



# English Information Session

Monday 13th February 2023

# Acknowledgement of Country



Wurundjeri  
Tribe

# Agenda

<b>Section</b>	<b>Session overview</b>
1	Victorian Curriculum - English Inc. Roadmap of Skill Development
2	Assessment - Why and How
3	How is English taught at school?
4	How can I support my child at home?

# Hours for English

Semester One		Semester Two	
English	Integrated Studies	English	Integrated Studies
6 x 50 minute sessions	5 x 50 minute sessions  *1 session is devoted to Wellbeing	6 x 50 minute sessions	5 x 50 minute sessions  *1 session is devoted to Wellbeing

# Victorian Curriculum - English

## Section 1

# Structure of English curriculum

The English curriculum is organised by language modes and strands.

## Language modes:

- Reading and viewing
- Writing
- Speaking and listening

## Strands:

- Language - knowing about the English language
- Literature - understanding, appreciating, responding to, analysing and creating literary texts
- Literacy - expanding English usage to interpret and create texts

	Language	Literature	Literacy
Sub- strands and threads	<b>Language variation and change</b> <ul style="list-style-type: none"> <li>•Language variation and change</li> </ul>	<b>Literature and context</b> <ul style="list-style-type: none"> <li>•How texts reflect the context of culture and situation in which they are created</li> </ul>	<b>Texts in context</b> <ul style="list-style-type: none"> <li>•Texts and the contexts in which they are used</li> </ul>
	<b>Language for interaction</b> <ul style="list-style-type: none"> <li>•Language for social interactions</li> <li>•Evaluative language</li> </ul>	<b>Responding to literature</b> <ul style="list-style-type: none"> <li>•Personal responses to the ideas, characters and viewpoints in texts</li> <li>•Expressing preferences and evaluating texts</li> </ul>	<b>Interacting with others</b> <ul style="list-style-type: none"> <li>•Listening and speaking interactions (purposes and contexts)</li> <li>•Listening and speaking interactions (skills)</li> <li>•Oral presentations</li> </ul>
	<b>Text structure and organisation</b> <ul style="list-style-type: none"> <li>•Purpose audience and structures of different types of texts</li> <li>•Text cohesion</li> <li>•Punctuation</li> <li>•Concepts of print and screen</li> </ul>	<b>Examining literature</b> <ul style="list-style-type: none"> <li>•Features of literary texts</li> <li>•Language devices in literary texts</li> </ul>	<b>Interpreting, analysing and evaluating</b> <ul style="list-style-type: none"> <li>•Purpose and audience</li> <li>•Reading processes</li> <li>•Comprehension strategies</li> <li>•Analysing and evaluating texts</li> </ul>
	<b>Expressing and developing ideas</b> <ul style="list-style-type: none"> <li>•Sentences and clause level grammar</li> <li>•Word level grammar</li> <li>•Visual language</li> <li>•Vocabulary</li> <li>•Spelling</li> </ul>	<b>Creating literature</b> <ul style="list-style-type: none"> <li>•Creating literary texts</li> <li>•Experimentation and adaptation</li> </ul>	<b>Creating texts</b> <ul style="list-style-type: none"> <li>•Creating texts</li> <li>•Editing</li> <li>•Handwriting</li> <li>•Use of software</li> </ul>
	<b>Phonics and word knowledge</b> <ul style="list-style-type: none"> <li>•Phonological and phonemic awareness</li> <li>•Alphabet and phonic knowledge</li> <li>•Spelling</li> </ul>		

# Comprehension across Levels

Foundation	Year 2	Year 4	Year 6
<p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)</p>	<p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p>	<p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</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><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>• talking about the meanings in texts listened to, viewed and read</li> <li>• visualising elements in a text (for example drawing an event or character from a text read aloud)</li> <li>• providing a simple, correctly-sequenced retelling of narrative texts</li> <li>• relating one or two key facts from informative texts</li> <li>• finding a key word in a text to answer a literal question</li> <li>• making links between events in a text and students' own experiences</li> <li>• <b>making an inference about a character's feelings</b></li> <li>• discussing and sequencing events in stories</li> <li>• drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical</li> </ul>	<p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>• making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic</li> <li>• making connections between information in print and images</li> <li>• building on and using prior knowledge and vocabulary</li> <li>• <b>making valid inferences using information in a text and students' own prior knowledge</b></li> <li>• predicting, asking and answering questions as they read, and summarising and reviewing meaning</li> </ul>	<p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>• making connections between the text and students' own experience and other texts</li> <li>• making connections between information in print and images</li> <li>• building and using prior knowledge and vocabulary</li> <li>• finding specific literal information</li> <li>• asking and answering questions</li> <li>• creating mental images</li> <li>• finding the main idea of a text</li> <li>• <b>inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds</b></li> <li>• bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information</li> </ul>	<p><b>Elaborations</b></p> <ul style="list-style-type: none"> <li>• making connections between the text and own experience or other texts</li> <li>• making connections between information in print and images</li> <li>• finding specific literal information</li> <li>• <b>using prior knowledge and textual information to make inferences and predictions</b></li> <li>• asking and answering questions</li> <li>• finding the main idea of a text</li> <li>• summarising a text or part of a text</li> </ul>

# Building Blocks of Inferring F- 8

Reference: Nyree Potter - Inferring for Abbotsford Primary School Professional Development session (2021)  
Created from the Victorian Curriculum and the Fountas and Pinnell Continuum Expanded Edition

Level Seven and Eight



Level Six



Level Five



Level Four



Level Three



Level Two



Level One



Foundation



Week	Speaking and Listening	Reading and Viewing	Writing	Grammar	Spelling
4	<p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</p> <p>Listen for key information in spoken texts and texts read aloud</p>	<p>Text type: Narrative</p> <p>Reading strategy: Re-reading to understand (focus on identifying type of word to help decode)</p> <p>Comprehension: Finding evidence in text to support answers</p> <p><b>Inferring (Identifying character thoughts and feelings / geographical settings)</b></p> <p>Mentor text: The Great Chase - big book</p>	<p>Text type: Narrative</p> <p>Process: Composing and revising</p> <p>Resolution - include how the character is feeling</p> <p>Anchor chart for ways to conclude</p> <p>Student choice using excursion photos</p> <p>Publishing - BookCreator - digital elements (introduction)</p>	<p>Adjectives and verbs (synonyms for both)</p> <p>Talking marks for dialogue</p>	<p>Long U and Long OO words (e.g. few /yoo/ and do /oo/)</p> <p>Words Their Way: Word Sorts for Within Word Pattern</p> <p>Spellers p71</p>

Lesson	Hook	Goal	Instruction	Practice	Reflection
Literature response	Text: Uno's Garden (read aloud)	<p>LI: We are learning to use adjectives to describe a setting.</p> <p>SC: I can use adjectives to describe what I can see and <b>could hear in a setting.</b></p>	Text: Uno's Garden Read text to the students and discuss what the garden was like and how it changed. What might you see or hear? Annotate an example.	Pairs: Label an illustration from the text with adjectives/nouns describing sights and sounds. Refer to charts and thesaurus to find synonyms to extend vocabulary.	Paired conferencing - identify descriptions that meet criteria
Reading	Shared reading - Grandpa's Slippers	<p>LI: <b>We are learning to infer a character's thoughts and feelings by thinking about the events of a text</b></p> <p>SC: I can draw, label and write the appearance, thoughts and feelings of a character.</p>	Text: Grandpa's Slippers Review different feelings and thoughts character had. Model recording in table form. Refer to emotions chart to extend vocabulary.	Individual: Identify main character in text. Draw character and label its appearance with adjectives. Determine thoughts and identify feelings related to events throughout the text.	Are the character's thoughts worded as if they would be thinking it? Think-Pair-Share to evaluate
Spelling	Whiteboard spelling - HFW	<p>LI: We are learning to differentiate between Long U and Long OO words (e.g. few /yoo/ and do /oo/)</p> <p>SC: I can sort words into the correct spelling category</p> <p>I can write a detailed sentence that includes some of the spelling patterns</p>	Long U and Long OO words (e.g. few /yoo/ and do /oo/) Words Their Way: Word Sorts for Within Word Pattern Spellers p71	Individual: Word sort / LCWC strategy	Fist to five - self-evaluation

# Roadmap of Skill Development

Useful Resource

## How does my child learn to spell?

What you can see from your child's work

National Literacy and Numeracy Learning Progressions

How your child learns to spell

Writes their own name and a few letters to represent words.

Writes letters for the main sounds in words. Writes words with some consonants but often missing vowels. Writes common short words correctly e.g. 'l'; 'my'. Says or notices words that rhyme.

Writes some common words that can't be sounded out e.g. cry. Writes plurals by adding 's'. Attempts to sound out words.

Blends sounds to write some less common words e.g. tr-a-ck. Knows some sounds formed with two vowels e.g. 'ee', 'oa' and forms some plurals with 'es' e.g. boxes.

Uses spelling rules to spell unfamiliar words e.g. doubling the consonant after a short vowel in 'clapping'. Writes more difficult, unfamiliar words phonetically e.g. enjin for engine.

Max  
l  
Wt (went)

my have  
bll (ball)

she  
books

black  
tree  
dishes

swimming  
bord (bored)  
something

Writes letters to represent words and spells their own name.

Writes letters for first or dominant phonemes in words e.g. d for dog. Writes some letters in sequence to represent words. Can sound out and write a few words correctly e.g. b-a-t.

Uses visual and phonic knowledge to attempt to spell words. Writes common plurals formed by adding 's'.

Writes most commonly used words correctly. Recognises some spelling errors.

Uses word families to spell words e.g. small, smaller. Uses simple dictionaries and spellcheckers.

SpG level 1-2

SpG level 3-4

SpG level 5

SpG level 6

SpG level 7

FOUNDATION

YEAR 4

# Assessment - Why and How?

## Section 2

# Why do we assess?

- ▶ For determining individual learning needs (what they know and don't know)
- ▶ For designing differentiated learning tasks (students working at their own level)
- ▶ For ensuring students are on track with the progress expected
- ▶ For reporting and communicating with parents

## Foundation Level Achievement Standard

---

### Reading and Viewing

By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.

### Writing

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters.

### Speaking and Listening

Students listen to and use appropriate interaction skills

## Level 1 Achievement Standard

---

### Reading and Viewing

By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

### Writing

When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.

### Speaking and Listening

Students listen to others when taking part in

## Level 2 Achievement Standard

---

### Reading and Viewing

By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter-sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

### Writing

Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

# Assessment

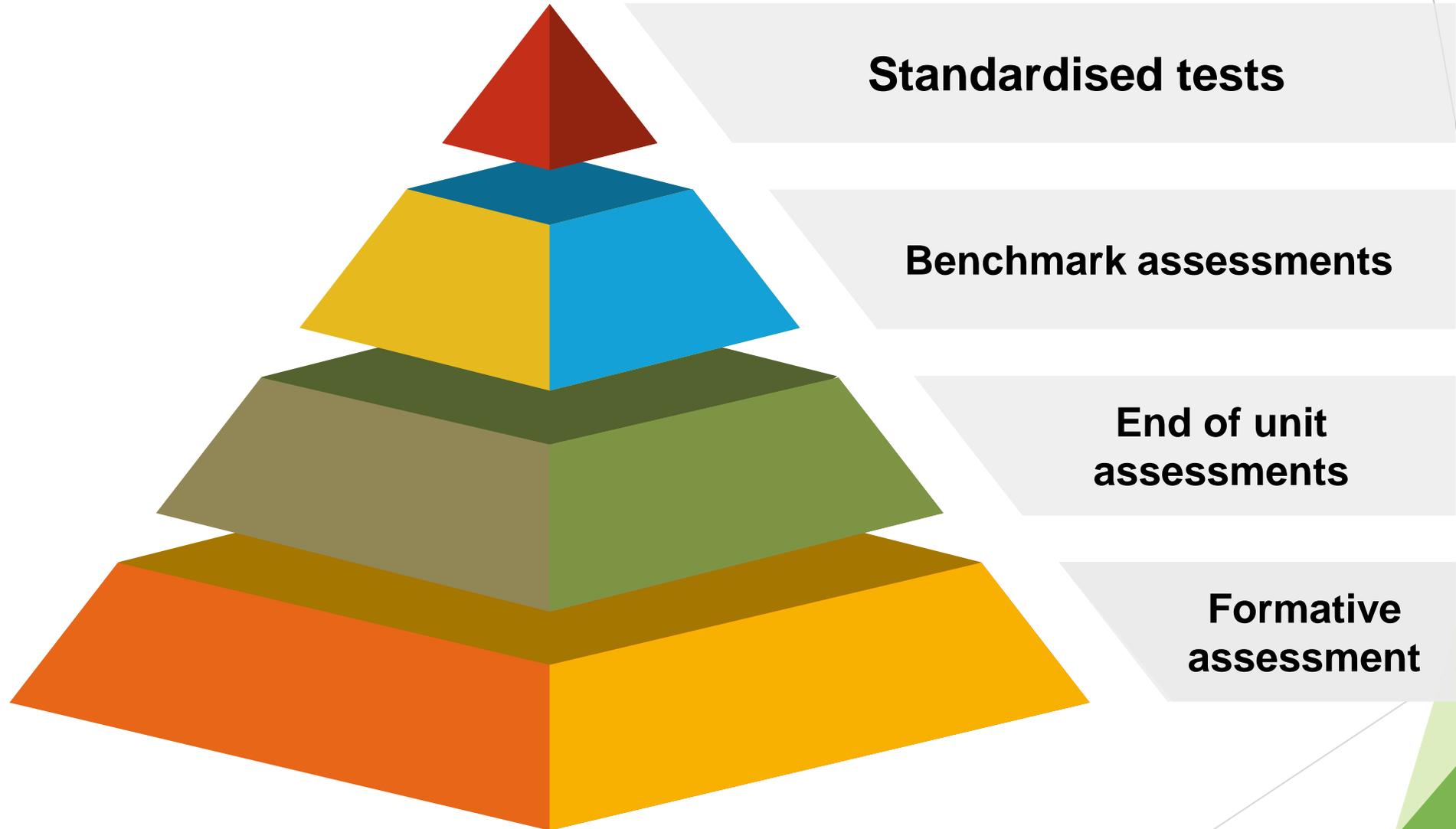
## Reading and Viewing

- Running records (Fountas and Pinnell formal assessment / informal from other texts)
- Letter-Sound Identification and sight word testing
- Focus reading group observations and conference notes
- Literature responses
- Work samples
- Checklists

## Writing

- Moderated writing tasks (whole school focus on different text types)
- Spelling tests
- Peters' Dictation - spelling in context
- Student conference notes (indicating achievement and areas of focus)
- Checklists
- Work samples

# Forms of Assessment



# Forms of Assessment

Observations of reading and writing stamina

Students' writing about reading

Reader's Notebooks

Students' writing drafts

Fluency Records

Published Writing

Fluency Records

Writer's Notebooks

Conferences

Students' self reflections

Formative  
assessment

Daily classroom  
sources of  
information

# Forms of Assessment

Evaluation of learning goals

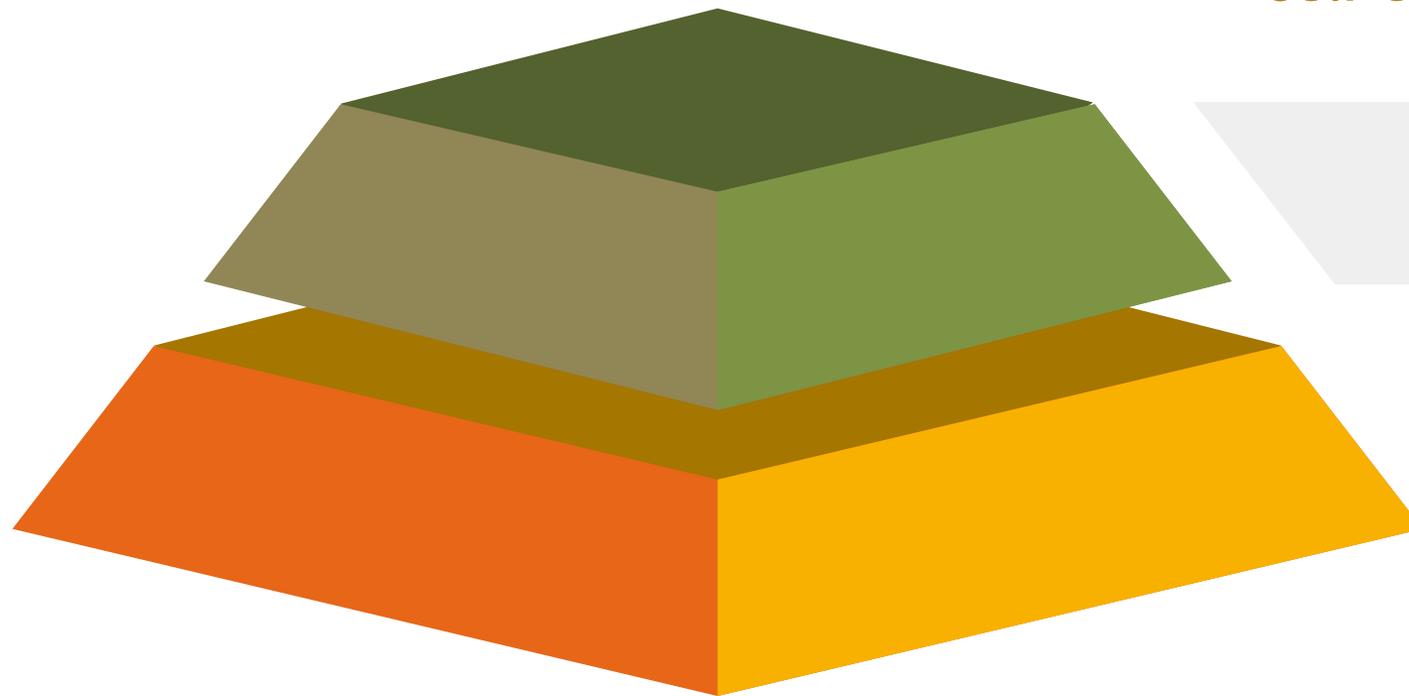
Writing moderation

Comprehension activities

Pre and post assessments

Quizzes

Self-evaluations



End of Unit  
assessments

# Example of End of Unit Assessment - Writing Moderation

Narrative Rubric

	0.5 	F 	1 	2 
<b>Planning</b>	<ul style="list-style-type: none"> <li>Talking to others</li> </ul>	<ul style="list-style-type: none"> <li>Talking to others</li> <li>Picture</li> </ul>	<ul style="list-style-type: none"> <li>Some pictures (different events)</li> <li>Some planning</li> </ul>	<ul style="list-style-type: none"> <li>Words</li> <li>Pictures (optional)</li> </ul>
<b>Narrative structure</b>	<ul style="list-style-type: none"> <li>Use pictures and letters to record ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Write 1 - 2 sentences</li> <li>Minimal evidence of narrative structure such as a recount of events or description of picture.</li> </ul>	<ul style="list-style-type: none"> <li>3 sentences with some evidence of narrative structure, eg. a story beginning, middle with an orientation</li> <li>A recount of events with no complication</li> </ul>	<ul style="list-style-type: none"> <li>Contains a beginning and a complication</li> <li>Where a resolution is present it is weak, contrived or 'tacked on' (e.g. I woke up, I died, They lived happily ever after)</li> </ul>
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>Write from left to right</li> </ul>	<ul style="list-style-type: none"> <li>Include some sight words</li> <li>Main sounds for words</li> </ul>	<ul style="list-style-type: none"> <li>Include sight words</li> <li>Statements</li> <li>May include questions or exclamations</li> </ul>	<ul style="list-style-type: none"> <li>Joining words (e.g. and, but, so, or)</li> </ul>
<b>Character Use of descriptive language</b>	<ul style="list-style-type: none"> <li>Use of noun for character (rather than he or she)</li> </ul>	<ul style="list-style-type: none"> <li>Specific term for character (e.g. princess rather than girl)</li> </ul>	<ul style="list-style-type: none"> <li>Specific term for character (e.g. princess rather than girl)</li> <li>Use of predictable adjectives to describe character (e.g. <i>a frog. a beautiful princess.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Use of adjectives, or some description, to describe character (e.g. an angry frog. <i>a princess who loved science</i>)</li> </ul>

<b>Setting</b> <b>Use of descriptive language</b>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• May refer to a place in the story (e.g. went to the shop)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies setting or time in introduction (e.g. <i>In a castle, Once upon a time...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of adjectives to describe setting (e.g. <i>In a scary castle...</i>)</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Use letters</li> <li>• Match some sounds with letters</li> </ul>	<ul style="list-style-type: none"> <li>• Some CVC words</li> <li>• Match main sounds with letters</li> <li>• Remember some sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Spell common sight words correctly from memory (e.g. like and going).</li> <li>• Accurately spell words with regular spelling patterns, such as 'sent', 'went' and 'bent'.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell a larger range of sight words from memory.</li> <li>• Spell words using knowledge of blends (e.g. 'tr' in 'tree'), digraphs (e.g. 'ch' in 'chair'), long vowels (e.g. 'ay' in 'day') and silent letters (e.g. 'k' in 'knock').</li> <li>• Use syllabification to spell unknown words (e.g. cro/co/dile).</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Experiment with full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters</li> <li>• Use of full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letter and beginning of sentences.</li> <li>• Full stops at end of statements.</li> <li>• Possible use of ?</li> <li>• Possible use of !</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters for proper nouns, including names of people (e.g. Natalie) and the names of places (e.g. Australia)</li> <li>• Commas to separate words or phrases in a list, such as 'At the zoo they saw an elephant, two monkeys and a crocodile</li> </ul>

## Narrative Rubric

	4 	5 	6 	7 
<b>Planning</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• More detailed planning (e.g. mind-map / written etc.)</li> <li>• A more detailed plan contains characters, setting, a complication and a resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed plan</li> <li>• Consider characters, setting, complications, resolution of the complication to an ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed plan that can convey an idea, lesson or a theme</li> <li>• Consider characters, setting, complications, resolution of the complication to an ending.</li> <li>• Outline may include more sophisticated structures such as flashbacks or a coda/twist ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed plan that can convey an idea, lesson or a theme</li> <li>• Includes varied structures alongside complications and resolutions such as flashbacks, character reflections or a coda/twist ending.</li> </ul>
<b>Narrative structure</b>	<ul style="list-style-type: none"> <li>• Detailed longer text may resolve one complication and lead into a new complication or layer a new complication onto an existing one rather than conclude.</li> <li>• Uses paragraphs consistently to separate ideas.</li> <li>• Consistent use of tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed longer text may resolve one complication and lead into a new complication or layer a new complication onto an existing one rather than conclude.</li> <li>• Uses paragraphs consistently.</li> <li>• Paragraphs are used to separate beginning from conclusion and mark the narrative structure (Beginning, middle, end).</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent, controlled and complete narrative with an effective ending.</li> <li>• Some use of effective plot devices (e.g. foreshadowing/ flashbacks)</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent, controlled and complete narrative with an effective ending.</li> <li>• Uses sophisticated structure and plot devices that include:               <ul style="list-style-type: none"> <li>- Foreshadowing/flashback</li> <li>- Red herring/cliffhanger</li> <li>- Coda/twist</li> <li>- Evaluation/reflection</li> <li>- Circular/parallel plots</li> </ul> </li> </ul>
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>• Use of phrases and thematic words.</li> <li>• Consistent use of precise words and phrases that enhance the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence beginnings and lengths are varied to stimulate reader interest.</li> <li>• Use of precise words and phrases in a natural and articulate manner. Language used is matched to the genre.</li> <li>• Consistent, sustained use of precise words and phrases to enhance meaning and mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence beginnings, structures and lengths are varied to stimulate reader interest.</li> <li>• Writing contains controlled and developing sentences that express precise meaning and are consistently effective.</li> <li>• Use adverb groups/phrases and prepositional phrases to describe details</li> </ul>	<ul style="list-style-type: none"> <li>• Writing contains controlled and well-developed sentences that express precise meaning and are consistently effective.</li> <li>• Sentences are lengthened with elaborating and extending phrases, or shortened to the essential points.</li> </ul>

<b>Character Use of descriptive language</b>	<ul style="list-style-type: none"> <li>Adjectives and adverbs in the text are varied. Adverbs are used to enrich textual imagery</li> <li>Consistently uses descriptive phrases</li> <li>Characters are developed using descriptive phrases, actions (choice of verbs), speech and some thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use figurative language (e.g. similes and metaphor)</li> <li>Characters relate to the setting.</li> <li>Characters are developed using descriptive phrases, actions (choice of verbs), dialogue, thoughts and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of descriptive and figurative language (e.g. personification, alliteration, similes, metaphors, etc.)</li> <li>Characters are developed using descriptive phrases, actions (choice of verbs), dialogue, thoughts and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of precise and effective words to describe (e.g. technical vocabulary, colloquial terms in speech, attitudinal words, etc)</li> <li>Uses precise vocabulary that matches the genre of the text</li> <li>Effective use of figurative language (e.g. personification, alliteration, similes, metaphors, etc.)</li> </ul>
<b>Setting Use of descriptive language</b>	<ul style="list-style-type: none"> <li>Ideas show clear development / elaboration.</li> <li>Effective use of descriptors.</li> <li>Connects logically with the storyline to create timeline, location and atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas show clear development / elaboration.</li> <li>Effective use of descriptors.</li> <li>Connects logically with the storyline to create timelines, locations and atmosphere.</li> <li>Maintains a sense of setting throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Connects logically with the storyline to create timelines, locations and atmosphere.</li> <li>Maintains a sense of setting throughout.</li> <li>Use of precise words and phrases that enhance the meaning or mood.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of precise words and phrases that enhance the meaning or mood.</li> <li>Use a range of precise and effective words used in a natural and articulate manner.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Correct spelling of most common words.</li> <li>Correct spelling of simple words.</li> <li>Correct spelling of some difficult and specific words.</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of most common words.</li> <li>Correct spelling of simple words.</li> <li>Correct spelling of at least 10 difficult, specific and challenging words. (errors do not exceed correct spellings.)</li> </ul>	<ul style="list-style-type: none"> <li>-Use resources for new words.</li> <li>-Use difficult words as: <ul style="list-style-type: none"> <li>Uncommon vowel patterns</li> <li>Uneven stress patterns</li> <li>Homophones</li> <li>Suffixes and Prefixes</li> <li>Words with many three and four syllables.</li> <li>Consonant alteration patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use spelling rules and word origins to learn new words and how to spell them.</li> <li>-Use challenging words as: <ul style="list-style-type: none"> <li>Unusual consonant patterns</li> <li>Longer words with unstressed syllables</li> <li>Vowel alteration patterns</li> <li>Foreign and origin words</li> </ul> </li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Use of contractions and apostrophes.</li> <li>Correct use of full stops, question marks and exclamation marks.</li> <li>Some correct use of commas, apostrophes, hyphens and quotation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Correct basic sentence punctuation (including commas and apostrophes.)</li> <li>Mostly correct use of hyphens, quotation marks, capital letters and commas used within direct speech, brackets, dashes for asides).</li> <li>New line for each speaker during dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Correct basic sentence punctuation (including commas and apostrophes.)</li> <li>Mostly correct use of hyphens, quotation marks, capital letters and commas used within direct speech, brackets, dashes for asides, colons and semicolons).</li> <li>New line for each speaker during dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of more complex punctuation including hyphens, quotation marks, capital letters and commas used within direct speech, brackets, dashes for asides, colons and semicolons).</li> <li>New line for each speaker during dialogue.</li> </ul>

# Forms of assessment

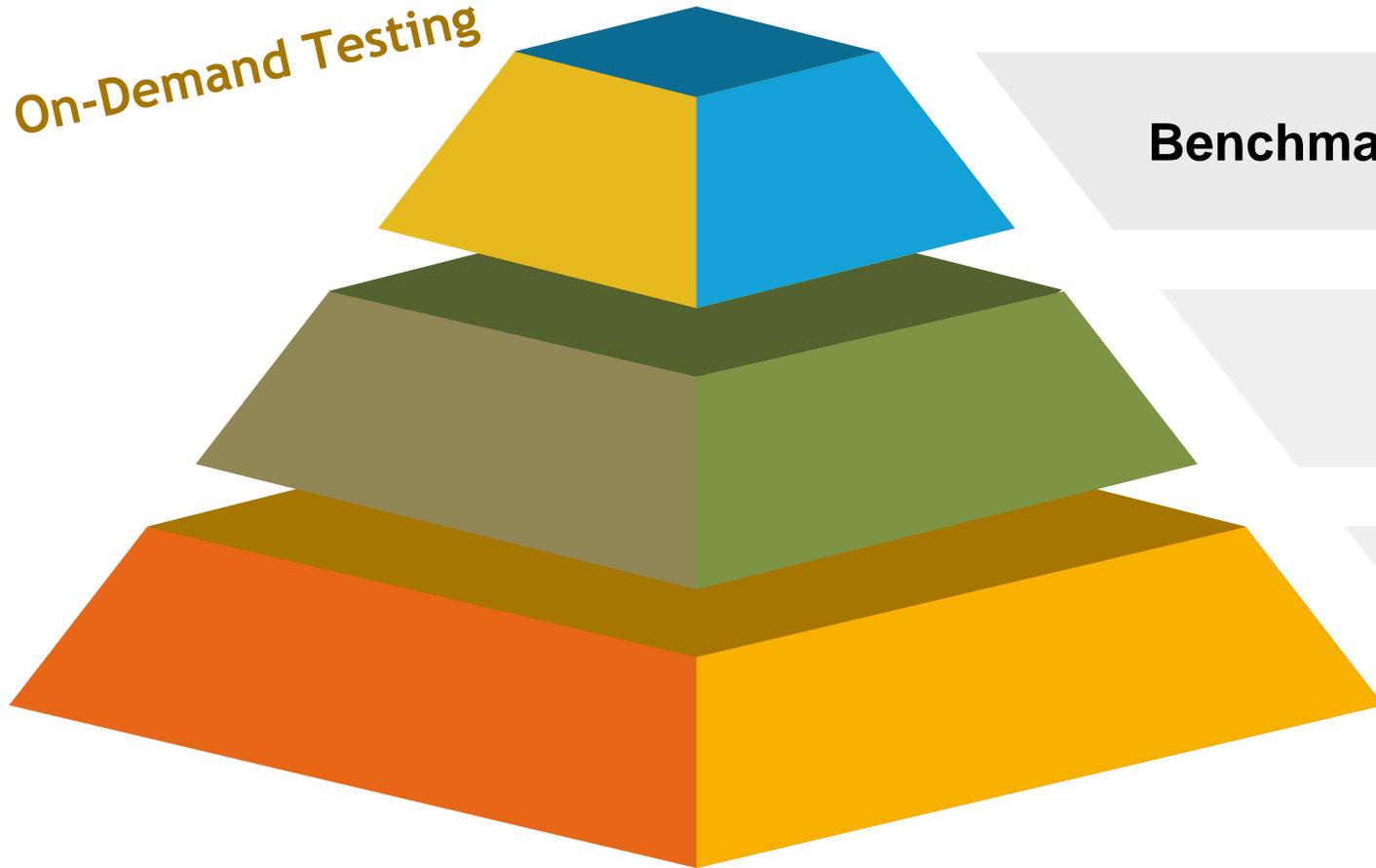
Fountas and Pinnell  
running records

English Online Interview

PAT Reading Adaptive

On-Demand Testing

**Benchmark assessments**



# Examples of Benchmark (Running Records)

**Recording Form**

**Part One: Oral Reading**

*Place the book in front of the student. Read the title and introduction.*

**Introduction:** Edwin's hair was so long that he looked like his dog Ruff. His mum and dad gave him a haircut, and it was so bad he had to wear a wig hat. Read to find out what happened.

**Summary of Scores:**  
 Accuracy: 98%  
 Self-Correction: 1-2  
 Fluency: 2/3  
 Comprehension: 5/7  
 Writing: 5/7

Sources of Information Used

Page	Start Time	min.	sec.	E	SC	E			SC									
						M	S	V	M	S	V							
2																		
3																		
4																		
<b>Subtotal</b>						4	2											

**Part Two: Comprehension Conversation**

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

**Teacher:** Talk about what happened in this story.

**Comprehension Scoring Key**

- 0 Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<b>Within the Text</b> Edwin got a terrible haircut and had to wear a wig hat (or wig) all of the time. Recounts most of the important events such as: Edwin needed a haircut so his mum and dad gave him one; his hair looked awful; he had to wear a wig hat everywhere; his hair grew out again but he wouldn't let his mum cut it; he said that next time he would pick the barber to give him his haircut. Note any additional understandings:	This hair was too long and his mum and dad messed up cutting it. It was really bad. What was the problem in this story? How did Edwin and his parents solve the problem? What happened at the end? How did Edwin and his parents solve the problem? My friends will laugh at me. He had an old stuffed animal but it has Mum's wig. What happened at the end? He wore the wig until it grew up. His dad mixed him up with dog again. Mum said it was time for a haircut but he said he'd see the barber.	0 1 2 3 0 1 2 3
<b>Beyond and About the Text</b> Edwin hated his haircut. It was so bad that he was embarrassed to go to school. Edwin didn't care if other kids teased him about his wig hat. He just went on and did everything he always did. Edwin stuck up for himself in the end when he said he would pick the barber next time. The beginning and ending of the story were alike because he needed a haircut, but in the end Edwin changed his mind about who should cut his hair. Some ways the author made this story funny were (any specific pages where the words or illustrations show humour). Note any additional understandings:	How do you think Edwin felt when he first looked at himself with his new haircut? What kind of kid was Edwin? How were the beginning and ending parts of this story alike? How were they different? This author and illustrator wanted to make Edwin's Haircut a very funny book. Can you show me some parts that are funny?	0 1 2 3 0 1 2 3 0 1 2 3

**Guide to Total Score**

- 6-7 Excellent Comprehension
- 5 Satisfactory Comprehension
- 4 Limited Comprehension
- 0-3 Unsatisfactory Comprehension

Subtotal Score: 5/6  
 Add 1 for any additional understandings: 1  
 Total Score: 5/7

# Comprehension and Understanding of Texts

## Level C text questions

Questions I should be able to answer about my independent book:

Fiction	Nonfiction
What can you learn about this book through pictures?	What do you already know about this topic? (prior knowledge)
Why do you think a character is acting the way he/she is acting? Show how you know? (pictures or print)	What is something new you have learned from reading this book?
How do you think the character feels? Why? Show how you know ( pictures or print)	What happened first in the text? next? last?
What is the beginning of the story? the ending of the story?	Why was the title a good one for this story?
Why did the author choose this title for the book?	Why did the author include this picture, map, etc.?

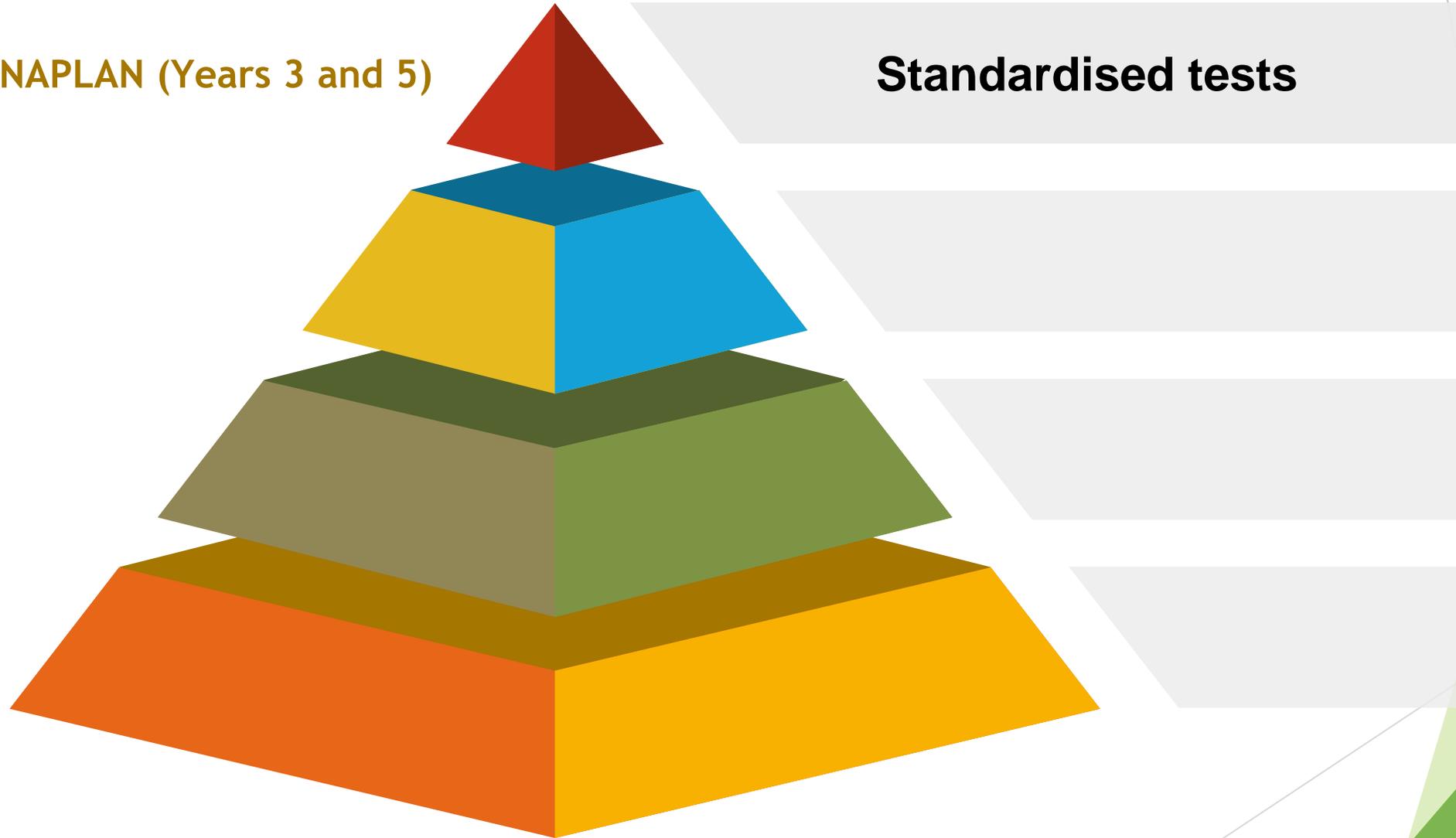
## Level K text questions

Questions I should be able to answer about my independent book:

Fiction	Nonfiction
<p><b>Use text features to understand the structure of the text</b></p> <ul style="list-style-type: none"> <li>What do you notice about the organization of the text? (Author's Craft) Is this text fiction or nonfiction?</li> </ul> <p><b>Predict what will happen, use text to confirm</b></p> <ul style="list-style-type: none"> <li>What prediction can you make about the outcome of the story?</li> <li>What evidence does the author give to justify your prediction?</li> </ul> <p><b>Recognize literary elements (genre, plot, character, setting, problem/ resolution)</b></p> <ul style="list-style-type: none"> <li>What genre is this text? Is it a simple animal fantasy, realistic fiction, traditional literature, plays</li> <li>What figurative language is used in the text? How was it used?</li> <li>What is the relationship between the setting and the plot of the text?</li> <li>Do you feel the text was interesting, humorous, or exciting, and why?</li> </ul> <p><b>Recognize and explain cause and effect relationships</b></p> <ul style="list-style-type: none"> <li>What is the problem in the story? What caused the problem?</li> <li>Can you make prediction about what the solution may be? Find where in the text the problem was solved?</li> </ul> <p><b>Making Connections to Text</b></p> <ul style="list-style-type: none"> <li>What prediction can you make based on personal connections you have about the text?</li> <li>What evidence can you find in the text to prove your connections were true?</li> <li>What connection can you make to the character?</li> <li>What connections can you make before, during, and after you read the text?</li> </ul> <p>Other: _____</p>	<p><b>Use prior knowledge to connect with text</b></p> <ul style="list-style-type: none"> <li>What do you already know about this topic?</li> <li>What predictions can you make about the text based on what you know and your experiences?</li> </ul> <p><b>Use text features to understand the structure of the text</b></p> <ul style="list-style-type: none"> <li>How can you tell the text is nonfiction?</li> <li>How did the author organize the text?</li> <li>Can you use any illustrations or graphics to gain information?</li> <li>What did you notice about the layout of the text? (Bold letters, italics...)</li> </ul> <p><b>Predict what will happen, use text to confirm</b></p> <ul style="list-style-type: none"> <li>What do you predict will happen next in the text? What do you predict will happen at the end?</li> <li>What evidence can you find in the text to prove your prediction was correct? Incorrect?</li> </ul> <p><b>Summarize text with key words</b></p> <ul style="list-style-type: none"> <li>What new information have you learned?</li> </ul> <p><b>Infer or reach a conclusion about the text and support with evidence</b></p> <ul style="list-style-type: none"> <li>Do you agree or disagree with ideas in the text?</li> <li>Have you changed your mind about this topic after reading this text?</li> </ul> <p><b>Determine and analyze author's purpose and support with text</b></p> <ul style="list-style-type: none"> <li>What did the author want you to learn?</li> <li>How does the author's word choice affect the meaning of the book?</li> <li>Do you agree with the author's point of view about this text?</li> </ul> <p><b>Recognize and explain cause and effect relationships</b></p> <ul style="list-style-type: none"> <li>What caused the problem in the text? Compare and contrast within and between texts.</li> </ul> <p><b>Making Connections to Text</b></p> <ul style="list-style-type: none"> <li>What connections can you make to other books?</li> <li>How can you use this information in other parts of your life?</li> </ul> <p>Other: _____</p>

# Forms of Assessment

NAPLAN (Years 3 and 5)





How is English taught at school?

How do we cater for students in a composite classroom?

Section 3

# How is reading and viewing taught? (1)

Reading and viewing sessions include:

- **Independent reading** at the start of each day
- A focus session of **explicit teaching** (often includes modelled or shared reading, read aloud or language experience)

This targets:

- Accuracy and Decoding strategies (including phonics)
- Fluency
- Comprehension

# How is reading and viewing taught? (2)

- **Student reading workshop**
  - Teacher focus groups (shared or guided reading)
  - Word work activities
  - Literature responses
  - Comprehension tasks
  - Literacy games
  - ICT games
- **Reflection** - reporting to group, peer moderation, self-evaluation

Students explore a range of fiction and non-fiction texts. These include digital texts, video clips and visual representations such as charts, illustrations, diagrams, advertisements and posters.

# Successful Reading ...

## Looks like

- sitting and reading
- reading a Just Right book
- lips moving as I'm reading
- eyes moving along the page  
fingers
- organised - ready to read

## Sounds like

- Quiet
- Characters are talking in your mind (their voices)

## Feels like

- \* Immersive focussed on the book
- \* Detached emotions
- \* Calm and relaxing
- \* Visualising the events (painting in your mind)
- \* making others want to read.

# Making Predictions with Pictures

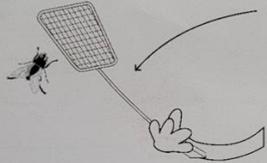
Using the pictures, predict what you think will happen next.



John was fast asleep...



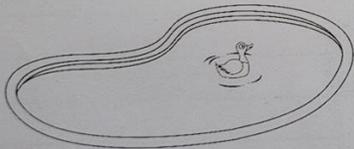
and had a <sup>night</sup> ~~night~~ nightmare



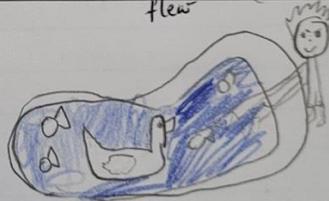
Jane went to swat the fly...



But it flew away



The duck was swimming in the pond...



He could fall



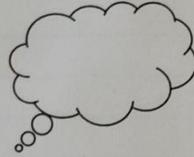
Thomas was pushing the wheelbarrow up the hill...



Title of book: What is the matter Mrs Long

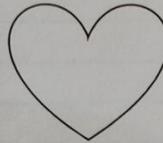
Characters/s: Mrs Long Tiger Amy dinosaur Mr Lee

What is the character thinking?



that the tiger  
will eat her and  
the dinosaur

How is the character feeling?



scared shocked  
worried

? What happens to Mrs Long?  
Is she feeling weird because  
the tiger stinks?

# Hyperbole

Examples:

- I've told u a thousand times!!
- It's so hot I might die!
- She cried so much she could have filled the oceans!!!
- I feel like I could eat a horse!
- She had was so angry she could have killed me!

**Hyperbole**

Definition: Exaggerated statements or claims not meant to be taken literally.

Examples:

- I'm dying of laughter.
- I can eat a horse.
- He weighs a ton.
- My game exploded.
- It's raining cats and dogs.

**Metaphors**

Metaphors are phrases but not literal. For example:

- I'm feeling blue instead of I'm feeling sad. You don't actually feel blue.
- Time is money instead of don't waste time. Time isn't actually money.

Hyperbole is "I told you to get off your iPad and read a book 5 billion times already" try Kate and Amanda.

**Hyperbole**

A phrase which is not possible.

Example: My shoes are killing me!

Example: I'm so hungry I could eat a horse!

**Rhetorical questions**

Example:

- You have a lot of money don't you?
- I like ice-cream don't you?
- We are getting a dog right?

**Metaphors**

Example: His words hurt more than swords.

Example: Life is like a highway.

Example: It's like a phase in a school.

## The STRUCTURE of a text

How does the author ORGANIZE or BUILD the text?

Text Structure & Characteristics	Signal Words
<b>Description</b> The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is one thing and topic (or synonyms) is repeated throughout the text.	For example Characteristics are Such as Looks like Consists of For Instance Most important On (date) At (time) Directions At the same time While, meanwhile
<b>Sequence</b> The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.	Following Finally At last In the end After that First, second, third Next Then, after Before, prior to Not long after Simultaneous
<b>Compare &amp; Contrast</b> The author explains how two or more things are alike or different.	Differs from Similar to In contrast Alike Same as As well as However Both Either or Not only, but also Yet, although, but
<b>Cause &amp; Effect</b> The author lists one or more causes or events and the results that occur.	Caused by Result Outcome Impact So... Reasons why Result Outcome Impact So... Effects of Therefore Because of Influenced by Leads or leads to In or from
<b>Problem &amp; Solution</b> The author states a problem and lists one or more possible solutions to the problem and may include the pros and cons for the solutions.	One possible solution is... This led to Question Answer Because Since This led to Question Answer Because The main difficulty

**Onomatopoeia**

NOISES: "ding dongs" "honk honk" "crash"

Example: Onomatopoeia is a sound by noise in a text or book.

**Onomatopoeia**

"Honk-Honk!"

An onomatopoeia is a sound that you can use in a story to make it more interesting.

Example: "PING-DONG!"

Onomatopoeia is a sound in a book/text.

by Darani and Anna

**Onomatopoeia**

Onomatopoeia is words like instead of the dog bark you can say "woof woof".

These are some onomatopoeia words: achoo, bang, clap, ding dongs, zap.

Like sound effects. The process of creating all but phonetically imitates or suggests the sound discussed.

**Metaphors**

A metaphor is a figure of speech.

Example: I could eat a horse!

	4
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Make a plan</li> <li>• A plan</li> <li>• Check</li> <li>• Conclude</li> </ul>
<b>Narrative structure</b>	<ul style="list-style-type: none"> <li>• Define one or two new words</li> <li>• Concise</li> <li>• Uses separate</li> <li>• Concise</li> </ul>
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>• Use a word</li> <li>• Concise and</li> <li>• Measured</li> </ul>
<b>Character</b>	<ul style="list-style-type: none"> <li>• Action</li> <li>• Text</li> <li>• Used</li> </ul>
Abbotsford Primary	
<b>Use of descriptive language</b>	<ul style="list-style-type: none"> <li>• Compare phrase</li> <li>• Characteristic</li> <li>• Describe (choice some)</li> </ul>
<b>Setting Use of descriptive language</b>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Elaborate</li> <li>• Effects</li> <li>• Concise</li> <li>• Storyline</li> <li>• Location</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Correct</li> <li>• Correct</li> <li>• Correct</li> <li>• Spelling</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Use of capital</li> <li>• Correct</li> <li>• Marks on</li> <li>• Some capital</li> <li>• Quotation</li> </ul>

# Comprehension skill: Prior Knowledge

How might this look for your child?

Section 3

# Phonics

## Sequence and References:

### Letters and Sounds: Principles and Practice of High Quality Phonics Primary National Strategy



s	a	t	p	i	n	m	d	g	o
sat	a	tap	pan	it	nap	man	dog	gas	oat
sit	at	tip	pin	in	nip	mat	dot	go	on
sap	as	tin	pat	is	nan	map	dip	goat	or
snap	an	tan	pit	its	nit	mad	dim	goes	our
snip	ant	tag	pot	ink	no	mit	din	god	ore
span	are	ton	rog	ire	no	mit	din	god	odd
sip	art	top	por		neck	mind	dig	got	oar
spit	arm	top	por		nod	mint	dab	gone	one
star	ace	ten	post			mist	damp		open
slip	air	tent	past						
	aid	test							
		toy							
		toe							

	a	e	i	o	u
1	jet	zip	jug		
4	web	zot	wig		
7	jam	job	wet		
10	wok	win	zap		

ou	ow
out shout sprout	town brown
trout pout	cow drow
grout noun	down clown
sound hound	town frown
found houn	sow
about bound	
spout wound	
ground pound	
loud round	

# How is writing taught?

Writing sessions include:

- A focus session of **explicit teaching** (modelled or shared writing)
- **Student writing time:**
  - Independent writing, including writing and spelling
  - Paired/group tasks
  - Teacher/student conferences
- **Reflection** - Author's chair, peer moderation, self-reflection

Explicit teaching focuses on a range of writing genres, including the structures and features of the English language. These genres incorporate imaginative, informative and persuasive writing styles.

# The Writing Process

1. Planning
2. Composing
3. Recording and using the conventions of writing
  - Handwriting and typing
  - Spelling
  - Grammar
  - Punctuation
1. Revising and editing
2. Publishing

Students from Foundation to Year 6 are explicitly taught the structures and features of a range of writing genres. These genres develop student understanding and mastery of imaginative, informative and persuasive writing styles.

In 2018, the school undertook professional development and based our whole-school approach on Lisa Keskinen's model of the Writer's Workshop and conditions for effective writing.



## Revision processes

### Removing errors

Cross out words with a single line.

*The ~~mistek~~ mistake*

For larger sections of text, use square brackets around the section to be deleted.

*On [hill was a road that] the mountain*

### Inserting new ideas

Use a caret ^ to insert words.

*The two <sup>loud</sup> boys*

If there is not enough room, use ^ and add the extra information at a lower part of the page. This extra information follows the \*.

Once upon a time there lived an angry man. ^ Some days he would pounce on insects. \* He rarely smiled and often grumbled about older creatures things like the weather or the side of his feet.

Seniors: An additional paper tab over the section can be used to add extra information.

### Identifying misspelled words

Juniors: Circle words that may be misspelled and are to be revised.

*The derte dog*

Seniors: Underline misspelled words.

*The derte dog*

### Teacher corrections

The teacher will tick above the correct letters and add a line for incorrect letters so students can have a second attempt at words.

*√\_√√\_  
derte*



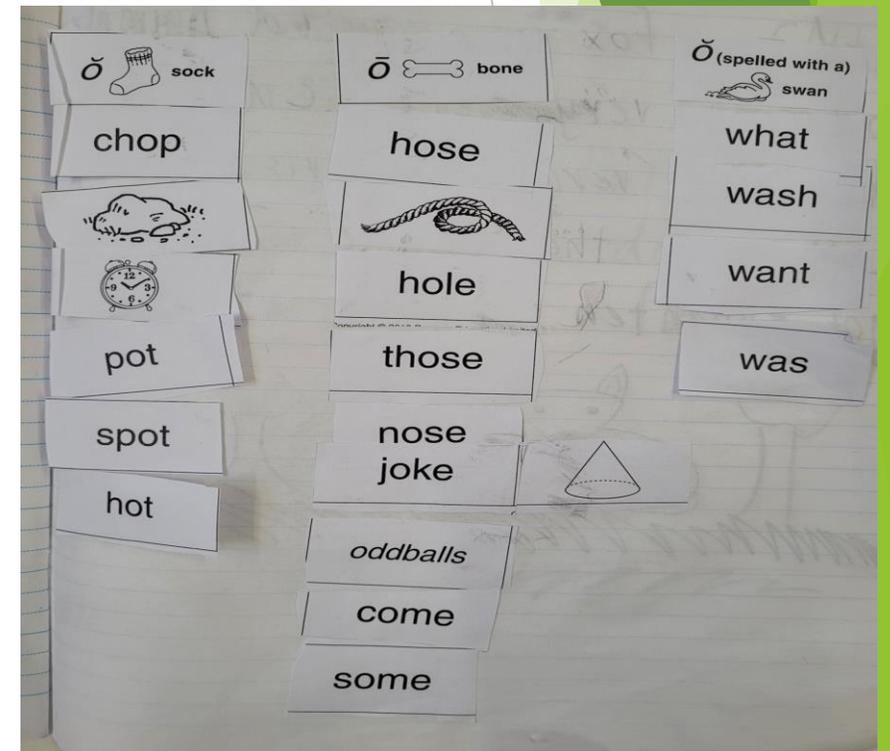
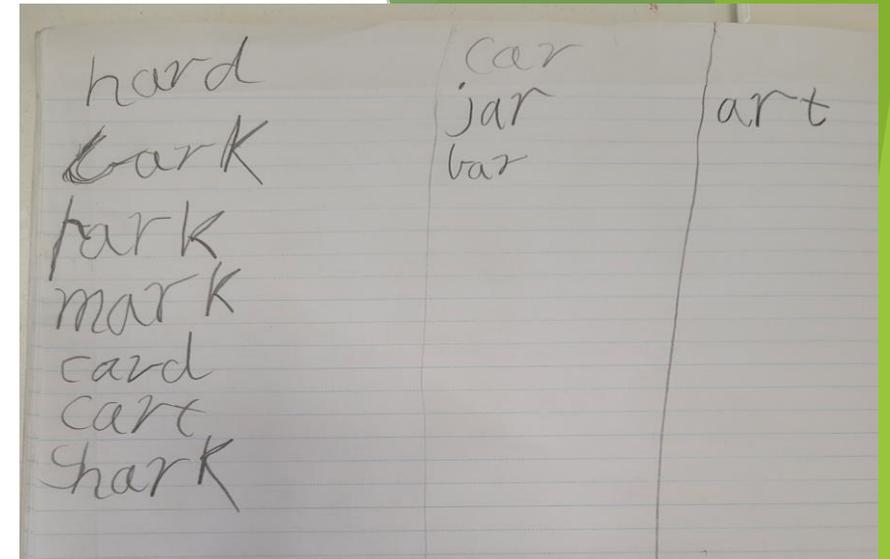
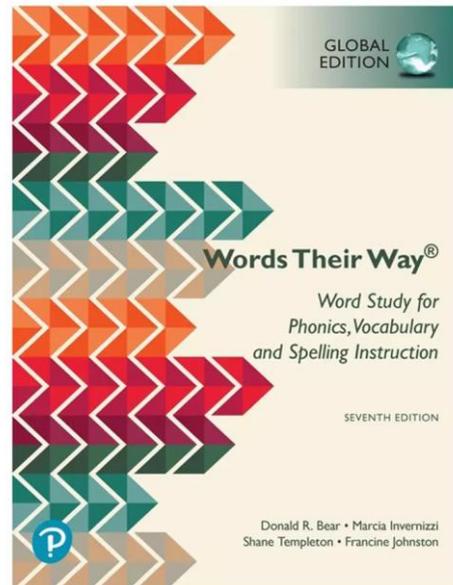
# Spelling

Sequence and reference:

Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction

Word Study sequence for different stages of development.

- Emergent spellers
- Letter Name-Alphabetic spellers
- Within Word Pattern spellers
- Syllables and Affixes
- Derivational spellers (base words and word origins)



# How is speaking and listening taught?

- **Author's Chair:** Students share their written work and receive constructive feedback from their peers and teachers.
- **Group discussions:** small group and whole class discussions, think-pair-share, question and answer sessions
- **Group activities:** Develop turn-taking, communication skills and the sharing of ideas through activities such as role-plays, debates etc.
- **Reading Responses:** Students listen to and respond to various texts.
- **Oral Presentations:** Students develop skills by focusing on body language, voice projection and clearly articulating their information.
- **Formal and informal speeches:** Students present speeches about a chosen topic that they have independently researched and gained knowledge about.
- **Reflection time:** Students engage in regular reflection of their learning at the conclusion of each lesson. This can include peer moderation with rubrics.

# How can I support my child?

## Section 4

# What you can do at home

Take Home reading

Weekly homework tasks

Writing/ Typing

Talk to your child (a lot)

Read TO your child

Make reading a regular activity in your home

Model good reading behaviours

Find a reading time that suits your family

Turn off devices for undivided attention

Play word games (Scrabble, Boggle, Crossword, Word Search, Cloze) and rhyming games to promote letter-sound-word correspondence.

Develop a regular routine at home to promote independent habits

# Reading at Home

**Why is it important to read with your child  
(for as long as possible)?**

When we read aloud to children it is also beneficial for their cognitive development, with parent-child reading activating brain areas related to narrative comprehension and mental imagery.

Young people's attitudes towards reading reflect their experiences of reading at home and at school in childhood and beyond...

# Suggested Strategies

## BEFORE Reading

Ask questions based on picture cues on each page,  
E.g. What to think this book is about? What makes you think this? What is happening in this picture?

## DURING Reading

Reinforce phonemic awareness when your child is sounding out a word, then help them put the sounds together to read the word.

## AFTER Reading

Encourage your child to retell the story or information.  
Who was it about?  
What happened?  
What was it about?  
How did it work?

Echo reading

Shared reading

Independent reading

# More Strategies

Use Take Home Readers

The reader holds the book and points beneath each word

When your child makes a reading error, ask:

“Can you try that word again?”

“Can you sound out the letters in the word?”

If the word is too difficult, simply tell your child the word and re-read the sentence together again.

# Writing at Home

Encourage purposeful writing such as helping with shopping lists, writing birthday cards and sending letters and emails

Play spelling games

Encourage the drawing and writing of stories. Focus on what has been done well such as use of interesting words, accurate matching of letters to sounds or choice of character.

Draw attention to how writing is presented on brochures, books and billboards.

Leave notes for each other and send messages in lunch boxes.

Create a quiet place with writing materials

