Truganina College

Inspiring Excellence in Learning to Believe, Achieve and Succeed.

Foundation-Year 9 English Overview
Term 2, 2018

Our school community is one with high expectations.
We are collaborative and inclusive of all.
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

The English Curriculum links directly to:

HIGH IMPACT TEACHING STRATEGIES

| 1. Setting Goals | 2. Structuring Lessons | 3. Explicit Teaching | 4. Worked Examples | 5. Collaborative Learning | 6. Multiple Exposures | 7. Questioning | 8. Feedback | 9. Metacognitive Strategies | 10. Differentiated teaching |

The planning, teaching and learning of the English Curriculum links directly to the College's AIP targets:
- To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- To strengthen a positive culture for learning that empowers both students and staff.
- To increase community connectedness in supporting outstanding student achievement.

COMPREHENSION STRATEGIES (DUKE & PEARSON)

Setting a purpose for Reading   Summarising and Retelling   Clarifying and Fixing-Up
Predicting using Prior Knowledge   Visualising/Forming Visual Representations   Using a variety of text structures and features
Questioning   Inferring   Think-Aloud (Metacognition)
Monitoring

READING MANTRA

1. Underline Evidence
2. Which Strategy?
   - The Main Idea, The Purpose of a Text
   - Making Connections (Text to Self, Text to Text, Text to World)
   - Infer (Use schema, find clues)
   - Predict (What will happen next?)
   - Summarise
3. Anything Else?

	Word Study	Reading	Writing	Speaking and Listening
Foundation	VCELA158-Onset & Rime to spell words Oxford Words Little Learners Love Literacy (LLLL) Initial Sounds	**Reading EL Links to Writing** **0.1** Recognise all upper & lower-case letters & the most common sound **0.3** High Frequency sight words (Oxford Words) **0.7** Visualising Elements in a text	**Text Innovation with Big Books, Poems & Rhymes** **Poems & Rhymes (Week 1 – Week 5)** **Recounts (Week 6 – Week 11)** **VCELY160 -** Create short texts (Planning & Drafting) **VCELY162 -** Upper-and Lower-Case Letters (Planning & Drafting) **VCELA156 -** Capital Letters (Planning & Drafting) **VCELA157 –** High-frequency words (Planning & Drafting) **VCELY161 -** Shared Editing of students' own texts (Editing) **VCELT159 -** Retell through drawing	**VCELY175 –** Deliver short presentations **VCELA168 –** Rhyming words in spoken words
Year 1	VCELA191-Morphemes in Word Families VCELA184- High Frequency Words and Spelling Oxford Words	**Reading EL Links to Writing** **1.1** High Frequency sight words (Oxford Words) **1.6** Read unknown words by combining structure, visual and meaning cues **1.8** Read aloud with fluency and intonation **1.9** Describe differences & identify audience in imaginative, informative & persuasive texts **1.7** Recognise an error has been made when reading **Victorian Curriculum Links Writing Links with Reading** (Content descriptor found in Writing to be incorporated as part of Reading) **VCELA189 –** Patterns of Repetition & Contrast	**Persuasive** **Simple Persuasive (Week 1 – Week 6)** **Autobiography (Week 7 – Week 11)** **VCELT193 –** Build on familiar texts using vocabulary (Planning & Drafting) **VCELY194 -** Text Structure (Planning & Drafting) **VCEL195 -** Reread to improve meaning, spelling and punctuation(Revising) **VCELA190 -** Punctuation (Editing) **VCELY196-** Learned Formation Patterns to write words (Publishing)	**VCELT208 –** Features of plot, character and setting in different literature **VCELT205 –** Discuss how authors create characters using language and images **VCELT207 –** Discuss characters and events in a range of literary texts and share personal responses, make connections with own experiences **VCELY210 –** Engage in conversations and discussions
Year 2	VCELA244-Word Associations, Synonyms and Antonyms VCELA225-Proper Nouns & Commas VCELA226- digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words VCELA227- High Frequency Words (Oxford Words)	**Reading EL Links to Writing** **2.2** Predicting, asking & answering questions **2.4** Monitor Reading **Minimum Standards for Reading** - Find directly stated information - Interpret ideas, including some expressed in complex sentences - Infer the writer's feelings - Identify the purpose of a text	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Week 1 – Week 6)** **Autobiography (Week 7 – Week 11)** **VCELA225 -** Proper Nouns & Commas (Planning & Drafting) **VCELY230 -** Text Structure & Language Features (Planning & Drafting) **VCELY231 –** Punctuation, Sentence Boundary, Text Structure & Spelling (Revising & Editing) **VCELY232** Write words and sentences legibly (Publishing)	**VCELT241 –** Identify literary texts that entertain, and give reasons for personal preferences **VCELT243 –** Experiment with poems, chants, rhymes and songs **VCELY244 –** Listen for specific purposes and information **VCELY245 –** Rehearse and deliver short presentations
Year 3	South Australian Spelling Test (Common Spelling Patterns)/Oxford Words **Spelling Standards as per NAPLAN Assessment Guide** Single-syllable words with - two two-consonant blends and/or digraphs	**Reading EL Links to Writing** **3.2** High-frequency words (Oxford Words), Suffixes & Homophones **3.1** Text Structure & Language Features of a variety of texts **3.7** Solve Unknown Words, Reviewing & Summarising **Minimum Standards for Reading for Year 3 students**	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Week 1 – Week 6)** **Autobiography (Week 7 – Week 11)** **NAPLAN Assessment Guide Focusing on:**	**VCELA271 –** Social Conventions **VCELA272 –** Evaluative language **VCELA273 –** Extended and technical vocabulary

	(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	• Find directly stated information • Interpret ideas, including some expressed in complex sentences • Infer the writer's feelings • Identify the purpose of a text	• **Paragraphing**: Paragraphs are ordered and cumulatively build argument across text. • **Ideas:** Generated, selected and crafted to be highly persuasive. **VCELY266** - Imgainative, Informative & Persuasive Texts (Planning & Drafting) **VCELA259** – Paragraphing (Planning & Drafting) **VCELY266** – simple, compound and complex sentences (Revising) **VCELY267** - Meaning, Structure, Grammar & Punctuation (Editing – Subject-Verb Agreement, Verbs & Tenses, Contractions & Apostrophes) **VCELY268** - Handwriting (Publishing)	
Year 4	**VCELA290 –** Pronoun Reference & Text Connectives **VCELA291 –** Quotation Marks **VCELA296 –** Homophones **South Australian Spelling Test (Common Spelling Patterns)**	**Misconceptions based on 2017 Year 3 NAPLAN Data** • Identifies the purpose of an apostrophe in a very simple narrative Y3 2017 Q5 • Interprets directly stated information in a simple persuasive text Y3 2017 Q7 • Identifies the main idea of a simple persuasive text Y3 2017 Q12 • Interprets the meaning of vocabulary in a poem Y3 2017 Q14 • Interprets the meaning of a description in a poem Y3 2017 Q16 • Analyses the tone of the first paragraph in an advertisement Y3 2017 Q23 • Analyses information across the text in an advertisement Y3 2017 Q24 • Locates directly stated information in an advertisement Y3 2017 Q26 • Identifies the genre of an information report Y3 2017 Q27 • Links directly stated information across sentences in an information report Y3 2017 Q31 • Interprets the meaning of a phrase in an information report 2017 Y5 Q32 **Reading EL Links to Writing** **4.4** Identify structures & language features of imaginative, informative and persuasive texts **4.5** Use a variety of comprehension strategies **Victorian Curriculum Links Writing Links with Reading** (Content descriptor found in Writing to be incorporated as part of Reading) **VCELA293 –** Incorporating Vocabulary	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Week 1 – Week 6)** **Biography (Week 7 – Week 11)** **VCELT298** – Create Literary Texts (Planning & Drafting) **VCELY299** – Plan, draft and write imaginative, informative and persuasive texts (Planning & Drafting) **VCELY300** - Reread and edit for meaning (Revising & Editing) **VCELY301** – Handwriting (Publishing)	**VCELA304** – Influence of social interactions **VCELA305** – Difference between the language of opinion and feeling and the language of factual reporting or recording
Year 5	**VCELA322 –** Possessives & Apostrophes **VCELA324 –** Noun Groups & Phrases/Adjective Groups & Phrases (Planning & Drafting) **VCELA326 –** Noun Groups & Phrases/Adjective Groups & Phrases (Planning & Drafting) **South Australian Spelling Test (Common Spelling Patterns)** **Spelling Standards as per NAPLAN Assessment Guide** 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 and rectangle)	**Reading EL Links to Writing** **5.5** Analyse text structures & language features of informative, imaginative & persuasive texts **5.6** Navigate & Read texts for specific purposes **Victorian Curriculum Links Writing Links with Reading** (Content descriptor found in Writing to be incorporated as part of Reading) **VCELA321 –** Prominence of the beginning sentence **Minimum Standards for Reading for Year 5 students** • Connect and interpret ideas • Interpret the nature, motivation and behaviour of characters • Identify the main purpose for inclusion of specific information, diagram and illustrations • Identify the main idea of a paragraph or the main message of the text	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Week 1 – Week 6)** **Biography (Week 7 – Week 11)** **Persuasive** **(Persuasive Writing focusing on NAPLAN Criteria)** **NAPLAN Assessment Guide Focusing on:** • **Paragraphing**: Paragraphs are ordered and cumulatively build argument across text. • **Ideas:** Generated, selected and crafted to be highly persuasive. **VCELA321 –** Prominence of the beginning sentence (Planning & Drafting) **VCELA323 –** Main & Subordinate clauses (Planning & Drafting) **VCELT327 –** Create Literary Texts (Planning & Drafting) **VCELY329 –** Plan, draft & publish imaginative, informative and persuasive texts using text structures and language features (Planning & Drafting) **VCELA325 –** Use of Vocabulary (Planning & Drafting) **VCELY330 –** Reread and edit own and others' work (Revising & Editing) **VCELY331 –** Develop a handwriting style (Publishing)	**VCELA335** – Take account of differing perspectives and points of view **VCELT336** - Present a point of view about literary texts
Year 6	**VCELA349 –** Use of commas **VCELA353 –** Phonic Knowledge **VCELA354 –** Etymology of Words **South Australian Spelling Test (Common Spelling Patterns)**	**Misconceptions based on 2017 Year 5 NAPLAN Data** • Interprets the meaning of vocabulary in a poem Y5 2017 Q7 • Interprets directly stated information in a narrative Y5 2017 Q13 • Identifies the reason for a character's action in a narrative Y5 2017 Q14 • Identifies the change in a character's perspective in a narrative Y5 2017 Q16 • Identifies the genre of an information report Y5 2017 Q20 • Identifies the main purpose of a sentence in a persuasive article Y5 2017 Q26 • Interprets the meaning of a complex language in a persuasive article Y5 2017 Q28 • Locates directly stated information embedded in a paragraph in a persuasive article Y5 2017 Q30 **Reading EL Links to Writing** **6.9** Analyse strategies authors use to influence readers **6.8** Ask & Answer questions using research skills **6.7** Use word identification, self-monitoring & self-correcting strategies **6.5** Finding & Summarising the main idea of a text **6.1** Observe how events can be represented by a series of images **Victorian Curriculum Links Writing Links with Reading** (Content descriptor found in Writing to be incorporated as part of Reading) **VCELY357 –** Compare texts that represent ideas and events in different ways	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Week 1 – Week 6)** **Biography (Week 7 – Week 11)** **VCELA351 –** Ideas (Planning & Drafting) **VCELA350 –** Complex Sentences (Planning & Drafting) (Revising) **VCELA352 –** Vocabulary Choices (Planning & Drafting) (Revising) **VCELA348 –** Cohesive links by omitting and replacing words (Revising) **VCELA358 –** Plan, draft and publish texts (Planning & Drafting) **VCELY359 –** Reread and edit (Editing) **VCELY360 –** Handwriting (Publishing)	**VCELY367** – Participate in debates, plan and deliver presentations **VCELA364** – Objective and Subjective Language and Bias
Year 7	**VCELA384 –** Spelling rules and word origins **Spelling Standards as per NAPLAN Assessment Guide** 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)	**Things a Map won't show you - Pam MacIntyre** **(Short story fiction and poetry collection)** **Reading EL Links to Writing** **7.1** Finding evidence to support ideas from the text. **7.4** Identify use of emotions and opinions in texts. **7.6** Identify audience and purpose in a text **7.7** Identify point of view and arguments through the use of cause and effect **Minimum Standards for Reading for Year 7 students** • Infer the motivation or intention of the narrator or a character	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Weeks 1-6)** **Narrative (Weeks 7-11)** **NAPLAN Assessment Guide Focusing on:** • **Paragraphing**: Paragraphs are ordered and cumulatively build argument across text. • **Ideas:** Generated, selected and crafted to be highly persuasive. **VCELY387** - (Planning, Drafting & Publishing) **VCELA380 & VCELT385** - Text Structures (Drafting) **VCELA383 –** Modality (Drafting) **VCELA381 –** Punctuation (Drafting & Editing) **VCELY388 –** Editing	**VCELA391** – Language evolves to reflect a changing world **VCELA392** – Accents, styles of speech and idioms express and create personal and social identities

	• multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (supervision, furniture, powerful, sentinel, brutally and rectangle)	• Interpret the significance of an event for the main character • Identify the purpose of parts of the text	VCELY389 (Handwriting) VCELY390 (Publishing)	
Year 8	**VCELA417** – Spell accurately and learn new words using nominalisation **Spelling Standards as per NAPLAN Assessment Guide** 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 and rectangle) unusual consonant patterns (guarantee) • longer words with unstressed syllables (responsibility) • suffixes to words ending in e, c or l (physically, changeable, plasticity) • foreign words (lieutenant, nonchalant)	**The Truman Show - Film Study** **Misconceptions based on 2017 Year 7 NAPLAN Data** • Interprets directly stated information in a multi text. Evidence 2017 Reading Q9. • Interprets the meaning of idiomatic language in multi text. 2017 Reading Q7. • Identifies a change in a character's perspective in a narrative. 2017 Reading Q15. • Interpret the effect of text layout in a persuasive text. 2017 Reading 22. • Identifies the purpose of italics in a persuasive article. 2017 Reading Q • Interpret the meaning of complex language in a persuasive article. 2017 Reading Q25. Identified the central theme of a detailed first person narrative. 2017 Reading Q30. **Reading EL Links to Writing** **8.1** Rhetorical devices - irony, hyperbole, parody and understatement **8.7** Understand how rhetorical devices are used to persuade and layers of meaning developed through the use of metaphor, irony and parody **8.2** Analyse how the text structures and language features of different persuasive texts vary according to the medium and mode of communication **8.5** Analyse arguments for and against a particular issue in a current community debates and justifying a personal stance.	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Weeks 1-6) Report Writing (Weeks 7-11)** **NAPLAN Assessment Guide Focusing on:** • **Paragraphing**: Paragraphs are ordered and cumulatively build argument across text. • **Ideas**: Generated, selected and crafted to be highly persuasive. **VCELY420** - Creating Texts (Planning & Drafting) **VCELY421**) -Text Structures (Planning & Revising **VCELA414** - Cohesion(Planning & Drafting) **VCELA415** - Punctuation Drafting & Editing) **VCELA416** Nominalisaton in Persuasive Texts **VCELA417** – Spelling (Planning & Revising) **VCELY422** (Publishing)	**VCELA424** – Conventions of speech adopted by communities influence the identities of people
Year 9	**VCELA434** – Use of spelling in texts **Spelling Standards as per NAPLAN Assessment Guide** 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 and rectangle) unusual consonant patterns (guarantee) • longer words with unstressed syllables (responsibility) • suffixes to words ending in e, c or l (physically, changeable, plasticity) • foreign words (lieutenant, nonchalant)	**Stolen - Jane Harrison (Play Indigenous Australians)** **Misconceptions based on 2016 Year 7 NAPLAN Data** • Locates directly stated details in an information text. 2016 Reading Q3. • Interprets meaning on a persuasive sign. 2016 Reading Q9. • Identifies the main purpose of a paragraph in an information blog. 2016 Reading Q14. • Interprets a literary description in a narrative extract. 2016 Reading Q23. • Interprets a word in context in a first person narrative. 2016 Reading Q27. **Reading EL Links to Writing** **9.2** Explain how authors creatively uses the structures of sentences and clauses for particular effects. **9.3** Interpret and analyse language choices; sentence patterns, dialogue, imagery in plays **9.7** Evaluate techniques used to construct plot and create emotional responses. **Minimum Standards for Year 9 Students** • Infer the main idea. • Identify the purpose of a labelled diagram • Identify the tone of an argument	**Persuasive, Persuasive Writing focusing on Victorian Curriculum and linking to NAPLAN Assessment Guide (Weeks 1-6) Literary Analysis-Report (Weeks 7-11)** **NAPLAN Assessment Guide Focusing on:** • **Paragraphing**: Paragraphs are ordered and cumulatively build argument across text. • **Ideas**: Generated, selected and crafted to be highly persuasive. **VCELT449** – Creating Texts Planning & Drafting) **VCELT448** – Parody, Allusion, Appropriation (Drafting) **VCELA445** – Punctuation (Planning & Drafting) **VCELT450 -** (Editing) **VCELY451 -** (Publishing)	**VCELA453** – Roles and relationships are developed and challenged through language and interpersonal skills

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The English Curriculum links directly to:

- **High Impact Teaching Strategies** (http://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf)

- **The English Overview links to the minimum standards in Reading and Writing.**
Links to the minimum standards:
Reading: https://www.nap.edu.au/naplan/reading/minimum-standards
Writing: https://www.nap.edu.au/naplan/writing/minimum-standards

- **Duke and Pearson Comprehension Strategies**
Setting a purpose for Reading, Predicting using prior knowledge, Questioning, Summarising and Retelling, Visualising / Forming Visual Representations, Inferring, Monitoring, Clarifying and Fixing-Up, Using a variety of text structures and features and Think-Aloud (Metacognition).

- **21st Century Learning**
Ways of Thinking: Creativity and innovation, Critical thinking, Problem Solving and Decision Making, Learning to Learn
Ways of Working: Communication and Collaboration
Ways of Living in the World: Local and Global Citizenship, Personal and Social Responsibility, Life and Career
Tools for Working: Information Literacy, Information and Communication Technology (ICT) Literacy