

Mahogany Rise Primary School

VICTORIAN CURRICULUM – CURRICULUM LINKS TO MRPS PLANNING

Level 2

LANGUAGE PROGRAM:

MRPS CURRICULUM	Victorian Curriculum Links
<p>Understanding Language Concepts and Following Directions</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 complex 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 and my experiences</p> <p>I can describe my thinking process for listening to instructions</p> <p>I can demonstrate basic understanding of communication breakdown and repair, recognising that people have different schemas and are not all thinking the same thing</p> <p>I can follow and give directions that include:</p> <ul style="list-style-type: none"> • In, on, under, off, out of, away from (normal development b/w age 2 and 3 years) • Toward, up, in front of, in back of, next to, around (b/w age 3 and 4 years) • Down, beside (normal development b/w age 4 and 5 years) • Ahead of (normal development b/w age 5 and 6 years) • Negatives (gone, not, don't, isn't, won't, can't, shouldn't, nobody, none, nothing) • Left, right • Timing: Before, after, 1st, 2nd, 3rd, last, at the same time 	<p>Speaking and Listening</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p> <p>understand that we use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe place (math)</p> <p>construct arrangements of objects from a set of directions (math)</p> <p>understand that objects can be moved but changing position does not alter an object's size or features (math)</p> <p>use spoken language for problem solving, and exploring ideas and concepts (S&L)</p> <p>listen to, remember and respond to detailed instructions (S&L)</p>

<ul style="list-style-type: none"> • Quantifiers such as bigger, biggest, medium • Descriptions such as red, furry, crazy • Except for, apart from • Until, unless <p>I can follow</p> <ul style="list-style-type: none"> • One step instructions • 2 step instructions • 3 step instructions 	
<p>Understanding Paragraphs</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 identify real life situations in which I need to remember and understand information or stories given verbally</p> <p>I can visualise paragraphs read to me from a range of text types</p> <p>I can describe my thinking process for listening to paragraphs</p> <p>I can demonstrate basic understanding of communication breakdown and repair, recognising that people have different schemas and are not all thinking the same thing</p> <p>I can recognise when I have gaps in information and ask relevant questions</p> <p>I can listen to a picture description and</p> <ul style="list-style-type: none"> • identify the picture • redescribe the picture <p>I can listen to a simple story and</p> <ul style="list-style-type: none"> • answers yes/no questions • answers one word questions • answers open ended questions to describe literal information (what happened?) 	<p><u>Reading</u></p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p> <p><u>Speaking and listening</u></p> <p>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234)</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240)</p> <p>Compare opinions about characters, events and settings in and between texts (VCELT242)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making</p>

<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 make inferences from spoken sentences and pictures such as:</p> <ul style="list-style-type: none"> • Inferring how a character is feeling by imagining how they would feel in the same situation, or from the characters actions • Inferring where/when according to activities being undertaken (opening presents – birthday or Christmas, talking to the teacher – at school) • Inferring cause and effect – why something happened or why a character made a particular choice 	<p>positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p>
<p>Phonemic Awareness</p> <p>I can tap out syllables in a word</p> <p>I can identify patterns in spoken words</p> <p>I can produce word groups with patterns</p> <p>I can blend and segment CVC words</p> <p>I can blend and segment words with blends</p> <p>I can manipulate sounds in CVC words</p> <p>I can manipulate sounds in single syllable words with blends</p> <p>I can read and spell common words with common and uncommon spelling patterns</p> <p>I can air-write and visualise common words with common and uncommon spelling patterns</p> <p>I can identify blends</p> <p>I can identify diagraphs</p> <p>I can demonstrate that I know the difference between blends and diagraphs</p> <p>I can identify which vowels are long and which are short</p> <p>I can identify differing, common spelling patterns for long vowel sounds</p> <p>I can air-write and visualise 1 syllable nonsense words spelt phonetically</p> <p>I can identify simple, common suffixes and relate them to grammar and semantic meaning (ing, ed, ly)</p>	<p><u>Reading</u></p> <p>Learn some generalisations for adding suffixes to words (VCELA217)</p> <p>Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations (VCELA218)</p> <p><u>Speaking and listening</u></p> <p>Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution (VCELA238)</p> <p>Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters (VCELA239)</p> <p><u>Writing</u></p> <p>Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226)</p>

	Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227)
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WRITING

MRPS CURRICULUM	VICTORIAN CURRICULUM LINKS
<p>Narrative I can</p> <ul style="list-style-type: none"> • use specific language when describing events/stories (eg. “The girl went into the water for a swim” rather than “she went in there”) • use weather details in openers to provide a picture of when (eg. On a dark, stormy night; One sunny, summer afternoon; It was a dreary, winter morning) • provide concrete character descriptions to provide a picture of who (a wobbly, blue jelly-fish; a brown, fat rat; a cute, bouncing baby) • sequence a series of pictures to create a logical sequence of events • describe a sequence of events with relevant detail • retell a story in sequence • create a sequence of events with pictures as prompts • appropriately describe a range of emotions • describe “when, who, where, what doing, feelings” in retell with visual prompts • describe “when, who, where, what doing, feelings” when creating a story with visual prompts • identify problems and solutions in scenarios/stories • describe and create problems and solutions in narratives • describe characters feelings, intentions and opinions • prepare and provide a verbal narrative to the class or small group • create and use synonym charts/ladders and word walls to improve the vocabulary of my narratives 	<p><u>Speaking and listening</u> Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240)</p> <p>Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245)</p> <p><u>Reading</u> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212)</p> <p>Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215)</p> <p>Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (VCELA216)</p> <p><u>Writing</u> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements</p>

	<p>appropriate to the audience and purpose (VCELY230)</p> <p>Build on familiar texts by experimenting with character, setting or plot (VCELT229)</p> <p>Create events and characters using different media that develop key events and characters from literary texts (VCELT228)</p> <p>Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms (VCELA224)</p>
<p>Formulating sentences/grammar:</p> <p>I can:</p> <ul style="list-style-type: none"> • identify nouns, verbs, adjectives and adverbs • use the correct tense for the communication purpose and/or text type • maintain correct tense when creating sentences with multiple clauses • use plurals – both regular and common irregular • use words that describe who owns something (e.g. her, his, their, mummy’s, daddy’s) • use connectives in spoken sentences (e.g. and, then, but, so, because) • use adjectives in spoken sentences (e.g. blue, soft, hard, pretty, loud, cheeky, smelly) • ask ‘wh-word’ questions appropriate to the situation (e.g. who, what, when, where, why, which) • ask yes/no questions appropriate to the situation (e.g. questions that start with can, will, does, is, should) • use negatives in spoken sentences (e.g. not, can’t, don’t, hasn’t, won’t, nothing, nobody, shouldn’t) • use adverbs in sentences (e.g. nicely, quickly, early, happily) • use resources such as word walls and synonym charts to add detail to my sentences (e.g. She went to the shops -- 	<p><u>Speaking and Listening</u></p> <p>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234)</p> <p>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234)</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</p> <p><u>Reading</u></p> <p>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214)</p> <p>Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (VCELA216)</p>

<p>> She quickly went to the shops in the rain)</p> <ul style="list-style-type: none"> • describe my own feelings in full sentences (e.g. I am confused, I am frustrated) • 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 • describe why I do something (e.g. I work hard on handwriting because I want to write neat letters to my grandma) • describe other people’s feelings (e.g. She is grumpy, He looks proud of himself) • explain the rule for ‘a’ and ‘an’ (a before a consonant, an before a vowel) 	
<p><u>Pragmatics</u></p> <p>I can</p> <ul style="list-style-type: none"> • Demonstrate appropriate body language and eye contact for listening • Observe turn-taking rules in the classroom or in social interactions • Ask others for permission when required • Demonstrate through my actions that I understand school rules • Know how someone is feeling based on nonverbal cues • Accept and reject invitations appropriately • Adjust body distance appropriate to the situation • Recognise and use different modes of communication (speaking, writing, telephone etc.) • Respond to and initiate affection appropriately and safely • Give and receive compliments and appreciation appropriately • Initiate a conversation • Read and interpret the following accurately: <ul style="list-style-type: none"> ○ tone of voice ○ body language ○ facial cues 	<p>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)</p> <p>Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p>