

NAPLAN RESULTS FOR DEVON MEADOWS PS

| Year 3 – 2023 (Strong and Exceeding Data) | | | |
|--|-------------------|------------------------|----------------|
| | Our School | Similar Schools | Network |
| Reading | 83% | 64% | 58% |
| Writing | 83% | 72% | 70% |
| Spelling | 61% | 50% | 55% |
| Numeracy | 58% | 61% | 54% |
| Grammar & Punctuation | 51% | 46% | 43% |

| Year 3 – 2022 (Top Two Band Data) | | | |
|--|-------------------|------------------------|----------------|
| | Our School | Similar Schools | Network |
| Reading | 38% | 49% | 58% |
| Writing | 24% | 41% | 51% |
| Spelling | 26% | 39% | 47% |
| Numeracy | 21% | 29% | 23% |
| Grammar & Punctuation | 58% | 45% | 43% |

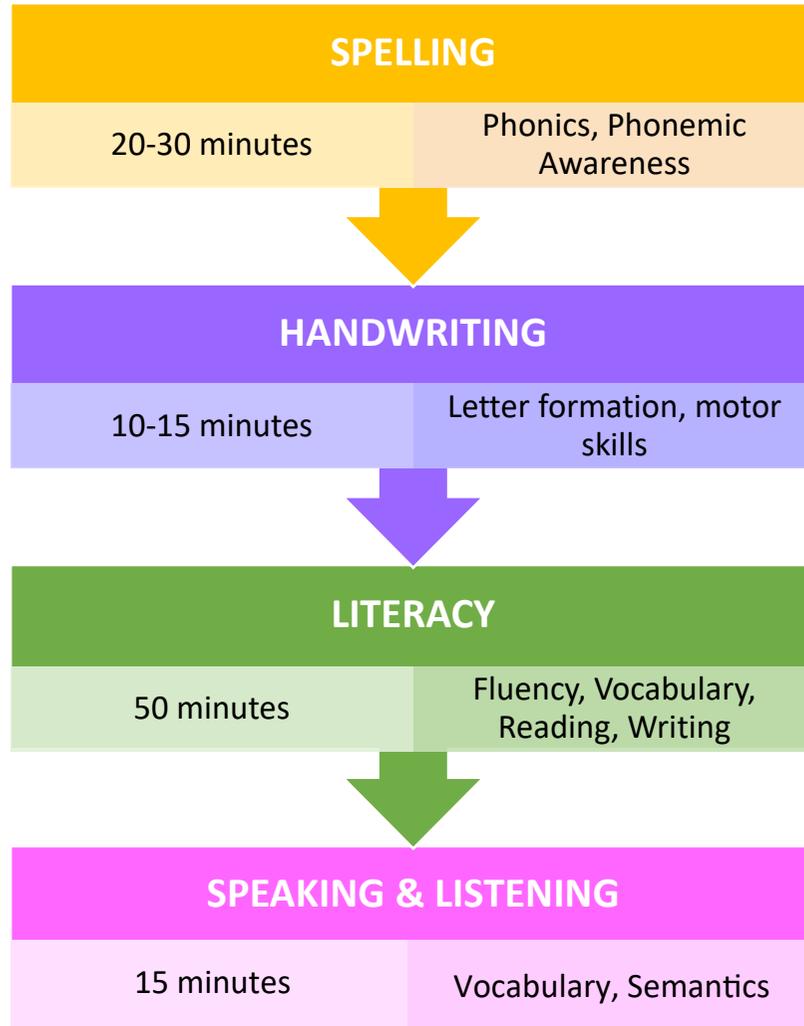
| Year 5 – 2023 (Strong and Exceeding Data) | | | |
|--|-------------------|------------------------|----------------|
| | Our School | Similar Schools | Network |
| Reading | 77% | 73% | 69% |
| Writing | 62% | 66% | 69% |
| Spelling | 67% | 60% | 66% |
| Numeracy | 50% | 56% | 54% |
| Grammar & Punctuation | 31% | 54% | 56% |

| Year 5 – 2022 (Top Two Band Data) | | | |
|--|-------------------|------------------------|----------------|
| | Our School | Similar Schools | Network |
| Reading | 17% | 36% | 28% |
| Writing | 18% | 20% | 21% |
| Spelling | 17% | 26% | 32% |
| Numeracy | 9% | 19% | 15% |
| Grammar & Punctuation | 17% | 22% | 23% |

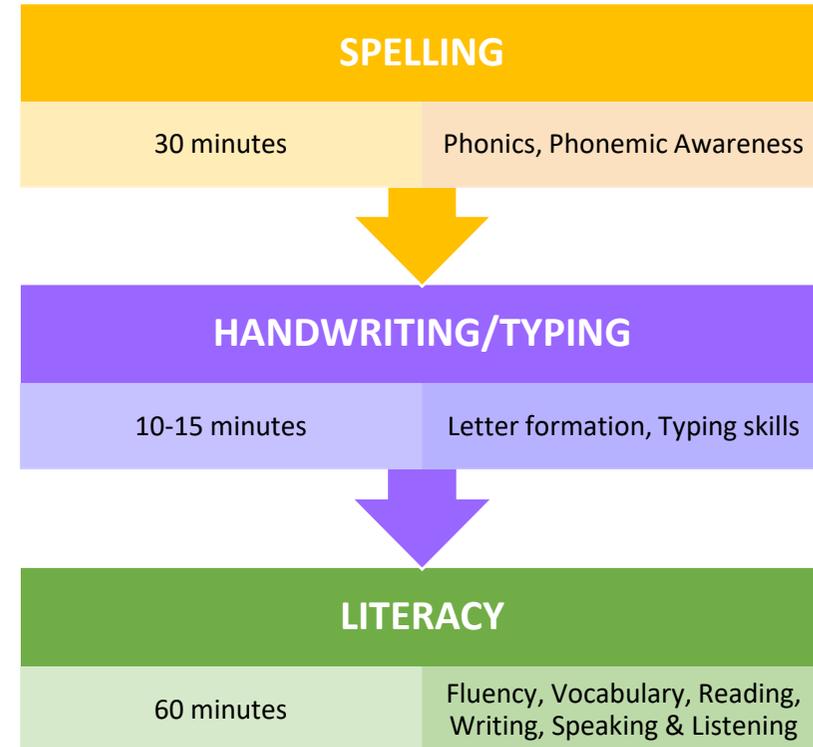
DMPS English Block



Foundation, Grade 1 and Grade 2



Grade 3- Grade 6





ENGLISH INSTRUCTIONAL MODEL

FOUNDATION - SEMESTER 1

| SPELLING | | | LITERACY (Pre Reading skill development) | | | SPEAKING AND LISTENING | | | HANDWRITING/LETTER FORMATION | | | | | |
|---|-------------------------------|---|--|------------|---|--|--|-------------------------------------|-------------------------------------|------------|--------------|--------------|------------|-----------|
| Phonic and phonemic awareness explicit teaching | Vocabulary | Literacy explicit teaching | Guided differentiated work | Reflection | Phonic and phonemic awareness explicit teaching | Speaking and Listening explicit teaching | Literacy explicit teaching | Guided differentiated work | Reflection | 20 minutes | 5-10 minutes | 5-10 minutes | 15 minutes | 5 minutes |
| <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding (reading) Encoding (spelling) High frequency words | Tier 2 vocabulary instruction | <ul style="list-style-type: none"> Learning intention and differentiated success criteria Comprehension, accuracy and fluency strategies Syntax Text structure Question answering and generation Oral retelling, innovating and generation of texts Embedded writing tasks linked to syntax focus | 15 minutes | 5 minutes | <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding (reading) Encoding (spelling) High frequency words | <ul style="list-style-type: none"> speaking in grammatically correct and lengthy sentences vocabulary and semantic development | <ul style="list-style-type: none"> letter and number formation fine and gross motor skill development handwriting fluency | Feedback and reflection on learning | Feedback and reflection on learning | | | | | |



ENGLISH INSTRUCTIONAL MODEL

FOUNDATION (SEMESTER 2) and JUNIOR SCHOOL (1-2)

| SPELLING | HANDWRITING | LITERACY | | | | SPEAKING AND LISTENING |
|--|---|--|--|--|--|--|
| Phonic and phonemic awareness explicit teaching | Handwriting explicit teaching | Reading fluency | Vocabulary | Literacy explicit teaching | Guided differentiated work | Reflection |
| 20-30 minutes <ul style="list-style-type: none"> • phonological awareness • phonic or spelling strategy • regular and irregular high frequency words • morphology • dictation | 15 minutes <ul style="list-style-type: none"> • letter and number formation • fine and gross motor skill development • handwriting fluency | 10 minutes Differentiated paired partner fluency reading Teacher conferencing with students. | 5-10 mins Tier 2 vocabulary instruction | 30 minutes <ul style="list-style-type: none"> • Learning intention and differentiated success criteria • Comprehension, accuracy, and fluency strategies • Syntax • Text structure • Question answering and generation • Oral retelling, innovating and generation of texts • Embedded writing tasks linked to syntax focus | 5 minutes Feedback and reflection on learning | 15 minutes <ul style="list-style-type: none"> • speaking in grammatically correct and lengthy sentences • vocabulary and semantic development |

MIDDLE AND SENIOR SCHOOL (GRADE 3-6)

| LITERACY | | | |
|---|--|--|--|
| SPELLING | HANDWRITING and TYPING | Reading fluency | Vocabulary |
| 30 minutes <ul style="list-style-type: none"> • phonological awareness • phonic or spelling strategy • regular and irregular high frequency words • morphology • dictation | 15 minutes <ul style="list-style-type: none"> • letter and number formation • joined handwriting • touch-typing | 10 minutes Differentiated paired partner fluency reading Teacher conferencing with students. | 5-10 mins Tier 2 vocabulary instruction |
| | | 10 minutes Differentiated success criteria | 40-50 minutes Guided differentiated work |
| | | 15 minutes <ul style="list-style-type: none"> • letter and number formation • joined handwriting • touch-typing | 5 minutes Feedback and reflection on learning |

Example Planner:

| FOUNDATION (Semester 1) Literacy | | | | | |
|-------------------------------------|--|---|---|--|---|
| BLOCK 1 | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Learning Intention | WALT: - build new vocabulary - answer questions about a story - make a text to self-connection | WALT: - build new vocabulary - make a text to self-connection | WALT: - build new vocabulary - identify words that rhyme e.g., rug, mug. | WALT: - build new vocabulary - identify words that rhyme e.g., rug, mug. | WALT: - build new vocabulary - write words that rhyme. |
| Vocabulary (5 minutes) | Introduce mentor text (Giraffes Can't Dance). Use slides to verbally sound out and discuss meaning of new vocab: <i>Slim, buckled, teamed up</i> | Revise vocabulary from the mentor text. Discuss word meanings and putting words into sentences verbally. | Revise vocabulary from the mentor text. Show a selection of pictures and students match the vocabulary words to the pictures. | Revise vocabulary from the mentor text. Discuss word meanings and sound out the words together, counting the number of letters and number of sounds. | Revise vocabulary from the mentor text. Discuss word meanings. Students practise writing the words by copying words onto whiteboards. |
| Mini Lesson (5-10 minutes) | Read the mentor text and model segmenting and blending strategies and Concepts about Print while reading. Discuss the story and the power of 'yet.' | Reread the mentor text and model segmenting and blending strategies and Concepts about Print while reading. Ask students to remind you what 'The power of Yet is.' In a circle, ask students what is something they cannot do Yet e.g. I can not write my name Yet. Read and model how to complete the I can't Yet activity. | Reread the mentor text and model segmenting and blending strategies and Concepts about Print while reading. Discuss what is a rhyming word? What words rhyme in our story? Watch: Exercise, Rhyme and Freeze where students are to move if the words rhyme and freeze if they don't. | Reread the mentor text and model segmenting and blending strategies and Concepts about Print while reading. Watch: Exercise, Rhyme and Freeze where students are to move if the words rhyme and freeze if they don't. Find rhyming words out of the book. Can we think of any other words that rhyme? | Remind students of what a rhyming word is- the rime of a word stays the same but the onset (initial sound) changes. E.g., Cat, mat. Using CVC words (cat, nap, nip, tan, tin, ten) get students to help come up with words that rhyme, explaining that the last sound stays the same and the initial sound changes. Use magnetic letters to show. |
| Differentiated Task (10-15 minutes) | In a circle get a ball of string. Pass the string around to create a web of connections where students identify something they can't do yet. Discuss that even though we can't do it, yet we can work hard on something we will be able to do it one day. | Students complete the I can't Yet activity. Students are to trace the teacher's word of what they can't do yet. Support: Students select from a list of things that they can't do yet Extend: Students sound out and write their words independently | Using the rhyming cards, students place them on the floor facing up. In groups of 4, one student picks up a card and looks at the picture saying it out loud. They then must find the matching rhyming card from their pile. The next person then has a go using the cards that are left. | One student selects an item from the box and shows the grade: pen, hat, book As a class, come up with as many rhyming words for the item as you can. In pairs students play Spin a Pair Rhymes | Students copy the rhyming words from the board into their English books. Support: Teacher focus group Extend: Pick one of the words from the board and write as many rhyming words as possible they can think of to match. |
| Reflection (5 minutes) | Reflect on learning intentions using thumbs up/down | Reflect on learning intentions and complete a gallery walk | Give select students a CVC word and see if they can tell you a word that rhymes | Give select students a CVC word and see if they can tell you a word that rhymes | Use document camera to share students work and reflect on learning intention |

Example Planner:

| FOUNDATION (Semester 2) - Grade 2 LITERACY | | | | | |
|--|--|--|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Fluency (10 minutes) | Reading of this week's dictation passages as a teacher focus group or with a partner | Paired partner fluency reading (Differentiated – each partner reads for 4min then swaps) Teacher conferences | Paired partner fluency reading (Differentiated – each partner reads for 4min then swaps) Teacher conferences | Paired partner fluency reading (Differentiated – each partner reads for 4min then swaps) Teacher conferences | No fluency due to Dictation taking longer than the 30-minute spelling block |
| Learning Intentions | WALT: - write with correct sentence structure. | WALT: - use new vocab words and discussing their meanings. -retell the main parts of a story. -use decoding strategies. | WALT: - use new vocab words and discussing their meanings. - correctly identify the problem in the story. | WALT: - use new vocab words and discussing their meanings. - correctly identify the problem and write it in a correct sentence. - edit our work as a class. | WALT: - use new vocab words and discussing their meanings. - write a problem of our own. |
| Vocabulary (5-10 mins) | Revise sound focus for dictation passage. Students highlight words in the passage and stick into their take home book. | Introduce mentor text (Stuck, By Oliver Jeffers). Use slides to verbally sound out and discuss meaning of new vocab: <i>hurled, unbelievably, definitely, commotion.</i> | Revise vocabulary from mentor text using slides. Students sound out and write vocab words on whiteboards. | Revise Vocabulary from mentor text using slides. Students verbally put the vocab words into their own sentences. | Revise vocabulary from mentor text using slides. Play vocabulary celebrity heads. Students must ask questions to work what word they are. |
| Mini Lesson (10 -15 minutes) | Share what you did on the weekend and get students to turn and talk to discuss their weekends. Model how to write a sentence about something we did on the weekend. Discuss the who? what? where? when? Highlight: Finger spaces, Capital letters, full stops, segmenting and blending words and writing on the solid line. | Read text and discuss the comprehension questions in slides. While reading, model segmenting and blending strategies and cross checking. Discuss the parts to a story: Characters, Setting, Beginning, Problem and Solution After listening to the story determine the different parts of the story. Turn and talk to the person beside you to highlight these parts. | Reread text and discuss the comprehension questions in slides. Discuss what is the problem in the story? As a class, determine what the problem was in the story. Model how to put this into a simple sentence. | Reread text and revise the parts of the story: Characters, Setting, Beginning, Problem and Solution. Explain that a sentence starts with a capital letter and ends with a full stop. Recap what make a good sentence. Write the 2 incomplete sentences on the board. Identify the conjunction because and highlight it is used to tell the reader why. | Reread story if needed. Revise what is the problem in the story. Explain that students are going to create a problem of their own! Brainstorm as a class some problems that could be used in a narrative. |

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|--|--|--|---|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Differentiated Task (15-20 minutes)</p> | <p>Students write a recount about their weekend and then draw a picture.</p> <p>Higher: Write more detail, more sentences and finish with a personal comment.</p> <p>Support: Use prompts: My weekend was..... First..... Then..... lastly.....</p> <p>Extend: Write more detail, more sentences and finish with a personal comment.</p> | <p>Students write a story summary and practice telling it to their partner.</p> <p>Students complete the story summary using template on slide 9.</p> <p>Support: teacher focus group, complete verbally or with pictures first</p> <p>Extend: add adjectives to summary</p> | <p>Students illustrate a picture describing the problem in the story.</p> <p>Students then label or write a sentence about the picture.</p> <p>Support: teacher focus group, draw and support to write sentence for student to copy.</p> <p>Extend: Write more detail about the problem in the story, use a conjunction to extend sentence.</p> | <p>Students complete the sentence starter to highlight the problem from the story.</p> <p>Floyd's kite got stuck in a tree because..... ...</p> <p>Support: use printed sentence starter and only complete ending.</p> <p>Extend: Complete this sentence: Floyd wanted to get his kite out of the tree because.....</p> | <p>Students choose a problem that they might like to use in a story and draw a picture to show the problem. Students then write a sentence about the problem.</p> <p>Support: use printed sentence starter, support to write sentence for student to copy.</p> <p>Extend: Write more detail about the problem in the story, use a conjunction to extend sentence.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reflection (5-10 minutes)</p> | <p>Reflection on learning intention with thumbs up/down. Students share their work with document camera.</p> | <p>Reflection on learning intention. Partner share. Students read work to a partner and give each other 2 stars and 1 wish feedback.</p> | <p>Reflection on learning intention. Gallery walk. Students use traffic light colours to reflect on their own work.</p> | <p>Reflection on learning intention use icy pole stick reflecting prompts to verbally discuss learning.</p> | <p>Reflection on learning intention and show examples of success when students share their work with document camera.</p> |

Example Planner:

| GRADE 3/4 LITERACY | | | | | |
|------------------------------|--|--|--|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Fluency (10 minutes) | Paired partner fluency reading (Differentiated – each partner reads for 4min then swaps) Teacher conferences | Paired partner fluency reading (Differentiated – each partner reads for 4min then swaps) Teacher conferences | Independent sustained reading Teacher Conferences | Independent sustained reading Teacher Conferences | No fluency due to Dictation taking longer than the 30-minute spelling block |
| Learning Intentions | WALT: - use new vocab words and discussing their meanings. - make text connections to our mentor text. | WALT: - use new vocab words and discussing their meanings. - make text-to-self, text-to-text and text-to-world connections to a text of my choice. | WALT: - use new vocab words and discussing their meanings. - identify the nouns, verbs, adjectives and adverbs used in a sentence. - expand a simple sentence by using the parts of speech to guide us and include additional descriptive details. | WALT: - use new vocab words and discussing their meanings. - identify the nouns, verbs, adjectives and adverbs used in a sentence. - expand a simple sentence by using the 5wS (what, when, where, when, why). | WALT: - use new vocab words and discussing their meanings. - write using detailed sentences and interesting vocabulary. |
| Vocabulary (5-10 mins) | Introduce mentor text (Parts, By Tedd Arnold). Use slides to verbally sound out and discuss meaning of new vocab: <i>appalled, wondered, groan, wiggle, horrified, sprout.</i> | Revise vocabulary from mentor text (Parts, By Tedd Arnold) using slides. Students sound out and write vocab words on whiteboards. | Revise vocabulary from mentor text (Parts, By Tedd Arnold) using slides. Students think/pair/share to put words into their own sentences. | Revise vocabulary from mentor text (Parts, By Tedd Arnold) using slides. Students play Roll a Word game using vocab words, verbally producing sentences, antonyms and synonyms. | Revise vocabulary from mentor text (Parts, By Tedd Arnold) using slides. Play Vocab Who am I? as a class. Students give clues about the meaning of a word and the class must guess the word. |
| Mini Lesson (10 -15 minutes) | Read text and discuss the comprehension questions in slides. Ask students why we brush / cut our hair regularly? Students to recognise that we must care for and maintain our hair, so it does not get knotty and unmanageable. | Reread the text and use slides to discuss examples of Text-to-Self, Text-to-Text and Text-to-World from the book. Text connections quiz- Go through the statements on the slides and allow students to think/pair/ share their answers. | Introduce Parts of Speech from slide examples and by watching the video. Students create their own sentences on whiteboards to share with a partner to identify the parts of speech (nouns, verbs, adjectives and adverbs) they have included. As a class, students answer quiz questions by identifying what type of speech is highlights in each example sentence. | Revise Parts of Speech (nouns, verbs, adjectives and adverbs) from slides, then play Find the Imposter Game (Parts of Speech) as a class. Model using the 5ws (Who, what, Where, When, Why) to expand a simple sentence from slides. | Ask students to pretend that they are in this story and are experiencing what the Boy from Parts is. Discuss and brainstorm ideas on the board with students; What would you be thinking and feeling? |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Differentiated Task (20-30 minutes)</p> | <p>Brainstorm some other tasks that we do regularly to maintain and care for our bodies. (Brush teeth, clip nails, blow nose, peeling skin). Students will explore and record Text-to-Self, Text-To-Text and Text-to-World connections with our mentor text, using a template to guide their thinking.</p> <p>Support: small focus group to complete template together.</p> <p>Extend: Students can use Kids news website to explore things that are happening in the real world to deepen their text to world connections.</p> | <p>Students complete sustained reading with their own text and then use this text to record their own connections. Students will use template to guide their Text-to-Text, Text-to-Self and Text-to-World connections.</p> <p>Support: Read decodable books and focus on Text-to-Self connections only</p> <p>Extend: Students can use Kids news website to explore things that are happening in the real world to deepen their text to world connections.</p> | <p>As a class, students complete the "Dress up a Sentence" activity first and then students complete their own Dress Up a Sentence using template.</p> <p>Support: Have a focus group on the floor to assist with identifying the parts of speech and using these to expand their sentence.</p> <p>Extend: Students can extend multiple different sentences or find multiple ways to expand the same simple sentence in new ways.</p> | <p>Students select a Simple Sentence Card and complete the 5ws Expanding Sentence Template. Then students write their expanded sentence in full.</p> <p>Support: Have a focus group on the floor to assist with identifying the parts of speech and using these to expand their sentence.</p> <p>Extend: Students can extend multiple different sentences or find multiple ways to expand the same simple sentence in new ways.</p> | <p>Students write a diary entry to explain how they are feeling and what is happening to them. Prompt students to include detailed, expanded sentences and to use the vocabulary we have learnt this week.</p> <p>Support: provide a copied page from the book to help them</p> <p>Extend: use a thesaurus to expand vocabulary further</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reflection (5-10 minutes)</p> | <p>Reflection on learning intention with thumbs up/thumbs down. Students share their text connections with this week's mentor text.</p> | <p>Reflection on learning intention. Choose students to share their responses using random sticks and reflecting prompts.</p> | <p>Share expanded sentences using document camera. Reflect on learning intention and play Pacman snake game to test knowledge of parts of a sentence.</p> | <p>Partner share. Students read work to a partner and give each other 2 stars and 1 wish feedback reflecting on learning intention.</p> | <p>Reflection on learning intention and students use traffic light colours to self reflect on work then do a gallery walk.</p> |

Example Planner:

| 5/6 Literacy | | | | | |
|-----------------------------|--|--|---|--|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Fluency (10 minutes) | Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) Teacher conferences | Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) Teacher conferences | Independent sustained reading Teacher Conferences | Independent sustained reading Teacher Conferences | No fluency due to Dictation taking longer than the 30 minute spelling block |
| Learning Intention | WALT: - build new vocabulary - answer questions about a story - write about the author's message | WALT: - revise the new words to build our vocab -define an adverbial phrase -find the adverbials in sentences - add adverbials to sentences | WALT: - revise the new words to build our vocab - define a command sentence - create command sentences - compare procedural and narrative genres - write a text combining procedural and narrative genres | WALT: - revise the new words to build our vocab -write a text combining procedural and narrative genres | WALT: - revise the new words to build our vocab - write a text combining procedural and narrative genres - revise and edit to improve our writing - publish a writing piece |
| Vocabulary (5-10 mins) | Introduce mentor text (How to make a bird). Use slides to verbally sound out and discuss meaning of new vocab: <i>brittle, cast, keen, signature</i> | Revise vocabulary from mentor text (How to make a bird). using slides. Students sound out and write vocab words on whiteboards in their own sentences. | Revise vocabulary from mentor text (How to make a bird). using slides. Students play Roll a Word game using vocab words, verbally producing sentences, antonyms and synonyms. | Revise vocabulary from mentor text (How to make a bird). using slides. Students explore the etymology of the vocabulary words using online etymology dictionary. | Revise vocabulary from mentor text (How to make a bird). using slides. Students play Vocabulary Celebrity heads. Students must ask yes/no questions to determine which vocab word they are. |
| Mini Lesson (10-15 minutes) | Read text and model expression and phrasing. Discuss the comprehension questions in slides. Discuss: What do you think is the author's message? Brainstorm ideas on the board. | Reread text and model expression and phrasing. Use slide examples to teach verbs, adverbs and adverbial phrases. Complete the <i>What is an adverbial phrase?</i> quiz as a class. | Show slides and explore the 4 types of sentences. Explain commands and verbally complete is it a command questions on slide 44. Students turn and talk and create commands using the vocab words. Compare procedural and narrative features of the text using examples in slides. | Revise the 4 types of sentences and focus on commands. Play Simon says game to practice command sentences. Explore the descriptive language used in the text and verbally complete the <i>Match the synonyms</i> task but matching words found within the text with synonyms and producing another. | Use examples of student writing from yesterday to model how to improve work (revising and editing) e.g. sentence fragments and run-ons, comma splice, missing punctuation. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Differentiated Task (20-30 minutes)</p> | <p>Students write a response to the question using the write-discuss-write process: <i>What do you think is the author's message?</i></p> <p>Write: Write your ideas in full sentences. Discuss: Selected students share their ideas. Write: Use others' ideas – write it better!</p> <p>Support: teacher focus group, shared writing of a sentence for student to copy Extend: use an appositive</p> | <p>Students add adverbs to the 3 sentences: Take your time because ... Give your bird hollow bones for... Open the window to...</p> <p>Then students draw their own bird and label the parts using nouns and adverbs.</p> <p>Support: provide a list of adverbs to choose from Extend: use a thesaurus to improve vocabulary in the sentence</p> | <p>Students choose another animal to write about. Plan the steps together, with all students using The Writing Revolution, Single Paragraph Outline planner.</p> <p>Support: teacher focus group, shared creation on the same animal, use sentence starters for each part of the SPO e.g. Firstly, Secondly Extend: get feedback from a peer and then revise to improve</p> | <p>Students use their SPO planner to write out their draft including the following:</p> <p>Write a text for how to make a _____ Your text should mix procedural and narrative genres Include command sentences and statement sentences Use time connectives (first, next, then, last/finally) Use lots of description (adjectives and adverbs)</p> <p>Support: teacher focus group, shared creation on the same animal, use sentence starters for each part of the SPO e.g. Firstly, Secondly Extend: get feedback from a peer and then revise to improve</p> | <p>Students discuss writing from yesterday with a different partner to get more feedback. Students then revise and edit their writing piece before publishing.</p> <p>Support: small group or one-on-one feedback and support to improve PON errors. Extend: Publish writing with detailed diagrams</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reflection (5-10 minutes)</p> | <p>Reflect on learning intentions with thumbs up/thumbs down.</p> | <p>Students reflect on learning intention using traffic light colours to show their self-assessment and then students complete a gallery walk.</p> | <p>Reflect on learning intentions when sharing work with document camera.</p> | <p>Partner share. Students read work to a partner and give each other 2 stars and 1 wish feedback reflecting on learning intention.</p> | <p>Students reflect on learning intentions and set a goal to improve on in their writing.</p> |

Foundation- English Scope and Sequence

Victorian Curriculum: Foundation

English Scope and Sequences documents: <https://victoriancurriculum.vcaa.vic.edu.au/english/english/introduction/scope-and-sequence>

Literacy Learning Progressions documents: [Literacy Learning Progressions \(vcaa.vic.edu.au\)](https://victoriancurriculum.vcaa.vic.edu.au/literacy/literacy-learning-progressions)

Reading and Viewing Achievement Standard-

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 Achievement Standard-

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 Achievement Standard-

Students listen to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. 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, letter patterns and sounds in words.

| FOUNDATION | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| Spelling Phonological Awareness | <ul style="list-style-type: none"> · join in rhymes and chants and songs · repeat sounds, words, sayings, poems · complete familiar phrases in texts including chants, songs and poems | <ul style="list-style-type: none"> · segment a short spoken sentence of three to five words into separate spoken words · orally blend and segment words with two and three syllables hopp-ing, fam-i-ly · blend onset/rime to say a word (m/um = mum, h/at =hat, sh/op = shop) · provide a word when given a starting phoneme (p, picture) · consistently say the first phoneme of a spoken word (good, g) | <ul style="list-style-type: none"> · orally blend two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p) · orally segment words of two or three phonemes into separate phonemes (c-a-t, s-u-n, k-i-ck) · identify the number of phonemes that make up a spoken one-syllable word comprised of less than four phonemes | <ul style="list-style-type: none"> · orally blend four phonemes together to make a one-syllable spoken word (s-t-o-p, stop) · orally segment spoken words comprised of four phonemes into separate phonemes (fresh, f-r-e-sh) · identify the number of phonemes that make up a given word · identify the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes |

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| | | <ul style="list-style-type: none"> · listen and indicate words that end the same (rhyme) from a choice of up to four one-syllable words (sing, thing, wing, dog) · listen to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme | | |
| Spelling Phonics | Follow PLD SSP teaching sequence Pre Reading and Writing skills and Pre CVC | Follow PLD SSP teaching sequence Stage 1 Target 1 | Follow PLD SSP teaching sequence Stage 1 Target 2 | Follow PLD SSP teaching sequence Stage 1 Target 2 and early Target 3 (sh, ch, th/th) |
| Spelling Irregular High Frequency Words | N/A | <p>Follow PLD Irregular High Frequency word sequence, explicitly teaching irregular 'heart' word patterns.</p> <p>Teach: I a is, his, as, has of, for was, the</p> | <p>Follow PLD Irregular High Frequency word sequence, explicitly teaching irregular 'heart' word patterns.</p> <p>Revise: his, as, has of, for was, the</p> <p>Teach: me be we he she, to do who into, are you</p> | <p>Follow PLD Irregular High Frequency word sequence, explicitly teaching irregular 'heart' word patterns.</p> <p>Revise: me be we he she, to do who into, are you</p> |
| Oral Language | <ul style="list-style-type: none"> · Object description Daily (5-10 minute) sessions where students describe an object based upon semantic categories. For example: reptiles (in weeks 1 and 2), occupations (in weeks 3 and 4), transport (in weeks 5 and 6), insects in week 7 and 8). · Speak in short phrases or simple sentences about familiar objects, people or events | <ul style="list-style-type: none"> · Event based news/recounts Daily (5-10 minute) sessions where students recount or explain of an event. It is recommended that the event relates to something that occurred within the school day or summarises the curriculum learning that has occurred within a lesson. · Retell personal events and experiences to peers and known adults | <ul style="list-style-type: none"> · Activity retells Daily (5-10 minute) sessions where students retell an activity. Utilise an activity from the class week or another subject (e.g. Designing rockets in science or in art when studying an artist and applying the style to a piece of art). · Retell personal events and experiences to peers and known adults | <ul style="list-style-type: none"> · Narrative retells Daily (5-10 minute) sessions where students retell a familiar narrative. Focus on a picture book each week and the book needs to be read multiple times. Gradually increase the narrative elements that are retold throughout the term (i.e. The beginning, problem and characters thoughts and feelings only). |

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| | <ul style="list-style-type: none"> · Express feelings and needs (I'm thirsty) · Make simple requests · Indicate a preference when offered a choice (selects a fruit from a bowl) · Use simple, appropriate personal greetings | <ul style="list-style-type: none"> · Use appropriate or mainly appropriate word order · Use appropriate volume for small audiences · Use rehearsed phrases to introduce themselves (good morning, my name is ...) | <ul style="list-style-type: none"> · Use appropriate or mainly appropriate word order · Use appropriate volume for small audiences · Use rehearsed phrases to introduce themselves (good morning, my name is ...) | <ul style="list-style-type: none"> · Share feelings and thoughts (about the events and characters in text) · Retell key details or points from a text viewed or heard · Use appropriate or mainly appropriate word order · Use appropriate volume for small audiences · Use rehearsed phrases to introduce themselves (good morning, my name is ...) · Modify familiar texts |
| <p>Reading Accuracy and Fluency (Related CAFÉ strategies are in BOLD)</p> | <ul style="list-style-type: none"> · Recognise symbols and words in texts (recognises own name) · Show awareness of correct orientation of text (the book is the right way up) | <ul style="list-style-type: none"> · Locate the front and back of a book and turns pages correctly · Locate the starting point for reading on a page or screen · Track text left to right and use return sweep · Consistently read left page before right page · Distinguish features of the text (images, words, numbers) · Read aloud decodable texts word by word, with emphasis on one-to-one matching (Puppy Pointer Finger) using the following strategies: <ul style="list-style-type: none"> - look at initial sounds (Lips the Fish) - segment and blend words (Stretchy Snake) | <p>Select from the following to teach to students point of need;</p> <ul style="list-style-type: none"> · Read aloud decodable texts word by word, with emphasis on one-to-one matching (Puppy Pointer Finger) using the following strategies: <ul style="list-style-type: none"> - look at initial sounds (Lips the Fish) - segment and blend words (Stretchy Snake) - check words make sense (Cross the Crab) - manipulate vowel sounds (Flippy the Dolphin) · Read using sentence boundary punctuation (Mark the Shark) · Use touch or click features to navigate a text (clicks arrow to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts) | |
| <p>Reading Comprehension</p> | <ul style="list-style-type: none"> · Demonstrate interest in texts · Recognise illustrations in texts | <ul style="list-style-type: none"> · Listen actively to a range of texts read by others · Repeat fragments of text | <p>Select from the following to teach to students point of need;</p> <ul style="list-style-type: none"> · Read and view simple texts with adult support | <p>Select from the following to teach to students point of need;</p> <ul style="list-style-type: none"> · Read and view simple texts with adult support |

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| | <ul style="list-style-type: none"> · Recognise some icons or symbols from the environment (familiar logos) · Listen to texts read by an adult · Engage in group discussion about a text · Make predictions (use the cover of a book or screen image to predict the content) (Jack the giraffe) · Talk about images and/or some printed words in a text Answer and pose mainly literal questions about the text | <ul style="list-style-type: none"> · Invent a spoken text based on images · Engage in group discussion about a text · Make predictions (use the cover of a book or screen image to predict the content) (Jack the giraffe) · Talk about images and/or some printed words in a text · Answer and pose mainly literal questions about the text (Questioning Koala) · Retell a familiar story (Jabber the Parrot) · Make connections between texts and personal experiences (Spinner the Spider) | <ul style="list-style-type: none"> · Engage in group discussion about a text · Make predictions (use the cover of a book or screen image to predict the content) (Jack the giraffe) · Talk about images and/or some printed words in a text · Answer and pose mainly literal questions about the text (Questioning Koala) · Retell a familiar story (Jabber the Parrot) · Make connections between texts and personal experiences (Spinner the Spider) · Identify some differences between imaginative and informative texts (Coco the Cat) · Visualise what is happening in a text (Mindy the Mouse) | <ul style="list-style-type: none"> · Demonstrate understanding of a range of texts read by adults Make predictions (uses the cover of a book or screen image to predict the content) (Jack the Giraffe) · Make relevant comments or ask relevant questions to demonstrate understanding of the text (Questioning Koala) · Retell a familiar story (Jabber the Parrot) · Make connections between texts and personal experiences (Spinner the Spider) · Pause or appeal for support when meaning is disrupted (Moe the Moose) · Visualise what is happening in a text (Mindy the Mouse) · Make inferences about a character's feelings (Iggy the Iguana) |
| Handwriting | <ul style="list-style-type: none"> · Produce simple handwriting movements · Experiments with pencils, writing implements or devices | <ul style="list-style-type: none"> · Write some letters which resemble standard letter formations · Follow clear demonstrations of how to construct each letter (for example where to start, which direction to write) | <ul style="list-style-type: none"> · Write lower-case letters and combine these into words · Write some upper-case letters | <ul style="list-style-type: none"> · Use pencils or writing implements appropriately · Use correct chair and desk posture · Use correct paper positioning · Use finger spacing · Write most letters accurately · Write simple CVC and HFW correctly |
| Vocabulary | <ul style="list-style-type: none"> · Use a small range of familiar words | <ul style="list-style-type: none"> · Discuss words used in the environment (signs, labels, titles, captions) | <ul style="list-style-type: none"> · Use simple connectives to join ideas (and then) | <ul style="list-style-type: none"> · Include learnt vocabulary in own texts |

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| | <ul style="list-style-type: none"> Name common items from pictures or the environment Use tier 2 and tier 3 words selected from mentor texts | <ul style="list-style-type: none"> Search for and copy words of personal significance found in written texts Use tier 2 and tier 3 words selected from mentor texts | <ul style="list-style-type: none"> Use simple adjectives to describe (red, big) Use a small range of opinion adjectives (nice, good) Ask questions to find out meaning of unfamiliar words Know and use words in discussions that have been encountered in simple texts Use tier 2 and tier 3 words selected from mentor texts | <ul style="list-style-type: none"> Ask for help with less familiar words Use simple language to compare and contrast (smaller, more) Use common time and causal connectives to relate ideas (then, because) Ask questions to find out meaning of unfamiliar words Know and use words in discussions that have been encountered in simple texts Use tier 2 and tier 3 words selected from mentor texts |
| Writing Grammar | <ul style="list-style-type: none"> Identify and define nouns (names of people, places and things) (oral) Identify and define verbs (doing words) (oral) Identify and define adjectives. Match them to common nouns (e.g. Sharp knife, fast car) | | | |
| Writing Punctuation | <ul style="list-style-type: none"> Identify capital letters Identify full stops | <ul style="list-style-type: none"> Identify capital letters Identify full stops | <ul style="list-style-type: none"> Write basic sentence boundary punctuation (capital letter at beginning, full stop at end) Write capital letters for some proper nouns | <ul style="list-style-type: none"> Write basic sentence boundary punctuation (capital letter at beginning, full stop at end) Write capital letters for some proper nouns |
| Writing Sentence Knowledge (Numbers indicate progression of skills) | <ol style="list-style-type: none"> Describe the concept of a sentence: a complete thought that makes sense (oral) Generate simple sentences (who + what doing) from a picture. E.g. The dog walked/ is walking. (oral) Expand simple sentences (where?) E.g. The dog walked to the tree. (oral) Expand simple sentences (when?) E.g. In the morning, Edward went for a walk. (oral) | <ol style="list-style-type: none"> Construct simple sentences (who + what doing) E.g. The dog is sleeping. Expand simple sentences (where?) E.g. The dog is sleeping. --> The dog is sleeping on the mat. Expand simple sentences (when? where?) E.g. We walked. --> In the morning we walked to the park. Expand simple sentences with an adjective (to describe the subject or object in the sentence). E.g. the large dog jumped on the bed. | <ol style="list-style-type: none"> Expand simple sentences (when? who/what? where?). E.g. They played. --> In the morning, the kids played in the park. Complete a sentence stem ending with the subordinating conjunction <i>because</i> (to form a complex sentence) Complete sentences when provided with <i>but, because</i> sentence stems (compound and complex sentences) Identify sentence types: statements, questions | <ol style="list-style-type: none"> Identify fragments vs. sentences Convert fragments to sentences Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after). E.g. After we clean our teeth, ... Complete sentences when provided with a sentence stem containing a subordinate conjunction (if, when). E.g. When the turtle crossed the finished line... |

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| <p>Writing Genre (Creating texts)</p> | <ul style="list-style-type: none"> · Convey messages through actions or talk · Share information in different ways (uses illustrations, icons and images; innovates on familiar texts through play) · Intentionally create letter-like shapes or strings, experimenting with forms and shapes (horizontal and vertical lines, and/or circular shapes) · Draw pictures and shapes | <ul style="list-style-type: none"> · Articulate or draw ideas for writing · Use speech to dictate a written text · Differentiate between drawing and writing · Talk about why people write · ‘read’ back own play writing, but with varying meanings · Compose emergent texts for specific purposes (greetings on a birthday card, labels) · Identify symbols/letters written or drawn with prompting | <ul style="list-style-type: none"> · Express an idea drawing on familiar experiences and topics using attempted words and pictures · Experiment with familiar texts to achieve intentional purposes (birthday card or list). · Write from left to right and top to bottom · Write letters to represent words · Participate in shared editing of own texts for meaning, spelling, capital letters and full stops · Construct texts using software including word processing programs | <ul style="list-style-type: none"> · Talk about the purpose and audience of familiar imaginative and informative texts · Write one or more ideas which are not necessarily related, using sentence fragments (labels a drawing) · Write texts in different forms (lists, story) · Combine visuals with written text where appropriate · Read back own writing, talking about own text and describing details · Include noun-verb agreement in sentence fragments · Write from left to right using spaces between attempted words · Use basic noun groups (my house) · Participate in shared editing of own texts for meaning, spelling, capital letters and full stops · Construct texts using software including word processing programs |
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