

Modified
Curriculum
Statement
2017

Parnngurr Community School



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School Context

Parnngurr is a small and very remote Aboriginal community in the East Pilbara. Its services include school, store, clinic and Ranger Station. Economically it is highly disadvantaged. Apart from service providers, the population is an integral and active part of the Martu nation, speaking dialects of Martu, engaging in Martu religious and cultural practices, including male initiation. This requires families to be mobile to meet their cultural obligations.

English is a second or third language.

Our students therefore;

- Are fluent speaker of one or more Martu dialects
- Have a strong set of Martu values
- Are EALD learners
- Have disrupted attendance

Within this context, the Martu community makes very clear its vision for school, this being for students to learn enabling English language literacy and numeracy skills for the necessary interactions with mainstream Australia. It is made equally clear that intergenerational transfer of cultural knowledge is an essential element of children and young peoples' learning. These expressed goals are what directs the school teaching and learning program.

Another important element of the context that impacts on student learning is the transience of the teaching staff, including the leadership.

It is therefore appropriate that we have a modified curriculum as per the WA curriculum policy.

School Philosophy

Parnngurr elders are adamant that the school is not a separate organisation but intricately connected to the community and its culture.

The learning program is designed to meet the expressed needs of;

1. English language and literacy, and numeracy
2. Support cultural learning
3. The state expectations of embedding the WA prescribed curriculum, modified for the students' context and approved by the PCS Board

The curriculum statement as set out below binds these three key ideas together in a pedagogy that gives children sound skills, broad learning, and an expectation that their parents and other family will be active and empowered contributors to the learning program.

Intergenerational cultural transfer and strong cultural identity is vital for the on-going wellbeing of students. Our school is committed to this learning as a significant component of its pedagogy.

This statement is also cognisant of the need for the curriculum to be *uncomplicated, sequential and consistent*. This is to ensure, as much as possible;

- New teachers can quickly implement effective teaching from current school plans and resources
- Students experience consistent teaching and learning from familiar resources and pedagogy

Current research shows clearly that a 'whole school agreement' is much more conducive to student learning improvement than each teacher working independently. PCS curriculum and pedagogy is designed around this premise. Collaboratively agreed parameters are balanced with teachers' own construction of the learning activities.

Overview structure

This curriculum scope and sequence policy conforms to the Western Australian Schools Curriculum and Standards Authority mandates.

Parnngurr Community School is essentially PP-10. Students who present for academic learning beyond Year 10 will be enrolled in the School of Isolated and Distance Education and supported in their learning. However, preparation for certificate courses is incorporated into the secondary class.

The learning day is divided into two main sections:

1. *Literacy (English) and Numeracy (Maths) Blocks*
 - a. These sessions are quarantined as much as possible. They are the times for mainstream skill learning and reinforcing to levels of automaticity with agreed age-level standards appropriate to EALD students from a non-western cultural family and community background; i.e., PCS
 - b. Standard Australian English (SAE) Oral language is an integral component of these block times with teachers modelling SAE and facilitating the same for the students according to age and skill level
2. *Integrated curriculum – **Project Based Two-way Learning***
 - a. The school has engaged with the CSIRO Science Pathways Two-way Science project which aims at connecting western STEM with Martu traditional ecological knowledge (TEK), supporting one of the community's expressed goals of intergenerational transfer. It also provides a genuine need for the community to be involved in the school's learning program
 - b. The Science Pathways resources, highlighting the WA Science curriculum connections with TEK, also integrates HASS, Technologies and Arts in their activities. The resources also include a great many activities that reinforce literacy and numeracy skills
 - c. This part of the day promotes Oral Language development in Martu as well as Standard Australian English
 - d. While all learning areas are, or can be, addressed through this two-way learning or Project Based Learning (PBL), there are some curriculum content descriptors that are addressed separately as they are not easily incorporated into the Two-way Science pedagogy

School Timetable

To reflect the Parnngurr curriculum philosophy and overview, the school's timetable is set out below.

Time	Activity	Learning areas
8:00	Breakfast	Healthy eating - nutrition
8:30	Class time, roll marking	Organisation, checklists, days and times
8:40 – 10:30	Literacy Block	English Learning Area based around Standard Australian English, and the phonics-based Fitzroy readers (See detailed <i>Skills and Strategies</i> below)
10:30 – 10:50	Recess break	Healthy eating; Fruit Time
10:50 – 1:00	Numeracy Block	Maths Learning Area, using the AICS Numeracy Portal with Origo Go Maths resources Daily fitness
1:00 – 1.40	Lunch break	Healthy eating
1.40 – 3.00	Integrated curriculum	Two-way learning, using TEK and western science as the basis for regular Learning on Country and classroom activities incorporating, HASS, Arts, and Technologies, with activities in Oral Language (SAE and Martu), literacy and numeracy

Modified Curriculum Overview

Learning Area	Specific Scope and Sequence	Methods Both forwards and backwards planning	Resources	Assessment
Arts	WA Arts curriculum	Integrated project-based units	Science Pathways Two-way Science resources	Achievement Standard assigned level from content descriptors (Not required until 2018)
English	EAL/D Progress Maps, Fitzroy Readers series, with Word Skills Books, Oxford Word List	Dedicated Literacy Block, reinforced throughout Two-way Science units (See detailed <i>Skills and Strategies</i> below)	Fitzroy Reading Series, supported by Red Rocket readers and Konza sample literacy blocks	EAL/D Progress Map PLUS: frequent tracking of phonics, sight words, reading series progress for each student
Health and Physical Education	WA Health & PE curriculum	Integrated project-based units	Science Pathways Two-way Science resources	Achievement Standard assigned level from selected content descriptors
Humanities and Social Sciences	WA HASS curriculum	Integrated project-based units	Science Pathways Two-way Science resources	Achievement Standard assigned level from selected content descriptors
Mathematics	AICS Numeracy Portal WA curriculum strands as appropriate (see below)	Dedicated Numeracy Block Reinforced throughout Two-way Science units	AICS Numeracy Portal, Origo 'Go Maths'	AICS Numeracy Portal tracking PLUS: frequent tracking of student progress within Go Maths
Science	WA Science curriculum	Integrated project-based units	Science Pathways Two-way Science resources	Achievement Standard assigned level from selected content descriptors
Technologies	WA Technologies curriculum	Integrated project-based units	Science Pathways Two-way Science resources	Achievement Standard assigned level from selected content descriptors

Learning Areas

English/Literacy

This scope and sequence is based around the EAL/D Progress Maps, with the Fitzroy Readers Series as the key resource for literacy. Red Rocket Readers are a supplementary graded resource. Each classroom is also well equipped with age-appropriate fiction and non-fiction reading material, as well as access to internet literacy. In addition, the entire Fitzroy series has been loaded on the school iPads for students to independently read along with.

Literacy, especially writing, is also a significant component of the Science Pathways resources.

Teachers encourage students to use SAE in their responses, and in practicing this prior to writing.

The age-appropriate English 'Skills and Strategies' framework (see Appendix) outlines the essential skills, activities and experiences necessary for students' literacy competence. These are mapped out by each teacher in their Literacy Block using examples developed by Assoc. Professor Konza from ECU. (See Appendix)

Mathematics/Numeracy

Our school's mathematics curriculum is based on the use of the AICS Numeracy Strategy which incorporates the online Numeracy Portal and the support of the Numeracy Consultant. All teachers assess, plan and teach using the AICS Portal for number, calculate and fractions

In order to ensure students also have financial and work-ready mathematics, the following WA Mathematics Curriculum strands are also taught P-7, *as appropriate*;

- Money and financial mathematics
- Using units of measurement
- Shape
- Location and transformation
- Geometric reasoning
- Data representation
- Chance

The ORIGO Go Maths resources, aligned with ACARA and the WA Curriculum, provide a developmentally appropriate sequence for teaching these maths skills and are the basis for the Numeracy block.

The identified strands are required in the Science Pathways resources and are critical for employment pathways and are also required for achieving Competencies in the Junior Ranger Program outlined below.

Integrated Curriculum/Project Based Learning

This recently developed CSIRO project is not a new pedagogy but one that has gained some new favour recently in working to engage students in learning that is holistic and linked to real life. This is especially important for students whose language and cultural background has meant that school learning has a disconnect with their real lives. The CSIRO Science Pathways project aims to address this disconnect.

Two-way Science acknowledges the value of two separate knowledge systems which uses the student strength in one system to inform education in the other. In this, Traditional Owners (TOs) are given the opportunity to lead education activities and that this knowledge is valued *per se* and then linked and added to with western knowledge. Students are more likely to engage in schooling where their culture and knowledge system are valued and see their own people leading elements of their learning. This confidence and belief provides the platform for building western knowledge, incorporating western science around which HASS, Arts and Technologies learning is constructed in 'real life' experiences and activities through regular field trips for 'Learning on Country' (LoC).

Science Pathways has produced over 600 pages of resources for students of all age groups that lead teachers and Martu through a process for combining the deep Parngurr traditional ecological knowledge (TEK) with western science and other learning areas. They also show how Martu and teachers can work together effectively to empower Martu as educators and to value the cultural knowledge in a form of genuine 'two-way learning'.

These resources are set out in topics and units with activities for LoC and classroom activities. As well as Science they introduce and reinforce oral language in both Martu and SAE, reading and writing, and a range of 'real life' numeracy activities.

The Science Pathways resources provide detailed tables of activities, tasks, and their direct links to the WA Science curriculum. Science Pathways is currently developing a series of assessment tasks that will support teachers in making judgements about student Achievement Standards. These will provide a model for teachers to develop their own assessment tasks in the other learning areas.

The Science Pathways resources provide for forward planning of the learning in which the TOs will engage the students. However, the resources also emphasise that TO teaching means that, TOs when 'on-country' have the flexibility to engage the students in whatever

learning takes priority regardless of prior planning. If this element is not available to them when on their own country with their own children, they will not become equal partners in the school. This means that teachers must be flexible and open to 'backwards planning'. Knowing the curriculum thoroughly is vital for teachers to respond to unplanned learning and being able to use this for linking to western learning where possible. For teachers, this means knowing the Science Content Descriptors AND those of the subjects they are integrating.

Two-way Science was first introduced to the school at the beginning of Term 2 2017 so it is still developing in understanding by teachers and Martu. To date, it is proving a highly engaging strategy.

HASS, Arts, Technologies, Health

Content descriptors for HASS are closely aligned with the Science Pathways activities and tasks. For example, the resources suggest many activities where students are being taught the recent history of the local area and the cultural responses to the environment. Science Pathways is matching a set of selected HASS content descriptors to sit parallel with those of Science.

Many Arts and Technologies activities are described in the Science Pathways resources, such as building class murals and using motion-sensor cameras. Health is also a focus of the Science Pathways resources with units across all age levels for water health, bush medicine and first aid for example.

Using the project-based learning as an integrated curriculum pedagogy, teachers can either forward plan using the content descriptors they want to focus on, or engage in the Two-way Science topics and units as provided and backwards plan and assess their student learning from this unifying theme.

Each of these learning areas are tracked using the WA Curriculum and assessed according to the Achievement Standards for each student. These results are reported to parents twice per year.

Health and Physical education

Health is extensively covered in the integrated curriculum as suggested above. Physical Education is delivered through 15 minutes of daily fitness for each class, and weekly PE lessons planned from the WA Curriculum. Health and PE are reported on separately.

Pre-certificate Secondary Curriculum

Incorporated into the Two-way Science learning for secondary students is the *Junior Ranger Program* (JRP). This program is a natural extension of Learning on Country pedagogy and is based on the nationally accredited Indigenous Ranger Skills Guide (*Caring for Our Country*). It is a combination of Work Experience and VET working towards employment with the Kanyirninpa Jukurrpa (KJ) organisation which is the biggest employer of Martu through the federal government *Working on Country* strategy.

The JRP is organised into 40 Competencies, using some from the Skills Guide, some from the KJ Healthy Country Plan and some from specific Mathematics and Science content descriptors. This program is designed to develop the skills and understanding of students in their work-related learning and being able to track their own progress.

Currently, we have no students who have completed these Competencies. When students are ready, they will be introduced to Certificate 1, *Conservation and Land Management*.

The school has also organised for students to engage in work experience with a variety of tradespeople when work is done in the Parnngurr community.

Assessment

Parnngurr Community School has several layers of strategies for assessing and tracking student learning progress.

Integrated Curriculum; an important strategy is tracking *what the teachers are teaching* to ensure that students are receiving the right learning opportunities *at the right pace*. In the Data Room, master maps of the Learning Area curriculum content descriptors are required to be added to twice per term *for what has been taught*, and discussed as a collaborative staff activity to ensure consistency. Although the school provides a modified curriculum, it is important that students are taught at a pace and breadth appropriate to their language and cultural background without ‘dumbing down’ the teaching.

- a. Science Pathways is developing a series of assessment tasks. The emphasis will be on assessing student understanding of the *science concepts* through a range of activities and work samples that suggest alternatives to literacy. This will inform PRCS practice for assessing HASS, Arts, Technologies, Health and PE. It is important that when assessing Achievement Standards, teachers are not inadvertently assessing literacy skills instead

Literacy: This is such a vital skill that Literacy deserves fine-grained assessment and tracking. The *Fitzroy Readers Series* provide the school with a comprehensive suite of tools to enable this.

- *Phonics;* phonic sounds are introduced systematically and synthetically and reinforced through the Fitzroy Readers Word Skills Workbooks. Therefore student progress is easily charted through this series and is on-going on a daily or weekly basis.
- *Reading;* the Fitzroy Readers Reading Tests allows each student to be tested as to the level of reading and reading *progress*. This is recorded on an on-going basis as per the phonics
- *High Frequency Words;* we use the Oxford Word List Top 500 to teach the recognition and understanding of the most common sight words Individual progress in these is recorded as per phonics and reading, as automaticity in these contribute much to fluency and comprehension
- *Writing;* work samples from Daily Independent Writing (see *English Essential Skills and Strategies*) are compared with a set of levelled writing samples from the ACARA resources and recorded on the EAL/D Progress Map

In weeks 3 and 6 of each term, staff collaborate to share this data and discuss improvements pedagogy. *A live data wall for each student of the Fitzroy Reader phonics and reading is kept in the staff room.* Included on this data wall is the ACARA writing age-levels.

All students are also assessed using the EAL/D Progress Maps which directly address the WA English curriculum. These maps are added to once per term in Week 9 and form a part of the student's personal records.

Students in Years 3, 5, 7 and 9 are required to participate in the national NPALAN assessments. No other standardised tests are used as they are culturally inappropriate. Assessments in the commercial series for literacy and numeracy are used to show student progress.

Numeracy; the AICS Numeracy Portal provides support, structure and resources for teachers to track student progress and develop appropriate learning experiences from diagnostic assessments.

The Go Maths series has a range of student assessment tools for teachers to track the Mathematics strands additional to the AICS Numeracy Strategy.

The selected Mathematics content descriptors form part of the data wall in the data room and student progress is recorded on a continuous basis here as well as the AICS portal tracking for each student.

Student feedback: Small class sizes allow for students to receive individual and face-to-face feedback on their learning in all learning activities. Each class also has data walls to encourage students to monitor their own progress.

Reporting

Parnngurr Community School reports to parents at the end of each semester, describing the actual learning that students have engaged in and indicating the learning success. Because we have a modified curriculum, teachers identify, and report against the Achievement Standard appropriate for each student. For example, a 12 year old student may be working at a Year 2 level and be judged to be 'satisfactory' at that level. This format is in line with the WA Curriculum policy, "Reporting on student achievement".

To reflect our Two-way Science pedagogy, Learning on Country is also reported on as a separate category. This is appropriate because it comprises a significant component of student learning experiences and activities, and by reporting on it, we are emphasising to parents and the community that we are supporting their expressed goals.

In addition to formal reporting, teachers are encouraged to, and do, use the numerous informal opportunities presented in a small community, to talk to parents about their child's learning.

Sample Literacy Block

Years Two - Three

Time (flexible)	Component
20-30 minutes	<p>Book Sharing and Comprehension The teacher and children share book reading according to students' skills to model good reading strategies; expose children to a range of text genres Example lesson content:</p> <ul style="list-style-type: none"> • pre-teach new vocabulary • use semantic maps to demonstrate word links • create a class story map; story profile, character map • KWL chart • find the main ideas in non-fiction text
10 minutes Should be separate small group activity for those requiring p.a. activities, probably Wave 3 students	<p>Phonological Awareness Example lesson content:</p> <ul style="list-style-type: none"> • segmenting words into phonemes • complex onset and rime - three letter blends • creating tongue twisters
15 minutes	<p>Phonics and Word Study Example lesson content:</p> <ul style="list-style-type: none"> • learning more complex spelling patterns • spelling rules • further instruction of high frequency words • blending words using more complex letter combinations • Greek and Latin roots; prefixes and suffixes • contractions
15 minutes	<p>Vocabulary Example lesson content:</p> <ul style="list-style-type: none"> • word maps for theme vocabulary words • build vocabulary categories • put words into individual dictionaries • build word trees from base words
15 minutes	<p>Fluency Example lesson content:</p> <ul style="list-style-type: none"> • choral reading • Readers Theatre • Repeated reading with partner; echo reading
5 minutes	<p>Share Time The class discusses what they have learned during the literacy block.</p>

Extract from Science Pathways Resources

SEASONS Unit 1. Introduction

Activity	Page no.	Task	
1. and 2. What do we already know about seasons?	5 6	With an AEW and teacher, brainstorm names in Language (1) and English (2) for different seasons, and some features of them.	Science Understanding Daily and seasonal changes in our environment affect everyday life (ACSSU004)
3. Seasons calendar	6	Discussing purpose of a Seasons Calendar then making the first record on it following a walk around the community with an AEW/TO.	Science Understanding Observable changes occur in the sky and landscape (ACSSU019)
4. Field trip with Traditional Owners	7	Students learn from Traditional Owners about the current season and what are its observable signs.	Science as Human Endeavour Science involves making predictions and describing patterns and relationships (ACSHE061)
5. Recording the learning	8	Following the field trip students brainstorm then record on the Seasons Calendar what they learnt about the current season.	Science as Human Endeavour Science involves making predictions and describing patterns and relationships (ACSHE061)
6. Introducing the Two-way Science Journal	8	Students are introduced to the Two-Way Science Journal. They illustrate an example of Two-way Science for the journal cover.	Science as Human Endeavour Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)
7. What causes seasons (western science)	8	Students learn that earth's tilt when rotating around the sun is the cause of different seasons.	Science Understanding Earth's rotation on its axis causes regular changes including night and day (ACSSU046)
Extension	10	Students view films of seasons in other countries before illustrating one example.	Science Understanding Daily and seasonal changes in our environment affect everyday life (ACSSU004)

Extract from Junior Ranger Program Competencies

Ranger Knowledge (RK) Competency	Need to know about
RK 1 Describing country Able to describe geographical forms and habitats	Generic collective names, e.g., samphire flats, rocky outcrops, gullies, swales, claypans
RK 2 Work Health and Safety Understanding essential WHS rules and expectations of a Rangers' work environment RTC2704A	Personal protective equipment, e.g., hats, boots Manual handling procedures and risks Risk management assessments Personal and group responsibility
RK 3 Checking items for field trips Using a checklist to ensure field trips are properly equipped	What Rangers take with them on field trips How to record those items on a checklist How to check that equipment is complete and in working order How to tick off the items as packed
RK 4 Safe packing for field trips Understanding safe and secure processes for packing vehicles	What equipment is best placed where in the vehicles; e.g., water drum at the front of the tray, Cybertracker inside How to load heavy items safely What procedures provide the most security for travelling; e.g., heavy items on the bottom, What is needed to tie down equipment on roof racks and trays; e.g., ropes, straps How to use rope knots and webbing winches
RK 5 Unpacking from a field trip Storing equipment in order	Where equipment is stored in the Lake House How different items are packed, e.g., swags rolled How to handle heavy items safely What items need cleaning before storing How to check for damaged equipment What to do with left-over food
RK 6 Planning food Planning simple snacks or meal	Understanding how many are being catered for Which type of meal, i.e., snack, lunch etc. Estimating how much of each food is required Ensuring appropriate equipment is packed, e.g., BBQ plate
RK 7 Setting remote sensor camera Understanding the technical steps for setting and recording on a remote sensor camera	How to follow step-by-step instructions for setting up the camera The securing systems to keep the camera steady Effects of weather on equipment How to use a computer to show footage
RK 8 Using remote sensor camera Understanding the purpose of remote camera recording	What the target species are for recording What environment the target species inhabits What the habits are of the target species so that the placement of the camera is maximised How the footage is used to inform Ranger work How the footage is filed

Essential Skills and Strategies ENGLISH YEARS PRE-PRIMARY TO YEAR 2

SAE Speaking & Listening (Oral Language)			Reading and Viewing			Writing & Creating	
Speaking	Listening	Phonological awareness	Phonics	Word knowledge (sight words)	Reading strategies	Written language	Spelling
<p>Simple recounts with teacher prompts</p> <p>Basic concepts (colours, shapes, body parts, feelings, family relationships)</p> <p>High interest and thematic vocab</p> <p>Join in with rhymes, raps, songs, finger plays, repetitive texts</p> <p>Sequence pictures to make a story (beginning, middle, end) and then tell what is happening in each picture</p> <p>Puppets</p> <p>Talking in simple sentences</p> <p>Telling about an event/experience</p> <p>Problem solving</p> <p>Predicting outcome of a story</p> <p>Describing using adjectives and adverbs</p> <p>Barrier games</p> <p>Giving directions in sequence</p> <p>Talking in complete sentences</p> <p>Correct use of grammar including pronouns, plurals</p> <p>Tell a story using pictures (books with no text)</p>	<p>Active listening</p> <ul style="list-style-type: none"> * Face the speaker * No talking or making sounds * Hands and feet still * Use your ears <p>Answering simple questions</p> <p>Picture books</p> <p>Oral comprehension games e.g. <i>what am I?</i></p> <p>Following directions and instructions including sequences</p> <p>Asking and answering questions during and after an activity</p>	<p>Sound discrimination (animals, musical instruments)</p> <p>Word awareness (clap for each word in a sentence)</p> <p>Clap syllables in words</p> <p>Identify and think of rhyming words</p> <p>Identify initial sound</p> <p>Identify final sound</p> <p>Identify medial sounds</p> <p>Segmenting words into sounds</p> <p>Blending sounds into words</p> <p>Manipulating sounds within words</p> <p><i>map ▶ mat ▶ man ▶ mad</i> <i>sad ▶ bad ▶ had ▶ dad</i></p>	<p>Phonemic awareness</p> <ul style="list-style-type: none"> * explicitly teach 44 phonemes (sounds) * identify sounds in words * blend sounds in words * segment sounds in words <p>Teach relationship between sound and symbol in sequential order (s,a,t,p,l,n,o,b,m,c,g,h,d,f,e,k,v,l,r,u,j,w,z,x,y)</p> <p>Blend sounds to make and spell words</p> <p>Teach digraphs (sh, ch, th, ck, wh, ng, qu, ee, oo)</p> <p>Blend sounds to make and spell words</p> <p>Teach digraphs (ai, ir, oa, oo, ar, oa, oo, ar, or, ur, oi, oy, igh, ear, ow, er, ou, air, ure, aw, tch, ear, ow)</p> <p>Blend sounds to make and spell words</p>	<p>Teach and practise identifying and reading high frequency words through :</p> <ul style="list-style-type: none"> * daily warm ups * sight words games e.g. bingo, snap * word walls * refer to words in reading and writing activities * personal dictionaries 	<p>Concepts of print</p> <ul style="list-style-type: none"> * front to back of book * left to right * top to bottom * matching spoken word to written word (one to one correspondence) * title * author, illustrator <p>Guided reading</p> <p>Shared reading</p> <p>Modelled reading</p> <p>Independent reading</p> <ul style="list-style-type: none"> * known sight words * sounding out unknown words * Re-reading * self-correcting * predicting * reading on * using illustrations as cues <p>Vocabulary</p> <ul style="list-style-type: none"> * matching words to pictures * labels around the classroom * word wall activities (introduce only a few words at a time) * pre-teach story words * word maps/families * personal dictionaries * re-teach new vocab throughout the day <p>Comprehension</p> <ul style="list-style-type: none"> * open ended questions * making predictions * discussing characters, setting, plot * different types of texts * close activities <p>Fluency</p> <ul style="list-style-type: none"> * poems and rhymes * chunking reading into phrases * expression * choral reading * reading with a partner 	<p>Hand writing</p> <ul style="list-style-type: none"> * fine motor activities (threading, playdough letters, cutting & pasting, drawing) * correct formation of lower case letters (trace, copy, write) * correct formation of upper case letters (trace, copy, write) <p>Modelled writing</p> <p>Guided writing</p> <p>Shared writing</p> <ul style="list-style-type: none"> * planning * think aloud * use of phonemics * use of word wall <p>Daily independent writing</p> <ul style="list-style-type: none"> * invented spelling * concepts of print, left-to-right spaces between words * word wall * Sentence starters * personal dictionary * sharing their Writing * publishing their writing <p>Text forms</p> <ul style="list-style-type: none"> * recount * narrative * procedure * report <p>Punctuation</p> <ul style="list-style-type: none"> * capital letters * full stops 	<p>Decodable words using known sounds</p> <ul style="list-style-type: none"> * cv and vc words <i>on, us</i> * cvc words <i>dog, cat</i> * ccvc words <i>flip, stop</i> * cvcc words <i>fist, jump</i> * ccvcc words <i>blank, stink</i> <p>High frequency words</p> <p>Adding endings onto words <i>ing, ed, ,ly</i></p>

Essential Skills and Strategies ENGLISH YEARS 3 -5

SAE Speaking & Listening (Oral Language)		Reading and Viewing				Writing & Creating	
Speaking	Listening	Phonological awareness	Phonics	Word knowledge (sight words)	Reading strategies	Written language	Spelling
<p>High interest and thematic vocab</p> <p>Use subject area vocab during class activities</p> <p>Describing using adjectives and adverbs</p> <p>Giving directions in sequence</p> <p>Answering questions in complete sentences</p> <p>Correct use of grammar including nouns, verbs, pronouns, plurals, tense</p> <p>Speak before a group to tell a story or present information</p> <p>Present ideas and thoughts with correct grammar and in a definite sequence</p> <p>Read an appropriate text to the class</p> <p>Use correct volume when speaking</p>	<p>Active listening</p> <p>Listen to a variety of speakers</p> <p>Listen to a variety of text types</p> <p>Listen to a telephone message for information</p> <p>Following increasingly complex directions and instructions including sequences</p> <p>Recall a story in sequence</p> <p>After listening, identify main idea and supporting details of a text</p> <p>Ask questions to enhance comprehension</p>	<p>Segmenting words into sounds</p> <p>Blending sounds into words</p> <p>Consonant blends <i>bl, st, cr, gl</i></p> <p>Deleting and substituting syllables or sounds</p> <p>Compound words</p> <p>ing, er endings</p> <p>prefixes and suffixes</p>	<p>Blend sounds to make and spell words</p> <p>Teach digraphs (sh, ch, th, ck, wh, ng, qu, ee, oo)</p> <p>Blend sounds to make and spell words</p> <p>Teach digraphs :<i>ai, ir, oa, oo, ar, oa, oo, ar, or, ur, oi, oy, igh, ear, ow, er, ou, air, ure, aw, tch, ear, ow</i></p> <p>Irregular spellings <i>ph:phone, wr:wrong, mb:comb</i></p> <p>More complex phonic rules <i>aigh; straight, t:future</i> ough: bought, tough, through,</p> <p>Breaking long words into syllables; <i>un-der-stand kan-ga-roo</i></p>	<p>Teach and practise identifying and reading high frequency words through :</p> <p>*daily warm ups</p> <p>*sight words games e.g. bingo, snap</p> <p>* word walls</p> <p>* refer to words in reading and writing activities</p> <p>*dictionaries</p> <p>Synonyms</p> <p>Antonyms</p>	<p>Guided reading</p> <p>Shared reading</p> <p>Modelled reading</p> <p>Independent reading</p> <p>*known sight words</p> <p>*Sounding out unknown words</p> <p>*chunking</p> <p>*Re-reading</p> <p>*self-correcting</p> <p>*predicting</p> <p>*reading on</p> <p>*using illustrations as cues</p> <p>Read and view a range of different text types: <i>narratives, recounts, procedures, descriptions, instructions, catalogues, book reviews</i></p> <p>Vocabulary</p> <p>*word wall activities</p> <p>*word maps/families</p> <p>* thematic word walls</p> <p>* building word trees from base words</p> <p>*pre-teach target words from text to be read</p> <p>Comprehension</p> <p>*open ended questions</p> <p>* making predictions</p> <p>*discussing characters, setting, plot</p> <p>* different types of texts</p> <p>*KWL chart</p> <p>*close activities</p> <p>Fluency</p> <p>*poems and rhymes</p> <p>* chunking reading into phrases</p> <p>*expression</p> <p>*choral reading</p> <p>*reading with a partner</p>	<p>Hand writing</p> <p>*correct formation of lower case letters</p> <p>*correct formation of upper case letters</p> <p>* modern cursive</p> <p>Modelled writing</p> <p>Guided writing</p> <p>Shared writing</p> <p>*planning</p> <p>*think aloud</p> <p>* use of phonemics</p> <p>*use of word wall</p> <p>Daily independent writing</p> <p>*word wall</p> <p>*Sentence starters</p> <p>*personal dictionary</p> <p>* plan and draft texts</p> <p>* editing own work for meaning, spelling, punctuation</p> <p>Text forms</p> <p>*recount</p> <p>*narrative</p> <p>*procedure</p> <p>*report</p> <p>*exposition</p> <p>*description</p> <p>*poetry</p> <p>*note taking</p> <p>*letter</p> <p>Punctuation</p> <p>*capital letters</p> <p>*full stops</p> <p>*exclamation marks</p> <p>*question marks</p> <p>*quotation marks</p> <p>Grammar</p> <p>*connectives and linking Words</p> <p>*paragraphs</p>	<p>High frequency words</p> <p>Irregular spellings <i>ph:phone, wr:wrong, mb:comb</i></p> <p>ccvcc words; <i>thirst</i> ccvcc words; <i>string</i></p> <p>Suffixes</p> <p>"ly" to make adverbs "er" for comparative; <i>faster, longer</i> "y"; <i>grassy</i> est for superlative; <i>biggest, longest</i></p> <p>Contractions</p> <p><i>we've, that's, won't, can't, what's, you've, you're, we're</i></p> <p>Plurals</p> <p>s; <i>emu-emus, es; bus-buses</i> ves; <i>knife-knives</i></p>

Essential Skills and Strategies ENGLISH YEARS 6 & 7

SAE Speaking & Listening (Oral Language)			Reading and Viewing			Writing & Creating	
Speaking	Listening	Phonological awareness	Phonics	Word knowledge (sight words)	Reading strategies	Written language	Spelling
<p>Express thoughts and feelings clearly</p> <p>Contribute to class discussions and brain storming</p> <p>Participate in a discussion on a given topic</p> <p>Builds on subject specific vocabulary</p> <p>Read aloud with meaning and expression</p> <p>Oral presentation of work projects and various text forms</p> <p>Organise information for an oral presentation</p> <p>Participate in drama activities</p> <p>Participate in class meetings</p> <p>Correct use of grammar including nouns, verbs, pronouns, plurals, tense</p> <p>Summarise clearly main ideas of an activity e.g short film, documentary, visiting speaker</p> <p>Adapt vocabulary and format according to the audience</p>	<p>Active listening</p> <p>Listen to a variety of speakers and ask relevant questions</p> <p>Listen to a variety of text types and identify a purpose for listening (<i>information, enjoyment</i>)</p> <p>Listen to a telephone message for key information</p> <p>Following increasingly complex directions and instructions</p> <p>After listening, identify main idea and supporting details of a text</p> <p>Ask questions to enhance comprehension</p> <p>Take notes on information given orally</p> <p>Interview others with questions relevant to the focus of the topic/activity</p>	<p>Revisit:</p> <ul style="list-style-type: none"> *segmenting words into sounds *blending sounds into words *multi-syllable words *rhyme 	<p>Revisit:</p> <ul style="list-style-type: none"> *segmenting words *multi-syllable words *pre-fixes *suffixes <p>Unusual phonics <i>ai; said, plait</i> <i>our; journey</i></p> <p>Tricky digraphs <i>island, ocean, special, machine</i></p>	<p>Teach and practise reading high frequency words through :</p> <ul style="list-style-type: none"> *daily warm ups *sight words games e.g. bingo, snap * word walls * Use words in reading and writing activities *dictionaries <p>Synonyms</p> <p>Antonyms</p> <p>Dictionary skills</p>	<p>Guided reading</p> <p>Modelled reading</p> <p>Independent reading</p> <ul style="list-style-type: none"> *known sight words *chunking *Re-reading *self-correcting *predicting *reading on <p>Read and view a range of different text types: <i>narratives, recounts, procedures, descriptions, instructions, catalogues, book reviews</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> *word wall activities *word maps/families * thematic word walls * building word trees from base words *pre-teach target words from text to be read <p>Comprehension</p> <ul style="list-style-type: none"> *answering open ended questions * making predictions *discussing characters, setting, plot * different types of texts *short answer questions *multiple choice *true or false? *jumbled words and sentences <p>Fluency</p> <ul style="list-style-type: none"> *poems and rhymes * chunking reading into phrases *expression *choral reading *paired reading 	<p>Hand writing</p> <ul style="list-style-type: none"> * modern cursive with joining letters <p>Modelled writing</p> <p>Guided writing</p> <ul style="list-style-type: none"> *planning *use of word wall <p>Daily Independent writing</p> <ul style="list-style-type: none"> *word wall *editing own work for meaning, spelling, punctuation <p>Text forms</p> <ul style="list-style-type: none"> *recount *narrative *procedure *report *poetry *exposition *description *note taking *letter <p>Punctuation</p> <ul style="list-style-type: none"> *capital letters *full stops *exclamation marks *question marks *quotation marks *apostrophe *paragraphs <p>Grammar</p> <ul style="list-style-type: none"> *connectives and linking words *paragraphs 	<p>High frequency words</p> <p>Dictation</p> <p>Proof-read and edit spelling in own work</p> <p>Use a dictionary and thesaurus</p> <p>Jumbled letters</p> <p>Suffixes</p> <ul style="list-style-type: none"> *fully, ible, able, al, ally, ing, tion, cial, tious, age, ive, ship <p>Prefixes</p> <ul style="list-style-type: none"> *anti, inter, intro, sub, co, bi, oct, aqua <p>Word origins</p> <ul style="list-style-type: none"> *aero, hydro,, auto, scope, photo, tele

Essential Skills and Strategies ENGLISH YEARS 8 – 10

SAE Speaking & Listening (Oral Language)		Reading and Viewing				Writing & Creating	
Speaking	Listening	Phonological awareness	Phonics	Word knowledge (sight words)	Reading strategies	Written language	Spelling
<p>Builds on subject specific vocabulary in a variety of contexts</p> <p>Express thoughts, opinions and ideas clearly</p> <p>Elaborate on ideas</p> <p>Contribute to class meetings, discussions and brain storming</p> <p>Participate in a discussion and conversations by entering, taking turns, exchanging information</p> <p>Use conversation in a variety of different areas</p> <p>Plans, rehearses and presents oral presentation</p> <p>Applies learned language/sentence structures when speaking</p> <p>Adapt vocabulary and format according to the audience</p> <p>Summarises main ideas taking detailed notes and reflecting on accuracy and relevance of information</p>	<p>Active listening</p> <p>Listen to a variety of speakers and ask relevant questions</p> <p>Listen to a variety of text types and summarize/recall significant details in correct sequence</p> <p>Listen to a telephone message for key information</p> <p>Following increasingly complex directions and instructions</p> <p>Ask questions to enhance comprehension</p> <p>Take notes on information given orally</p> <p>Interview others with questions relevant to the focus of the topic/activity</p>	<p>Revisit:</p> <ul style="list-style-type: none"> *Segmenting words into sounds *Blending sounds into words *multi-syllable words 	<p>Revisit:</p> <ul style="list-style-type: none"> *segmenting words *multi-syllable words *pre-fixes *suffixes 	<p>Teach and practise reading high frequency words through :</p> <ul style="list-style-type: none"> *sight words games e.g. bingo, snap * word walls * use words in reading and writing activities *dictionaries <p>Synonyms</p> <p>Antonyms</p> <p>Dictionary skills</p>	<p>Guided reading</p> <p>Independent reading</p> <ul style="list-style-type: none"> *known sight words *chunking *re-reading *self-correcting *predicting *reading on <p>Read and view a range of different text types: <i>narratives, recounts, procedures, descriptions, instructions, catalogues, book reviews</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> *word wall activities *word maps/families * thematic word walls * building word trees from base words *pre-teach target words from text to be read <p>Comprehension</p> <ul style="list-style-type: none"> *answering open ended questions * making predictions *discussing characters, setting, plot * different types of texts *short answer questions *multiple choice *true or false? *jumbled words and sentences <p>Fluency</p> <ul style="list-style-type: none"> * chunking reading into phrases *expression *paired reading 	<p>Modelled writing</p> <ul style="list-style-type: none"> *planning, editing, proof reading *use of word wall for spelling <p>Daily Independent writing</p> <ul style="list-style-type: none"> *word wall *write with more detail *plan, edit and proof read own work *use a range of vocab appropriate to text type and audience <p>Text forms</p> <ul style="list-style-type: none"> *recount *narrative *procedure *report *poetry *exposition *description *note taking *letter writing <p>Punctuation</p> <ul style="list-style-type: none"> *capital letters *full stops *exclamation marks *question marks *quotation marks *apostrophe *paragraphs <p>Grammar</p> <ul style="list-style-type: none"> *connectives and linking words *paragraphs 	<p>High frequency words</p> <p>Proof-read and edit spelling in own work</p> <p>Use a dictionary and thesaurus</p> <p>Suffixes</p> <p>Prefixes</p> <p>Word origins</p>