

1. What do we want them to learn?

What is the intended learning and why is it important?

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.

Achievement Standards

Reception:

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning 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, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. 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 known upper- and lower-case letters.

General Capabilities	Literacy	Numeracy	ICT Capability	Personal & Social Capability	Critical and Creative Thinking	Ethical Understanding	Intercultural Understanding
Cross- curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Content Descriptors

Reception

- Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes ([ACELA1430 - Scootle](#))
- Understand that some language in written texts is unlike everyday spoken language ([ACELA1431 - Scootle](#))
- Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences ([ACELA1432 - Scootle](#))
- Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality ([ACELA1433 - Scootle](#))
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- Recognise that texts are made up of words and groups of words that make meaning ([ACELA1434 - Scootle](#))
- Explore the different contribution of words and images to meaning in stories and informative texts ([ACELA1786 - Scootle](#))
- Understand how to use knowledge of letters and sounds including onset and rime to spell words ([ACELA1438 - Scootle](#))
- Know how to read and write some high-frequency words and other familiar words ([ACELA1817 - Scootle](#))
- Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words ([ACELA1820 - Scootle](#))

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575 - Scootle](#))
- Respond to texts, identifying favourite stories, authors and illustrators ([ACELT1577 - Scootle](#))
- Share feelings and thoughts about the events and characters in texts ([ACELT1783 - Scootle](#))
- Identify some features of texts including events and characters and retell events from a text ([ACELT1578 - Scootle](#))
- Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry ([ACELT1785 - Scootle](#))
- Retell familiar literary texts through performance, use of illustrations and images ([ACELT1580 - Scootle](#))
- Innovate on familiar texts through play ([ACELT1831 - Scootle](#))

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ([ACELY1646 - Scootle](#))
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ([ACELY1784 - Scootle](#))
- Deliver short oral presentations to peers ([ACELY1647 - Scootle](#))
- Identify some differences between imaginative and informative texts ([ACELY1648 - Scootle](#))
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651 - Scootle](#))
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops ([ACELY1652 - Scootle](#))
- Produce some lower case and upper case letters using learned letter formations ([ACELY1653 - Scootle](#))

2. How will we know they've got it?

What could the learning look like?

- Whole Class instruction – explicit instruction (I do, We Do, You Do)
- Hands on activities
- Repetition of tasks to ensure understanding
- Students working in rotation groups so they can work closely with the teacher regularly.
- Differentiated activities or activities with different entry points to allow all students participate.
- Engaging activities that provide students to practise writing.

What evidence will enable us to assess the intended learning?

- Observations (discussions, use of vocabulary, understanding)
- Work Samples (understanding, completion of task, support required)
- Diagnostic testing
- Assessment activities
 - *Students will write their own version of **The Very Bear.***

3. What will we do to get there? Engage challenge and support learners and learning

Engage:

- Relevant situations
- Hands on activities
- Problem based
- Explicit instructions (I do, We do, You do)
- Multiple entry points.

Challenge:

- Level of questioning
- Extension tasks
- Differentiation of support materials provided

Support:

- Hands on (use of supports/aids)
- Small group work with teacher or SSO – rotation groups
- Explicit instruction
- Small step activities
- Differentiation of Tasks

4. Teaching and Learning Overview

Learning Sequence Activities

Prior learning:

In the last week of term 3 we spent time looking at *The Very Cranky Bear*. We focussed on identifying the events that occurred in the beginning, middle and end of the text. Students identified the characters, setting and the sequence of the text.

	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p>Focus: What is a Narrative?</p>	<p>Narrative Book Focus for The Day: The Very Hungry Bear.</p> <p>Introduction: What is a narrative? What is the purpose of a narrative?</p> <p>Read <i>The Very Hungry Bear</i> and a non-fiction book. Discuss the purpose on both books, their features and similarities and differences.</p> <p>Complete Comparing Fiction Vs Non-Fiction poster as a class over the week.</p> <p>Activities:</p> <p>Red Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Orange Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity.</p> <p>Green Group: I Know my types of texts activity sheets. Students choose a book from the class library and identify if it is a narrative (fiction) or information (non-fiction). Students need to explain their answer.</p>	<p>Narrative Book Focus for The Day: The Very Itchy Bear.</p> <p>Introduction: What is a narrative? What is the purpose of a narrative?</p> <p>Read <i>The Very Itchy Bear</i> and a non-fiction book. Discuss the purpose on both books, their features and similarities and differences.</p> <p>Complete Comparing Fiction Vs Non-Fiction poster as a class over the week.</p> <p>Activities:</p> <p>Red Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity.</p> <p>Orange Group: I Know my types of texts activity sheets. Students choose a book from the class library and identify if it is a narrative (fiction) or information (non-fiction). Students need to explain their answer.</p>	<p>Narrative Book Focus for The Day:</p> <p>Introduction: What is a narrative? What is the purpose of a narrative?</p> <p>Complete Comparing Fiction Vs Non-Fiction poster as a class over the week.</p> <p>Activities:</p> <p>Red Group: I Know my types of texts activity sheets. Students choose a book from the class library and identify if it is a narrative (fiction) or information (non-fiction). Students need to explain their answer.</p> <p>Orange Group: Working with teacher - Complete a Venn diagram on the similarities and differences between a narrative (fiction) and an information text (non-fiction).</p> <p>Green Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Purple Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity.</p>	<p>Narrative Book Focus for The Day:</p> <p>Introduction: What is a narrative? What is the purpose of a narrative?</p> <p>Complete Comparing Fiction Vs Non-Fiction poster as a class over the week.</p> <p>Activities:</p> <p>Red Group: Working with teacher - Complete a Venn diagram on the similarities and differences between a narrative (fiction) and an information text (non-fiction).</p> <p>Orange Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Green Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity.</p> <p>Purple Group: I Know my types of texts activity sheets. Students choose a book from the class library and identify if it is a narrative</p>

	<p>Purple Group: Working with teacher - Complete a Venn diagram on the similarities and differences between a narrative (fiction) and an information text (non-fiction).</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Green Group: Working with teacher - Complete a Venn diagram on the similarities and differences between a narrative (fiction) and an information text (non-fiction).</p> <p>Purple Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>(fiction) or information (non-fiction). Students need to explain their answer.</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>
<p>Week 2</p> <p>Focus: Characters</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Introduction: What are characters? Why are they important in a story? Are they all the same?</p> <p>Show the Character posters and add them to the writing wall.</p> <p>Read the Gruffalo and discuss the characters in the story. Who is the main character? How could we describe this character?</p> <p>Activities:</p> <p>Red Group: Students complete a character traits map on a character in The Gruffalo.</p> <p>Orange Group: Writing prompt writing task. Students are given a writing prompt to write about.</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Re-read The Gruffalo and discuss the characters. Discuss the different types of characters in the text.</p> <p>Activities:</p> <p>Red Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Orange Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p> <p>Green Group: Working with the teacher - Students develop a main character for their own story using the template.</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Re-read The Gruffalo and discuss the characters. Discuss the different types of characters in the text.</p> <p>Activities:</p> <p>Red Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p> <p>Orange Group: Working with the teacher - Students develop a main character for their own story using the template.</p> <p>Green Group: Students complete a character traits map on a character in The Gruffalo.</p> <p>Purple Group: Writing prompt writing task. Students are given a writing prompt to write about.</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Re-read The Gruffalo and discuss the characters. Discuss the different types of characters in the text.</p> <p>Activities:</p> <p>Red Group: Working with the teacher - Students develop a main character for their own story using the template.</p> <p>Orange Group: Students complete a character traits map on a character in The Gruffalo.</p> <p>Green Group: U Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Purple Group: Students complete a sentence building activity where they have to put words in the</p>

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<p>Week 3</p> <p>Focus: Setting</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Introduction: What is a setting? Why is it important to a story? Are they all the same?</p> <p>Show the setting posters and add them to the writing wall.</p> <p>Read the Gruffalo and discuss the setting. What is the setting? Why would the story be set here?</p> <p>Red Group: Students identify and draw the setting in The Gruffalo. They write description words to describe the setting.</p> <p>Orange Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Green Group: Students complete a sentence building activity where they have to put words in the correct order to</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Re-Read the Gruffalo and discuss the setting. What is the setting? Why would the story be set here?</p> <p>Red Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Orange Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p> <p>Green Group: Working with the teacher - Students develop a setting for their own story.</p> <p>Purple Group: Students identify and draw the setting in The Gruffalo. They write description words to describe the setting.</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Re-Read the Gruffalo and discuss the setting. What is the setting? Why would the story be set here?</p> <p>Red Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p> <p>Orange Group: Working with the teacher - Students develop a setting for their own story.</p> <p>Green Group: Students identify and draw the setting in The Gruffalo. They write description words to describe the setting.</p> <p>Purple Group: Writing prompt writing task. Students are given a writing prompt to write about.</p>	<p>Narrative Book Focus for The Week: The Gruffalo</p> <p>Re-Read the Gruffalo and discuss the setting. What is the setting? Why would the story be set here?</p> <p>Red Group: Working with the teacher - Students develop a setting for their own story.</p> <p>Orange Group: Students identify and draw the setting in The Gruffalo. They write description words to describe the setting.</p> <p>Green Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Purple Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence.</p>

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<p>Week 4</p> <p>Focus: Problem and Solution</p>	<p>Narrative Book Focus for The Week: The day the Crayons quit</p> <p>Introduction: Read The day the Crayons Quit and discuss what the problem is in the story. Once you have established the problem discuss how they solved it.</p> <p>Activities:</p> <p>Red Group: Students listen to Giraffes can't Dance on the iPad and write and draw what the problem and solution was in the story.</p> <p>Orange Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Green Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p> <p>Purple Group: Working with The Teacher – Students create and write the problem and solution for their story.</p>	<p>Narrative Book Focus for The Week: The day the Crayons quit</p> <p>Revisit the introduction.</p> <p>- What is the problem? - How was the problem solved?</p> <p>Activities:</p> <p>Red Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Orange Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p> <p>Green Group: Working with The Teacher – Students create and write the problem and solution for their story.</p> <p>Purple Group: Students listen to Giraffes can't Dance on the iPad and write and draw what the problem and solution was in the story.</p>	<p>Narrative Book Focus for The Week: The day the Crayons quit</p> <p>Revisit the introduction.</p> <p>- What is the problem? - How was the problem solved?</p> <p>Activities:</p> <p>Red Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p> <p>Orange Group: Working with The Teacher – Students create and write the problem and solution for their story.</p> <p>Green Group: Students listen to Giraffes can't Dance on the iPad and write and draw what the problem and solution was in the story.</p> <p>Purple Group: Writing prompt writing task. Students are given a writing prompt to write about.</p>	<p>Narrative Book Focus for The Week: The day the Crayons quit</p> <p>Revisit the introduction.</p> <p>- What is the problem? - How was the problem solved?</p> <p>Activities:</p> <p>Red Group: Working with The Teacher – Students create and write the problem and solution for their story.</p> <p>Orange Group: Students listen to Giraffes can't Dance on the iPad and write and draw what the problem and solution was in the story.</p> <p>Green Group: Writing prompt writing task. Students are given a writing prompt to write about.</p> <p>Purple Group: Students complete a sentence building activity where they have to put words in the correct order to make a sentence. Extension activity - adding description.</p>

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<p>Week 5</p> <p>Focus: Writing our own narratives</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Introduction: Explain to students that for the next couple of weeks students will be writing their own narratives.</p> <p>While students are working with the teacher they will be writing their narrative that they have been planning.</p> <p>When they are working in their group's students will be write their own stories and make books.</p> <p>Red Group: Students complete independent writing (stories, letters etc)</p> <p>Orange Group: Students complete independent writing (stories, letters etc).</p> <p>Green Group: Students complete independent writing (stories, letters etc)</p> <p>Purple Group: Working with the teacher on their planned story.</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Red Group: Students complete independent writing (stories, letters etc)</p> <p>Orange Group: Students complete independent writing (stories, letters etc)</p> <p>Green Group: Working with the teacher on their planned story.</p> <p>Purple Group: Students complete independent writing (stories, letters etc)</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Red Group: Students complete independent writing (stories, letters etc)</p> <p>Orange Group: Working with the teacher on their planned story.</p> <p>Green Group: Students complete independent writing (stories, letters etc)</p> <p>Purple Group: Students complete independent writing (stories, letters etc)</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Red Group: Working with the teacher on their planned story.</p> <p>Orange Group: Students complete independent writing (stories, letters etc)</p> <p>Green Group: Students complete independent writing (stories, letters etc)</p> <p>Purple Group: Students complete independent writing (stories, letters etc)</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>

Week 6	<p>Kindy Transition – Alternative Timetable</p> <p>If it can be done we will continue to write our narratives in this week.</p>			
<p>Week 7</p> <p>Focus: Writing our own narratives</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Introduction: Explain to students that for the next couple of weeks students will be writing their own narratives.</p> <p>While students are working with the teacher they will be writing their narrative that they have been planning.</p> <p>When they are working in their group’s students will be write their own stories and make books.</p> <p>Red Group: Students complete independent writing (stories, letters etc)</p> <p>Orange Group: Students complete independent writing (stories, letters etc).</p> <p>Green Group: Students complete independent writing (stories, letters etc)</p> <p>Purple Group: Working with the teacher on their planned story.</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Red Group: Students complete independent writing (stories, letters etc)</p> <p>Orange Group: Students complete independent writing (stories, letters etc)</p> <p>Green Group: Working with the teacher on their planned story.</p> <p>Purple Group: Students complete independent writing (stories, letters etc)</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Red Group: Students complete independent writing (stories, letters etc)</p> <p>Orange Group: Working with the teacher on their planned story.</p> <p>Green Group: Students complete independent writing (stories, letters etc)</p> <p>Purple Group: Students complete independent writing (stories, letters etc)</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>	<p>Narrative Book Focus for The Week: The Very Hungry Bear.</p> <p>Red Group: Working with the teacher on their planned story.</p> <p>Orange Group: Students complete independent writing (stories, letters etc)</p> <p>Green Group: Students complete independent writing (stories, letters etc)</p> <p>Purple Group: Students complete independent writing (stories, letters etc)</p> <p>Conclusion: Teacher meets with each group before eating time to reflect on their learning and what they achieved.</p>
Week 8 Presentation	<p>Students present their finished stories to their peers in their group.</p> <p>Students peer assess each other’s writing.</p>			

*** During the writing stages in week 5, 6 and 7 differentiate how students record their story to ensure all students are successful.**

Options may include:

- Teacher scribing and students copying
- Students recording their story verbally
 - Sentence starter prompts
 - Templates to help setting out
 - Students acting out their story