

Mahogany Rise Primary School

VICTORIAN CURRICULUM – CURRICULUM LINKS TO MRPS PLANNING

Level 4

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 and explain 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 use some conversational repair strategies including:</p> <ul style="list-style-type: none"> • Asking questions when I have not fully understood an instruction • Giving more information or altering my communication (slowing down, speaking more clearly) when others have not understood me | <p>Speaking and Listening</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) Make notes about a task, asking questions to clarify or follow up information, and seeking assistance if required (S&L)</p> <p>Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280)</p> <p>Reading</p> <p>Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (reading)</p> <p>Writing</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (writing)</p> |

| | |
|---|---|
| <p>I can identify where 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, after), description (wriggly, short, yellow, quickly), location (centre, corner, on top of), inclusion/exclusion (except for, neither, unless, if), direction (left, horizontal) objects including shapes, choice (either, or), order (1st, alphabetically), adverbs (quickly, carefully, softly)</p> <p>I can create clear, concise procedures verbally that include prepositions, power verbs and timing.</p> <p>I can give and follow multiple step directions with appropriate connectives.</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 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><u>Reading</u> Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)</p> <p><u>Speaking and listening</u> Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p> |

| | |
|--|--|
| <p>I can combine pieces of information given verbally to form conclusions</p> <p>I can listen to a spoken text and answer both literal and abstract questions</p> <p>I can identify the purpose of a range of text types</p> <p>I can differentiate between the language of opinion and feeling and the language of factual reporting or recording.</p> <p>I can understand and answer questions about a range of texts.</p> <p>I can identify the main idea of a range of text types</p> <p>I can give my own opinion about a text and explain reasons for my feelings</p> <p>I can make inferences from spoken texts 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 • The opinions/views/feelings of the author • Purpose of the text | |
| <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</p> | <p><u>Writing</u></p> <p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p> <p>Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295)</p> |

| | |
|--|--|
| <p>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 diagraphs</p> <p>I can identify which vowels are long and which are short</p> <p>I can identify differing, common and uncommon 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 a range of common suffixes and prefixes</p> <p>I can relate suffixes and prefixes to grammar and semantic meaning (un, re, ing, ed, ly)</p> <p>I know and can apply commons spelling rules (double l, ck-c-k, soft and hard g, soft and hard c)</p> <p>I can identify homophones and use context to choose the correct spelling (eg. their, they're, there)</p> <p>I understand that Australian Standard English is one of many dialects and that pronunciation of words varies. I understand that not all students and staff will sound out words in the same way due to variations in pronunciation.</p> | <p>Recognise homophones and know how to use context to identify correct spelling (VCELA296)</p> <p><u>Speaking and listening</u> Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)</p> |
|--|--|

WRITING

| MRPS CURRICULUM | VICTORIAN CURRICULUM LINKS |
|--|--|
| <p>Narrative</p> <p>I can</p> <ul style="list-style-type: none"> • use specific language when describing events/stories to create a clear picture (eg. “Carefully, the young girl stepped into the warm, ocean water, preparing to swim” rather than “she went in the water”) • 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 | <p><u>Speaking and listening</u> Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308)</p> <p><u>Reading</u> Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (VCELT284)</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> • create a sequence of events • 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 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 • use a narrative presentation rubric to assess my narrative and presentation skills • provide positive comments and constructive criticism of others narrative presentations skills • create and use synonym charts/ladders and word walls to improve the vocabulary of my narratives • use a thesaurus (physical or online) to find synonyms to improve vocabulary of a story | <p>Describe the effects of ideas, text structures and language features of literary texts (VCELT283)</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)</p> <p><u>Writing</u> Create literary texts by developing storylines, characters and settings (VCELT297)</p> <p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p> |
| <p>Formulating sentences/grammar:</p> <p>I can identify, use and explain purpose of:</p> <ul style="list-style-type: none"> • nouns, verbs, adjectives and adverbs • correct tense for the communication purpose and/or text type <p>I can:</p> <ul style="list-style-type: none"> • use complex connectives (e.g. although, even though, however, otherwise, unless) • use '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 resources such as word walls, thesaurus and synonym charts to add detail to my sentences • describe my own feelings and causality in full sentences (e.g. I was really confused by the end of the movie, as I missed the beginning and couldn't work out what was going on) • 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 | <p><u>Reading</u> Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280)</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> • 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/actions with cause and effect flow on in complex sentences (e.g. We could all tell his constant tapping was driving her mad, which resulted in a tense, uncomfortable afternoon for everyone.) • 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 an understanding of the importance and roles that social interaction play • Demonstrate appropriate body language and eye contact for listening • Observe turn-taking rules in the classroom and in social interactions • Demonstrate through my actions that I understand school rules • Know how someone is feeling based on nonverbal cues • Respond to and initiate affection appropriately and safely • Give and receive compliments and appreciation appropriately • Initiate and maintain appropriate conversations • Adjusts/modifies language appropriately depending on the communication partner and location • Start/respond to negotiations appropriately • Respond appropriately when asked to change my actions (by accepting/rejecting) • Agree and disagree using appropriate language • Read and interpret the following accurately: <ul style="list-style-type: none"> ○ tone of voice ○ body language ○ facial cues | <p><u>Speaking and Listening</u></p> <p>Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)</p> |