



# English Term Overview Term 2, 2022

Based on research from the Workshop Model and Gradual Release of Responsibility

- Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*, second edition. Portsmouth: Heinemann. Calkins, L. (2010). *A Guide to the Reading Workshop*. Portsmouth: Heinemann.
- Tovani, C. (2011). *So What Do They Really Know?* Portland: Stenhouse.
- Fisher, D. and Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition*. 2nd ed. Alexandria: ASCD.



	Reading	Writing	Speaking & Listening
Foundation	<ul style="list-style-type: none"> <li>• Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality <a href="#">(VCELA142)</a></li> <li>• Recognise that texts are made up of words and groups of words that make meaning <a href="#">(VCELA144)</a></li> <li>• Recognise all upper- and lower-case letters and the most common sound that each letter represents <a href="#">(VCELA146)</a></li> <li>• Blend sounds associated with letters when reading consonant-vowel-consonant words <a href="#">(VCELA147)</a></li> <li>• Identify some features of texts including events and characters and retell events from a text <a href="#">(VCELT150)</a></li> <li>• Use comprehension strategies to understand and discuss texts listened to, viewed or read independently <a href="#">(VCELY153)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name <a href="#">(VCELA157)</a></li> <li>• Know how to use onset and rime to spell words where sounds map more directly onto letters <a href="#">(VCELA158)</a></li> <li>• Retell familiar literary texts through performance, use of illustrations and images <a href="#">(VCELT159)</a></li> <li>• Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case <a href="#">(VCELY162)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community <a href="#">(VCELA164)</a></li> <li>• Understand that language can be used to explore ways of expressing needs, likes and dislikes <a href="#">(VCELA166)</a></li> <li>• Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words <a href="#">(VCELA168)</a></li> <li>• Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) <a href="#">(VCELA169)</a></li> <li>• Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures <a href="#">(VCELT172)</a></li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links <a href="#">(VCELA177)</a></li> <li>• Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances <a href="#">(VCELA178)</a></li> <li>• Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) <a href="#">(VCELA179)</a></li> <li>• Recognise short vowels, common long vowels and consonant digraphs, and consonant blends <a href="#">(VCELA181)</a></li> <li>• Understand how to spell one and two syllable words with common letter patterns <a href="#">(VCELA182)</a></li> <li>• Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound <a href="#">(VCELA183)</a></li> <li>• Use comprehension strategies to build literal meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features <a href="#">(VCELY186)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Recreate texts imaginatively using drawing, writing, performance and digital forms of communication <a href="#">(VCELT192)</a></li> <li>• Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands <a href="#">(VCELA190)</a></li> <li>• Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements <a href="#">(VCELY194)</a></li> <li>• Recognise and know how to use simple grammatical morphemes in word families <a href="#">(VCELA191)</a></li> <li>• Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components <a href="#">(VCELA184)</a></li> <li>• Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation <a href="#">(VCELY195)</a></li> <li>• Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters <a href="#">(VCELY196)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that language is used in combination with other means of communication <a href="#">(VCELA199)</a></li> <li>• Understand that there are different ways of asking for information, making offers and giving commands <a href="#">(VCELA200)</a></li> <li>• Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions <a href="#">(VCELA201)</a></li> <li>• Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts <a href="#">(VCELA202)</a></li> <li>• Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables <a href="#">(VCELA203)</a></li> <li>• Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words <a href="#">(VCELA204)</a></li> <li>• Express preferences for specific texts and authors and listen to the opinions of others <a href="#">(VCELT206)</a></li> <li>• Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others <a href="#">(VCELY210)</a></li> <li>• Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language <a href="#">(VCELY211)</a></li> </ul>

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose [\(VCELA212\)](#)
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams [\(VCELA213\)](#)
- Understand that simple connections can be made between ideas by using a compound sentence [\(VCELA214\)](#)
- Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives [\(VCELA216\)](#)
- Learn some generalisations for adding suffixes to words [\(VCELA217\)](#)
- Recognise most letter-sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations [\(VCELA218\)](#)
- Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting [\(VCELY221\)](#)
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures [\(VCELY222\)](#)
- Analyse how different texts use nouns to represent people, places, things and ideas in particular ways [\(VCELY223\)](#)

- Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms [\(VCELA224\)](#)
  - Recognise that capital letters signal proper nouns and commas are used to separate items in lists [\(VCELA225\)](#)
  - Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words [\(VCELA226\)](#)
  - Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds [\(VCELA227\)](#)
  - Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose [\(VCELY230\)](#)
  - Reread and edit text for spelling, sentence-boundary punctuation and text structure [\(VCELY231\)](#)
  - Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position [\(VCELY232\)](#)
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- Recognise that capital letters signal proper nouns and commas are used to separate items in lists [\(VCELA225\)](#)
  - Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words [\(VCELA226\)](#)
  - Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds [\(VCELA227\)](#)
  - Reread and edit text for spelling, sentence-boundary punctuation and text structure [\(VCELY231\)](#)
  - Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position [\(VCELY232\)](#)

- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context [\(VCELA235\)](#)
- Identify language that can be used for appreciating texts and the qualities of people and things [\(VCELA236\)](#)
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose [\(VCELA237\)](#)
- Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution [\(VCELA238\)](#)
- Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters [\(VCELA239\)](#)
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner [\(VCELY244\)](#)
- Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props [\(VCELY245\)](#)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<ul style="list-style-type: none"> <li>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences <a href="#">(VCELA246)</a></li> <li>Identify the effect on audiences of techniques in advertisements <a href="#">(VCELA248)</a></li> <li>Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters <a href="#">(VCELA249)</a></li> <li>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word <a href="#">(VCELA250)</a></li> <li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction <a href="#">(VCELT254)</a></li> <li>Identify the point of view in a text and suggest alternative points of view <a href="#">(VCELY255)</a></li> <li>Read an increasing range of informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking <a href="#">(VCELY256)</a></li> <li>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features <a href="#">(VCELY257)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that paragraphs are a key organisational feature of written texts <a href="#">(VCELA259)</a></li> <li>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters <a href="#">(VCELA260)</a></li> <li>Understand how to use letter–sound relationships and less common letter combinations to spell words <a href="#">(VCELA263)</a></li> <li>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose <a href="#">(VCELY266)</a></li> <li>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation <a href="#">(VCELY267)</a></li> <li>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements <a href="#">(VCELY269)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning <a href="#">(VCELA270)</a></li> <li>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations <a href="#">(VCELA271)</a></li> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications <a href="#">(VCELY275)</a></li> <li>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume <a href="#">(VCELY276)</a></li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<ul style="list-style-type: none"> <li>Identify features used in informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience <a href="#">(VCELA277)</a></li> <li>Describe the effects of ideas, text structures and language features of literary texts <a href="#">(VCELT283)</a></li> <li>Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing <a href="#">(VCELY287)</a></li> <li>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts <a href="#">(VCELY288)</a></li> <li>Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other <a href="#">(VCELY289)</a></li> </ul>	<ul style="list-style-type: none"> <li>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives <a href="#">(VCELA290)</a></li> <li>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech <a href="#">(VCELA291)</a></li> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases <a href="#">(VCELA292)</a></li> <li>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts <a href="#">(VCELA293)</a></li> <li>Understand how to use phonic generalisations to identify and write words with more complex letter combinations <a href="#">(VCELA294)</a></li> <li>Recognise homophones and know how to use context to identify correct spelling <a href="#">(VCELA296)</a></li> <li>Plan, draft and publish informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features <a href="#">(VCELY299)</a></li> <li>Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure <a href="#">(VCELY300)</a></li> <li>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements <a href="#">(VCELY302)</a></li> </ul>	<ul style="list-style-type: none"> <li>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills <a href="#">(VCELY307)</a></li> <li>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements <a href="#">(VCELY308)</a></li> <li>Understand that social interactions influence the way people engage with ideas and respond to others <a href="#">(VCELA304)</a></li> <li>Understand differences between the language of opinion and feeling and the language of factual reporting or recording <a href="#">(VCELA305)</a></li> </ul>



Year 5

- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation [\(VCELA310\)](#)
- Understand how texts vary in purpose, structure and topic as well as the degree of formality [\(VCELA309\)](#)
- Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations [\(VCELA311\)](#)
- Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals [\(VCELA312\)](#)
- Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning [\(VCELY318\)](#)
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources [\(VCELY319\)](#)
- Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text [\(VCELY320\)](#)

Year 6

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [\(VCELA339\)](#)
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots [\(VCELT341\)](#)
- Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts [\(VCELT342\)](#)
- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style [\(VCELT343\)](#)
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse [\(VCELT344\)](#)
- Analyse strategies authors use to influence readers [\(VCELY345\)](#)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts [\(VCELY347\)](#)

- Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts [\(VCELA293\)](#)
- Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families [\(VCELA295\)](#)
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [\(VCELY299\)](#)
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure [\(VCELY300\)](#)
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements [\(VCELY302\)](#)

- Understand that cohesive links can be made in texts by omitting or replacing words [\(VCELA348\)](#)
- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [\(VCELA350\)](#)
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion [\(VCELA352\)](#)
- Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words [\(VCELA353\)](#)
- Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages [\(VCELA354\)](#)
- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [\(VCELY357\)](#)
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [\(VCELY358\)](#)
- Reread and edit own and others' work using agreed criteria and explaining editing choices [\(VCELY359\)](#)
- Use a range of software, including word processing programs, learning new functions as required to create texts [\(VCELY361\)](#)

- Understand differences between the language of opinion and feeling and the language of factual reporting or recording [\(VCELA305\)](#)
- Discuss literary experiences with others, sharing responses and expressing a point of view [\(VCELT306\)](#)
- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills [\(VCELY307\)](#)
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements [\(VCELY308\)](#)

- Understand the uses of objective and subjective language and bias [\(VCELA364\)](#)
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience [\(VCELY366\)](#)
- Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis [\(VCELY367\)](#)

\*\*Progression may differ slightly