



Sale Primary School No 545

# ENGLISH

# Policy

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## **BASIC BELIEFS**

At '545' we believe that:

- Listening, speaking, reading and writing are all interdependent.
- English is basic to all curriculum areas. It is the primary medium through which we understand the world.
- English is always used for a purpose.
- English is best learnt when it is whole, meaningful and relevant to the learners.
- Children learn English most effectively through immersion in a rich English environment.
- English develops through interaction and practice with others for real purposes in a range of situations.
- Children develop understandings about English through immersion, exposure to models, and by a process of experimentation.
- Children go through recognizable stages of English development.

## **RATIONALE**

At '545' we teach English in order to assist children to make meaning of their world and to function effectively in society.

A balanced program will provide children with the tools to be able to continue learning throughout their lifetime.

## **AIMS**

- To develop in children a love of English and literature.
- To increase children's understandings and awareness of how English works.
- To develop confidence and skills in the areas of listening, speaking, reading and writing.
- To develop in children the ability to apply the skills of listening, speaking, reading and writing appropriately in a variety of real life situations.
- To develop in children the ability to think critically.
- To provide access to quality literacy materials.
- To provide a balanced and enriched English program for all students.

## GUIDELINES

To create a rich English environment the following conditions for learning should be provided:

- Immersion in oral, written and visual (media) English.
- Demonstration of the many uses and forms of our English.
- Expectation that children will become competent English users.
- Responsibility for what they learn is given to children.
- Approximations are encouraged as children use and experiment with English.
- Employment of English through the provision of an environment that creates opportunities for meaningful reading, writing and oral activities.
- Feedback - children receive positive responses for their attempts.
- Purpose - children see a real purpose for what they do.

## IMPLEMENTATION

A balanced English program must be provided daily (Junior School: approximately 9 hours; Middle / Senior School: approximately 6 hours) and would include the following components:

• Silent sustained reading	
• Demonstrations	Speaking and listening skills Shared reading Features of texts Book promotions Writing - purpose, form, audience <ul style="list-style-type: none"> <li>- print concepts</li> <li>- conventions of written English</li> <li>- genres</li> <li>- grammar</li> <li>- spelling</li> </ul>
• Activities	Reading strategies Reading responses Oral responses Writing - developing genres <ul style="list-style-type: none"> <li>- developing structure</li> </ul> Grammar
• Sharing and Reflecting	Reflecting on experiences and what has been learned as well as how learning has taken place.
• Spelling	Spelling strategies Sound / symbol relationships Structure of words

- The English CSF is the framework for our teaching of English. We use WA First Steps, Keys to Life, the English Course Advice and the Sale PS Genre / Author Plan as our guides. These

documents provide strategies and activities which will successfully develop the framework outlined in the English CSF.

- English is actively encouraged and celebrated at '545' in many ways including:
  - ◆ the "Awesome Authors" board
  - ◆ book sharing at assembly
  - ◆ student involvement in leading assemblies
  - ◆ classroom displays and presentations

## RESOURCES

Sale Primary School is committed to using the following documents to support the teaching of English:

- English Curriculum Standards Framework
- English Course Advice
- WA First Steps - Writing, Spelling, Reading, Oral English
- Keys to Life Resource Kit
- Sale PS Genre / Author plan
- Quality range of reading materials (take home and class sets) housed in the Library

## Additional References

- Brown, H & Mathie V Inside Whole English PETA 1990
- Brown, R & Teasdale, D Book Talk Longman Cheshire 1994
- Clutterbuck, P The Art Of Teaching Comprehension Longman Cheshire 1994
- Hill, S & O'Loughlin Book Talk Eleanor Curtain 1995
- Langrehr, J Teach Thinking Strategies Longman Cheshire 1990
- O'Toole, M Relevant Reading Resources Yarra Publications 1993
- Toovey, C Speak Up OUP 1992
- Wing Jan, L Write Ways Oxford University Press 1991

## ASSESSMENT OF STUDENTS

- Assessment strategies should be ongoing and may include:
  - ◆ Annotated and dated work samples
  - ◆ Student self-evaluation
  - ◆ Checklists
  - ◆ Anecdotal records
- WA First Steps Developmental Continua will be used to monitor students' development in writing. WA First Steps mini-continua will be used to monitor development in oral English. These continua will be updated at least twice a year.

## EVALUATION OF ENGLISH PROGRAM

- The implementation of the English Program will be reviewed annually by the English Committee.

- The English Policy and Program will be reviewed triennially as per the Major Review cycle.

**APPENDIX****Guidelines for Structure of English Session**

<b>SUGGESTED STRUCTURE FOR JUNIOR GRADES</b>		<b>90 MINUTES</b>
<b>DAILY</b>		
<b>Initial whole class focus</b>	<i>10 minutes</i>	
<ul style="list-style-type: none"> <li>• singing, reading of poems, rhymes</li> <li>• reading story</li> <li>• print walk</li> <li>• English game</li> </ul>		
<b>DEAR (Drop Everything and Read)</b>	<i>15 minutes</i>	
<ul style="list-style-type: none"> <li>• individual reading</li> <li>• sharing books</li> <li>• listening post</li> </ul>		
<b>Demonstration</b>	<i>10 minutes</i>	
<b>Activities</b>	<i>40 minutes</i>	
<b>Sharing</b>	<i>10 minutes</i>	

**WEEKLY**  
 Word Study:  
 3 x 20 minutes

<b>SUGGESTED STRUCTURE FOR SENIOR GRADES</b>	
<b><u>WEEKLY</u> (at least 3 sessions)</b>	
Demonstration	<i>10 minutes</i>
Activity	<i>40 minutes</i>
Sharing	<i>10 minutes</i>
DEAR	<i>30 minutes</i>
<b><u>WEEKLY</u> (at least 1 session)</b>	
Process Writing	<i>45 minutes</i>
Literature	<i>60 minutes</i>
Set Writing	<i>60 minutes</i>
Word Study	<i>4 x 30 minutes</i>

## ENGLISH CSF

### Overview of English Strands LEVEL 1

**TEXTS:**

- literature
- media
- everyday texts

Focus on:

- establishing foundations for learning English
- engaging students in a range of active and enjoyable explorations
- using short, predictable texts that use natural English and familiar speech patterns

**◆ CONTEXTUAL UNDERSTANDING:**

Purpose / Form / Audience

Focus on:

- appropriate use of English in school context
- exploring different ways in which others use spoken and written English

**◆ LINGUISTIC STRUCTURES AND FEATURES:**

Organisation of text (grammar, punctuation, etc.)

Focus on:

- introducing students to simple characteristics of texts
- explaining purpose of texts
- providing students with a vocabulary to talk about characteristics of text and English

**◆ STRATEGIES:**

Focus on:

- introducing students to a range of ways of speaking, listening, reading, writing
- developing confidence as speakers, listeners, readers, writers

**Overview Level 1 SPEAKING AND LISTENING*****Texts:***

- become aware of the way English is used in the classroom and at school - imaginative play, claiming ownership, forming hypothesis, speculating, reflecting
- experiment with oral texts in groups/alone - role play formal and informal interactions with peers and adults

***Contextual Understanding:*** (Purpose / Form / Audience)

- respond to differences between spoken texts at home / school / informal play / formal situations - adjust speaking and listening to suit the purpose of situation and audience
- develop familiarisation with school culture; eg greetings, taking turns
- develop awareness that English enables us to make sense of different worlds
- encourage students to make connections between own experiences and those in texts

***Linguistic Structures and Features:*** (Organisation - punctuation, grammar, etc.)

- emphasise need for audible speech, clear pronunciation and sequenced ideas to be readily understood
- provide stimulating and enjoyable classroom experiences - choral speaking and drama
- emphasise listening for features that signal beginnings / endings of texts, and exploring rhythms and sounds of English
- encourage variations in body English, facial expression and tone

***Strategies:***

- learn to make informed comments and ask relevant questions
- learn to become sensitive listeners
- assist students to begin to articulate strategies used by effective speakers and listeners, and to begin to monitor their own performances

**Overview    Level 1    WRITING*****Texts:***

- provide daily opportunities to write
- encourage use of own experiences, texts heard or read to stimulate writing
- develop understanding of how some written texts are constructed and used in the school context for different purposes - eg notes, lists, signs
- develop confidence and enthusiasm through sharing writing

***Contextual Understanding:*** (Purpose / Form / Audience)

- experiment with writing about a range of contexts - eg everyday experiences of self / families / friends
- use different types of everyday texts during role play to suit context
- discuss the purpose of writing and where ideas came from
- discuss characteristics of own written texts - eg setting, characters

***Linguistic Structures and Features:*** (Organisation - punctuation, grammar, etc.)

- introduce and encourage experimentation with symbols and conventions of written texts through frequent authentic writing experiences, conferences, shared writing and reading
- provide frequent opportunities to reflect on use of conventions in own writing
- demonstrate use of published and traditional texts as models for writing
- develop understanding of underlying structures of texts and introduce terms used to talk about English

***Strategies:***

- introduce strategies for writing personal, factual, fictional texts during modelled writing
- demonstrate drafting, revising, editing, publishing texts
- write collaborative texts
- teach strategies related to directionality, punctuation, letter names, use of resources
- teach students to listen for sounds in words, use visual / morphemic relationships between words in spelling
- use drawing to encourage / enhance writing
- introduce correct formation of letters
- encourage use range of computing software when writing

**Overview    Level 1    READING*****Texts:***

- provide inviting reading environment for reading and browsing through a variety of texts
- develop knowledge and experiences through reading a wide range of texts
- students develop confidence through repeated readings of favorite texts
- share and enjoy English, explore rhyme, rhythm and repetition of texts
- learn purposes for everyday print through immersion in texts - signs, messages in classroom and school

***Contextual Understanding:*** (Purpose / Form / Audience)

- discuss understandings of texts read / heard - small groups / whole class
- provide a variety of titles from a range of social and cultural contexts for students to read and browse
- explore aspects of culture (gender, age, celebrations) presented in texts
- provide experiences with everyday texts to demonstrate range of purposes for reading and the wide range of contexts in which people read

***Linguistic Structures and Features:*** (Organisation - punctuation, grammar, etc.)

- introduce students to ways written English is used in texts through shared reading, readers' theatre, choral speaking, modelled writing
- enhance understanding of texts through discussion of features - word choice, rhyme, rhythm, vocabulary, punctuation, directionality, layout
- begin to identify conventional phrases - eg Once upon a time
- introduce vocabulary used to talk about characteristics of texts
- explore characteristics of fiction / factual texts
- begin to identify some book features
- learn letter names / alphabet

***Strategies:***

- focus on teaching effective reading strategies for constructing meaning - shared reading
- demonstrate cueing systems through DRTA, cloze and matching, sequencing
- encourage students to expect text to make sense and to reread when meaning is lost
- encourage students to begin to use variety of strategies for selecting reading material for enjoying and information
- encourage students to identify some words in context and to begin to recognise some words by sight in predictable and familiar texts

## ENGLISH

## CSF LINKS

## SPEAKING AND LISTENING

## LEVEL ONE

**TEXTS:** Interact with teachers, peers and unknown adults in both structured and informal classroom activities dealing briefly with familiar topics.

<p><b>Contextual Understanding</b> Show awareness of school purposes and expectations for using spoken English.</p>	<p><b>Linguistic Structures and Features</b> Draw on implicit knowledge of the linguistic structures and features of English when expressing ideas and information and interpreting spoken texts.</p>	<p><b>Strategies</b> Monitor communication patterns of self and others.</p>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Informal / formal sharing time</li> <li>• Picture chats</li> <li>• Partner discussion (<i>p26 WAFS Oral English</i>)</li> <li>• Promoting conversation (<i>p25 WAFS Oral English</i>)</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Newstelling</li> <li>• Role play activities</li> <li>• Q-matrix (David Brown strategy)</li> <li>• Picture Chats</li> <li>• Sharing Time</li> <li>• Focus on rhythm and sound of English</li> <li>• Focus on body English, facial expression, tone</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Q-matrix</li> <li>• Picture Chats</li> </ul>

## ENGLISH

## CSF LINKS

## WRITING

## LEVEL ONE

**TEXTS:** Behave like a competent writer and produce written symbols with the intention of conveying an idea or message.

<p><b>Contextual Understanding</b> Show awareness that written English is used by people to convey meaning to others.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Content, Organisation and Contextual Understandings</u></i></li> </ul>	<p><b>Linguistic Structures and Features</b> Demonstrate emerging awareness of how to use conventional written symbols for expressing ideas and information.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>English Conventions / Word Usage</u></i></li> </ul>	<p><b>Strategies</b> Experiment with and practice ways of representing ideas and information using written symbols.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Strategies</u></i></li> </ul>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Modelled writing</li> <li>• Writing / reading corner</li> <li>• Writing interview</li> <li>• Demonstrating and discussing texts of different genres - recounts, letters, invitations, descriptions</li> <li>• Rhymes</li> <li>• Storymaps</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Modelled writing</li> <li>• Shared writing</li> <li>• Daily independent writing</li> <li>• Written conversations</li> <li>• Text innovations</li> <li>• Shared book experiences</li> <li>• Using environmental print (<i>p149 WAFS Writing DC</i>)</li> <li>• Chain writing (<i>p157 WAFS Writing DC</i>)</li> <li>• Sentence activities (<i>p158 -159 WAFS Writing DC</i>)</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Handwriting - formation of letters / directionality</li> <li>• Modelling punctuation</li> <li>• Using 'Word Wall' charts</li> <li>• Word treasure hunts using class charts</li> <li>• Focus on alphabet, single sounds, sound patterns, letter patterns, word families</li> </ul>

## ENGLISH

## CSF LINKS

## READING

## LEVEL ONE

**TEXTS:** Behave like a competent reader and consistently interpret some familiar written symbols.

<p><b>Contextual Understanding</b> Make connections between own knowledge an experience, and the ideas, events and information in texts read, heard or viewed.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning at Text Level</u></i></li> </ul>	<p><b>Linguistic Structures and Features</b> Demonstrate emerging awareness and use of symbols and conventions when constructing meaning from texts.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning at Word Level</u></i></li> </ul>	<p><b>Strategies</b> Recognise and use a range of cues to predict meaning in texts.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning Using Context</u></i></li> </ul>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Language Experience</li> <li>• Discussion</li> <li>• Role-play</li> <li>• Provide basic experiences / links</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Language Experience</li> <li>• Shared Reading</li> <li>• Reading to children</li> <li>• Reading with children</li> <li>• Reading by children</li> <li>• Modelled Reading</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Modelled Reading</li> <li>• Shared Reading (refer to WAFS resources)</li> <li>• Using big books</li> <li>• Sequencing activities</li> </ul>

**ENGLISH CSF****Overview of English Strands LEVEL 2****TEXTS:**

- literature
- media
- everyday texts

Focus on:

- extending knowledge of how English is used in a broad range of contexts
- everyday texts and literature
- developing an appreciation of the characteristics of English in use
- developing greater independence when working with texts

**◆ CONTEXTUAL UNDERSTANDING:**

Purpose / Form / Audience

Focus on:

- assisting understanding of text characteristics in relation to the context - determining appropriate genre
- recognising that purpose determines the form of the text
- audience interpretations of texts can be varied

**◆ LINGUISTIC STRUCTURES AND FEATURES:**

Organisation of text (grammar, punctuation, etc.)

Focus on:

- developing an awareness of / and the capacity to identify basic features and organisational structures of different texts
- demonstrating use of terms to talk about English

**◆ STRATEGIES:**

Focus on:

- the range of strategies needed for effective speaking, listening, reading, writing
- providing a wide range of learning contexts
- giving students opportunities to develop skills for interpreting and constructing meaning from spoken, printed, and non-print texts.
- developing confidence as speakers, listeners, readers, writers

**Overview    Level 2    SPEAKING AND LISTENING*****Texts:***

- provide opportunities for spontaneous talk - alone / role play
- plan for purposeful discussion to develop competence / confidence
- look for logical sequence of texts
- encourage constructive comments on others' contributions

***Contextual Understanding:*** (Purpose / Form / Audience)

- reflect on how/why English is changed to suit the context and audience in planned / spontaneous situations
- compare similarities / differences in different speaking contexts / models
- experiment with non-verbal ways of conveying meaning

***Linguistic Structures and Features:*** (Organisation - punctuation, grammar, etc.)

- demonstrate more complex grammatical features / vocal expression to convey meaning effectively
- indicate emotion, create excitement, emphasise meaning by varying tone, volume, pace, sound effects
- understand some differences between structures and features of spoken / written texts

***Strategies:***

- provide opportunities for speaking and listening in ways that assist communication and interaction
- encourage participation in listening / singing / rhyming / raps
- learn strategies for taking turns in formal / informal situations
- draw on suitable resources to prepare presentations with relevant and logical content

**Overview    Level 2    WRITING*****Texts:***

- construct fiction / factual texts in a range of forms - modelled writing
- encourage experimentation with a range of text types
- encourage sustained written text - 2 pages
- develop ability to include several related ideas / sequential steps

***Contextual Understanding:*** (Purpose / Form / Audience)

- experiment with and write longer texts - broader range of contexts / purposes
- write texts for purposes of entertaining, informing, instructing
- develop understanding that writing conveys messages and information

***Linguistic Structures and Features:*** (Organisation - punctuation, grammar, etc.)

- demonstrate range of genres and discuss structure
- look for organisational structure of written texts in students' own writing
- experiment with range of written texts
- students demonstrate some control - punctuating writing
- students consider layout / artwork to complement text

***Strategies:***

- demonstrate re-read, reflect, review writing
- revise writing to identify aspects for change
- develop awareness of readers' needs
- use morphemic, visual, phonetic strategies to spell words
- check spelling using resources
- develop legible, fluent, attractive handwriting

**Overview Level 2 READING****Texts:**

- provide texts with range of cultural / social experiences (range of genre)
- read everyday texts - forms, catalogues, etc
- students demonstrate reading competence by interpreting / retelling texts, discussing responses, expressing opinions and viewpoints
- develop awareness of authors' style

**Contextual Understanding:** (Purpose / Form / Audience)

- discuss author's purpose
- relate reading to own knowledge / experience - learn that texts can represent different views
- stereotypes in texts
- model / discuss how writers construct texts to represent real and imaginary experiences
- develop understanding that texts are written for a wide range of purposes / contexts

**Linguistic Structures and Features:** (Organisation - punctuation, grammar, etc.)

- develop understanding of organisational structures eg paragraphs, contents, chapters
- use terms character setting, plot, etc when comparing texts
- explore text structures - compare / contrast, cause / effect, problem / solution, listing - identify key words
- interpret features of artwork - diagrams, cross-sections, keys, captions
- extend understanding of grammar, use punctuation to assist reading

**Strategies:**

- predict meaning using 3 cueing systems
- monitor own reading - reread for meaning
- learn and practise strategies for gathering, selecting, organising, presenting information from texts
- select more demanding books
- introduce strategies: skimming, scanning, using book features, relating captions to labels and diagrams to print
- appreciate need to use more than one text for research

## ENGLISH

## CSF LINKS

## SPEAKING AND LISTENING

## LEVEL TWO

**TEXTS:** Interact in more confident and extended ways in structured and spontaneous school situations.

<p><b>Contextual Understanding</b> Consider how speaking and listening is adjusted in different situations.</p>	<p><b>Linguistic Structures and Features</b> Experiment with different linguistic structures and features for expressing and interpreting spoken ideas and information.</p>	<p><b>Strategies</b> Speak and listen in ways that assist communication with others. <i>Speaking: volume, clarity, speed, body English, use of gestures, content</i> <i>Listening: body English, interest</i></p>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Newstelling</li> <li>• Role play</li> <li>• Sharing time</li> <li>• Partner work</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Character interviews</li> <li>• Forced relationships (David Brown strategy / WAFS OL Resource Book - Classification)</li> <li>• Q-matrix (David Brown strategy)</li> <li>• What's in the Box? (David Brown strategy)</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Partner activities</li> <li>• Sharing time</li> <li>• Presentations</li> <li>• Co-operative learning activities</li> </ul>

## ENGLISH

## CSF LINKS

## WRITING

## LEVEL TWO

**TEXTS:** Write brief texts which include some related ideas about familiar topics.  
Genres: Recount, Procedural text, Narrative, Report

<p><b>Contextual Understanding</b> Recognise some of the purposes and advantages of writing.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Content, Organisation and Contextual Understandings</u></i></li> </ul>	<p><b>Linguistic Structures and Features</b> Use some of the basic linguistic structures and features of written English so that writing can be readily interpreted by others (<i>punctuation, beginning to use structure of different text types</i>)</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>English Conventions / Word Usage</u></i></li> </ul>	<p><b>Strategies</b> Begin to plan and review own writing. Spell a number of words conventionally and attempt to spell unfamiliar words by using a range of strategies. (<i>spelling strategies: phonic, visual, morphemic; some self-correction, uses classroom resources. Beginning to use editing strategies</i>)</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Strategies</u></i></li> </ul>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Modelled writing</li> <li>• Letter writing</li> <li>• Writing / reading corner</li> <li>• Writing interview</li> <li>• Demonstrating and discussing texts of different genres</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Modelled writing</li> <li>• Shared writing</li> <li>• Independent writing</li> <li>• Written conversations</li> <li>• Text innovations</li> <li>• Retells / storymaps</li> <li>• Sentence building activities eg WAFS Grammar chapter</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Demonstrations - reading text to check for meaning</li> <li>• Word treasure hunts using class charts</li> <li>• Focus on sound / letter patterns</li> <li>• Introduce Look Cover Write Check strategy</li> <li>• Focus on word families / word building <i>eg start, started, starting, starter start, cart, Bart, art, tart</i></li> </ul>

## ENGLISH

## CSF LINKS

## READING

## LEVEL TWO

**TEXTS:** Construct and retell meanings from short texts with familiar topics and vocabulary, predictable text structures and frequent illustrations.

<p><b>Contextual Understanding</b> Understand that texts are constructed by people and represent real and imaginary experiences.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning at Text Level</u></i></li> </ul>	<p><b>Linguistic Structures and Features</b> Recognise and interpret basic linguistic structures and features of texts.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning at Word Level</u></i></li> </ul>	<p><b>Strategies</b> Use basic strategies for interpreting texts including self-correcting when meaning is lost. With teacher guidance, select own reading material.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning Using Context</u></i></li> </ul>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Author study</li> <li>• Shared Reading – different genres, class books, children’s own writing</li> <li>• Reading Journals</li> <li>• Book responses</li> <li>• Book discussions / conferences</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Editing / proofreading</li> <li>• Book feature demonstrations</li> <li>• Grammar activities (WAFS Writing)</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Cloze activities / sequencing</li> <li>• Silent Reading</li> <li>• Library borrowing</li> <li>• Shared Reading</li> <li>• Research activities</li> </ul>

## ENGLISH CSF

### Overview of English Strands LEVEL 3

#### **TEXTS:-**

- literature
- media
- everyday texts

Focus on

- consolidating students' skills
- developing familiarity with a small range of texts in order to increase their confidence in finding meaning and enjoyment in texts
- engaging in tasks for longer periods
- begin to make generalisations and inferences.
- speaking, reading and writing, with some critical awareness, in a growing variety of texts with relatively simple and obvious structures
- appreciation of the role of formal English
- collecting data, responding to and organising ideas and information.

#### ◆ **CONTEXTUAL UNDERSTANDING:**

Purpose/Audience/Form

Focus on:

- comparing the effects of obvious sociocultural and situational influences on different texts
- considering, experimenting with and using appropriate speech and writing for the audiences of their texts
- becoming aware of the effects of their own experiences and beliefs on their responses to texts
- developing an understanding of the influence of other people's expectations and experience on their responses to texts.

#### ◆ **LINGUISTIC STRUCTURES AND FEATURES:**

Organisation of text (grammar, punctuation, etc)

Focus on:

- developing an awareness of the basic literary forms, and features of some mass media and everyday texts.

This involves

- teaching about the characteristics of texts so that students can recognise and respond to them
- developing students' appreciation of the ways in which sentences and longer pieces are composed so that students can use these as models for their own speaking and writing.

#### ◆ **STRATEGIES:**

Focus on:

- developing students' independence and skills in speaking and listening, reading and writing
- developing and using a broader range of strategies for confidently conveying meaning in speech and writing
- constructing meaning from, and responding to, spoken, printed and non-print texts.

**Overview    Level 3    SPEAKING AND LISTENING****Texts**

- Interact for specific purposes with people in the classroom and school community using a small range of text types.

***Contextual Understanding:*** (Purpose / Form / Audience):

- Students listen for and reflect on the differences between informal and formal spoken texts, and the effects of non-verbal English on other people.
- In contexts such as role-play or drama, students explore the effects of changing the English characteristics of spoken texts.
- They participate in activities such as conversations and presentations in informal and formal settings and focus on choosing an appropriate spoken text for the particular purpose and audience.
- Students listen to media reports and note the ways in which journalists emphasise different information and events.

***Linguistic Structures and Features:*** (Organisation – punctuation, grammar, etc)

- In a range of formal and informal activities students practise and refine some linguistic features of effective speaking. They begin to control aspects such as volume, pace and intonation, and practise a variety of structures for organising spoken texts.
- By examining the characteristics of spoken texts students become more effective speakers. They learn to use argumentative and persuasive forms of speaking, for example, by considering the features of advertisements.

***Strategies:***

- Students work in small groups and pairs to develop discussion and problem-solving skills, to learn strategies such as inviting others' viewpoints and responding in group activities.
- They discuss and practise strategies for enhancing spoken communication.
- Students participate in group work to learn strategies for leading and reporting group activities.
- They plan, prepare and present short formal talks.
- They become more active listeners, and begin to empathise with a speaker, for example, they learn how to disagree, to remain silent or to interrupt a speaker appropriately.

**Overview    Level 3    WRITING****Texts**

- In individual and class writing activities, students are encouraged to write a widening range of personal, imaginative and factual texts.
- During modelled writing sessions and collaborative writing experiences students are introduced to a range of factual texts displaying different characteristics.
- Students are provided with frequent opportunities to develop confidence in constructing different types of written texts.
- They are introduced to, and practise, ways of developing distinctive and well connected writing.
- As a member of writing conferences and in other contexts for sharing their writing, students come to value their own writing and that of their peers.

**Contextual Understanding:** (Purpose / Form / Audience):

- Students are encouraged to write a variety of texts and demonstrate some awareness of their own assumptions about the social and situational appropriateness of their writing.
- Through sharing their writing and discussing the ways other people might respond to it, they begin to identify the effects of their own cultural values.

**Linguistic Structures and Features:** (Organisation – punctuation, grammar, etc)

- In classroom activities such as modelled writing and guided reading, teachers introduce students to characteristic structures of texts and encourage students to use these in their writing. Students begin to write stories with well-developed plots, for example, including an initiating event, problem, action and resolution.
- When writing factual texts and media texts such as reports and advertisements students develop greater control of structure and text features. With teacher guidance students begin to organise the information within their written texts according to a top-level structure such as compare/contrast.
- Students also begin to experiment with a range of punctuation, vocabulary, layout and grammar options.

**Strategies:**

- Through teacher modelling of writing and by writing a variety of texts in planned and spontaneous situations, students develop strategies for planning, drafting, reviewing and presenting fictional and factual texts for more formal presentations.
- Students are encouraged to consciously learn about the craft of writing from texts they read. Models for students' writing frequently come from the texts they read, from shared texts and from texts selected by the teacher to illustrate text types, forms or styles of writing.
- Students use a range of resources such as charts, dictionaries and personal word lists to assist them when writing.
- They develop revision skills such as editing, proofreading and spell-checking.
- Students use computers to compose texts and enhance the presentation of their writing.
- Frequent handwriting practice contributes to the development of a legible, fluent, attractive handwriting style, and to the development of a variety of lettering styles to help them present texts attractively.

**Overview    Level 3    READING**

**Texts**

- During modelled reading sessions and through literature based programs students are introduced to, and read, a growing range of texts, both fictional and factual.
- Students read for personal enjoyment, silently and aloud, when pursuing their interests and researching.
- During reading conferences they discuss and reflect on texts such as short stories, poems, plays and novels for younger readers. Students explain and justify their views and interpretations and provide increasing detail about these responses.
- Teachers talk with students about the variety of factual texts such as books, charts and software.
- Teachers use guided reading sessions to demonstrate how to use factual texts on a wide range of topics and to develop students' basic research and reporting skills.

**Contextual Understanding:** (Purpose / Form / Audience):

- Students read and reflect on texts, explain and justify their own opinions, and consider how sociocultural values, attitudes and beliefs are represented.
- They study texts such as advertisements, fairy tales or narrative films to identify how characters and symbolic meanings are portrayed.
- Through discussions and debates about their own interpretations of texts, students develop an understanding of why readers' interpretations of texts may vary. They develop a tolerance for other people's substantiated opinions about texts.
- Reflecting on the variety of texts read or viewed, students identify how different situations require different ways of communicating.

**Linguistic Structures and Features:** (Organisation – punctuation, grammar, etc)

- Through discussions and shared reading sessions students demonstrate some understanding of basic features such as plot, characterisation, setting, page layout and visual images.
- In a range of activities students study texts for different purposes, for example, to map plot structure, write character portraits, and consider persuasive and argumentative forms.
- During guided reading sessions students identify aspects of text structure, such as headings, contents page and index. They also consider organisation, layout and vocabulary in simple factual texts.
- They examine the purpose of artwork, for example, photographs, a series of diagrams and cross-sections, and read the labels and captions.

**Strategies:**

- Teachers provide models and guide discussions so that students can develop a range of reading strategies that enable them to read more difficult texts with confidence and enjoyment. These include using contextual cues and re-reading text from the beginning of the sentence.
- Students read widely for pleasure, select books to meet their own purposes for reading and broaden the range of texts they read.
- They demonstrate some ability to select the appropriate strategy for a particular reading purpose, such as skimming or scanning, and respond to a variety of printed texts.
- Through participation in reading activities in which students locate evidence and collect data, students begin to refine their information-gathering skills and construct new knowledge. They develop strategies for reading from a computer screen.

## ENGLISH

## CSF LINKS

## SPEAKING AND LISTENING

## LEVEL THREE

**TEXTS:** Interact for specific purposes with people in the classroom and school community using a small range of text types

<p><b>Contextual Understanding:</b> Recognise that certain types of spoken texts are associated with particular contexts and purposes.</p>	<p><b>Linguistic Structures and Features:</b> Usually use linguistic structures and features of spoken English appropriately when expressing and interpreting ideas and information.</p>	<p><b>Strategies:</b> Reflect on own approach to communication and the ways in which others interact.</p>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal news, reports, interviews.</li> <li>• Impromptu speaking.</li> <li>• Speaking with adults.</li> <li>• Groups take turns listening, recording themselves speaking and listening to this.</li> <li>• Role play/drama- voice alteration.</li> <li>• Story chain.</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Knowing the difference between a request and a statement.</li> <li>• Altering volume when speaking to large/small groups.</li> <li>• Position of face when talking to audience (not holding piece of paper in front of face.)</li> <li>• Eye contact.</li> <li>• Oral reading- expression and punctuation.</li> <li>• Plays-expressive voices</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Class meetings-speaking to agenda.</li> <li>• Inviting others point of view.</li> <li>• Sharing in group work.</li> <li>• Co-operative group work-designated speaker in each group.</li> <li>• Newstelling- informal and formal. (WAFS oral resource bk. Checklist)</li> <li>• PMI</li> </ul>

## ENGLISH

## CSF LINKS

## WRITING

## LEVEL THREE

**TEXTS:** Experiments with interrelating ideas and information when writing about familiar topics in a small range of texts.

<p><b>Contextual Understanding:</b> Recognize that certain text types and features are associated with particular purposes and audiences.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Content, Organisation and Contextual Understandings</u></i></li> </ul>	<p><b>Linguistic Structures and Features:</b> Controls most basic features of basic written English and experiment with some organisational and linguistic features of text.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>English Conventions / Word Usage</u></i></li> </ul>	<p><b>Strategies:</b> Experiment with strategies for planning, reviewing and editing own writing. Make informed attempts at spelling.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Strategies</u></i></li> </ul>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Genre plans- collection and identification of examples in everyday situations</li> <li>• Book reviews- recommendations of who/what to read</li> <li>• Modeling the various styles</li> <li>• Sharing stories with others</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Personal writing using various styles</li> <li>• Modeling lessons on the stages of story writing</li> <li>• Various types of writing eg letters</li> <li>• Posters of various characteristics of genre</li> <li>• Sequencing activities</li> <li>• Character profiles- similes and metaphors</li> <li>• Making sentences more interesting</li> <li>• Story beginnings</li> <li>• Punctuation, grammar</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Have a go books</li> <li>• Plans for genres</li> <li>• Partner conferencing</li> <li>• Re-reading own work</li> <li>• Modeling how to make a plan</li> <li>• Theme words on charts</li> <li>• Personal spelling lists</li> <li>• Proof reading and editing activities</li> <li>• Word building- suffix prefixes and base words</li> <li>• Writing questions for a topic</li> <li>• Putting information into own words</li> <li>• Dictionary skills</li> <li>• Library reference skills.</li> </ul>

## ENGLISH

## CSF LINKS

## READING

## LEVEL THREE

**TEXTS:** Interpret and discuss some relationships between ideas, information and event in texts with familiar content and a small range of unfamiliar words and linguistic structures and features.

<p><b>Contextual Understanding:</b> Identify simple symbolic meanings and stereotypes in texts and discuss their purpose and meaning. Eg * character roles * stereotypes and cultural aspects of text * identifying author's intentions * reading between the lines</p> <p>• <i>WAFS Developmental Continuum link:</i> <u><i>Making Meaning at Text Level</i></u></p>	<p><b>Linguistic Structures and Features:</b> Identify and use the linguistic (language) structures and features characteristic of a small range of text types to construct meaning. Eg * organisation of text - punctuation, format * grammar * metaphors * organisation of genre</p> <p>• <i>WAFS Developmental Continuum link:</i> <u><i>Making Meaning at Word Level</i></u></p>	<p><b>Strategies:</b> Integrate a variety of strategies for interpreting texts. With teacher guidance, use several strategies for identifying resources and finding information in texts.</p> <p>• <i>WAFS Developmental Continuum link:</i> <u><i>Making Meaning Using Context</i></u></p>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Picture Flick</li> <li>• Brainstorming</li> <li>• Readers' Circle</li> <li>• Critical thinking – <i>likes, dislikes, puzzles, connections</i></li> <li>• Directed Reading and Thinking Activity</li> <li>• Read and identify simple signs</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Modelled reading</li> <li>• Choral speaking</li> <li>• Readers' Theatre</li> <li>• Graphic outlines</li> <li>• Cloze activities</li> <li>• Grammar Activities (WAFS Writing)</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Dictagloss</li> <li>• Key words / Note taking</li> <li>• Data charts</li> <li>• Paraphrasing (Retrieval charts)</li> <li>• Possible Sentences</li> <li>• Story Maps</li> <li>• Main idea</li> <li>• Talking Pictures</li> <li>• Graphic Outlines.</li> </ul>

**ENGLISH CSF****Overview of English Strands LEVEL 4****TEXTS:**

- literature
- media
- everyday texts

Focus on:

- on expanding the range and complexity of the texts students speak, listen to, read, view and write.
- on responding to fiction and factual texts with more critical awareness
- on developing basic research and reporting skills.

**◆ CONTEXTUAL UNDERSTANDING:**

Purpose/ Form/ Audience

Focus on:

- the development of understanding of sociocultural and situational factors and their effects on communication.
- the reasons for differing interpretations of texts and some of the values and attitudes that influence texts.

**◆ LINGUISTIC STRUCTURES AND FEATURES:**

Organisation of text (grammar, punctuation, etc.)

Focus on:

- increasing understanding of the relation between form and meaning in spoken and written texts
- developing more conscious reflection on the way texts use English to construct meaning, including the ways grammar works in this process. Students learn the correct terms for talking about these features of English.

**◆ STRATEGIES:**

Focus on:

- developing proficiency in a range of strategies for analysing and creating texts,
- students learning what strategies are appropriate for specific types of texts, and for the user's particular purposes (through experimenting with a range of texts).

**Overview Level 4 SPEAKING AND LISTENING****Texts:**

Students take part in formal and informal activities in which they plan, rehearse and think about the way they speak.

- In discussion and problem-solving activities students listen and speak for a variety of purposes in pairs and in small and large groups,
- Through activities such as listening to radio talkback programs and advertisements, students consider the ways speech can be used to entertain, inform and influence others.
- When viewing television advertisements and current affairs programs, students identify the differences between various media presentations of information.

**Contextual Understanding:**(Purpose / Form / Audience)

In discussions, students and teachers:

- explore how everyday talk can affect roles and relationships between peers and others, particularly in the classroom and playground.
- consider the impact of verbal and non-verbal English on people.

In classroom activities students:

- learn to recognise the differences between written and spoken texts of different types – formal, informal, personal and public – and how these relate to purpose and context.
- consider the needs of the audience, which may include acting on particular social or cultural understanding.

**Linguistic Structures and Features:** (Organisation – punctuation, grammar, etc)

In large and small group discussions, students:

- begin to incorporate structures such as compare/contrast in spoken texts
- integrate introductions and conclusions, appropriate non-verbal cues, vocabulary selection and grammatical features into spoken texts
- examine specific characteristics of persuasive and argumentative texts, considering how features such as intonation, rhythm, pronunciation and enunciation influence the way audiences receive their spoken texts
- respond to punctuation and text features such as italicised and bold text to give emphasis in performance reading, such as readers' theatre.

**Strategies:**

When speaking and listening in a range of contexts such as small group work, class discussions, formal talks and debates, interviewing people in and out of the school students learn:

- to adjust their speech accordingly
- some strategies for leading and participating in group work and reporting back to the class from group discussions
- to seek peer feedback on their performance based on known criteria, and are able to make informed comments about others' performances
- to plan and rehearse an interview, and adjust their questioning in the light of responses.

**Overview    Level 4    WRITING*****Texts:***

Students write a variety of imaginative and factual texts displaying:

- competence in the selection of ideas and information and the use of English to express these clearly and effectively

Through the use of a variety of literature and other texts, teachers provide models for writing. Students:

- begin to show control over some written text types
- develop familiar ideas and expand their factual knowledge
- make informed comments about their own and others' written texts.

***Contextual Understanding:*** (Purpose / Form / Audience)

In guided writing and in texts studied, students:

- consider and explore a range of portrayals and influences, and consider these in relation to their own writing
- (with the support of teacher modeling or through using published texts as models) write factual texts to persuade, argue, explain or report on a topic
- research widely in preparation for writing.
- discuss the influences affecting their own choice of topics for writing and demonstrate an ability to adjust their writing to meet a reader's needs e.g., providing necessary background information for readers who have limited knowledge of a topic.

***Linguistic Structures and Features:*** (Organisation – punctuation, grammar, etc)

Students:

- develop their capacity to write well-structured texts for specific purposes (by using models and observing teacher demonstrations)
- consciously use story grammars when writing fiction
- organise information within factual texts, for example, explanations and reports, in a relevant structure, such as cause and effect
- manipulate the order of words and vary the lengths of sentences to improve the effect
- examine the use of diagrams, headings and subheadings, glossaries and indexes in informational texts and use these features in their own writing

***Strategies:***

When writing imaginative and factual texts, students:

- use strategies such as brainstorming, note-making, planning, using models, drafting, editing and proofreading
  - work independently or with others, on authentic research tasks and use a variety of strategies for gathering, recording and interpreting data, and for reporting their findings
  - select the most appropriate form for their writing
  - students learn about roles in the production process
  - use dictionaries and thesauruses to extend their vocabulary, and spell most common words accurately
  - plan, review and proofread their writing
  - effectively use graphic software and word processors, including a spellchecker, when writing
- draw on their knowledge of texts to experiment with figurative English and a range of vocabulary, punctuation, layout and grammar options.

**Overview Level 4 READING*****Texts:***

Through independent, guided or shared reading, students:

- read, view and interpret with some critical awareness a wide range of junior fiction and factual texts and media texts
- enjoy, study and use an increasing range of fiction, short stories, novels, poems and plays, including those by Australian writers
- read, analyse and discuss texts which contain unfamiliar concepts and topics that use English in relatively complex to
- justify their own interpretation of a text by referring to the text and their knowledge and experience.
- discuss texts in a variety of ways in response to guiding questions
- read and view factual materials on a wide range of topics in texts that include technology such as CD-ROMs, electronic mail and data bases
- practice frequently how to use factual texts and basic research and reporting skills.

***Contextual Understanding:*** (Purpose / Form / Audience)

Through discussions and debates, students:

- develop an understanding of why readers' interpretations of texts may vary
- begin to consider how sociocultural values, attitudes and beliefs are presented in texts
- challenge stereotypical and simplistic portrayals of people
- examine the influences of generalisations and portrayals on readers' interpretations of social and cultural issues such as age, gender and ethnicity
- identify and provide evidence from texts to support their points of view on issues.

***Linguistic Structures and Features:*** (Organisation – punctuation, grammar, etc)

Students:

- examine the common characteristics of texts and learn that they can be categorised into various literary forms such as mystery, adventure, science fiction, biography, documentary, feature films, songs and poetry
- consider more fully the techniques employed to develop plot structure, characterisation, atmosphere, setting, suspense and use of imagery in fictional texts
- (with teacher guidance) use the organisational structures and grammatical features of factual and mass media texts when reading e.g.. reports, explanations, arguments and procedures
- look for features of written texts that assist listeners, readers and viewers to distinguish fact from opinion.

***Strategies:***

When reading complex texts, students:

- practice strategies such as reading on, using contextual cues and drawing on knowledge of text organisation
- ask questions about the text, read for answers, predict what the next part of the text may be about, and note unknown words
- select the appropriate strategy, such as skimming or scanning, for the particular reading purpose.

Students undertake independent research that develops:

- strategies for identifying necessary resources and selecting and recording appropriate information from a range of texts including CD-ROMs.

When viewing film and television:

- students make predictions about plot
- explore the ways in which technical components such as editing, sound effects and music contribute to the meaning.

**ENGLISH****CSF LINKS****SPEAKING AND LISTENING****LEVEL FOUR**

**TEXTS:** Interact With others in a variety of situations to develop and present familiar ideas, events and information.

<p><b>Contextual Understanding:</b> Consider aspects of content, purpose and audience when speaking and listening in familiar situations.</p>	<p><b>Linguistic Structures and Features:</b> Controls most linguistic structures and features of spoken English for interpreting meaning and developing and presenting ideas and information in familiar situations.</p>	<p><b>Strategies:</b> Assist and monitor the communication of self and others.</p>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Social skills- body English, communication skills, ability to negotiate.</li> <li>• Role plays.</li> <li>• Presentation of information – appreciating the difference between written and spoken mediums.</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Prepared spoken presentations- body English, talk, using feeling to enhance meaning.</li> <li>• Modeling speaking with feeling- analysing published material eg advertisements.</li> <li>• Developing understandings as a class.</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Interviewing (specific lessons to learn how-good questions, paraphrasing, follow-up questions, body English social conventions.</li> <li>• Co-operative skills including reporting group findings fairly and negotiating.</li> <li>• Feedback on agreed criteria.</li> </ul>

## ENGLISH

## CSF LINKS

## WRITING

## LEVEL FOUR

**TEXTS:** Uses writing to develop familiar ideas, describe events and present information

<p><b>Contextual Understanding:</b> Adjust writing to take account of aspects of context, purpose and audience.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Content, Organisation and Contextual Understandings</u></i></li> </ul>	<p><b>Linguistic Structures and Features:</b> Controls most distinguishing English structures and features of basic text types such as stories, procedures, reports and arguments.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>English Conventions / Word Usage.</u></i></li> </ul>	<p><b>Strategies:</b> Uses a variety of strategies for planning, viewing and editing own writing, Uses a range of strategies, knowledge and resources when spelling.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Editing / Strategies</u></i></li> </ul>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Perception/ background experience of the writer.</li> <li>• Who is the audience?</li> <li>• Range of models provided</li> <li>• Write about the same event for three different audiences</li> <li>• Advertising- who is the audience? Rewrite? Present for a different audience.</li> <li>• Research Topics</li> <li>• Pre-writing discussions.</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• WAFS genre writing</li> <li>• Locate/Read/Evaluate models</li> <li>• Paragraphing- bundling/ classifying/ locating irrelevant information.</li> <li>• Develop understandings about vocabulary e.g. adjectives in a report/ narrative</li> <li>• Read and Retell</li> <li>• Sequencing</li> <li>• Sentence manipulation/ building p.146 WAFS Resource Book.</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Writing what we know prior to reading and adding new knowledge and vocabulary after reading.</li> <li>• Retrieval charts</li> <li>• Think/ Wink/ Link</li> <li>• Concept maps</li> <li>• Proof reading exercises</li> <li>• Guided Reading</li> <li>• Problem solving approach (developing own understandings) about spelling, grammar and punctuation.</li> </ul>

## ENGLISH

## CSF LINKS

## READING

## LEVEL FOUR

**TEXTS:** Justify own interpretation of ideas, information and events in texts containing some unfamiliar concepts and topics and which introduce relatively complex linguistic structures and features.

<p><b>Contextual Understanding</b> Explain possible reasons for people's varying interpretations of a text. Explore how authors develop underlying themes.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning at Text Level</u></i></li> </ul>	<p><b>Linguistic Structures and Features</b> With teacher guidance, identify and discuss how linguistic structures and features work to shape readers' and viewers' understanding of texts.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning at Word Level</u></i></li> </ul>	<p><b>Strategies</b> Select, use and reflect on strategies appropriate for different texts and reading or viewing purposes. With peers, identify information needs and find resources for specific purposes.</p> <ul style="list-style-type: none"> <li>• <i>WAFS Developmental Continuum link: <u>Making Meaning Using Context</u></i></li> </ul>
<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Three Level Guides</li> <li>• Journal entry Eg Which character would you most like to be and why?</li> <li>• Letter from one character to another.</li> <li>• Retell story changing an aspect, eg setting.</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Cloze</li> <li>• Read and Retell</li> <li>• Sequencing activities</li> <li>• Deconstructing activities</li> </ul>	<p><b>Possible Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Note taking / Note making</li> <li>• Key words</li> <li>• Summarising</li> <li>• Skim / scan (Is it possible?)</li> </ul>