

Mahogany Rise Primary School

VICTORIAN CURRICULUM – CURRICULUM LINKS TO MRPS PLANNING

Level 3

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 and ignore distractions</p> <p>I can identify situations in which being able to give and follow directions are important</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 identify how words within a complex instruction relate to each other</p> <p>I can describe my thinking process for listening to instructions and how I conceptualised and combine information</p> <p>I can demonstrate understanding of communication breakdown and repair, recognising that people have different schemas and are not all thinking the same thing</p> <p>I can identify where basic communication breakdown has occurred when it causes an instruction to be followed incorrectly</p> <p>I can follow and give directions that include a range of complex concepts that include time (during, until, before), description (wiggly, short, yellow, quickly), location (centre, corner, on top of), inclusion/exclusion (except for,</p>	<p>Speaking and Listening</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p>H&PE</p> <p>Demonstrate fundamental movement skills in correct sequence to complete a movement task or challenge (H&PE)</p> <p>Practise and apply movement concepts and strategies (H&PE)</p>

<p>neither, unless, if), direction (left, horizontal) objects including shapes, choice (either, or), order (1st, alphabetically)</p> <p>I can follow multiple step directions</p>	
<p>Understanding Paragraphs</p> <p>I can face the speaker</p> <p>I can focus my attention on the speaker and ignore distractions</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 combine pieces of information given verbally to form conclusions</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 	<p><u>Reading</u></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)</p> <p><u>Speaking and listening</u></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (VCELT274)</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p><u>Writing</u></p> <p>Understand that paragraphs are a key organisational feature of written texts (VCELA259)</p>

<ul style="list-style-type: none"> • answers open ended questions to describe literal information (what happened?) <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 questions about a range of texts.</p> <p>I can identify the purpose of a paragraph</p> <p>I can identify the main idea of a paragraph</p> <p>I can make inferences from spoken paragraphs 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>Phonemic Awareness</p> <p>I can separate words into syllables</p> <p>I can articulate what a syllable is and that every syllable contains a vowel</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 syllables with blends</p> <p>I can manipulate sounds in syllables with blends</p> <p>I can read and spell common words with common and uncommon spelling patterns</p> <p>I can make reasonable attempts to read and spell unknown words using my knowledge of sounds, letters, spelling patterns, suffixes, prefixes and grammar</p> <p>I can air-write and visualise words to develop my spelling and reading fluency</p> <p>I can demonstrate that I know the difference between blends and digraphs</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 prefixes</p>	<p><u>Reading</u></p> <p>Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249)</p> <p>Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250)</p> <p><u>Writing</u></p> <p>Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)</p>

I can relate suffixes and prefixes to grammar and semantic meaning (un, re, ing, ed, ly)	
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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 and abstract character descriptions that allow the listener to form a picture and emotional response • 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 with all relevant detail • create a sequence of events with pictures as prompts • appropriately describe a range of emotions • create a full narrative from a given stimulus, including orientation, complication, resolution and conclusion with visual prompt check list • co-operate with a group to create a story including: <ul style="list-style-type: none"> ○ providing input to through presenting my ideas ○ listening to others ideas ○ being willing to accept others ideas when they are not the same as my own • describe characters feelings, intentions and opinions • prepare and provide a group, verbal narrative to the class • create and use synonym charts/ladders and word walls to improve the vocabulary of my narratives 	<p><u>Speaking and listening</u> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p><u>Reading</u> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)</p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254)</p> <p><u>Writing</u> Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (VCELT264)</p> <p>Create texts that adapt language features and patterns encountered in literary texts (VCELT265)</p>

Formulating sentences/grammar:

I can:

- 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 --> She quickly went to the shops in the rain)
- 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)

Speaking and Listening

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)

Examine how evaluative language can be varied to be more or less forceful (VCELA272)

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)

Reading

Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246)

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)

<ul style="list-style-type: none"> • explain the rule for 'a' and 'an' (a before a consonant, an before a vowel) 	
<p>Pragmatics</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 • Adjusts/modifies language appropriately depending on the communication partner and location • 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>