list-style-type: none"> <li><input type="checkbox"/> Make connections</li> <li><input type="checkbox"/> Synthesise</li> <li><input type="checkbox"/> Use Information</li> </ul> </li> </ul>	<p><b>Application</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotate a text designing and creating questions to prompt the use of comprehension strategies.</li> </ul>	<p><b>Extension</b> <i>Demonstrate the skills for a leveled text (Level X, lexile 1020-1060) for fiction and non-fiction texts.</i></p> <p><b>AS:</b> They compare and analyse information in different texts, explaining literal and implied meaning.</p> <p><b>CD:</b> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT341)</p>

<p><b>Achievement Standards (AS):</b> They analyse and explain literal and implied information from a variety of texts.</p> <p><b>Content Descriptors (CD):</b> Literature and context Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (VCELT313)</p> <p>Examining literature Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (VCELT315)</p> <p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)</p> <p>Interpreting, analysing, evaluating 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)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use visualisation to construct an image of what I read</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Infer</li> <li><input type="checkbox"/> Interpret structural features <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and explain structural features such as: headings, chapters, headings, subheadings, table of contents etc.</li> <li><input type="checkbox"/> I can apply text processing strategies (such as monitoring meaning, skimming and scanning) to ensure my reading sounds right and makes sense</li> </ul> </li> </ul>		<p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)</p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)</p>
--	---	---	--	---

<b>Literature and Author Study:</b>	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b>	<b>Extension</b>
<p>I can describe how events, characters and settings (including social, historical and cultural contexts) are depicted and explain my own responses.</p> <p><b>Achievement Standards (AS):</b> They describe how events, characters and settings in texts are depicted and explain their own responses to them.</p> <p><b>Content Descriptors (CD):</b> <i>Literature and context</i> Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (VCELT313)</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</li> <li><input type="checkbox"/> Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify parts of fictional texts that relate to or reference: <ul style="list-style-type: none"> <li><input type="checkbox"/> Particular cultures or are of cultural significance</li> <li><input type="checkbox"/> Historical moments, events or figures</li> <li><input type="checkbox"/> Social conventions, norms or contexts</li> </ul> </li> <li><input type="checkbox"/> Examine fictional texts, and identify: <ul style="list-style-type: none"> <li><input type="checkbox"/> Different viewpoints about the same event, setting or character</li> <li><input type="checkbox"/> How the author has portrayed different viewpoints</li> <li><input type="checkbox"/> How different interpretations about the same person or event may occur</li> </ul> </li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a text/author review</li> </ul>	<p><b>Year 6</b></p> <p><b>AS:</b> They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p><b>CD:</b> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339)</p>

<p><i>Examining literature</i> Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (VCELT315)</p>		<ul style="list-style-type: none"> <li>❑ Explain my understanding of the above points in a written or verbal response (citing specific examples and evidence from the text)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Guaranteed Vocabulary:</b> Depicted, Synthesise Impact</p> </div>		<p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)</p> <p>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (VCELT343)</p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)</p>
--	--	---	--	---

<b>Text Structure and Language Features</b>	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b>	<b>Extension</b>
<p>I can identify and explain a text's structure and language features</p> <p><b>Achievement Standards (AS):</b> Students explain how text structures assist in understanding the text.</p> <p><b>Content Descriptors (CD):</b> <i>Text structure and organisation</i> Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309)</p> <p>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310)</p> <p><i>Expressing and developing ideas</i> Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised,</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>❑ Identify the features used in a text (PIE) that show its purpose (VCELA277)</li> <li>❑ Understand that texts can change in difficulty depending on the audience or its purpose (VCELA277)</li> <li>❑ Identify how online texts have different features to hard copy texts (VCELA278)</li> <li>❑ Describe the effects of text structures and language features of narratives (VCELT283)</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>❑ Understand how texts vary in purpose, structure and topic</li> <li>❑ Understand how texts vary in degree of formality</li> <li>❑ Explain how the organisation of texts (into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic) can be used to predict content and assist navigation</li> <li>❑ Show how ideas and points of view in texts are conveyed through the use of vocabulary</li> <li>❑ Analyse how the text structures and language features used in: <ul style="list-style-type: none"> <li>❑ Imaginative texts</li> </ul> </li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>❑ Compare and contrast the use of structural and language features in texts.</li> </ul>	<p><b>Year 6</b></p> <p><b>AS:</b> They understand how the use of text structures can achieve particular effects</p> <p><b>CD:</b> Understand how authors often innovate on text structures and play with language features to achieve humorous, persuasive purposes and effects (VCELA339)</p> <p>Identify and explain how analytical images (figures, tables, diagrams, maps and graphs) contribute to our understanding of information in factual and persuasive texts (VCELA340)</p>

<p>explaining their effect on viewers' interpretations (VCELA311)</p> <p><i>Texts in context</i> Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (VCELY317)</p> <p>Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)</p> <p>Texts in context Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (VCELY317)</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Informative texts</li> <li><input type="checkbox"/> Persuasive texts</li> </ul> <p>are used to meet the purpose of the text</p>		
--	--	---	--	--

<b>Responding to Literature</b> I can understand and discuss how text and language features influence a readers interpretation of a text.	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b>	<b>Extension</b>
<p><b>Achievement Standards (AS):</b> They understand how language features, images and vocabulary influence interpretations of characters, settings and events.</p> <p><b>Content Descriptors (CD):</b> Responding to literature Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (VCELT314)</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (VCELT316)</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider and respond to others' viewpoints by adding more information or offering an alternative view.</li> <li><input type="checkbox"/> Express and justify my preference for a text type.               <ul style="list-style-type: none"> <li>- text-to-text</li> <li>- text-to-self</li> <li>- text-to-world</li> </ul> </li> <li><input type="checkbox"/> Identify the craft that authors and illustrators use to engage the reader.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify ideas, text structures and language features that an author has used to impact their audience.</li> <li><input type="checkbox"/> Describe how these ideas, text structures or language features could affect the audience.</li> <li><input type="checkbox"/> Identify figurative language in a range of fictional texts, including poetry and songs.</li> <li><input type="checkbox"/> Interpret and experiment with figurative language in a range of fictional texts, and the effect it has on an audience/how it meets the purpose of the text.</li> <li><input type="checkbox"/> Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make recommendations of texts for others based on their reading preferences.</li> <li><input type="checkbox"/> Use my personal preferences to choose books from a library.</li> </ul>	<p><b>Year 6</b></p> <p><b>AS:</b> They select and use evidence from a text to explain their response to it.</p> <p>They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p><b>CD:</b> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339)</p> <p>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (VCELT343)</p>

			Analyse strategies authors use to influence readers (VCELY345)
--	--	--	--

Fluency	Prerequisite Skills	Essential Learning (Rigor)	Application
<p>I can read texts aloud, accurately and at an appropriate rate; with expression that reflects an interpretation of the deeper meaning of a text.</p> <p><b><i>"Nice to know"- explicit teaching for certain students and groups only.</i></b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the purpose of reading aloud.</li> <li><input type="checkbox"/> Experience reading out aloud to a variety of audiences: teacher/classroom and peers/at home <a href="https://storyboxlibrary.com.au/stories/">https://storyboxlibrary.com.au/stories/</a></li> </ul>	<p><i>With a levelled text (level U, lexile 920-950)</i></p> <p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read 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.</li> <li><input type="checkbox"/> Read <b>dialogue</b> with phrasing and expression that reflects understanding of characters and events.</li> <li><input type="checkbox"/> Demonstrate appropriate stress on words, pausing and phrasing, intonation, and <b>use of punctuation</b> while reading in a way that reflects understanding.</li> </ul>	<p>I can:</p> <p>As for Essential Learning but with texts of increasing complexity (ie: beyond a level U)</p> <p>Can change voice and expression to show dialogue and difference between characters.</p>

# WRITING

Grammar	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can demonstrate an understanding of grammar and sentence types.</p> <p><b>Achievement Standards (AS):</b> Demonstrate understanding of grammar and sentence types.</p> <p><b>Content Descriptors (CD):</b> Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321)</p> <p>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322)</p> <p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323)</p> <p>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)</li> <li><input type="checkbox"/> Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)</li> <li><input type="checkbox"/> Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech(VCELA291)</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that the beginning of a sentence gives my reader information about the topic.</li> <li><input type="checkbox"/> Understand the difference between main and subordinate clauses.</li> <li><input type="checkbox"/> Understand how noun and adjective groups and phrases can be expanded to give more description.</li> </ul>		<p><b>Year 6</b></p> <p><b>AS:</b> They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.</p> <p><b>CD:</b> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)</p>

fuller description of the person, place, thing or idea (VCELA324)				
<b>Spelling:</b> I can use accurate spelling	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application *keep minimal</b>	<b>Extension</b>
<b>Achievement Standards (AS):</b> I use accurate spelling.	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Write words with more complex letter combinations. ie. bought</li> <li><input type="checkbox"/> Use spelling patterns and generalisations to build word families (ie. syllabification, double letters, morphemic knowledge)</li> <li><input type="checkbox"/> Recognise homophone and their meaning in context.</li> </ul>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Spell words that share common letter patterns but are pronounced differently (e.g. 'ou' in journey, your, tour, sour)</li> <li><input type="checkbox"/> Spell familiar words accurately</li> </ul>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain spelling strategies I use to others.</li> <li><input type="checkbox"/> Explain spelling rules to others.</li> </ul>	<b>Year 6</b>  <b>AS:</b> Use accurate spelling for clarity.
<b>Content Descriptors (CD):</b>  <i>Phonics and word knowledge</i> Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326)				<b>CD:</b> 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 complex words (VCELA353)  Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)
<b>PSA</b> I can create a variety of texts for different audiences and purposes.	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application *keep minimal</b>	<b>Extension</b>
<b>Achievement Standards (AS):</b> Create imaginative, informative and persuasive texts for different purposes and audiences	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Create well structured texts (demonstrating increasing control), using narrative and persuasive language features.</li> <li><input type="checkbox"/> Use graphic organisers to plan a well structured text.</li> <li><input type="checkbox"/> Identify the purpose of my texts (PIE).</li> <li><input type="checkbox"/> Use paragraphs (to sequence content).</li> </ul>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a range of texts (including imaginative, informative and persuasive)</li> <li><input type="checkbox"/> Choose a genre appropriate <u>structure</u> for my <b>purpose and audience</b></li> <li><input type="checkbox"/> Choose the appropriate <u>language features</u> (and images) for my <b>purpose and audience</b></li> </ul> <p><i>Teacher note: Refer students to prerequisite skills if they are not using paragraphs.</i></p> <p><a href="#">Year 5 ACARA satisfactory</a></p>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the audience a peer may be writing for.</li> <li><input type="checkbox"/> Justify my text and language choices for my audience</li> </ul>	<b>Year 6</b>  <b>AS:</b> Provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.
<b>Content Descriptors (CD):</b>  <i>Creating texts</i> 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)				They show how specific details can be used to support a point of view.
				<b>CD:</b> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)  Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images

				<p>and digital resources appropriate to purpose and audience (VCELY358)</p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p> <p>Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p>
--	--	--	--	---

Vocabulary	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can select specific vocabulary which relates to the text structure that I am creating.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Build on word family knowledge about word origins (e.g. 'thermometer').</li> <li><input type="checkbox"/> Build vocabulary from a range of sources. (e.g. research about technical and subject specific topics).</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select vocabulary to use more specific words in my writing (e.g. slice, dice, segment rather than 'cut').</li> <li><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).</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use specific vocabulary, appropriate to purpose, structure and audience, demonstrated across a range of texts.</li> </ul>	<p><b>Year 6</b></p> <p><b>AS:</b> make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.</p> <p>They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.</p> <p><b>CD:</b> Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p>
<p><b>Achievement Standards (AS):</b> they select specific vocabulary</p> <p><b>Content Descriptors (CD):</b> Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p>				

Handwriting:	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can write using Victorian Modern Cursive for a minimum of 30 minutes.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> correctly record numbers and punctuation on dotted thirds</li> <li><input type="checkbox"/> correctly join "b" and "p" to other letters</li> <li><input type="checkbox"/> correctly join "s" to other letters</li> <li><input type="checkbox"/> correctly join ascenders diagonally and horizontally</li> <li><input type="checkbox"/> correctly use horizontal joins</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a handwriting style that is legible, fluent and automatic.</li> <li><input type="checkbox"/> Write for 30 minutes comfortably.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use an appropriate style for different purposes.</li> </ul>	<p><b>Year 6</b></p> <p><b>AS:</b> Provide feedback on the work of their peers</p> <p><b>CD:</b> Develop a handwriting style that is legible, fluent and that can vary depending on context (VCELY360)</p> <p>Using handwriting efficiently as a tool for</p>
<p><b>Achievement Standards (AS):</b> N/A</p> <p><b>Content Descriptors (CD):</b> Develop a handwriting style that is becoming legible, fluent and automatic (VCELY331)</p>				



	<input type="checkbox"/> correctly use diagonal joins <input type="checkbox"/> write for 20 minutes comfortably			a wide range of formal and informal text creation tasks.
--	--	--	--	--

<b>Craft:</b>	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application *keep minimal</b>	<b>Extension</b>
I can use a variety of Writer's Craft to make my writing more interesting and engaging.	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a text using a familiar storyline that uses film, sound and pictures to convey my setting, characters and plot.</li> <li><input type="checkbox"/> Create literary texts that show my own experiences and imagining.</li> </ul>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with language features and vocabulary to extend my ideas.</li> <li><input type="checkbox"/> Experiment with figurative language to engage my audience and extend my ideas.</li> <li><input type="checkbox"/> Create texts that use realistic and fantasy settings that draw on worlds I have experienced in mentor texts.</li> <li><input type="checkbox"/> Create characters with clearly defined traits based on mentor texts</li> </ul>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with using non-verbal conventions in digital and screen texts to communicate ideas and stories in literary texts.</li> </ul>	<b>Year 6:</b>  <b>AS:</b> They explain how their choices of language features and images are used.  Students understand how language features and language patterns can be used for emphasis.  Make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.  They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.  <b>CD:</b> Experiment with text structures and language features and their effects in creating literary texts (VCELT355) Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)  Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)
<b>Achievement Standards (AS):</b> Students use language features to show how ideas can be extended.  <b>Content Descriptors (CD):</b>  <i>Creating Literature:</i> Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327)  Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)				

<b>Writing Process:</b>	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application *keep minimal</b>	<b>Extension</b>
I can revise and edit my work to ensure it has a strong structure and makes sense.	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Show attempts at revising and editing my writing.</li> </ul>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply ARMS (add, remove, move, substitute) and CUPS (capitals, usage, punctuation, spelling) to ensure that:               <ul style="list-style-type: none"> <li><input type="checkbox"/> my text structure fits my genre</li> </ul> </li> </ul>	I can: <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide an explanation for my revision and editing choices in my writing.</li> </ul>	<b>Year 6</b>  <b>AS:</b> provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.
<b>Achievement Standards (AS):</b> Edit their work for cohesive structure and meaning				

<p><b>Content Descriptors (CD):</b> Reread and edit own and others' work using agreed criteria for text structures and language features (VCELY330)</p> <p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY332)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain and apply the ARMS and CUPS process</li> </ul> <p>A - Addition R - Removal M - Moving S - Substitution</p> <p>C - Capital letters U - Usage P - Punctuation S - Spelling</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> when I read my text aloud, it makes sense (grammatically and content wise)</li> <li><input type="checkbox"/> I have applied the necessary language features</li> <li><input type="checkbox"/> Apply ARMS (add, remove, move, substitute) and CUPS (capitals, usage, punctuation, spelling) to a peers work</li> <li><input type="checkbox"/> Use online platforms and software to create and edit texts, including the use of visual and audio features.</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <b>Guaranteed Vocabulary:</b> cohesive     </div>		<p><b>CD:</b> Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)</p>
---	--	--	--	--

<b>Punctuation:</b> I can use a range of punctuation accurately in my writing	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b> *keep minimal	<b>Extension</b>
<p><b>Achievement Standards (AS):</b> Use accurate punctuation.</p> <p><b>Content Descriptors (CD):</b> Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322)</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use punctuation accurately:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitals</li> <li><input type="checkbox"/> Full stops</li> <li><input type="checkbox"/> Question marks</li> <li><input type="checkbox"/> Exclamation marks</li> </ul> </li> <li><input type="checkbox"/> Consistently, and appropriately use commas in my writing for lists</li> <li><input type="checkbox"/> Understand that quotation marks are used to show dialogue, titles and quotes and can experiment with these.</li> <li><input type="checkbox"/> Use contractions consistently to indicate a contracted word within my writing</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use apostrophes to indicate possession</li> <li><input type="checkbox"/> Use punctuation accurately</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine where punctuation has been used incorrectly in their own work.</li> <li><input type="checkbox"/> Determine where punctuation has been used incorrectly in their peer's work.</li> </ul>	<p><b>Year 6</b></p> <p><b>AS:</b> They also use accurate spelling and punctuation for clarity, <b>CD:</b> Understand the uses of commas to separate clauses (VCELA349)</p>

# SPEAKING & LISTENING

Group Discussions:	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can engage in discussions, listen and clarify content and take other perspectives into account.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in class discussions.</li> <li><input type="checkbox"/> Actively listen and respond appropriately.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in informal debates</li> <li><input type="checkbox"/> Actively listen and clarify content</li> <li><input type="checkbox"/> Respond to different audiences and change my communication style accordingly (presentations/discussions)</li> <li><input type="checkbox"/> Support my discussion with evidence or justification.</li> </ul>		<p><b>Year 6</b></p> <p><b>AS:</b> Students listen to discussions, clarifying content and challenging others' ideas.</p> <p>Students contribute actively to class and group discussions, using a variety of strategies for effect.</p> <p><b>CD:</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience.</p> <p>Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.</p>
<p><b>Achievement Standards (AS):</b> Students listen and ask questions to clarify content... and contribute actively to class and group discussions, taking into account other perspectives.</p> <p><b>Content Descriptors (CD):</b> 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 <a href="#">(VCELY337)</a></p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)</p>				

Presentations:	Prerequisite Skills	Essential Learning (Rigor)	Application *keep minimal	Extension
<p>I can plan, rehearse and deliver presentations for different purposes and audiences</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan a presentation for a specific purpose and audience.</li> <li><input type="checkbox"/> Rehearse and deliver a presentation with and without the use of technology.</li> <li><input type="checkbox"/> Use formal and informal language correctly during</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in planning, rehearsing and delivering a group presentation.</li> <li><input type="checkbox"/> Present presentations that involve multimodal elements.</li> <li><input type="checkbox"/> Understand how to use punctuation to assist my fluency and expression when speaking aloud.</li> </ul>		<p><b>Year 6</b></p> <p><b>AS:</b> They create detailed texts, elaborating on key ideas for a range of purposes and audiences.</p> <p>They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p> <p>They understand how language features and language patterns can be used for emphasis.</p>
<p><b>Achievement Standards (AS):</b> 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 make</p>				

<p>presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.</p> <p><b>Content Descriptors (CD):</b> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)</p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)</p>	<p>discussions and presentations.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Present with fluency, considering:<ul style="list-style-type: none"><li><input type="checkbox"/> Rate</li><li><input type="checkbox"/> Pausing</li><li><input type="checkbox"/> Phrasing</li><li><input type="checkbox"/> Stress/emphasis</li><li><input type="checkbox"/> Intonation</li><li><input type="checkbox"/> Pitch</li></ul></li></ul>			<p><b>CD:</b> Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)</p> <p>Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367)</p>
---	---	--	--	--