

# Mahogany Rise Primary School

VICTORIAN CURRICULUM – CURRICULUM LINKS TO MRPS PLANNING

## Level 1

LANGUAGE PROGRAM:

MRPS CURRICULUM	Victorian Curriculum Links
<p><b>Understanding Language Concepts and Following Directions</b></p> <p>I can face the speaker</p> <p>I can focus my attention on the speaker</p> <p>I can identify key words in a simple command</p> <p>I can create a visual picture in my mind of what I need to do when given an instruction</p> <p>I can link key words to things I already know</p> <p>I can follow and give directions that include:</p> <ul style="list-style-type: none"> <li>• In, on, under, off, out of, away from (normal development b/w age 2 and 3 years)</li> <li>• Toward, up, in front of, in back of, next to, around (b/w age 3 and 4 years)</li> <li>• Down, beside (normal development b/w age 4 and 5 years)</li> <li>• Ahead of (normal development b/w age 5 and 6 years)</li> <li>• Negatives (gone, not, don't, isn't, won't, can't, shouldn't, nobody, none, nothing)</li> <li>• Left, right</li> <li>• Timing: Before, after, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, last, at the same time</li> <li>• Quantifiers such as bigger, biggest, medium</li> <li>• Descriptions such as red, furry, crazy</li> <li>• Except for, apart from</li> <li>• Until, unless</li> </ul> <p>I can follow</p> <ul style="list-style-type: none"> <li>• One step instructions</li> <li>• 2 step instructions</li> <li>• 3 step instructions</li> </ul>	<p>Understand that there are different ways of asking for information, making offers and giving commands(VCELA200)</p> <p>understand that people need to give and follow directions to and from a place, and that this involves turns, direction and distance (math)</p> <p>understand the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions (math)</p> <p>interpret and following directions around familiar locations (math)</p> <p>perform movements under, over, through and between objects, people and equipment (H&amp;PE)</p>

<p><b>Understanding Paragraphs</b></p> <p>I can face the speaker</p> <p>I can focus my attention on the speaker</p> <p>I can identify key words in a paragraph</p> <p>I can link key words to things I already know and my experiences (use my schema)</p> <p>I can visualise paragraphs read to me from a range of text types</p> <p>I can listen to a simple sentence and answer</p> <ul style="list-style-type: none"> <li>• yes/no questions</li> <li>• one word answer questions</li> <li>• open ended questions to describe literal information (what happened?)</li> </ul> <p>I can listen to a picture description and</p> <ul style="list-style-type: none"> <li>• identify the picture</li> <li>• redescribe the picture</li> </ul> <p>I can listen to a simple story and</p> <ul style="list-style-type: none"> <li>• answers yes/no questions</li> <li>• answers one word questions</li> <li>• answers open ended questions to describe literal information (what happened?)</li> </ul> <p>I can move from understanding simple texts describing characters and actions to texts that include emotions and defined characters.</p> <p>I can understand and answer literal questions about a range of texts.</p> <p>I can use visualisation to make sense and remember short, simple stories without pictures.</p> <p>I can make simple inferences from spoken sentences and pictures such as:</p> <ul style="list-style-type: none"> <li>• Inferring how a character is feeling by imagining how they would feel in the same situation, or from the characters actions</li> <li>• Inferring where/when according to activities being undertaken (opening presents – birthday or Christmas, talking to the teacher – at school)</li> </ul>	<p><u>Reading</u></p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p> <p>Respond to texts drawn from a range of cultures and experiences (VCELY185)</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p><u>Speaking and listening</u></p> <p>Discuss how authors create characters using language and images (VCELT205)</p> <p>Express preferences for specific texts and authors and listen to the opinions of others (VCELT206)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences(VCELT207)</p> <p>Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts (VCELT208)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p>
<p><b>Phonemic Awareness</b></p> <p>I can tap out syllables in a word</p> <p>I can identify rhyme in spoken words</p> <p>I can produce rhyme in spoken words</p> <p>I can identify first and last sound in words</p>	<p><u>Reading</u></p> <p>Recognise short vowels, common long vowels and consonant digraphs, and consonant blends(VCELA181)</p>

<p>I can blend and segment CVC words  I can blend and segment words with blends  I can manipulate sounds in CVC words  I can read and spell one syllable common words  I can read and spell multi-syllable common words  I can identify blends  I can identify diagraphs  I can demonstrate that I know the difference between blends and diagraphs  I can identify spelling patterns for vowel sounds  I can air-write and visualise common words  I can air-write and visualise 1 syllable words spelt phonetically</p>	<p>Understand how to spell one and two syllable words with common letter patterns (VCELA182)</p> <p>Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)</p> <p><u>Speaking and listening</u></p> <p>Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)</p> <p><u>Writing</u></p> <p>Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables(VCELA203)</p> <p>Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words (VCELA204)</p>
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## WRITING

<b>MRPS CURRICULUM</b>	<b>VICTORIAN CURRICULUM LINKS</b>
<p><b>Narrative</b>  I can</p> <ul style="list-style-type: none"> <li>• Produce a full sentences to describe a picture (There is a girl eating her dinner)</li> <li>• use specific language for familiar topics (eg. “The girl went into the water for a swim” rather than “she went in there”)</li> <li>• use simple openers to describe when (eg. One day, On Sunday, Yesterday, In the morning)</li> <li>• provide simple character descriptions (a little boy, a brown rat, a stripy fish)</li> <li>• create a sentence which describes when and who (One day a little boy....)</li> <li>• create a sentence with when, who and where (One day a little boy went to the park)</li> <li>• sequence a series of pictures to create a logical sequence of events</li> <li>• describe a sequence of 3 familiar events (I ate my breakfast then I cleaned my teeth and came to school)</li> </ul>	<p><u>Speaking and listening</u></p> <p>Discuss how authors create characters using language and images (VCELT205)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences(VCELT207)</p> <p>Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts (VCELT208)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts(VCELA202)</p> <p>Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)</p>

<ul style="list-style-type: none"> <li>• retell a story in sequence</li> <li>• create a sequence of events with pictures as prompts</li> <li>• appropriately use a range of feelings words in sentences (proud, angry, frustrated, excited, calm, nervous)</li> <li>• describe “when, who, where, what doing, feelings” in retell with visual prompts</li> <li>• describe “when, who, where, what doing, feelings” when creating a story with visual prompts</li> <li>• identify problems and solutions in scenarios/stories</li> <li>• describe and create problems and solutions in narratives</li> <li>• use specific language about familiar topics (eg. “I rode on the path on my bike” rather than “I went around on the thing all around”)</li> <li>• use feelings other than happy and sad appropriately in oral language activities without prompting</li> <li>• sequence familiar events</li> <li>• describe characters feelings, intentions and opinions</li> <li>• provide a short verbal narrative to the class or in small groups when provided with visual prompts</li> </ul>	<p><u>Reading</u> Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)(VCELA179)</p> <p><u>Writing</u> Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements(VCELY194)</p>
<p><b>Formulating sentences/grammar:</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• identify nouns, verbs, adjectives and adverbs</li> <li>• use the correct tense form for regular verbs and common irregular verbs</li> <li>• use plurals – both regular and common irregular</li> <li>• use words that describe who owns something (e.g. her, his, their, mummy’s, daddy’s)</li> <li>• use connectives in spoken sentences (e.g. and, then, but, so, because)</li> <li>• use describing words in spoken sentences (e.g. blue, soft, hard, pretty, loud, cheeky, smelly)</li> <li>• ask ‘wh-word’ questions (e.g. who, what, when, where, why, which)</li> <li>• ask yes/no questions (e.g. questions that start with can, will, does, is, should)</li> </ul>	<p><u>Speaking and Listening</u> Understand that there are different ways of asking for information, making offers and giving commands(VCELA200)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts(VCELA202)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p> <p><u>Reading</u> Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)(VCELA179)</p>

<ul style="list-style-type: none"> <li>• use negatives in spoken sentences (e.g. not, can't, don't, hasn't, won't, nothing, nobody, shouldn't)</li> <li>• use adverbs sentences (e.g. nicely, quickly, early, happily)</li> <li>• listen to a simple sentence and add words to make it more interesting (e.g. She went to the shops --&gt; She quickly went to the shops in the rain)</li> <li>• describe my own feelings in full sentences (e.g. I am confused, I am frustrated)</li> <li>• understand that language that is appropriate for school may be different from what is accepted at home and use school appropriate language in my sentences</li> <li>• understand that English is one of many languages and has specific rules and parts that belong in sentences</li> </ul>	
<p><b><u>Pragmatics</u></b></p> <p>I can</p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate body language and eye contact for listening</li> <li>• Observe turn-taking rules in the classroom or in social interactions</li> <li>• Ask others for permission when required</li> <li>• Demonstrate through my actions that I understand school rules</li> <li>• Know how someone is feeling based on nonverbal cues</li> <li>• Accept and reject invitations appropriately</li> <li>• Adjust body distance appropriate to the situation</li> <li>• Read and interpret the following accurately: <ul style="list-style-type: none"> <li>○ tone of voice</li> <li>○ body language</li> <li>○ facial cues</li> </ul> </li> </ul>	<p>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (VCELA198)</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands(VCELA200)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</p>