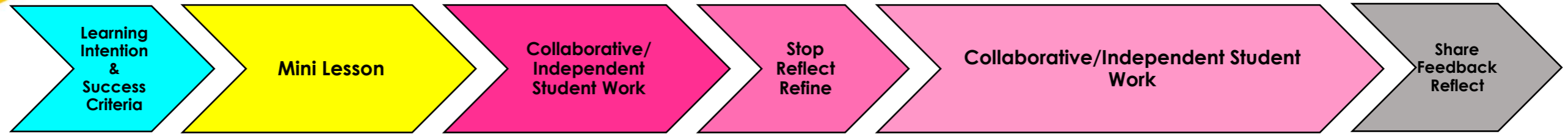




# English Term Overview Term 4, 2022

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
<b>Foundation</b>	<p>Understand that texts can take many forms, and that imaginative and informative texts have different purposes (<a href="#">VCELA141</a>)</p> <p>Recognise that sentences are key units for expressing ideas (<a href="#">VCELA143</a>)</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (<a href="#">VCELT148</a>)</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts (<a href="#">VCELT149</a>)</p> <p>Identify some features of texts including events and characters and retell events from a text (<a href="#">VCELT150</a>)</p> <p>Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (<a href="#">VCELY152</a>)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (<a href="#">VCELY153</a>)</p> <p>Identify some differences between imaginative and informative texts (<a href="#">VCELY154</a>)</p>	<p>Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (<a href="#">VCELA156</a>)</p> <p>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>)</p> <p>Know how to use onset and rime to spell words where sounds map more directly onto letters (<a href="#">VCELA158</a>)</p> <p>Retell familiar literary texts through performance, use of illustrations and images (<a href="#">VCELT159</a>)</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (<a href="#">VCELY160</a>)</p> <p>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>)</p>	<p>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>)</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (<a href="#">VCELT170</a>)</p> <p>Share feelings and thoughts about the events and characters in texts (<a href="#">VCELT171</a>)</p> <p>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (<a href="#">VCELT172</a>)</p> <p>Modify familiar texts (<a href="#">VCELT173</a>)</p> <p>Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (<a href="#">VCELY175</a>)</p>
<b>Year 1</b>	<p>Understand concepts about print and screen, including how different types of texts are organised (<a href="#">VCELA177</a>)</p> <p>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>)</p> <p>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>)</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (<a href="#">VCELA180</a>)</p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (<a href="#">VCELA181</a>)</p> <p>Understand how to spell one and two syllable words with common letter patterns (<a href="#">VCELA182</a>)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (<a href="#">VCELA183</a>)</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts (<a href="#">VCELY186</a>)</p> <p>Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (<a href="#">VCELY187</a>)</p>	<p>Understand patterns of repetition and contrast in simple texts (<a href="#">VCELA189</a>)</p> <p>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>)</p> <p>Recognise and know how to use simple grammatical morphemes in word families (<a href="#">VCELA191</a>)</p> <p>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>)</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (<a href="#">VCELT192</a>)</p> <p>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>)</p> <p>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (<a href="#">VCELY195</a>)</p> <p>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>)</p> <p>Construct texts that incorporate supporting images using software including word processing programs (<a href="#">VCELY197</a>)</p>	<p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (<a href="#">VCELA201</a>)</p> <p>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>)</p> <p>Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables (<a href="#">VCELA203</a>)</p> <p>Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words (<a href="#">VCELA204</a>)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (<a href="#">VCELT207</a>)</p> <p>Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts (<a href="#">VCELT208</a>)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas (<a href="#">VCELY210</a>)</p> <p>Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (<a href="#">VCELY211</a>)</p>

Year 2	<p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose <a href="#">(VCELA212)</a></p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words <a href="#">(VCELA215)</a></p> <p>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 <a href="#">(VCELA218)</a></p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways <a href="#">(VCELT219)</a></p> <p>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 <a href="#">(VCELY221)</a></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures <a href="#">(VCELY222)</a></p>	<p>Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms <a href="#">(VCELA224)</a></p> <p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists <a href="#">(VCELA225)</a></p> <p>Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words <a href="#">(VCELA226)</a></p> <p>Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds <a href="#">(VCELA227)</a></p> <p>Create events and characters using different media that develop key events and characters from literary texts <a href="#">(VCELT228)</a></p> <p>Build on familiar texts by experimenting with character, setting or plot <a href="#">(VCELT229)</a></p> <p>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 <a href="#">(VCELY230)</a></p> <p>Reread and edit text for spelling, sentence-boundary punctuation and text structure <a href="#">(VCELY231)</a></p> <p>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 <a href="#">(VCELY232)</a></p>	<p>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 <a href="#">(VCELA237)</a></p> <p>Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution <a href="#">(VCELA238)</a></p> <p>Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters <a href="#">(VCELA239)</a></p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created <a href="#">(VCELT240)</a></p> <p>Compare opinions about characters, events and settings in and between texts <a href="#">(VCELT242)</a></p> <p>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 <a href="#">(VCELY244)</a></p>
Year 3	<p>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></p> <p>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></p> <p>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></p> <p>Develop criteria for establishing personal preferences for literature <a href="#">(VCELT252)</a></p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative <a href="#">(VCELT253)</a></p> <p>Read an increasing range of imaginative, 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></p> <p>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></p>	<p>Understand that paragraphs are a key organisational feature of written texts <a href="#">(VCELA259)</a></p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense <a href="#">(VCELA262)</a></p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words <a href="#">(VCELA263)</a></p> <p>Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features <a href="#">(VCELT264)</a></p> <p>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></p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation <a href="#">(VCELY267)</a></p> <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size <a href="#">(VCELY268)</a></p> <p>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></p>	<p>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></p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs <a href="#">(VCELA273)</a></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons <a href="#">(VCELT274)</a></p> <p>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></p>
Year 4	<p>Identify features used in imaginative, 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></p> <p>Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity <a href="#">(VCELA280)</a></p> <p>Investigate how quoted (direct) and reported (indirect) speech work in different types of text <a href="#">(VCELA281)</a></p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques <a href="#">(VCELT284)</a></p> <p>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts <a href="#">(VCELY286)</a></p> <p>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></p> <p>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></p>	<p>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives <a href="#">(VCELA290)</a></p> <p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech <a href="#">(VCELA291)</a></p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations <a href="#">(VCELA294)</a></p> <p>Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families <a href="#">(VCELA295)</a></p> <p>Create literary texts by developing storylines, characters and settings <a href="#">(VCELT297)</a></p> <p>Create literary texts that explore students' own experiences and imagining <a href="#">(VCELT298)</a></p> <p>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 <a href="#">(VCELY299)</a></p> <p>Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure <a href="#">(VCELY300)</a></p> <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity <a href="#">(VCELY301)</a></p> <p>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></p>	<p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording <a href="#">(VCELA305)</a></p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view <a href="#">(VCELT306)</a></p> <p>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></p>

Year 5	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality <a href="#">(VCELA309)</a></p> <p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts <a href="#">(VCELT313)</a></p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences <a href="#">VCELT314</a></p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes <a href="#">VCELT316</a></p> <p>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context <a href="#">(VCELY317)</a></p> <p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources <a href="#">(VCELY319)</a></p>	<p>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea <a href="#">(VCELA324)</a></p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts <a href="#">(VCELA325)</a></p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced <a href="#">(VCELT328)</a></p> <p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience <a href="#">VCELY329</a></p> <p>Reread and edit own and others' work using agreed criteria for text structures and language features <a href="#">(VCELY330)</a></p> <p>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="#">(VCELY332)</a></p>	<p>Understand that the pronunciation, spelling and meanings of words have histories and change over time <a href="#">(VCELA333)</a></p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships <a href="#">(VCELA334)</a></p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view <a href="#">(VCELA335)</a></p> <p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others <a href="#">(VCELT336)</a></p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements <a href="#">(VCELY338)</a></p>
Year 6	<p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts <a href="#">(VCELA340)</a></p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots <a href="#">(VCELT341)</a></p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts <a href="#">(VCELT342)</a></p> <p>Analyse strategies authors use to influence readers <a href="#">(VCELY345)</a></p> <p>Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning <a href="#">(VCELY346)</a></p>	<p>Understand the uses of commas to separate clauses <a href="#">(VCELA349)</a></p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas <a href="#">(VCELA350)</a></p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases <a href="#">(VCELA351)</a></p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion <a href="#">(VCELA352)</a></p> <p>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 <a href="#">(VCELA354)</a></p> <p>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 <a href="#">(VCELY358)</a></p> <p>Reread and edit own and others' work using agreed criteria and explaining editing choices <a href="#">(VCELY359)</a></p> <p>Use a range of software, including word processing programs, learning new functions as required to create texts <a href="#">(VCELY361)</a></p>	<p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase <a href="#">(VCELA363)</a></p> <p>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 <a href="#">(VCELY367)</a></p>

\*\*Progression may differ slightly