Falls Road Primary

Independent Public School

2015 Whole School

K – 6 English Plan

Rationale: To improve the outcomes of students by adopting agreed whole school approaches to the teaching and learning of English.

Research demonstrates that an agreed whole school approach to literacy improves outcomes of students. This plan is the 'glue' that provides both cohesiveness and connectiveness for students and teachers.

Our Beliefs and Understandings

Students learn best when:

- They are working cooperatively
- They are read to and read everyday
- They write and view modelled writing daily
- They are exposed to a print rich environment
- The principles of learning and teaching are embraced
- They feel safe and are in a risk taking environment
- Reading and writing is meaningful and connected to real life situations
- They are explicitly taught all aspects of language including processes and strategies
- They are exposed to hearing appropriate language
- Their work is valued and displayed
- They are given appropriate teaching and learning adjustments
- They set meaningful goals
- They reflect on their learning
- They are involved in lessons which meet their individual needs and phase of development

Students at Educational Risk (SAER/TAGS & ESL)

- Students at Educational Risk need to be identified as early as possible in Kindergarten by the teacher and using the Speech Pathology Screening
- Students at Educational Risk in PP – 6 need to be identified as early as possible and placed on an IEP.
- Parents need to be informed and involved in planning as early as possible.
- The targets need to be very specific and measurable. If limited progress is noted, the Deputy Principal needs to be involved in further intervention planning.
- SAER students to be reviewed each Semester.

Whole School approach to Writing

- Modelled writing – Teachers model writing to students presenting a wide range of writing forms over the course of the year.

- Forms of writing must be explicitly taught as per scope and sequence.
  (Appendix C)

- Purpose and audience for writing must be explicitly taught by students asking:

  a. **Why am I writing this text?**
  b. **Who am I writing for?**
  c. **What do I already know?**
  d. **What kind of language do I need to use?**

- Content and form of writing must be explicitly taught by asking:

  a. **What do I want to tell the audience?**
  b. **What ideas do I need to include?**
  c. **What is the best way of getting my message across (form of writing)**
  d. **How will I organise my ideas?**

Note: Encouraging students to ask these questions helps to develop the foundation of critical literacy. (see First Steps Writing Map of development)

- Year 1-6 students to be involved in the Publishing cycle at least once per semester **(Appendix D)**

- Punctuation to be explicitly taught as per scope and sequence
  (Appendix E)

- Word study to be explicitly taught as per scope and sequence
  (Appendix F)

- Grammar/conventions to be explicitly taught as per scope and sequence
  (Appendix G)

- Teachers or peer editors to use common editing codes **(Appendix H)**

1. Audience

Skill focus: The writer's capacity to orient, engage and persuade the reader.

Year Level PP	1	2	3	4	5	6	Descriptor	Additional Information	NAPLAN Score
							• symbols or drawings which have the intention of conveying meaning		0
							• response to audience needs is limited • text contains simple written content	• text is very short OR • a longer text (more than one sentence) where meaning *is* difficult to access OR copied stimulus material, including prompt topic	1
							• shows basic awareness of audience expectations through attempting to orient the reader • provides some information to support reader understanding	• text may be short but is easily read • reader may need to fill gaps in information • simple titles • formulaic story opening eg. Long, long ago … • description of people or places	2
							• orients the reader - an internally consistent persuasive text that attempts to support the reader by developing a shared understanding of context	• contains sufficient information for the reader to follow the text fairly easily	3
							• supports reader understanding; and • begins to engage and persuade reader through language choices	• writer's choices may - create an appropriate relationship with reader (e.g. polite, formal, social distance, personal connection) - reveal values and attitudes - persuade through control of tenor - appeal to reason, emotions and/ or cultural values - subvert expectations (challenge readers' values) acknowledge wider audience - encourage reflection - display irony	4
							• supports, engages and persuades the reader through deliberate language choices and persuasive techniques		5
							• controls writer/ reader relationship - establishes strong, credible voice - crafts writing to influence reader by precise and sustained language choices and persuasive techniques - takes readers' values and expectations into account		6

2. Text Structure

Skill focus: The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.

Year Level PP	1	2	3	4	5	6	Descriptor	Additional Information	NAPLAN Score
							• no evidence of any structural components of a persuasive text	• symbols or drawings • inappropriate genre	0
							• minimal evidence of persuasive or narrative structure - structural components not clearly identifiable **OR** - one component only, e.g. an introduction or body, beginning etc…	• text may be - a statement such as an opinion and/or reason (may be followed by recount or description) - a list of statements or beliefs	1
							• text contains two clearly identifiable structural components OR • all components are present but weak	• introduction or conclusion are clearly differentiated from the body • often presents as a more developed body with underdeveloped introduction and conclusion	2
							• text contains an introduction, a body and conclusion OR • detailed longer text with two developed components and one weaker component	• structural components are developed body is developed with reasons and supporting evidence	3
							• coherent, controlled and complete argument • all components are well developed - introduction with clear position statement; AND - body with reasons and detailed supporting evidence; AND - conclusion that reinforces the writer's position	• conclusion may reflect on issues raised and/or recommend action	4

3. Ideas

Skill focus: The selection, relevance and elaboration of ideas for a persuasive argument.

Year Level PP 1 2 3 4 5 6	Descriptor	Additional Information	NAPLAN Score
	• no evidence or insufficient evidence	• symbols or drawings	0
	• Text contains one idea **OR** • ideas appear unrelated to each other **OR** • ideas are unrelated to topic on prompt		1
	• one idea with simple elaboration **OR** • ideas are few and related but not elaborated **OR** • many simple ideas that are related but not elaborated		2
	• ideas are supported with some elaboration **OR** • many unelaborated ideas that relate plausibly to argument (four or more) **OR** • one idea with more developed elaboration	• may also contain ineffective or unrelated ideas • may be assertions/opinions	3
	• ideas are elaborated and contribute effectively to the writer's position		4
	• ideas are generated, selected and crafted to be highly persuasive	• ideas may include - benefits to the whole group (more than just personal) - reflection on the wider world/ universal issues • ideas may be elaborated by, e.g. - a range of issues both for and against the stated position - a refutation of other positions or opinions - explaining cause and effect	5

4. Persuasive Devices

Skill focus: The use of a range of persuasive devices to enhance the writer's position and persuade the reader.

Year Level PP 1 2 3 4 5 6	Descriptor	Additional Information	NAPLAN Score
	• no evidence or insufficient evidence	• symbols or drawings • writes in wrong genre • copies topic only	0
	• uses a statement or statements of personal opinion **OR** • uses one or two instances of persuasive devices (may be same type)	• opinion may appear confused or contradictory • uses only simple devices *(I think ... very, very)* • *I reckon ... should ... because* forms one instance of a persuasive device	1
	• uses three or more instances of persuasive devices that support the writer's position (at least two types)	• may have more devices than required but these are ineffective	2
	• uses some devices that persuade • use is effective but not sustained (may also include some ineffective use)	• there are many devices that can be used to persuade a reader - effective devices are appropriate to the style of argument and may appeal to one or more of the reader's reason, values or emotions	3
	• sustained and effective use of persuasive devices		4

NOTES: About a page of writing is needed to consider sustained use.

5. Vocabulary

Skill focus: The range and precision of contextually appropriate language choices.

Year Level PP	1	2	3	4	5	6	Descriptor	Additional Information	NAPLAN Score
							• symbols or drawings		0
							• very short script	• few content words	1
							• mostly simple words • may include two or three precise words or word groups	• **single nouns** - *water, award, house, reason, news, people, world* • **simple noun groups** *a very helpful man, a tin cage, television programs* • **single verbs** - *like, run, look need, think, played* • **simple verb groups** *did it the proper way, looked around the room,* • **adjectives and adverbs** - *cold, always, really, very, friendly, rich* • **simple comparisons** - *as much as she can, the best teacher I ever had, one of the fastest*	2
							• four or more precise words or word groups	• **single precise words** - *citizen, urge, budget, consider, solution, protect, supportive, research* • **modal adjectives and adverbs** - *ultimate, certain, extreme, possibly, definitely, rarely* • **precise word groups** - *duty of care, quick-minded person, a positive impact on society* • **modal groups** - *it would seem that, it is unlikely that* • **technical** - *habitat, life expectancy, politician, global warming, financial crisis* • **nominalisations** - *probability, likelihood, shortsightedness* • figurative language, e.g. alliteration, metaphor, simile, personification	3
							• sustained and consistent use of precise words and word groups that enhance the meaning (may be some inappropriate or inaccurate word choices)		4
							• a range of precise and effective words and word groups is used in a fluent and articulate manner ***language choice is well matched to style of argument***		5

NOTES:

- Words are generally classified into two classes:
  - Content words (or lexical items) describe objects and concepts. This class of words consists of nouns, verbs, adverbs, adjectives, noun groups, phrasal verbs and verb groups.
  - Grammatical word classes (or structural words) consist of prepositions, articles, conjunctions, pronouns and interjections.
- About a page of writing is needed to consider sustained use.

6. Cohesion

Skill focus: The selection, relevance and elaboration of ideas for a persuasive argument.

Year Level PP 1 2 3 4 5 6	Descriptor	Additional Information	NAPLAN Score
	• symbols or drawings		0
	• links are missing or incorrect • short script ***often confusing for the reader***		1
	• some correct links between sentences (do not penalise for poor punctuation) • most referring words are accurate **OR** • longer text with cohesion controlled only in parts ***reader may occasionally need to re-read and provide their own links to clarify meaning***	• May use - simple word associations *motorbike rider/stunts, bandaid! stick* small selection of simple connectives and conjunctions *and, if, so, when, because, not only ... but also, then, but, or*	2
	• controlled use of cohesive devices supports reader understanding • *meaning is clear on first reading and text flows well in a sustained piece of writing*	• May use - word associations - e.g. synonyms *safe haven/habitat/sanctuary/enclosure, black market/mistreatment/unethical* - other connectives *however, although, therefore, additionally, instead, even though, finally, in saying this* • there may be occasional lapses in referring words that track plural nouns, *e.g. animals ... it*	3
	• a range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships ***an extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text***	• consistent use of cohesive devices, e.g. referring words, ellipsis, text connectives, substitutions and word associations that enhance meaning	4

NOTES: About a page of writing is needed to consider sustained use.

7. Paragraphing

Skill focus: The segmenting of text into paragraphs that assists the reader to follow the line of argument

Year Level PP 1 2 3 4 5 6	Descriptor	Additional Information	NAPLAN Score
	• no correct use of paragraphing	• script may be a block of text • may be random breaks • may be a new line for every sentence (where break is not used to separate ideas)	0
	• writing is organised into paragraphs that are mainly focused on one idea or set of like ideas to assist the reader to digest chunks of text ***contains at least one correct paragraph break***	• ideas are separated (paragraphs may contain some unrelated ideas) • paragraphs may be used to separate the body from the introduction and/or conclusion (two or three paragraphs)	1
	• all paragraphs are focused on one idea or set of like ideas - at least one paragraph is logically constructed and contains a topic sentence and supporting detail ***paragraphs are mostly correct***	• not all topic sentences are successful • body needs at least two paragraphs • may use an extended one-sentence paragraph that contains an elaborated idea	2
	• paragraphing supports argument ***paragraphs are ordered and cumulatively build argument across text***	• paragraphs are deliberately structured to pace and direct the reader's attention • single sentence may be used as a final ·, comment for emphasis	3

NOTES: For the purposes of the task, intended paragraphs can be indicated by any of the following conventions:

- indentation of a new line
- space between blocks of text
- student annotations, e.g. P for paragraph or NP for new paragraph, tram lines, square brackets, asterisk
- available space on previous line left unused, followed by new line for paragraph beginning.

8. Sentence Structure

Skill focus: The selection, relevance and elaboration of ideas for a persuasive argument.

Year Level (PP 1 2 3 4 5 6)	Descriptor	Additional Information	NAPLAN Score
	• no evidence of sentences	• drawings, symbols, a list of words, text fragments	0
	• *some* correct formation of sentences ***some meaning can be construed***	• in general control *is* very limited • very short script (one sentence) • most sentences contain the same basic structures • may be overuse of the conversational *'and'* or *'then'*	1
	• correct sentences are mostly simple and/or compound sentences ***meaning is predominantly clear***	• a short script that consists only of correct complex sentences (where there are no simple sentences) • text may include complex sentences that use one basic structure (two, if one is a projected clause) • two or more correct sentences required	2
	• most simple and compound sentences are correct **AND** • some complex sentences are correct ***meaning is predominantly clear***	• simple sentences may show some extension • experiments with basic structures in comple sentences - requires two or more types (three or more, if one is a projected clause) • four or more correct sentences required	3
	• most simple, compound and complex sentences are correct **OR** • all simple, compound and complex sentences are correct but do not demonstrate variety ***meaning is clear***	• more routine use and greater control of elaborating clauses and phrases in simple, compound and complex sentences • allow for an occasional minor error • usually requires a sustained piece of writing	4
	• sentences are correct (allow for occasional error in more sophisticated structures) • demonstrates variety ***meaning is clear and sentences enhance meaning***	•shows control over a range of different structures (quantity, quality and variety) **VARIETY** •clause types and patterns - verbless, adjectival, adverbial, multiple, non-finite •dependent clause position • length and rhythm • increased elaboration and extension stylistically appropriate choices	5
	• all sentences are correct (allow for occasional slip, e.g. a missing word) ***writing contains controlled and well-developed sentences that express precise meaning and are consistently effective***		6

NOTES - Some students do not accurately identify their sentence boundaries with punctuation. In these cases it will be necessary to read the intended sentence. Run-on sentences should not be regarded as successful (overly repeated 'and', 'so' etc).

- Verb control and preposition errors should be considered as sentence errors - **'Most' is approximately 80%.**

9. Punctuation

Skill focus: The selection, relevance and elaboration of ideas for a persuasive argument.

Year Level PP	1	2	3	4	5	6	Descriptor	Additional Information	NAPLAN Score
							• no evidence of correct sentence punctuation		0
							• correct use of capital letters to start sentences **OR** full stops to end sentences (at least one correct sentence marker) ***punctuation is minimal and of little assistance to the reader***	**SENTENCE PUNCTUATION INCLUDES** • capital letteys to begin sentences • full stops, question marks and exclamation marks to end sentences **OTHER PUNCTUATION INCLUDES** • commas in lists • commas to mark clauses and phrases • apostrophes for contractions • apostrophes for possession • capital letters and commas used within quotation marks • quotation marks for text extracts, highlighted words and words used with ironic emphasis ('sneer' quotes) • brackets and dashes • colons and semicolons • points of ellipsis **NOUN CAPITALISATION INCLUDES** • first names and surnames • titles: *Mr, Mrs, Miss, Ms* • place names: *Paris, Italy* • institution names: *Valley High* • days of week, months of year • street names: *Ord St* • book and film titles • holidays: *Easter, Ramadan* • historic events: *World War II*	1
							• some correct use of sentence level punctuation (at least two accurately punctuated sentences - beginning and end) **OR** • one correctly punctuated sentence **AND** some other punctuation correct where it is required (refer to list in additional information) ***provides some markers to assist reading***		2
							• sentence level punctuation mostly correct (minimum of 80% of five sentences punctuated correctly) AND some other correct punctuation (two or more different examples of other punctuation) **OR** • accurate sentence punctuation with correct noun capitalisation and no stray capitals, nothing else used (four or more sentences) ***provides adequate markers to assist reading***		3
							• all sentence punctuation correct (no stray capitals) **AND** • mostly correct use of other punctuation, including noun capitalisation ***provides accurate markers to enable smooth and efficient reading***		4
							• writing contains accurate use of all applicable punctuation ***reading of the text provides precise markers to pace and control***		5

NOTES

- In first draft writing, allowances can be made for the very occasional omission of sentence punctuation at Categories 4 and 5. 'Mostly' is approximately 80% but it is not intended that every use of punctuation is calculated rigorously.
- Do not penalise for different heading styles. The following styles are all considered acceptable:
  - only the first letter capitalised (It is cruel to keep animals in cages or zoos)
  - the first letter of all major words capitalised (It Is Cruel to Keep Animals in Cages or Zoos)
  - all words capitalised (It *Is* Cruel To Keep Animals In Cages Or Zoos)
  - all letters capitalised (IT IS CRUEL TO KEEP ANIMALS IN CAGES OR ZOOS)
- 'Splice' commas used to join two sentences are INCORRECT- eg. The dog ate my homework, it was hungry. Do not score this as a correct sentence or comma use.

10. Spelling

Skill focus: The selection, relevance and elaboration of ideas for a persuasive argument.

Year Level PP	1	2	3	4	5	6	Descriptor	Additional Information	NAPLAN Score
							• no conventional spelling	**SIMPLE WORDS** • words with two letters *(an, be, it, on, up, my)* • single-syllable words with - short vowel sounds *(cat, men, fit, not, fun)* - consonant digraphs *(shop, thin, much, chips)* - consonant blends *(clap, drop, grab, bring, must, help, left)* - double final consonants *(egg, will, less)* - high frequency *(all, day, feet ,food, you, park, bird, for)* • high frequency short two-syllable words - *into, undo, going* **COMMON WORDS** • sjngle-syllable words with - two two-consonant blends and/or digraphs *(crack, speech, broom, drift)* - three-consonant blends *(stretch, catch)* • common long vowels *(sail, again, away, mean, light,fly, shiny, broke, only, close, hurt, use, chair)* • multi-syllabic words with even stress patterns *(litter. plastic, between)* • common homophones *(too/two, there/their, write/right, hear/here, brake/break)* • common words with silent letters *(know, wrong, comb)* • single-syllable words ending in ould, ey, ough • suffixes that don't change the base word *(jumped, sadly, adults, happening)* • most rule-driven words: drop e, double letter, change y to i *(having, spitting, heavier, easily)* **DIFFICULT WORDS** • uneven stress patterns in multi-syllabic words *(chocolate, mineral)* • uncommon vowel patterns *(drought, hygiene)* • difficult subject-specific content words *(disease, habitat, predator)* • difficult homophones *(practice/practise, board/bored)* • suffixes where base word changes *(prefer/preferred, relate/ relation)* • consonant alternation patterns *(confident/confidence)* • many three- and four-syllable words *(invisible, organise, community)* • multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle *(supervision, furniture, powerful, sentinel, brutally, rectangle)* **CHALLENGING WORDS** • unusual consonant patterns *(guarantee)* • longer words (responsibility) or foreign words(lieutenant)	0
							• few examples of conventional spelling • Limited evidence (less than 20 words written)		1
							• correct spelling of - most simple words - some common words (at least two) ***errors evident in common words***		2
							• correct spelling of - most simple words - most common words (at least 20)		3
							• correct spelling of - simple words - most common words - some difficult words (at least two) ***incorrect difficult words do not outnumber correct difficult words***		4
							• correct spelling of - simple words - most common words - at least 10 difficult words ***incorrect difficult words do not outnumber correct difficult words***		5
							• correct spelling of all words AND • at least 10 difficult words and some challenging words OR at least 15 difficult words if no challenging words ***Allow for a very occasional minor slip (one or two)***		6

Whole School Approach to Spelling

Teachers will take a personalised approach to spelling whereby:

Spelling Principles

- Spelling is learnt as we use it
- Learning to spell is a part of the developmental process of learning to write
- Errors are diagnostic signposts
- Exploring words and vocabulary are part of learning to spell
- Effective spellers use a number of strategies to assist spelling unknown words
- Students need to learn how to independently select, apply and self evaluate the effectiveness of their spelling strategies

a. Spelling is to be practised daily
b. Students' spelling words are to be significant to the student's whole learning program and thus involves personal, class and theme related words.
c. Phonics Program: Jolly Phonics is the agreed common approach and teachers can still use aspects of their preferred program for students who are having difficulty learning the sounds through the Jolly Phonics program.
d. Teachers to teach letter names and sounds using a range of resources and to explicitly teach phonics in sequence as per **(Appendix A)** **(Appendix B)**
e. Teachers to use a range of spelling activities and strategies
f. Teachers are to use a problem solving approach (eg cooperative learning), to support children to discover patterns in words themselves. They can be supported in generating spelling rules. This will enable them to become more confident about spelling unknown words.
g. Rote learning is only one strategy and has a place in learning sight words, but is only effective with children who have strong visual memories. We therefore need to empower them with a range of strategies to suit both their learning styles and stage of development.
h. Spelling rules need to be explicitly taught and teachers need to specifically teach Spelling Rules related to Word Study appendices for relevant years **(Appendix F)** **(Appendix I)**
i. All students PP – 3 to be explicitly taught spelling words, as Diana Rigg Scope & Sequence **(Appendix O)**
j. Teachers to use Spelling Principles as outlined above

Whole School Approach to Reading

- Letter sounds and names are not to be taught in isolation, they are to be taught together and in context
- 4 Roles of the Reader to be used as a reading strategy across the school **(Appendix K)**
- All students to be involved in modelled reading. All teachers read aloud to their class from a wide range of texts
- Large class charts for each room to use as needed
- Phonics Program: Teachers to use Jolly Phonics with the flexibility to use components of other programs as required.
- Teachers to teach letter names and sounds using Jolly Phonics
- Teachers to explicitly teach phonics in sequence using Jolly Phonics as a guide
- Uninterrupted Sustained Silent Reading at least 3 times a week where all students must be quiet and be involved in the reading session. Where possible 15 minutes straight after lunch
- Teachers to explicitly teach reading strategies and students to reflect on these strategies as outlined in the scope and sequence in **(Appendix J)**
- Home Reading to be encouraged daily
- Regular inserts to be placed in newsletter highlighting beneficial practices ie. Daily reading, Repeated Reading, spelling practice etc…

Whole School Approach to Handwriting

- Victorian Modern Cursive Handwriting to be explicitly taught from K-3 as per DET handwriting policy and continued in Years 4-6 with the following modifications:
- Teach the letters P & B in open and closed format and teach both forms of the X and Z
- K-P – focus on starting point and letter shape. Year 1 & 2 focus on letter shape and tick turns – beginning joins. Year 3 & 4, focus on developing cursive writing **(Appendix L)**
- Students to be given regular opportunities to practise their handwriting (By the end of Year 4 students should be able to use joins in cursive handwriting)
- Strong emphasis to be placed on correct pencil hold (K-6)
- Teachers always model Victorian Modern Cursive incidentally e.g. on the board
- Aim is for students to have developed a fluent style of Victorian Modern Cursive by the end of Year 6

Note: Explicitly taught means modelled, demonstrated, sequenced instruction with “over the shoulder” (at point of error) monitoring and correction. All writing from board is in print or cursive as per appropriate year level.

Monitoring and Assessment Tools

- Use on Entry Test for Pre Primary — Term 1
- Use selected components of On Entry Literacy Test for Year 1 & 2.
  (Year 1 – Module 2 – Tasks 3, 4 & 7)
  (Year 2 – Module 3 – Tasks 2, 3 & 7)
- Use Speech Pathologists screening to identify SAER — Term 1
- Use Literacy Checkpoints as per Diana Rigg Sequence — Term 1 - 4
- Use NAPLAN for Year 3 – 7 — Term 2
- Use South Australian Spelling Test for Year 3 – 6 — Term 1 & 4
- Use Torch Tests for Reading for Year 3 – 6 — Term 1 & 4
- Use writing sample to show progress:
  P/2 Recount and Year 3 - 6 Narrative and Exposition
- Use IEPs for SAER students

Aspirational Targets

These targets are based on research evidence and negotiation with staff. They will be monitored annually and reviewed as appropriate.

Diana Rigg Reading Sight Words:
(sight words can be taught even if all sounds are not known)

- At end of Pre Primary students will have a minimum of 25 sight words.
- At end of Year 1 students to know 90% of the Stage 1 Sight Word List
- This is 100 words and includes the PP words
- At end of Year 2 students to know 90% of the Stage 2 Sight Word List
- This is a new list of 100 words which are different to the PP and Year 1 words.
- At end of Year 3 students to know 90% of the Stage 3 Sight Word List
- This is a new list of 100 words which are different to the PP, Year 1 and Year 2 words.

Students who have not met the targets are to have an IEP which involves parents in daily practice of the unknown words.

<u>Letter Names, Sounds and Phonemes: Diana Rigg phonic sequence</u>

- At end of Pre Primary: 75% of students to know letter names and sounds both orally and to be able to write them as per the Diana Rigg sequence.

- At end of Year 1: 75% of students to identify the sounds and Phonemes as per the Diana Rigg Stage One Literacy Checkpoints

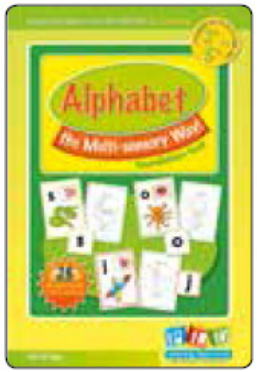
- At end of Year 2: 75% of students to identify the sounds and Phonemes as per the Diana Rigg Stage Two Literacy Checkpoints

***All students at risk of not achieving target will have an IEP which will use intervention programs as early as possible. They will be monitored and assessed against the above targets. As this is a working document there will be ongoing updates and changes. The latest version will be reflected in the filename and pathname information at the end of the document**

Kindergarten Overview: While a proportion of students will move faster or slower than the outline below, it is anticipated that the majority of students will acquire skills according to the following time sequence.

Scheduling PLD literacy programs in the... EARLY YEARS

Alphabet Sound Knowledge — Term 3&4



CCal (Foundation)
CCalc (Cursive)

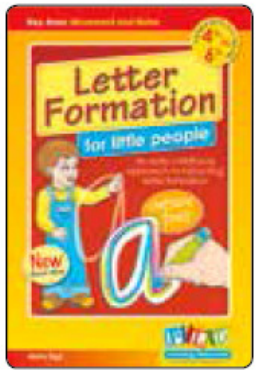
a) Alphabet Sound Recall:
(Ex. 4.1 ***Pre-Literacy Screen***)

b) Letter Formation:
(Ex. 4.2 ***Pre-Literacy Screen***)

Term 3: Group 1: s, a, t, p, i, n /
Group 2: c, h, r, e, m, d

Term 4: Group 3: g, l, f, o, u, b/
Group 4: z, x, w, v, q, k, j, y

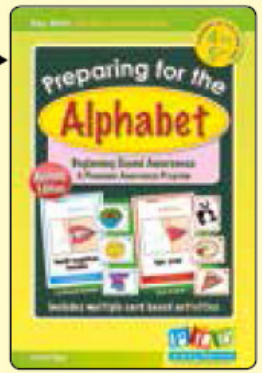
Recommended
Alphabet the Multi-sensory Way!
Letter Formation for little people



MIff (Foundation)
MIfc (Cursive)

Supporting

Phonological Awareness Skill 2 — Initial Sound Awareness — Term 2



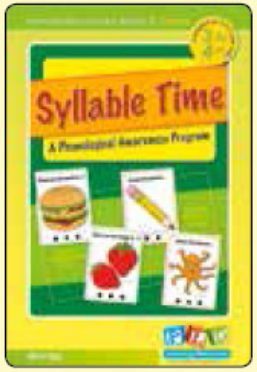
a) Continuant Sound Awareness:
"Sun starts with a … ?"

b) Stop Sound Awareness: "Table starts with a ..?"

Ex.3 ***The Pre-Literacy Screen***

Recommended
Preparing for the Alphabet
(CCpfa)

Term 1 — Phonological Awareness Skill 1 — Syllabification



Ex.1 ***The Pre-Literacy Screen***

Recommended
Syllable Time (CCst)

Handover of the 'Pre-Literacy Screen' student record forms to Pre-Primary; with Exercise 1 (Term 1), Exercise 3.1/2 (Term 2) and Exercise 4.1/2 (Term 3 & 4).

Kindergarten, Term 1 **Phonological Awareness Skill: SYLLABIFICATION** (of 2 and 3 syllable words)

Whole Class Instruction	Screen Students	Small Group Or individualized intervention
• Settle in the class over weeks 1, 2 & 3. • Teach the skill of syllabication to the whole class in weeks 4, 5 & 6 of the term • Typically students require three or four three minute instruction sessions each day. • Key resource: ***Syllable Time*** (2010).	In week 7 following the intensive instruction period review skill development through the presentation of Exercise 1 in **The Pre-Literacy Screen** (2012). • Present 3 items for students who clearly have the skill. • Present all 5 for more complicated students.	• For the remainder of the term (i.e. Weeks 8, 9 & 10) schedule small group intervention or individualised sessions for the students who have not acquired the skill of syllabification. • For target group identified in the week 7 screening, review progress at the end of the term using Exercise 1 in **The Pre-Literacy Screen.** [Make sure the re-test results are recorded on the **Pre-Literacy Screen** record form in a different colour on the original test sheet.]

Kindergarten, Term 2 **Phonological Awareness Skill: INITIAL SOUND AWARENESS** (of continuant and stop sounds)

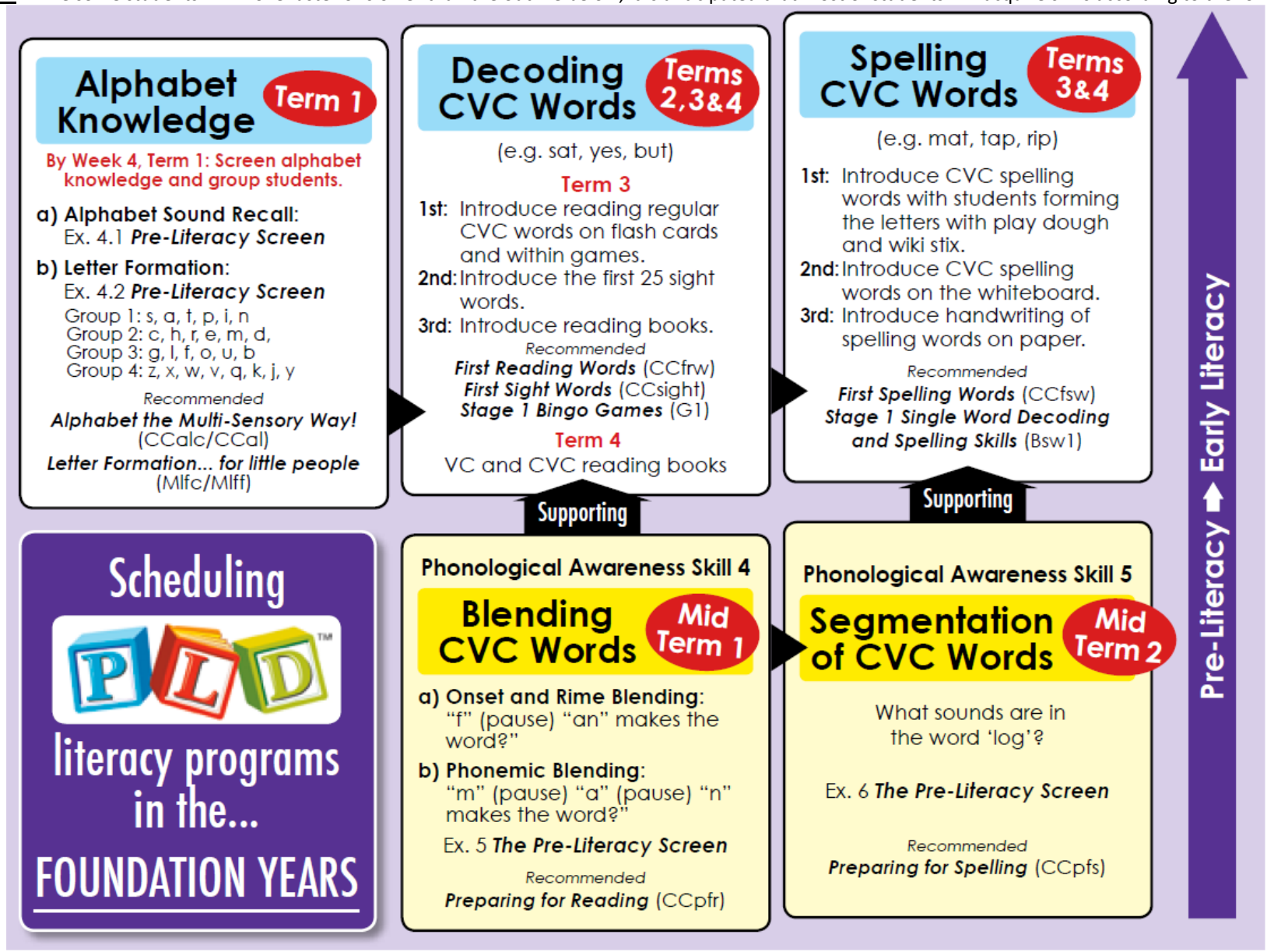
Whole Class Instruction	Screen Students	Small Group Or Individualized Intervention
• Teach the skill of initial continuant sounds and initial stop sounds to the whole class in weeks 1, 2, 3 & 4 of the term. Typically students require two or three five minute instruction sessions each day. • Key resource: ***Preparing for the Alphabet*** (2010) & Anamalia – the big book by G. Base.	In week 5 following the intensive instruction period review skill development through the presentation of Exercise 3.1 and 3.2 in ***The Pre-Literacy Screen*** (2012).	• For the remainder of the term (i.e. Weeks 6, 7, 8, 9 & 10) schedule small group intervention or individualised sessions for the students who have not acquired the skill of initial sound awareness. • For targett group identified in the week 10 screening, review progress at the end of the term using Exercise 3.1 and 3.2 in **The Pre-Literacy Screen**

Kindergarten, Term 3 and 4 **ALPHABET SOUND RECOGNITION** for reading **& LETTER FORMATION** for spelling and writing

Whole Class Instruction	Screen Students	Small Group Or Individualized Intervention
• Teach 6 alphabetic sounds: s, a, t, p, i, n to the whole class in Weeks 1, 2, 3, 4 & 5. Typically students require three two minute instruction sessions each day. • Key resource: ***Alphabet the Multi-sensory Way!*** (2010). • Simultaneously instruct letter formation of s, a, t, p, i, n using**:** step's 1 and 2 from ***Letter Formation for little people*****.** • Letter formation font: foundation Follow the process outlined for the following groups: • Term 3 weeks 6-10: Revision of s,a,t,p,i,n & introduction of c, h, r, e, m, d. • Term 4 weeks 1 – 5: Revision & g, o, u, l, f, b • Term 4 weeks 6–10: Revision of k, j, y, z, x, w, q, v	In week 5 of Term 3 following the intensive instruction period review alphabet skills: s, a, t, p, i, n in Ex. 4.1 and 4.2 of The Pre-Literacy Screen (2012). • In week 10 of Term 3 review the alphabet skills: c, h, r, e, m, d in Ex. 4.1 and 4.2 of the Pre-Literacy Screen (2012). • In week 6 of Term 4 review the alphabet skills: g, o, u, l, b in Ex. 4.1 and 4.2 of the Pre-Literacy Screen. • In week 10 of Term 4 review the alphabet skills: k, j, y, z, x, w, q, v in Ex. 4.1 and 4.2 of the Pre-Literacy Screen (2012).	The students who are not acquiring alphabet sound recognition/letter formation at the pace of their peers, require additional education assistant instruction. Aim for the education assistant to work with the students in small groups and pairs each day, Each focused session should only take 3 minutes. It is 'normal' for letter sound recognition to be stronger than alphabet letter writing ability. At this early stage, letters can be written on A3 pages attached to walls or easels (i.e. a vertical surface which helps maximise pencil grip) rather than A4 pages with students seated.

Handover of the 'Pre-Literacy Screen' student record forms to Pre-Primary; with Exercise 1 (Term 1), Exercise 3.1/2 (Term 2) and Exercise 4.1/2 (Term 3 & 4).

Pre-Primary Overview: While some students will move faster or slower than the outline below, it is anticipated that most of students will acquire skills according to the following time sequence.



Handover to year 1:

- For non-readers (the level of achievement of Exercise 4.1 & 5.1/2) and non-spellers (the level of achievement Exercise 4.2 & 6) of the 'Pre-Literacy Screen'
- For the students with emerging early reading, spelling and writing ability collect a SAMPLE from the screen

Early Literacy Screening Process:

Foundation Reading, Spelling and Writing Review

Words incorporating alphabet sounds: Group 1 - s, a, t, p, i, n					
READING				SPELLING	WRITING: Dictation Test Sentences
pat:	☐ p/a/t	☐ p/at	☐ pat	tap:	It is a pan.
sit:	☐ s/i/t	☐ s/it	☐ sit	pin:	A pip in a pan.
tan:	☐ t/a/n	☐ t/an	☐ tan	sip:	_____ /3
Words incorporating alphabet sounds: Group 1 plus - m, h, r, e, d, c					
READING				SPELLING	WRITING: Dictation Test Sentences
him:	☐ h/i/m	☐ h/im	☐ him	red:	A ram is in a pen.
pet:	☐ p/e/t	☐ p/et	☐ pet	cap:	Hot ham is in a pan.
mad:	☐ m/a/d	☐ m/ad	☐ mad	hit:	_____ /5
Words incorporating alphabet sounds: Group 1 and 2 plus - f. l, g, o, u, b					
READING				SPELLING	WRITING: Dictation Test Sentences
mud:	☐ m/u/d	☐ m/ud	☐ mud	sun:	A big dog sat in the mud.
fog:	☐ f/o/g	☐ f/og	☐ fog	lot:	A man had a red bag.
cup:	☐ c/u/p	☐ c/up	☐ cup	get:	_____ /8
Words incorporating all of the alphabet.					
READING				SPELLING	WRITING: Dictation Test Sentences
wig:	☐ w/i/g	☐ w/ig	☐ wig	jug:	A man ran to a big red van.
van:	☐ v/a/n	☐ v/an	☐ van	yes:	A wet pet sat in the hot sun.
jog:	☐ j/o/g	☐ j/og	☐ jog	win:	_____ /10

For the students who have completed the entire 'Pre-Literacy Screen':

- End of Term 3: sub-test's 1 and 2 (the top half of the page). – 3 reading words, 3 spelling words and one sentence (presented in full) will be sufficient.
- End of Term 4: sub-test 3 and 4 (the bottom half of the page) – 3 reading words, 3 spelling words and one sentence (presented in full) will be sufficient.
- Details of paper selection: .....?

Pre-Primary, From Term 1 ... ALPHABET SOUND RECOGNITION for reading & **LETTER FORMATION** for spelling and writing

Whole Class Instruction	Screen Students	Small Group Or Individualized Intervention
• **Collect the Pre-Literacy Screen from Kindergarten.** • **Group the students according to high, medium and low/or no alphabet knowledge.** **a) Alphabet Sound Recall** Ex. 4.1 ***Pre-Lit Screen*** **b) Letter Formation** Ex. 4.2 ***Pre-Lit. Screen*** • Group 1: s, a, t, p, i, n • Group 2: c, h, r, e, m, d, • Group 3: g, l, f, o, u, b • Group 4: z, x, w, v, q, k, j, y *Recommended* ***Alphabet the Multi-Sensory Way!*** ***Letter Formation... for little people***	• Review: s, a, t, p, i, n with Ex. 4.1 and 4.2 of 'The Pre-Literacy Screen' (2012). • Review: c, h, r, e, m, d with Ex. 4.1 and 4.2 of the Pre-Literacy Screen (2012). • Review g, o, u, l, b in Ex. 4.1 and 4.2 of the Pre-Literacy Screen. • Review: k, j, y, z, x, w, q, v in Ex. 4.1 and 4.2 of the Pre-Literacy Screen (2012).	• On both the recognition of the alphabet symbols as well as the formation of the letters. It is 'normal' for letter sound recognition to be stronger than alphabet letter writing ability. Students require ADULT LEAD explicit instruction. • Term 1 letters can be written on A3 pages attached to walls or easels (i.e. a vertical surface which helps maximise pencil grip) rather than A4 pages with students seated... Step 1 (from Letter formation for Little People) • Term 2 letters can be written on A4 pages while seated - Step 2 • Term 3 and 4: letters are written utilising Step 3 and 4 format. • Key resource: ***Letter Formation... for little people***

Pre-Primary, From mid Term 1 **Phonemic Awareness – BLENDING** Step1: Onset and rime blending: "c" (1 sec. pause) "at" makes the word?
Step 2: CVC Phonemic blending: "c" (1 sec pause) "u" (1 sec. pause) p…makes the word?

Whole Class Instruction	Screen Students	Small Group Or Individualized Intervention
Commence teaching the skill of blending to the whole group in weeks 5, 6, 7 & 8. Typically students require a minimum of three two minute instruction sessions each day. Students who have had ear infections, delayed speech or language skills or who present with a genetic predisposition to learning difficulties will typically require additional rehearsal items and likely small group work. It is essential that teaching staff adopt a strong commitment to this skill as it is a direct prerequisite to decoding ability. Initially instruct: • Step1: Onset and rime blending: "c" (1 sec. pause) "at" makes the word? Following the establishment of onset and rime blending commence: • Step 2: CVC Phonemic blending: "c" (1 sec pause) "u" (1 sec. pause) p…makes the word? Key resource: Preparing for reading	In week 5 following the intensive instruction period review skill development through the presentation of Exercise 9 in ***The Pre-Literacy Screen*** (2012). As students demonstrate blending ability, they are directed into the early reading process. For example: • Term 2 week's 1-5: Introduce reading regular CVC words on flash cards, games of bingo, PLD 2P CVC reading app and within games. • Term 2: week 6-10 introduce the regular are decidable initial first 25 sight words which require the application of strategy 1 and 2: First Sight Words. • Term 3: Sentence reading from ***First Reading Words*** and strategy 3 ***First Sight Words*** • Term 4: The strategy 4 sight words and reading books with a focus on VC and CVC words.	For the remainder of the term (i.e. Weeks 9 & 10) as well as into Term 2, schedule small group intervention or individualised sessions for the students who have not acquired the skill of segmentation. • For target group identified in the week 9 screening, review progress at the end of the term using Exercise 6 in ***The Pre-Literacy Screen*** (2012). [Make sure the re-test results are recorded on ***The Pre-Literacy Screen*** record form in a different colour on the original test sheet.]

Pre-Primary, Term 2 **Phonemic Awareness SEGMENTQTION Of CVC Words** (e.g. What sounds or phonemes are in the word 'log'?)

Whole Class Instruction	Screen Students	Small Group Or Individualized Intervention
Teach the skill of segmentation to the whole group in weeks 1, 2, 3 & 4. Typically students require a **minimum** of three two minute instruction sessions each day. • Students who have had ear infections, delayed speech or language skills or who present with a genetic predisposition to learning difficulties will typically require additional rehearsal items and likely small group work. It is essential that teaching staff adopt a strong commitment to this skill as it is a key prerequisite to spelling ability. • Key resource: Preparing for spelling	In week 5 following the intensive instruction period review skill development through the presentation of Exercise 6 in **The Pre-literacy Screen*** (2012). Once segmentation is established commence introducing spelling and writing tasks. For example: • **Term 3 weeks 1-5:** Introduce CVC spelling words with students forming the letters with play dough and wiki stix. • **Term 3 week 6-10:** Introduce CVC spelling words on the whiteboard. • **Term 4:** Introduce handwriting of spelling words on paper (if fine motor skills are sufficiently developed). Recommended Resource: F**irst Spelling Words**.	• For the remainder of the term (i.e. Weeks 6, 7, 8, 9 & 10) schedule small group intervention or individualised sessions for the students who have not acquired the skill of segmentation. • For target group identified in the week 5 screening, review progress at the end of the term using Exercise 6 in ***The Pre-Literacy Screen*** (2012). [Make sure the re-test results are recorded on ***The Pre-Literacy Screen*** record form in a different colour on the original test sheet.]

Stage 1 and Stage 2:

The Term's Process

Term 1

TARGET 1: CVC Alphabet Or Regular Reading, Spelli

Cycle 1: TEACH CORE SKILLS
Explicitly instruct CVC reading and spelling throughout weeks 1 to 8 of the term. All reading books, worksheets, sight words, flash cards, spelling list words, dictation tasks, computer programs and classroom displays should have a strong CVC word focus.

Cycle 2: SCREEN STUDENTS
In week 9 following the intensive instruction period screen all students using the review outlined on the right.

CYCLE 3: FOCUSED TEACHING
While some students will progress onto Target 2, focused intervention will be required for the students identified in the screening process.

Term 2

TARGET 2: CVC Reading, Spelling & Writing Incorpor

Cycle 1: TEACH CORE SKILLS
Explicitly instruct CVC reading and spelling incorporating phonic patters sh, ch, th, oo, ee, ck throughout weeks 1 to 8 of the term. All reading books, worksheets, sight words, flash cards, spelling list words, dictation tasks, computer programs and classroom displays should have a strong CVC word focus which also incorporates sh, ch, th, oo, ee and ck.

Cycle 2: SCREEN STUDENTS
In week 9 following the intensive instruction period screen all students using the review outlined on the right.

CYCLE 3: FOCUSED TEACHING
While some students will progress onto Target 3, focused intervention will be required for the students identified in the screening process.

Term 3

TARGET 3: CCVC And CVCC Reading, Spelling & Writi

Cycle 1: TEACH CORE SKILLS
Explicitly instruct CCVC and CVCC word reading and spelling throughout weeks 1 to 8 of the term. All reading books, worksheets, dictation tasks, sight words, flash cards, spelling list words, computer programs and classroom displays, should have a strong blends/consonant cluster focus.

Cycle 2: SCREEN STUDENTS
In week 9 following the intensive instruction period screen all students using the review outlined on the right.

CYCLE 3: FOCUSED TEACHING
While some students will progress onto Target 4, focused intervention will be required for the students identified in the screening process.

Term 4

TARGET 4: Reading, Spelling & Writing Incorporatin

Cycle 1: TEACH CORE SKILLS
Explicitly instruct reading, spelling and writing incorporating phonic patterns ay, ing, or, ar, all, ai, oy, oi, er throughout weeks 1 to 8 of the term. All reading books, worksheets, dictation tasks, sight words, flash cards, spelling list words and classroom displays should have a strong phonics focus of: ay, ing, or, ar, all, ai, oy, oi, er.

CYCLE 2: SCREEN STUDENTS
In week 9 following the intensive instruction period screen all students using the review outlined on the right.

CYCLE 3: FOCUSED TEACHING
Focused intervention will be required for the students identified in the screening process.

		Reading Test Words	Spelling Test Words	Writing: Dictation Sentences
TARGET 1 Follow-up Assessment				
CVC	1	yet	sun	A pig sat in mud.
	2	jam	fan	Tom has a red pen.
	3	wet	hot	My pet dog bit my leg.
	4	cup	man	Ben had a cat on his lap.
Score		___ /4 ___ %	___ /4 ___ %	_____ /15 _____ %
TARGET 2 Follow-up Assessment				
sh, ch, th	1	shed	wish	Trish has a fish tank.
	2	thin	then	That moth is red.
	3	such	chop	Let's have chops and chips.
oo, ee, ck	4	foot	boot	Look the moon is up.
	5	teeth	deep	I need to meet Tom.
	6	track	duck	Tick tock went the clock.
Score		___ /6 ___ %	___ /6 ___ %	_____ /13 _____ %
TARGET 3 Follow-up Assessment				
CCVC	1	trap	glad	The club flag is red.
	2	drop	crop	The crab went for a swim.
CVCC	3	held	hint	A skunk went on a hunt.
	4	sank	wink	The chest had gold in it.
Score		___ /4 ___ %	___ /4 ___ %	_____ /10 _____ %
TARGET 4 Follow-up Assessment				
ay, ing, or, ar	1	stay	tray	In May I had an X-ray.
	2	sting	bring	The king can not sing.
	3	sport	fork	The storm went to the north.
	4	shark	sharp	The shark had sharp teeth.
all, ai, oy, oi, er	5	small	tall	The ball hit the wall.
	6	paint	train	A snail got wet in the rain.
	7	temper	winter	My sister is clever.
	8	soil	spoil	Join hands and sing.
	9	boy	toy	Troy is a boy.
Score		___ /9 ___ %	___ /9 ___ %	_____ /17 _____ %

		Spelling Test Words			Spelling into writing: Select 4 sentences
YEAR 2 CONCEPTS	1	splash	9	toast	I ate ice-cream at the beach.
	2	strict	10	drew	Red flowers grew in the garden.
	3	shrink	11	count	The mouse house was underground.
	4	press	12	yawn	The hawk's claws are quite sharp.
	5	shape	13	skirt	It was the girl's third birthday.
	6	smoke	14	clue	The splash sprayed out of the pool.
	7	third	15	hurt	A gang of strong males did the wrong thing.
	8	window	16	windy	I stayed home alone.
YEAR 3 CONCEPTS	1	edge	9	disgrace	Lucy scratched herself on a nasty latch.
	2	frighten	10	repair	My breakfast was rather pleasant.
	3	kitchen	11	before	Peter nudged the raft away from the bridge.
	4	orphan	12	grumble	Huddle together to prevent the drizzle dampening your clothing.
	5	instead	13	orange	My thumb became numb after a hammer landed on it.
	6	plumber	14	doctor	Would you please walk with me to school?
	7	shuffle	15	roar	An actor entered the room with a doctor.
	8	chimney	16	liquid	My nephew took such a wonderful photograph.
YEAR 4 CONCEPTS	1	squabble	9	pedestrian	What quantity and quality is required?
	2	mechanic	10	squadron	We consumed our vegetable and celery soup in silence.
	3	gentleman	11	tremendous	I suggest you refrain from exaggerating the extent of your knowledge.
	4	research	12	syllable	A worthy competitor will surely volunteer.
	5	luggage	13	laughter	The accused male refused to admit his guilt.
	6	naughty	14	certain	I received the impression that the erosion had expanded.
	7	excursion	15	neighbour	Those living in urban areas battle congestion and pollution.
	8	reception	16	furniture	A marvellous amount of treasure was discovered inside the wreckage.
YEAR 5 CONCEPTS	1	accelerate	9	hysterical	Acceleration and speed is frequently the cause of accidents.
	2	essential	10	relationship	It is my recommendation that you immediately communicate the truth to me.
	3	embarrassed	11	obedient	The spacious and luxurious apartment was owned by an ambitious businessman.
	4	biscuit	12	circumference	What is the circumference of the extinguisher cylinder?
	5	intelligible	13	nourish	A freight train acted as the transportation for the transcontinental crossing.
	6	irritable	14	extinguisher	An immigrant was the inhabitant of an extravagant but vacant mansion.
	7	anxious	15	precious	A valuable reversible item of jewellery was mismanaged and hence mislaid.
	8	fascinate	16	measurement	An exceptional professional lodged his industrial proposal.

The Year 1-2 Phonic-Based Spelling Process:

TESTING INSTRUCTIONS

- Present the screen below to each classroom. Progress through the screen until students start making errors. At this point the relevant students can be asked to cease the screen as their earliest point of difficulty has been identified and hence instruction effort to follow need to be targeted at this level.
- The sentence writing section is optional. While the presentation of dictated sentences is ideal, as it will highlight how well students transfer their spelling knowledge into written work, the single word spelling assessment will be sufficient to determine spelling levels.
- Teachers need to direct students to rule up their page in columns. Stage 1 words in column 1, stage 2 words in column 2 and so on. This set-up will assist the process of analysing the results.
- Year 1 students are required to complete the Stage 1 section of the screen; the Year 2 students Stage 1 and 2; the Year 3 students Stage 1, 2 and 3; the Year 4 students Stage 1, 2,3 and 4; the Year 5 students Stages 1, 2, 3, 4, and 5 and the Year 6 students Stages 1, 2, 3, 4, 5 and 6.
- As stated above, ***remember that students need to cease the spelling test once errors start to emerge.***

ANALYSIS OF THE TEST RESULTS

- When marking the test, ***only mark to the point that multiple errors are being made. The goal of the scoring/analysis process is to establish*** at which stage students require targeted instruction. For the students with delays the process will establish which "gaps" require filling. For the age appropriate or advanced students at what stage are they operating at and what concepts they require exposure to that will progress their skills.
- The scores of each stage are then to be converted into a percentage. When a student scores under 80% it is recommended that phonic-based spelling efforts need to be targeted at this specific level, until such time that they then perform at over 80% and hence are ready for the next stage of operation.

A NOTE ON TESTING & REVIEW:

- Although a weekly test of spelling words is common practice, it does not always reflect a students learning or spelling ability. Review the spelling words of the week (i.e. the words the students are most familiar with), plus 4-6 words from previous lists (i.e. a selection of words presented over the previous week, fortnight and month). The final 4-6 words tested reflect longer-term ability and are a better reflection of a student's retention of spelling concepts covered.

TEACHING ON THE BASIS OF THE TESTING Three or four spelling groups - Sample format below.

Phonic Sight Word Sequence Spelling Planning Sheet Week: _____ of Term: _____

	Spelling Group 1 on stage	Spelling Group 2 on stage	Spelling Group 3 on stage	Spelling Group 4 on stage
Target Phonic Concept(s) To Be Taught				
The Phonemic Awareness Spelling Strategy To Be Applied To The List Words	• Individual Sound Spelling • Onset and Rime Spelling • Syllabic Spelling • Visual Spelling Strategy • Say the word in a funny way and then sound out and spell. • Other:	• Individual Sound Spelling • Onset and Rime Spelling • Syllabic Spelling • Visual Spelling Strategy • Say the word in a funny way and then sound out and spell. • Other:	• Individual Sound Spelling • Onset and Rime Spelling • Syllabic Spelling • Visual Spelling Strategy • Say the word in a funny way and then sound out and spell. • Other:	• Individual Sound Spelling • Onset and Rime Spelling • Syllabic Spelling • Visual Spelling Strategy • Say the word in a funny way and then sound out and spell. • Other:
Spelling List Words	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	

- Spelling words are selected from the resource: The Phonic Sight Word Sequence.
- Scheduling multiple spelling gropups: **Rather than "rotating groups" a simple but effective process involves every student completing the <u>same spelling task</u> for the day, but with <u>different words</u>.**
- Recommended Resource: Junior Primary Spelling Activities

Individual Education Plan Template for Non-Readers in Year 1+

Student Name: …… Year: …….. Date of test: …… Date of Retest 1: …….. Date of Retest 2: ……..

Instructions: Present both sub-tests to students to determine which pre-requisite skills are absent and thereby are contributing to the student's inability to decode simple CVC words.

Pre-requisite Skill 1
Alphabet Sound Recall

Recognition of the symbols 's', 'u', 'n' and conversion of the symbols into their corresponding sounds (i.e.: "sss", "uh", "nnn").

Alphabet Sound Recall Screen

s		m		f		w	
a		r		l		j	
t		h		g		v	
p		e		o		k	
i		d		u		z	
n		c		b		y	
Gr 1	___ /6	Gr 2	___ /6	Gr 3	___ /6	q	
						x	
						Gr 4	___ /8

Negative Observations
(suggesting further skill development is required):

i) Was the students speed of recall slow and hesitant? ☐ Yes
ii) Did the student possess any letter/sound confusion? ☐ Yes
iii) Did the task appear difficult and cognitively effortful? ☐ Yes

If student is experiencing difficulty with Skill 1

STEP 1: The verbalisation of alphabet sounds (i.e. not the letter names)

Focus on 1 group at a time. Cards are presented and colour coded into 4 letter sound groups:

Group 1: s, a, t, p, i, n
Group 2: m, r, h, e, d, c
Group 3: f, l, g, o, u, b
Group 4: w, j, v, k, z, y, q, x

Simulate a slithering snake. Turn hand and wrist left and right. **Verbalise "s"**

Pre-requisite Skill 2
Phonemic Awareness Blending

The phonemic awareness skill of blending (hence the combining of the 3 phonemes/sounds to form the word in question).

CVC Phonemic Blending Screen

Instructions: *"I am going to say 3 sounds. Put them together and guess the word."*	
w (1 second pause) **e** (1 second pause) **t** =	
h (1 second pause) **u** (1 second pause) **g** =	
f (1 second pause) **u** (1 second pause) **n** =	
Score	_____ /3 = _____ %

Negative Observations
(suggesting further skill development is required):

i) Did the student request the sounds to be repeated? ☐ Yes
ii) Did the student repeat the sounds in order to process the task? ☐ Yes
iii) Did the task appear difficult and cognitively effortful? ☐ Yes

If student is experiencing difficulty with Skill 2

STEP 2: Blending sounds to form words

Adult: "I have a picture in my hand". (Remember to keep picture hidden from the view of the child.) "Can you guess the picture?" "It's a" "b" (1 sec. pause) "u" (1 sec. pause) "g."

Remember: Initially it is common for children to experience difficulty combining sounds to form words. When this occurs provide the child with half second pauses between the sounds (eg: "b" (half second pause) "u" (half second pause) "g"? What is the word?) and repeat the sounds several times. b-u-g, b-u-g, b-u-g, b-u-g makes the word?

Number of Items: Remember LITTLE but OFTEN! Typically 3 to 5 items per session and 1 to 2 minutes per day.

Interpretation of Results:

* Situation A: Both skills are not sufficiently developed
* Situation B: Only …….. is presenting the barrier to reading:

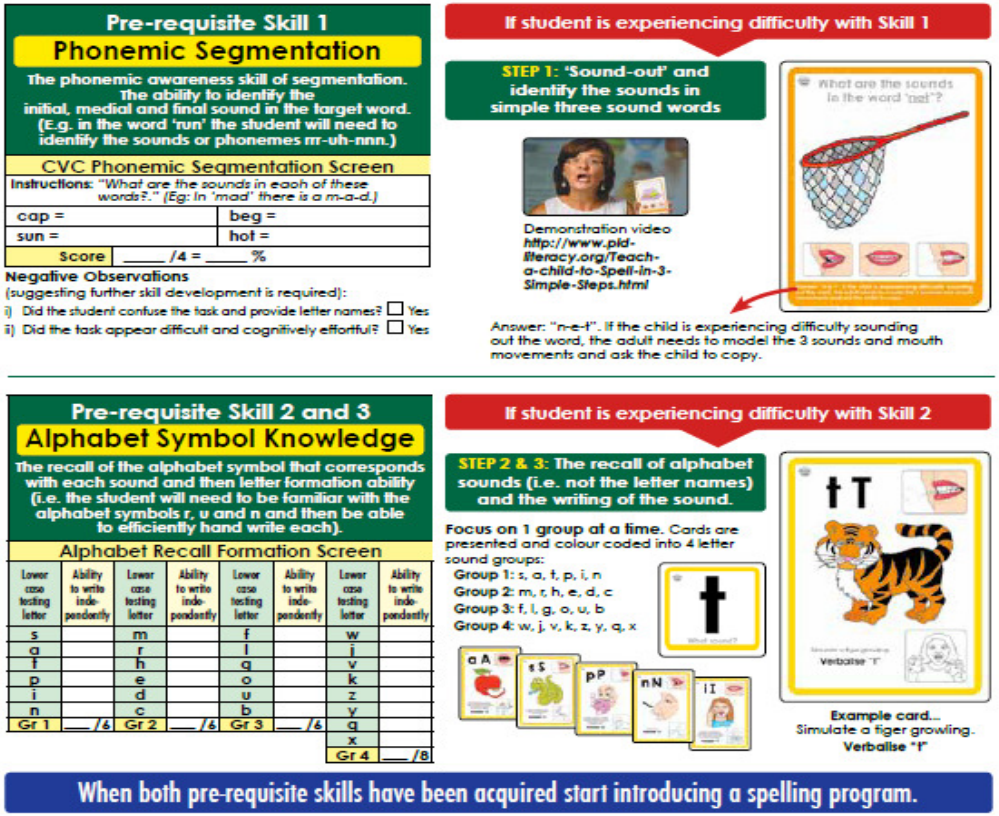
Plan:

* Four three minute sessions each day targeting the skill (or skills) identified in the screen using the program: *Teach a child to read in three steps*.
* Review the skill (or skills) requiring development in …. Weeks.
* Other:

Individual Education Plan Template for Non-Spellers in Year 1+

Student Name: …… Year: …….. Date of test: …… Date of Retest 1: …….. Date of Retest 2: ……..

Instructions: Present both sub-tests to students to determine which pre-requisite skills are absent and thereby are contributing to the student's inability to spell simple CVC words.



Interpretation of Results:

* Situation A: Both skills are not sufficiently developed
* Situation B: Only …….. is presenting the barrier to spelling.

Plan:

* Four three minute sessions each day targeting the skill (or skills) identified in the screen using the program: *Teach a child to spell in three steps.*
* Review the skill (or skills) requiring development in …….. weeks.
* Other:

PP – Year 2 Scope & Sequence

Pre Primary	Year One	Year 2
Digraphs Sh, ch	**Digraphs** Sh, ch, ck, all, ell, ill, ing, ee (tree), oo (moon), ar (car), ai (train), th (note two different 'thin and 'this', ay (tray), ow (cow), ir (girl), oa (coat), i-e (kite) a-e (cake), o-e (bone), all (ball), ea (leaf), oo (book), or (fork), wh (whip), qu (queen), ang (bang), ong (song), ung (sung), ing (sing) 'y' at the end of words, e.g. happy, funny	**Digraphs** ow (bow-ribbon), oy (boy), er (fern), ur(church), u(push) oi (oil), ew (stew), ie (pie), aw (paw), u-e (tube), ou (house), wa (swan), ew (screw) u-e (flute), old (gold), ind (bind) tch-match, alk-walk, ear-hear, ice-mice, ace-face, age-cage, air-chair, ear-pearl
Word Study • Onset Rime: t/og c/at p/ig h/en • Building work families: hog/dog/jog/log • Recognise / generate own rhyme • CVC words • Identifying syllables in spoken words	**Word Study** • **CCVC** words • **Plurals** – add s • **Contractions** – I'm, can't, I'll • **Compound words –** someone, butterfly etc • **Homophones** – sale / sail, here / hear, sea/ see • **Ending** – er and ing	**Word Study** Ending – ly, y (windy) Contractions – we're, I've, we'll, isn't, they're, can't Multiple meaning, e.g. pipe (for water), pipe (smoke). Select from Spelling Lists) Use two words to make a bigger word (compound words) e.g. grand stand Homophones – to, two, too and others Prefixes – common ones – re and un Opposites – (steep/flat, dirty/clean Adding 'er', 's', 'ed', 'ing' to easy base words where no change occurs e.g. farm, farmer, farms, farmed, farming Plurals – adding 'es' after 'sh', 'ch', 'ss' and 'x', e.g. fishes, witches, dresses, foxes Plurals with exceptions – man-men Endings – making nouns from verbs e.g. farm/farmer, dive/diver
Grammar • Full stops / capital letters – to start a sentence – for a name	**Grammar** • Explore – Adjectives, nouns, verbs, adverbs, pronouns • Introduce – question mark, exclamation mark and capital letters for beginning of sentences, names of people, places and title	**Grammar** Correct usage (oral) e.g. was/were, did/done Infinite article – a box, an apple Understand – nouns, adverbs, verbs and pronouns Punctuation Capital letters for proper nouns Commas for lists

Pre Primary	Year One	Year 2
Phonics • Teach Lower case and upper case letters	**Phonics** • **Linking** Initial – fl, sp, tw, sw, cl, bl, gl, pl, sl Final – nt, mp, ft, ld, sk, sp	**Phonics** • **Linking** str, spr, thr, scr, spl Revise and consolidate previous units Rules – 'l' and 'e' after g make 'g' say 'j' (engine, range) 'i' and 'e' after 'c' make 'c' say 's' (mice, pencil)
• Spelling: CVC words as per Diana Rigg sequence • 25 Sight Words • Dictation	• Spelling As per Diana Rigg sequence	• Spelling As per Diana Rigg sequence
• Reads: CVC words as per Diana Rigg sequence • 25 Sight Words • Dictation	• Reads: As per Diana Rigg sequence	• As per Diana Rigg sequence
Handwriting • Following demonstrations to construct each letter (Where to start/direction) • Foundation Script • Correct Posture and Pencil Grip	**Handwriting** Year 1 & 2 focus on letter shape and tick turns – beginning joins. Teach the letters P & B in open and closed format and teach both forms of the X and Z	**Handwriting** Year 1 & 2 focus on letter shape and tick turns – beginning joins. Teach the letters P & B in open and closed format and teach both forms of the X and Z

APPENDIX A

Checklist of Sounds & Letter Names & Order To Be Explicitly Taught

Name:_____ Date: _____

	Reads		Writes	
	letter name	letter sound	Letter name	letter sound
s				
a				
t				
p				
i				
n				
c				
k				
h				
e				
r				
m				
d				
g				
o				
u				
l				
f				
b				
w				
x				
j				
z				
v				
q				
y				

	sh	ch	th	wh	ck	ee	oo (book)	oo(moon)	qu
reads									
writes									

APPENDIX B

This is a guide only – phonics need to be taught to suit individual level of students For example: a Year 4 student who does not write blends correctly, needs to be working on words at a lower level.

Phonic Sequence for introducing word lists

PP	Yr 1	Yr 2	Yr 3	4	5/6
All letter sounds and names in sequence m, l, s, t , a , p, f, c, n, b, r, j, k, l, v, g, w, d, h, u, y, z, x, o, e	**C.V.C. words:** **Medial sounds Short vowels:** a,e,i,o,u, **Long Vowels:** a-e, i-e, o-e **Plural Rules** 's' 'es' rule after s, ss, x **C.V.C. words with diagraphs:** sh, ch, th, th, wh (who, what, when, why,) **Blending:** **Initial Blends:** ch, sh, **Final Blends:** ng/ing ck	**Long Vowels:** a-e, e-e, i-e, o-e, u-e, **Doubling rule adding ing, er ed, est.** **Rule-Y goes away when 'ing' comes to stay.** **y to an i** **Double Final Consonants:** ff, ll, ss, zz, **Silent Letters:** kn, **CCVCC & Tri Blends:** scr, spl, spr, str, shr, thr, squ, - ich, -ang, old,	**CCVCC & Tri Blends:** -ace, -air, -are, -ear,-any, -alk, be-, -ble, -dle, -fle, -gle, -kle, -ple, -tle, -zle, -eer, ey/y, -dge/ge, -ice, -igh, -oar, -oor, -ore,-our, -ould, qu-, -tch, ph, ea as 'e' **Sounds that change:** a as 'ar' (fast) c as 's' (city) ch as 'k' as in (school). g as 'j' (edge) or as 'er' worst. u as short 'oo' push. u as long 'oo' super. u as in 'i' busy	**Sounds that change:** o as 'a' (wasp). i as i-e (pipe) o as 'u' (dozen) s as 'sh' sugar.	

APPENDIX B contd

PP	Yr 1	Yr 2	Yr 3	4	5/6
	Phonic sounds ai, as in snail ee as in bee i-e as in ice-cream a-e as in cake o-e as in done oa as in boat ar as in star ir as in bird, or as in horse oo as in book oo as in boot er as in mother ow as in cow oy, as in boy th as in thin ea as in leaf wh as in whip qu as in queen	**Phonic sounds:** a-e, ea, i-e y u as in put ew as in screw o as in do ou as in cloud ow as in cow oi as in oil ue as in glue ur as in church oe as in toe y as in happy y as in my ie as in tie ind as in blind ow as in low er as in fern aw as in saw	**Phonic Patterns** use, -tion, our, mm, ll, rr, ss, tt, er **Sounds that Change** a as in bath alk as in walk u as in i - busy y as 'i-e' type. y as 'i' syllable. age as 'damage. 'wr as 'r' wrong ear as 'er earn s as dz (measure) c as 'sh' ocean a as in baby igh as in night or as in word au as in sauce ore as in more ould as in could o as in wolf air as in chair *eer as in deer* ear as in fear **Silent Letters** b	**Phonic Patterns** augh, -ough, -sion, ation -ician, -ain, -alf, ine, -ture, le, ei, nct, re, -ial, -ous, -ious, -cious,	

APPENDIX C

Forms of Writing

Falls Road PS Genre Teaching Plan							
Genre	**PP**	**1**	**2**	**3**	**4**	**5**	**6**
Recount	Expose, Immerse & Teach	Teach		Maintain and Extend			
Narrative	Expose, Immerse & Model	Teach				Maintain and Extend	
Report	Expose, Immerse & Model	Teach				Maintain and Extend	
Procedure	Expose, Immerse & Model	Model & Teach	Teach			Maintain and Extend	
Explanation		Expose & Immerse		Model		Teach	
Exposition		Oral Immersion Model	Model and Teach				

To be reviewed as staff become increasingly familiar with the requirements of the Australian Curriculum.

APPENDIX D

Publishing Cycle – using a range of writing forms

- **Note**: This writing cycle is linked to First Steps and should be used as a guide. It is expected that steps may be adjusted or repeated to suit students' needs.
- Keep to 2 pages to enable processing time
- Students to self reflect and assess the process

APPENDIX E

Punctuation Scope and Sequence

Key: **E = Expose**
T = explicitly teach
M = maintain

	k	P	1/2	3/4	5/6
Full stops:					
end of sentences	**E**	**T**	**T**	**M**	**M**
abbreviations				**E**	**T**
Capital Letters:					
beginning of sentence	**E**	**T**	**T**	**M**	**M**
proper nouns	**E**	**T**	**T**	**M**	**M**
book titles	**E**	**E**	**T**	**T**	**M**
headings			**E**	**T**	**M**
for emphasis				**E**	**T**
Question marks:					
When asked for information	**E**	**E**	**T**	**M**	**M**
Explanation marks:					
to show strong feeling	**E**	**E**	**T**	**T**	**M**
Commas:					
separate items in list		**E**	**T**	**M**	**M**
Provide further explanation			**E**	**T**	**T**
e.g. Toby, the big black dog, caught the ball.					
Follow a signal word e.g. Therefore, ...			**T**	**M**	**M**
separate month & year			**T**	**M**	**M**
Separate person spoken to. e.g. Tom, here is the book.				**E**	**T**
Use before a joining word				**E**	**T**
Apostrophes:					
contractions		**E**	**T**	**M**	**M**
ownership: Sue's book or teachers' staff room			**T**	**M**	**M**
Quotation Marks:					
Direct speech		**E**	**T**	**M**	**M**
quotations				**T**	**M**
Titles in sentences				**E**	**M**
Colons:					
Introduce a list					**T**
Introduce a quotation					**T**
Semi-colon					**E**
Hyphen					
Hyphen				**E**	**T**
Dash				**E**	**T**

APPENDIX F

Word Study Scope and Sequence

- "Word Study" is the study of the structure and composition of words.
- This scope and sequence gives an overview of the main aspects of word study for K-6. The following pages give more detail for Years 3-6. Word study for K-2 is based on the Diana Rigg Structure and Sequence.

Key: **E = Expose**
T = explicitly teach
M = maintain

	K	PP	1/2	3/4	5/6
• Base words		E	E	T	T
• Suffixes		E	E	T	T
• Prefixes		E	E	T	T
• Plurals	E	E	T	T	T
• Contractions		E	T	T	T
• Homophones		E	T	T	T
• Homonyms		E	T	T	T
• Root words			E	T	T
• Synonyms	E	E	T	T	T
• Antonyms	E	E	T	T	T
• Compound Words	E	E	T	T	T
• Syllabification	T	T	T	M	M
• Abbreviations		E	T	T	T
• Use of dictionary		E	T	T	T
• Use of thesaurus			T	T	T
• Figures of speech: idioms, alliteration, similes, metaphors			E	T	T

APPENDIX F contd

YEAR 3 WORD STUDY

- The symbol * indicates that teachers may treat other words as they occur in the class's reading, writing and spelling.
- The use of numbers (1) (2) (3) etc indicates an appropriate teaching sequence

BASE WORDS

Students learn to identify base words and use prefixes and suffixes to build words.

SUFFIXES

(1) Adding -er, -s,-ed, -ing, -ly to easy basewords where no change occurs.
e.g. farm, farmer, farms, farmed, farming

(2) Making nouns from verbs e.g. farm –farmer, dive – diver

(3) Comparatives and superlatives:
(a) big, bigger, biggest
(b) add y to i and add er or est e.g. pretty, prettier, prettiest

(4) Add –ly, -ed and –s to words where y changes to i.
e.g. happy – happily
busy - busily,
busied, busies
hurry – hurried,
Hurried

Other Suffixes:
-ness (sadness)
-th (seventh)
-ty (seventy)
-less (careless)
-ful (beautiful)
-fully (carefully)

PREFIXES

un- (undo)
re- (return, replace)
dis- (disuse)
mis- (misuse)
*

PLURALS

(1) -s (plurals)

(2) -es after sh, ch, ss, x

(3) Plurals with exceptions
e.g. man - men
woman – women
tooth – teeth
child - children

(4) Teach y changes to i and add es (e.g. story – stories)
except where there is a vowel before the y.
e.g. key – keys,
monkey – monkeys

(5) Treat words such as trout, sheep, deer that do not change as plurals.

(6) Change f to v and add es.
e.g. loaf loaves

CONTRACTIONS

don't
I'm
I'll
we're
I've
we'll
isn't
they're
can't
won't
we've
they've
you've
what's
that's
who's
it's
I'd
*

OPPOSITES

hot – cold
dirty – clean
last – first
before – after
*

ALPHABETICAL ORDER

Place letters, names and words being treated in class into alphabetical order:
(1) Using the first letter
(2) Using the first two letters

Dictionary:
(1) Compile a class dictionary
(2) Compile individual dictionaries

CORRECT USAGE

Treat orally common errors as they occur

is - are
has – have
was – were
did – done
gone – went
you and I
you and me

HOMOPHONES

two - to - too
sale sail
* see Diana Rigg Phonic & Sight word sequence for more homophones.

HOMONYMS

park (garden, the car)
*

SYLLABLES

(1) One syllable and two syllable words.
(2) Introduce three syllable words.

APPENDIX F contd

YEAR 3 WORD STUDY

BASE WORDS

Students identify base words and use prefixes and suffixes to build words.

PREFIXES

bi- (two)
tri- (three)
out- (outside)
un- (not)
over - (beyond)
under- (below)
mid- (middle)
circum - (around)
bi- (two)
tri- (three)
out- (outside)
un- (not)
over- (beyond)
under- (below)
mid- (middle)
circum- (around)
semi- (half)
up- (upwards)
pro- (for, before)
mis- (wrong)
ex- (out of)
anti- (against)

SUFFIXES

-ful
-let
-hood
-ly
-man
-y
-er
-or
-les
-ness
-able
-ese
-ward (s)
-ate
-ling
-al
-ish
-ship
-an -ic -man

ROOT WORDS

Introduce root words:

aqua L – water
eg aquatic

tele Greek – far
eg telephone

bios Gr – life
eg biography

hydr(o Gr – water
eg hydrant

skopeo Greek – view eg scope

finis Latin - end
eg final

phone Gr – voice
eg telephone

dens, dentis L – tooth eg dentist

monos Gr – one
eg montone

grapho Gr – write
eg autograph

astron, aster Gr – star eg astronaut

dico, dictus L - I say eg dictation

ge Gr – the earth
eg geology

biblion Gr – book
eg bible

SYNONYMS

old
afraid
start
sparkling
centre
angry
hungry
perform
rescue
stream
strange
reply
terrible
gather
whole
spoil
stem
error
voyage
eager
allow
figure
prison
remain
aid
native
dangerous
zero
ragged
couple

COMPOUND WORDS

Students define and identify compound words.

ANTONYMS

arrive
strength
sharp
rise
fresh
enemy
obey
known
nobody
forget
together
build
always
elder
import
tame
public
cheap
divide
pleasure
silent
midnight
absent
useful
capture
straight
afterwards
distant
borrow
rough
entrance

APPENDIX F contd

YEAR 4 WORD STUDY CONT'D

HOMOPHONES AND NEAR HOMOPHONES

their there they're
so sew sow
where wear we're
threw through
hear here
steal steel
creak creek
rode road
groan grown
our hour
break brake
steak stake
saw sore
right write
passed past
fir fur
hole whole
shore sure
team teem
bore boar
whether weather
sight site
war wore
ate eight
weak week
cheap cheep
flour flower
worn warn
scent sent cent
bail bale
lone loan
plane plain
poor paw pour pore
way weigh
fair fare
fought fort
stair stare
pain pane
roar raw
toe tow
tire tyre
Karri carry
fourth forth
main mane
pair pare pear
ewe you
ring wring

IDIOMS

Introduce this colourful form of expression through oral discussion, eg

To take the bull by the horns.
To hold one's horses
To make the hair rise
To keep the wolf from the door
To smell a rat
To have a green thumb

DICTIONARY

Develop skills for locating words to find their meanings, spelling and synonyms.

Show the function of guide words indicated at the top of the page.

Show the function of the pronunciation key.

ADULTS - PROGENY

Examples:
whale calf
swan cygnet
elephant calf
ewe lamb
goat kid
goose gosling
deer fawn
giraffe calf
hippopotamus calf
eagle eaglet
lion cub

CONTRACTIONS

Revise from year 2/3 and then treat new contractions at the point of need.

SYLLABIFICATION

Revise words using 1,2&3 syllables and extend
4 or 5 syllables

VOCABULARY EXTENSION

Words pertaining to class learning.

ABBREVIATIONS

Anzac/ ANZAC
Mr Mrs Ms
Dr Prof Hon
Pre Sec Treas.
m cm km
kg L g
St Rd Cres
Tce Ave Pde
WA NSW NT
Tas Vic SA
Qld NZ ACT
PTO SOS
PO GPO COD
NB UFO ABC
RSPCA
WACA GABBA
USA UK NZ
eg ea etc
ad adv
am pm
Dept Co
fig diam
Mt
TV
CD ROMM
DVD
GPS
PC (personal computer)
Govt (Government)
Pres (President)
PM (Prime Minister)
min (Minister: state)
Sen (Senator
ed (editor, edition)
no (number

APPENDIX F contd

YEAR 5/6 WORD STUDY

BASE WORDS

Students identify base words and use prefixes and suffixes to build words.

PREFIXES

pre – (before)
super – (above, over)
self – (by, to, for, oneself)
trans – (across, over)
fore – (before)
com – (together, with)
inter – (between, among)
ac – to
re – again
sub – under
non – (not, opposite of)
equi – (equal)
vice – (in place of, for)
de – (from, away)
dis – (opposite of, not)
after – (following)
post – (after, behind)
arch – (leader, chief)
mal – male – (bad)
ante – (before)
contra – counter (against)
retro – (backwards)
in-, im – (not)
il-, ir- (not)
mini – (small)
co-, con- (with, together)

SUFFIXES

-ible
-ment
-ive
-eer
-en
-ion, - tion
-ism
-ist
-ize – ise, -ice
-ee
-fy
-ancy, -ency
-ry
-ery
-ary
-ance, -ence
-cy, -sy
-ure
-or, -our
-ant, -ent
-age
-ty
-ous
-ity

DICTIONARY and THESAURUS

Develop skills for locating words to find their meanings, spelling and synonyms.

Revise the function of guide words indicated at the top and bottom of the page.

Revise the function of the pronunciation keys.

SYLLABIFICATION

Revise words using 1,2, 3 or more syllables

SYNONYMS

view
wonder
perfect
reduce
amuse
elevate
umpire
unite
mistake
rubbish
frozen
period
ruin
guest
wharf
annual
recreation
quarrel
magazine
route
moisture
liberty
observe
select
pretend
certain
purchase
courage
liquid
exhibit

FIGURES OF SPEECH

Build student knowledge and understanding of idioms, alliteration, similes and metaphors.

CONTRACTIONS

Revise from previous years and treat new contractions

ANTONYMS

regular
fact
modern
future
failure
arrange
seldom
polite
increase
wealth
prove
sincere
valuable
senior
concrete
primary
stationary
dense
expensive
rare
automatic
noble
sufficient
logical
vacant
expand
cease
majority
fertile
respect

VOCABULARY EXTENSION

Non sexist and non racist language and appropriate substitutes.

APPENDIX G

Grammar Scope and Sequence

One formal grammar lesson a week or integrated across the curriculum

	K/P	1/2	3/4	5/6
Sentences				
Simple sentences	**T**	**M**	**M**	**M**
Compound sentences	**E**	**T**	**M**	**M**
Complex sentences	**E**	**E**	**T**	**M**
Dependent and Independent clauses, including direct and indirect speech to extend and elaborate ideas and information			**T**	**M**
Subject and predicate				
Isolate subject and predicate in a sentence			**E**	**T**
Write sentences in which the subject and the verb agree in number, eg *A box of matches **is** small. A packet of noodles **was** on the table.* *The children **were** visiting the zoo.*			**E**	**T**
Parts of speech				
• **Isolate nouns, verbs, adjectives, adverbs and conjunctions in sentences** Define/explain functions of adjectives, nouns, verbs and verbs in sentences, (eg *The large bird flew gracefully*.)	**E**	**T**	**M**	**M**
• **Nouns**				
Proper nouns	**E**	**T**	**M**	**M**
Collective nouns	**E**	**T**	**M**	**M**
Concrete nouns		**E**	**T**	**T**
Abstract nouns			**E**	**T**
• **Verbs**				
Present past and future tense	**E**	**T**	**T**	**M**
Present and past particles eg *is* playing eg *was* playing	**E**	**T**	**T**	**M**
• **Conjunctions**				
Simple conjunctions to form compound sentences. *eg and, but, so, or*)	**E**	**T**	**M**	**M**
Conjunctions to form compound sentences that add ideas, information, reasons. (*eg because, when, since, after, although)*	**E**	**T**	**M**	**M**
Conjunctions used to form complex sentences.			**E**	**T**
• **Pronouns**				
Write an appropriate pronoun for a previously stated subject or object in order to avoid repetition, (eg *My dad walked into the shop. **He** bought a bag of fruit*.)	**E**	**T**	**M**	**M**
Subject – pronoun agreement: pronouns agree with the words they are referring to (*eg The children watched the game. **They** enjoyed it.)*	**E**	**E**	**T**	**T**

APPENDIX G contd

	K/P	1/2	3/4	5/6
• **Adjectives and adverbs**				
Use of adjectives to extend ideas and enhance meaning of sentences	**E**	**T**	**M**	**M**
Adverbs to extend ideas and enhance meaning of sentences		**E**	**T**	**T**
Adjectives, adverbs and prepositional phrases to elaborate ideas. *eg The old man rode his rusty bike slowly down the bumpy road.*	**E**	**T**	**T**	**M**
Particular adjectives and adverbs used to express ideas and information positively or negatively		**E**	**T**	**M**
Particular adjectives and adverbs used to express opinions, evaluate ideas and information and to persuade.			**E**	**T**
• **Prepositions**				
Prepositions show how two parts of a sentence are related in space and time. eg *below, above, towards, throughout, without*		**E**	**T**	**T**
Sentence Starters				
Story markers (*eg once upon a time, in the dreamtime)*	**T**	**M**	**M**	**M**
Story markers (*eg long ago, late one night)* and patterns of repetition to emphasise or link actions or ideas.	**E**	**T**	**M**	
Linking words (*eg firstly, finally, or*) to structure text, link ideas and give reasons.	**E**	**E**	**T**	**M**
Cohesive devices to express cause and effect relationships (eg since, in order to) and to compare and contrast (*eg although, even, while if*)	**E**	**E**	**T**	**M**
Linking Words				
Linking words (*eg firstly, finally, or*) to structure text, link ideas and give reasons.	**E**	**E**	**T**	**M**
Cohesive devices to express cause and effect relationships (eg since, in order to) and to compare and contrast (*eg although, even, while if*)		**E**	**E**	**T**
Paragraphs				
Paragraphs consist of a group of sentences that relate to a single unified topic or event. The paragraph starts with the topic sentence (main idea) which is followed by sentences that elaborate this idea (supporting sentences).	**E**	**E/T**	**T**	**T**
Different forms of writing use different types of paragraphs. (*eg narratives, expositions, explanations)*	**E**	**E**	**T**	**T**
Structure of text (Make alterations that):				
○ Add words to enhance meaning	**E**	**T**	**M**	**M**
○ Change words to achieve exact meaning	**E**	**T**	**T**	**M**
○ Delete words to tighten sentences	**E**	**T**	**M**	**M**
○ Re-arrange words to produce a more convincing order		**E**	**T**	**M**
○ Add phrases to enhance meaning of sentences	**E**	**T**	**M**	**M**
○ Re-arrange sentences to produce a more convincing sequence		**E**	**T**	**M**
○ Write paragraphs appropriate to structure and form		**E**	**T**	**M**
○ Re-arrange paragraphs to produce a more convincing order.			**E**	**T**

APPENDIX H

Editing Codes

- Gradually expose and introduce these codes to students from Year 1 onwards until they are taught in Years 4/5 and maintained in Years 6/7.
- These editing codes are **mainly** for teacher use (with red biro) or for when peer editors assist other students during the publishing cycle.
- The use of this system of editing encourages students to become **more responsible** for their own editing instead of relying on someone else to "fix" their writing. For example, when a teacher writes "P" in the margin, students know that they need correct a punctuation error on that line. The aim is for students to become **more independent when proof reading and editing their writing.**
- Teachers need to strike the right editing balance with students. There are times when students need to have some, most, or all errors corrected for them by teachers so they can publish their work without mistakes.

P — There is a punctuation error on this line (Code is written in margin)

and/or

CL — A capital letter is missing. (Written in margin)
A fullstop is missing. (Written in margin)

FS — Or, circling the incorrect/ missing punctuation in the text can help the student identify the point of error if necessary.
Eg *I have Ⓟut down my pencil.*

Sp — Find and correct the spelling error on this line. (Written in margin)

comtinent — *And/or*
Underline a spelling error. (Underlined in red by teacher. Student to underline in the same colour as they are writing in.)

(?) — This doesn't make sense. Clarify meaning.
(Either written in margin or near the text.)

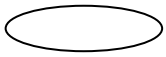
You can also underline (?) the confusing text with a wavy line

^ — A word or words need to be added here. Eg *I have lost pencil.*
^

— Start a new paragraph here. (Code is written within the text.)
(Or if in Margin, start a new paragraph in the correct place on this line.)

x( ) — Delete this word/s. Eg *I have returned the pencils x*(*back*) *to you.*

⌣ — Remove this space. Eg *I like sun shine.*
⌣

 — Choose a better word/s. Eg. *I have got none pencils.*

— Use arrows to show sections of text to be moved and where they are being moved to.

APPENDIX I

Spelling Rules and Guidelines

These are guidelines only - If a student doesn't know the rule from previous years, it must be re-taught
For K – 2 Spelling Rules should be taught as per Diana Rigg Sequence

Kindergarten

1. Words are made up of letters
2. Letter sounds are different to letter names – expose.

Pre Primary

All words have a vowel or a vowel sound

1. AEIOU are all vowels, the other 21 letters are called consonants.
2. Must know all letter names and sounds

Year One

1. Introduce Long Vowels and Short Vowels
2. Two letters can make the same sound
3. Adding 's', 'ing', 'er', 'y', 'ly' or 'ed' to base words that do not change.

Rule: Introduce the Doubling rule – ff, gg,
Rule: 'Q' is always followed by 'u'
Rule: 'ck' makes a single 'c' sound
Rule: if a word starts with a 'c' sound and the second letter is an 'e' or an 'i' then the first letter is a 'k'. (if the second letter is 'a', 'o' or 'u' the first letter is a 'c')
Rule: 'an' goes before any word that begins with a vowel
Rule: Plural - add 's'

Year Two

1. Correct use of: is/are, has/have, was/were, did/done, I/me, a/the, a/an
2. Contractions that occur in common usage: don't, I'm it's, isn't, can't, aren't
3. Compound Words (in reading and common usage)
4. Silent letters (k, b)

Rule: a 'fairy e' on the end of a word can only reach over one consonant and makes the vowel have a long vowel sound. (mad becomes made)
Rule: Doubling final consonant (when adding ing, ed)
Rule: Change 'y' to 'i' when adding 'es', 'er', 'ed', 'ly', 'est' or 'ness'. (Exception – when there is a vowel before the 'y' just add 's')
Rule: 'e' goes away when 'ing' or 'ed' come to stay.
Plural: add 'es' after 's', 'ss', 'x', 'ch', 'sh', 'z' or 'zz'.
Change 'f' to 'v' and add 'es' (some exceptions – roof/roofs; hoof/hoofs/hooves)
Adding 'ly' to words where base word stays the same.
Rule: 'ar' sound is only made by an 'a' if it is followed by a 'th' or 's'. (bath, task)

Year Three

1. Correct use of: was/were, go/goes/gone, do/does/done, you and me, a/an, a/the, you're/your, they're/there/their.
2. Contractions: we've, they've, you've, we're, you're, what's, that's, won't
3. Plurals with exceptions: woman/women, tooth/teeth, goose/geese, child/children
4. Silent letters (g)
5. Plurals – no change: trout, sheep, deer, dozen, fish.
6. Capitals for proper nouns: days, months, places, people.
7. Daily dictation to apply known skills.
8. Editing – students underline words for checking (have-a-go pads)
9. Investigate dictionary skills (first letter, then extend to second letter)

Rule: If a short vowel is followed by one consonant, we need to double that consonant before adding 'ing', 'ed' or 'y'
Rule: always keep the 'y' when adding 'ing' or 'ish'. (crying)
Rule: when adding 'ly' to a word ending in 'l', keep both 'l's (joyfully)
Rule: Doubling final consonant (when adding ing, ed, er, est or y)
Rule: 'i' before 'e' except after 'c' where the sound is a long 'e' (except caffeine, seize, seizure, weir, weird, sheik)

APPENDIX I contd

Year Four

1. Correct use of collective nouns, masculine/feminine and adult/offspring.
2. Contractions: I've, shouldn't, couldn't, wouldn't
3. Abbreviations, initials and acronyms.
4. Dictionary skills (extend to third letter etc)
5. Syllables: compare words that have one, two or three syllables.
6. Root words: begin to introduce these through reading text.

Rule: Changing 'y' to 'i' when adding 'es', 'er', 'ed', 'ly', 'est' or 'ness'. (Exception – when there is a vowel before the 'y' just add 's', 'er' or 'ed'.

Rule: when 'all', 'full', 'fill', 'well', 'till' are added to a word, drop one 'l' (joyful)

Year Five

1. Contractions: should've, could've, would've
2. Syllables: need to be aware that a syllable is a part of a word that is pronounced as a unit. Syllabification is shown in a dictionary with a slash.
3. Encourage use of dictionaries (some students may still need to 'have-a-go' first.

Rule: some nouns have no singular form (trousers, tweezers, scissors, billiards, bathers, tongs, pliers etc)

Year Six

1. Correct usage of occupations
2. Encourage use of dictionary or thesaurus.

Rule: when not sure, look in the dictionary.

Rule: words ending in 'ic' add a 'k' before using endings which begin with 'i', 'e' or 'y' (picnic/picnicked)

Rule: nouns that have a consonant followed by 'o' need 'es' to make them plural (potatoes). BUT just add 's' if it's a musical instrument (pianos, banjos) or albino.

Rule: nouns that end with two vowels just need 's' to make them plural (radios, videos)

Rule: most compound words form the plural by making the principle word plural (daughters-in-law, sons-in-law, passers-by).

Rule: when 'ei' does not say long 'e' it is always written 'ei' (eight, rein, their).

APPENDIX J

Reading Scope and Sequence

Key:
E – Expose
T – Teach Explicitly
M - Maintain

	K	PP	1	2	3	4	5	6
Chunking	E	E	T	T	T	T	M	M
Self Questioning								
Reading On		E	E	T	M	M	M	M
Predicting	E	T	T	M	M	M	M	M
Substituting						E	T	M
Visuals	E	T	T	M	M	M	M	M
Connecting	E	E	T	M	M	M	M	M
Reading Rate				E	T	TE	M	M
Create Images		E	E	T	M	M	M	M
Inferring			E	T	T	E	T	T
Synthesizing						E	T	T
Scan and Skim		E	T	T	M	M	M	M
Using an Analogy		E	T	T	M	M	M	M
Consulting a Reference				E	T	T	M	M
Summarising			E	T	T	M	M	M
Questioning				E	T	T	M	M

APPENDIX J contd

Strategy	Description	Outcome	First Steps Guided Practice Activities
Chunking	Sound out letters or break into chunks	Students hear chunks and are more able to read word put word together and, if wrong, self correct.	
Self Questioning	Ask questions before, during and after reading	Helps students understand what they are reading	Clouds of Wonder Stop-and-Think Cards BDA Questions Written Conversation
Reading On	Read past unknown word	Students are more likely to read word if they understand the context	
Predicting	Look at book cover to predict what book is about, or pause during reading to predict what happens next.	By making predictions students evaluate what they are reading to see if their predictions are correct. Therefore they are using higher order thinking and comprehension increases.	Split Images Personal Predictions Check the Text Crystal Ball Think Sheet Extended Anticipation Guides
Substituting	Substitute an unknown word with another word that makes meaning	Assists comprehension, if substituted word does not make meaning, repeat process	
Visuals	Look at pictures or diagrams	Assists students to read unknown word	
Connecting	Students make connection in 3 ways: Text to self Text to text Text to world	If students can make connections it assists them with understanding the purpose of the text	Connecting with Text Before-and-After Chart Think and Share Linking Lines What's in a text
Reading Rate	Students adjust their reading rate according to suit level of book and what they are looking for.	Students are more likely to make meaning when they read at a suitable rate.	
Create Images	Students make pictures in their head as they read	Assists students to make meaning,	Picture This! Sensory Chart Post Your Senses Changing Images Open Mind Portrait Information Images

APPENDIX J contd

Strategy	Description	Outcome	First Steps Guided Practice Activities
Inferring	Students add their own thoughts and ideas about parts of the story	Assists students with role of investigator and discussion manager	Character Self-Portrait Interviews Rating Scales Report Card What's My Point of View? Developing Dialogue
Synthesizing	Students pause during reading and think about what they have read and what it means to them	Assists students to make evaluations about their reading	Turn on the Lights Plot Profile Great Debate Synthesis Journal
Scan and Skim	Students scan text to find information	Assists students locate keys words	Picture Flick Graphic Overlays Sneak Preview Hunt the Text Challenge Beat the Buzzer Quiz Retrieval Charts Interesting Words Chart
Using an Analogy	Students use their knowledge of words	Assists students read unknown words	
Consulting a Reference	Students use dictionaries, thesaurus', & internet to assist them to read unknown words and understands the meaning	Requires students to use higher order thinking, therefore they are more likely to comprehend and remember words	
Summarising	After reading, students talk / discuss the key ideas or information in text	Assists with comprehension, retaining information and understanding purpose of text	Oral Summaries (ID main idea; students create representation or gist of text) Written Summaries Reciprocal Retells Main Idea Sort Newspaper Report/ Headlines 66 Words Categorisation (Foods, sports, furniture etc…; find categories; make up different categories)
Questioning		Assists with comprehension	3 Level Questions (Literal, Inferential & Interpretive) Question analysis Directed reading/listening activities Bloom's taxonomy of questions

APPENDIX K

4 Roles of the Reader

Students need to be proficient in four interrelated dimensions of language use. Freebody and Luke (1991) identify the roles literate people take on as: code breaker; text participant; text user; and text analyst.

Code Breaker **'How do I crack this code?'**

This involves being able to decode and encode language at an appropriate level of proficiency. It includes recognising and being able to speak and write words and sentences; it incorporates phonics and the use of accurate spelling and grammar.

Text Participant **'What does this mean to me?'**

Students use their knowledge of the world, knowledge of vocabulary and knowledge of how language works, to comprehend and compose texts. Examples of activities that involve this role include: making a list of questions after reading a poem for the first time; comparing the worlds created in two science fiction films; predicting the style and content of a television program from the opening titles.

Text User **'What do I do with this text?'**

Students understand how language varies according to context, purpose, audience and content, and are able to apply this knowledge. Examples of activities that involve this role include: creating an information leaflet for a sporting club; preparing a talk about new books in the library for an assembly; choosing an appropriate style for a letter or phone call thanking a visiting speaker.

Text Analyst **'What does this text do to me?'**

Students critically analyse and challenge the way texts are constructed to convey particular ideas and to influence people. Examples of activities that involve this role include: working out the beliefs about fathers implied in a range of picture books; looking at newspaper photographs to consider who is not represented and why this might be; re-writing fairy tales to present different ideas about gender or class.

Junior Primary Correlation

Make a Connection ……	Ask a Question ……
♦ This reminds me of …..	♦ Why did …..
♦ This part is like …..	♦ What's this part about?
♦ This character (name) is like (name) because …..	♦ How is this (fill in detail) like this (fill in detail)
♦ This is similar to …..	♦ What would happen if …..
♦ The differences are …..	♦ Why …..
♦ I also (name something in the text that also happened to you)…..	♦ Who is …..
♦ I never (name something in the text that has never happened to you)…..	♦ What does this section (fill in detail) mean …..
♦ This character makes me think of …..	♦ Do you think that …..
♦ This setting reminds me of …..	♦ I don't get this part here …..

APPENDIX L

Handwriting

GUIDELINES

The Department of Education is committed to students developing a personalised, fluent and legible handwriting style that enables them to communicate effectively when writing for different purposes. Victorian Modern Cursive is a foundation handwriting style based upon 'natural writing patterns' identified among young children. It has been adopted as the required style for Western Australian public schools and at Falls Road Primary we have agreed on the following modifications:
Teach the letters P & B in open and closed format and teach both forms of the X and Z handwriting.
K-P focus on starting point and letter shape. Year 1 & 2 focus on letter shape and tick turns – beginning joins.
Year 3 & 4, focus on developing cursive writing. K to focus on pre writing skills including posture and pencil grip.
K-6 teachers are encouraged to demonstrate, foster and reinforce the skills, understandings and behaviours that assist students in developing fluent, legible handwriting. Regular lessons should be tailored towards the specific learning needs of students.

Students need to learn/be taught:

- appropriate pencil grip;
- correct letter formations;
- starting and finishing points;
- the correct direction to move in;
- the number of strokes involved in producing a letter; and
- size and spacing of letters.

Students can be shown how letter shapes can be joined, once basic letter shapes and letter sequences have become automatic, to the point of legibility and fluency. Speed loops can be introduced once students can correctly join letters.
Students may be encouraged to personalise Victorian Modern Cursive once they have a well-developed standard form of handwriting (usually during the middle years of schooling).

Beginning and emergent writers

Specific indicators of progress in handwriting for beginning and emergent writers are the development of:

- the ability to differentiate between drawing and writing;
- an understanding that writing can represent thoughts, ideas, message and speech;
- adequate fine motor coordination;
- a writing hand preference;
- a precision grip;
- awareness of the terminology and concepts relating to written and printed material – spaces, words, letter, direction; a visual memory of letter shapes;
- movements which form the basis of later automatic processes in handwriting; and
- the ability to identify and correctly form lower-case and upper-case letters.

Emergent and early writers

As students develop the ability to recognise and form letters, they need opportunities to consolidate their handwriting skills. Emergent and early writers are working to:

- understand the terminology and concepts relating to written and printed material – spaces, words, letters, chunks of letters and directionality
- identify and correctly form the twenty-six lower-case and upper case letters;
- develop awareness of letter patterns which appear regularly in English;
- develop sufficient legibility and fluency to enable them to focus on the message, form and purpose of the writing; and
- develop understanding of the purposes of legible writing.

Fluent writers

Students are ready to join letters when they:

- can correctly form the twenty-six lower-case letters to write words, using an efficient pen grip;
- show consistent use of slope, size, spacing and letter alignment;
- show signs of trying to join the letters together; and
- have developed an understanding of common letter patterns.
- Speed loops can be introduced to students when joining techniques are established; and
- if the student develops an interest in speed-looping.

APPENDIX M

VIEWING SCOPE AND SEQUENCE

K / PRE PRIMARY	Year 1/2	YEAR 3/4	YEAR 5/6
Viewers understand that visual texts are created for different purposes including: to entertain, recount, describe, socialise, instruct and persuade visual texts can be created for different audiences by reflecting the interests of the viewers	Viewers understand that visual texts are created for different purposes including: to entertain, recount, describe, socialise, instruct and persuade visual texts can be created to be viewed by an individual or by a larger audience	Viewers understand that visual texts are created for different purposes including: to entertain, recount, describe, socialise, instruct and persuade visual texts are created using subject matter that appeals to different audiences	Viewers understand that visual texts are created for different purposes including: to entertain, recount, describe, socialise, instruct and persuade visual texts are created using subject matter that appeals to different audiences*
visual texts can represent real or imaginary people, places and ideas	visual texts can represent reality or fantasy	main ideas are developed through the interconnection of plot, character and setting using written and visual elements	characters and plot are developed using dialogue and visual elements that describe appearance and actions
viewers retell a sequence of events and identify emotions and behaviours expressed by characters	viewers identify the main topic of a story, retell a sequence of events and compare emotions and behaviours of characters to their own when interpreting a story	viewers' interpretations of texts are influenced by their own experiences	viewers' interpretations are influenced by the knowledge and values of the groups to which they belong, and by their own experiences
viewers draw inferences from the ideas and information contained in directly-stated information and illustrations	viewers draw inferences from the ideas and information contained in directly-stated descriptions and actions	viewers make connections using auditory information and visual images to identify main ideas including the use of illustrations in picture books to add extra meaning to the written text	viewers infer meanings and messages developed in the narrative using illustrations and auditory information, visual images in picture books and films to enhance the written text by providing a different visual story
viewers may have opinions of characters that are different from their peers	viewers consider how people, characters and events could have been portrayed differently when interpreting visual texts	viewers infer characters' qualities, motives and behaviours	viewers draw conclusions about possible reasons for characters' behaviours and feelings
viewers identify elements of appearance with predictable characters and behaviours	viewers identify visual features of common stereotypes and understand that expressions and gestures can contribute to the representation of characters in particular ways	viewers identify how images have been used to construct characters and events in particular ways	viewers identify how the construction of characters contributes to plot development and consider ethical choices made by various characters
visual texts can explain information and events	visual texts can explain information and events and give opinions	visual texts usually present a point of view	visual argument texts require a position supported by a line of reasoning
visual texts can be grouped according to content	visual texts can be grouped according to content and audience	aspects of subject matter can be included or omitted to create a perspective or to heighten newsworthiness	aspects of subject matter are selected to appeal to, and influence different groups of viewers
codes and conventions including signs and symbols have meaning	codes and conventions including signs, symbols, music, icons, sound effects, colour and facial expressions help viewers make meaning of visual texts	viewers identify aspects of subject matter that have been omitted and suggest why	viewers identify how aspects of subject matter used in visual texts contribute to representations of characters, places and events
typical generic structure of imaginative texts including characters, place, time and a sequence of events	typical generic structure of imaginative texts including orientation, complication and resolution	viewers can identify differences and similarities in different visual texts on the same topic	viewers compare information and ideas in visual texts to identify the different emphases, and the influence of these on their own perceptions
typical features of visual texts including labels on diagrams, headings and subheadings	typical features of visual texts in print and electronic forms including headlines, introduction or lead and still and moving images	conventions including stereotypes in advertising and simple symbolic representations work to shape a viewer's understanding of visual texts	written, visual, spoken and auditory conventions are chosen to appeal to different groups

visual codes including sequential frames and speech bubbles in comics, non-verbal codes including icons on a computer program that represent particular functions, spoken codes	visual codes including appearance, non-verbal codes including facial expressions, spoken codes including voice tone and auditory codes including sound effects	music, sound effects and hyperlinks can contribute to the representations of characters, places and events	shot types, camera angles, facial expressions and gestures contribute to the representations of characters, places and events
techniques used to create still and moving images including close-up, medium and long shots	techniques used to create still and moving images and their functions (close-up, medium and long shots)	viewers identify how a person or event is represented in a particular way	viewers establish why a person, event or issue is newsworthy in a news report
ways to use vocabulary including 'real' and 'pretend' 'close ups', 'icons' and 'speech bubbles' to understand/discuss visual texts	ways to use vocabulary including 'slow motion', 'long shots', 'wide angle' and 'timelines' to understand/discuss visual texts	purpose determines the relationships between context, form and values in informative and argumentative texts	informative and argumentative texts can be constructed for more than one purpose
viewing and thinking strategies for making meaning from visual texts including using background knowledge to predict likely endings, sequencing and making connections	viewing and thinking strategies for interpreting visual texts and maintaining continuity of understanding including using illustrations in picture books to predict and confirm meanings	different forms of visual texts contain symbolic meanings that are constructed to appeal to target audiences in particular contexts	creators of visual texts use their assumptions about target audiences to engage their interest and attention
ways to ask and respond to questions to identify information in visual texts and reflect on understandings	ways to ask and respond to questions to evaluate visual texts, make judgements and reflect on understandings	stereotypes are constructed and used to appeal to, promote or denigrate particular socio-cultural values	viewers explore how their own membership of groups influences their interpretations of visual texts
		generic structure of imaginative visual texts including cartoons and feature films and the function of each stage	the flashback text structure presented in different visual text forms (adventures and mysteries in films) and different visual text forms and television serials and the function of each stage
		layout and structure of visual texts and the ways they influence meaning	layout and structure of visual texts and the ways they influence meaning
		visual codes, non-verbal codes, spoken codes, and auditory codes that develop the subject matter and focus the viewer's attention	visual codes, nonverbal codes, spoken codes and auditory codes that add meaning, interest, immediacy and authority to multimedia texts
		techniques used to create still and moving images including shot selection, framing, lighting and soundtrack	techniques used to create still and moving images including computer imaging, fade-outs, inserts, cutaways and flashbacks
		ways to use vocabulary to understand and discuss visual texts including symbols, stereotypes, sound effects, logos and slogans	ways to use vocabulary to understand/discuss visual texts including animation, imagery, shot types, point of view, cutaways, flashbacks and fadeouts
		viewing and thinking strategies for interpreting visual texts including predicting, comparing, connecting, browsing, thinking aloud, monitoring and inferring	viewing and thinking strategies for justifying interpretations of visual texts including skimming, scanning, self-questioning, summarising and paraphrasing
		ways to use vocabulary to name and explore viewing and thinking strategies including predicting and connecting	ways to use vocabulary to name and explore viewing and thinking strategies including comparing and self-questioning
		ways to ask and respond to questions to reflect on content, purpose, audience, context, technique, values and beliefs, and gaps/silences in visual texts	ways to ask and respond to questions to explore opinions and judgements about visual texts
		viewers consider visual codes, nonverbal codes, spoken codes and auditory codes to create, make meaning and find information in visual texts	viewers integrate visual codes, nonverbal codes, spoken codes and auditory codes to create, make meaning and find information in visual texts

APPENDIX N

Speaking & Listening Scope &Sequence

K	Pre-Primary/Year 1	Year 2/3	Year 4/5	Year 6
Students use spoken language appropriately in a variety of classroom contexts. Ask and answer simple questions for information and clarification Contribute relevant ideas during class or group discussion Follow simple instructions. Listen to and produce brief spoken texts that deal with familiar ideas and information. Sequence main events and ideas coherently in speech Speak at an appropriate volume and pace for listeners' needs. Self-correct by rephrasing a statement or question when meaning is not clear.	Students listen to and produce spoken texts that deal with familiar ideas and information. Demonstrate, usually in informal situations, that they are able to speak clearly using coherent sentences and basic vocabulary. Organise spoken texts using simple features to signal beginnings and endings. Vary volume and intonation patterns to add emphasis. Contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. Listen to others and respond appropriately to what has been said.	Students vary their speaking and listening for a small range of contexts, purposes and audiences. Project their voice adequately for an audience, Use appropriate spoken language features, and modify spoken texts to clarify meaning and information. Listen attentively to spoken texts, including factual texts Identify the topic, retell information accurately Ask clarifying questions, volunteer information and justify opinions.	Students plan, rehearse and make presentations for different purposes. Sustain a point of view and provide succinct accounts of personal experiences or events. Adjust speaking to take account of context, purpose and audience Vary tone, volume and pace of speech to create or emphasise meaning. When listening identify the main idea and supporting details and summarise them for others. Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.	Students express creative and analytical responses to texts, themes and issues. Identify main issues in a topic and provide supporting detail and evidence for opinions. Critically evaluate the spoken language of others Select, prepare and present spoken texts for specific audiences and purposes. Use a variety of multimodal texts to support individual presentations in which they inform or persuade an audience. When listening asks clarifying questions and builds on the ideas of others. Identify key ideas and take notes. Show an awareness of the influence of audience on the construction and presentation of spoken texts

APPENDIX O

Diana Rigg Sight Word Lists – Reading

Foundation Sight Words List

at	from	as	are
in	with	was	the
it	this	to	they
on	that	be	you
and	for	he	
a	is	of	
i	his	have	

Stage 1 Sight Words List

at	his	if	see	way	make	part	there
in	as	had	been	may	made	has	their
it	was	but	by	her	like	find	use
on	to	not	my	over	time	one	more
and	be	him	no	number	write	said	water
a	he	did	go	long	these	your	who
I	of	get	so	all	come	two	people
from	have	can	we	call	some	do	could
with	are	an	she	each	how	many	would
this	the	then	into	first	now	other	
that	they	them	or	oil	down	what	
for	you	than	will	when	out	word	
is	up	look	day	which	about	were	

Stage 2 Sight Word List

us	such	came	found	high	great
man	much	line	around	put	move
set	good	home	house	want	does
men	need	page	sound	any	learn
big	think	change	our	ask	should
tell	thing	here	show	after	world
well	back	where	know	another	work
old	three	give	follow	mother	before
just	say	live	me	answer	because
land	play	too	kind	air	picture
spell	away	even	most	only	
hand	form	letter	new	sentence	
still	small	again	little	America	
went	boy	point	year	large	
off	take	study	why	animal	
must	place	very	try	different	
end	name	read	turn	also	
help	same	mean	right	through	

Stage 3 Sight Word List

every	eye	open	car	second	young
near	light	example	mile	late	talk
add	thought	begin	night	miss	soon
food	head	life	walk	idea	list
between	under	always	white	enough	song
own	story	those	sea	eat	leave
below	saw	both	began	face	family
country	left	paper	grow	watch	body
plant	don't	together	took	far	music
last	few	got	river	Indian	colour
school	while	group	four	real	
father	along	often	carry	almost	
keep	might	run	state	let	
tree	close	important	once	above	
never	something	until	book	girl	
start	seem	children	hear	sometimes	
city	next	side	stop	mountain	
earth	hard	feet	without	cut	

Stage 4 Sight Word List

Regular Sight Words incorporating Stage 1, 2, 3 and 4 Phonic Knowledge

air	any	anyone	anything	change
clothes	fire	garden	follow	following
high	important	since	opened	own
owned	lady	tries	turned	why
whole	word	work	worm	thought
bought	brought	swimming	money	nothing
other	another	used	together	began
write	after	let's	presents	large
wash				

Irregular Sight Words incorporating Complex Phonics

almost	always	above	baby	different
during	during	does	earth	enough
gone	goes	friend	heard	island
half	sure	often	second	young
surprise	through	though	minute	people
paper	balloon	both	laugh	done
pretty	warm	beautiful	answer	children
police	later	strange		

Sight Words – Year 5 and above

Commonly Misspelled Words – Some items may be in previous lists

happened	babies	wanted	we're/where/wear	many	children
there/their/they're	stopped	dropped	received	would	four/for/forty
always	around	every	off/of	both	woman/women
our	getting	threw/through	allowed	swimming	people
something	should	beautiful	frightened	dinner	cousin
believe	to/too/two	heard/herd	hear/here	were	again
different	thought	tried	jumped	until	it's/its
money	beginning	prefer	before	your/you're	February
friend(s)	surprise	mother	animals	pretty	could
another	sure	school	ask(ed)	interesting	let's
know/knew	looked	because	all right	bought	started
clothes	together	that's	caught	an	