

Mahogany Rise Primary School

VICTORIAN CURRICULUM – CURRICULUM LINKS TO MRPS PLANNING

Level 5

LANGUAGE PROGRAM:

MRPS CURRICULUM	Victorian Curriculum Links
<p>Understanding Language Concepts and Following Directions</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 conversational repair strategies including:</p> <ul style="list-style-type: none"> • Asking appropriate and specific questions when I have not fully understood an instruction • Giving specific information or altering my communication (slowing down, speaking more clearly) when others have not understood me 	<p><u>Speaking and Listening</u></p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)</p> <p><u>Writing</u></p> <p>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (writing)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (writing)</p> <p><u>H&PE</u></p> <p>Design and perform a variety of movement sequences (H&PE)</p> <p>Propose and apply movement concepts and strategies (H&PE)</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 with a range of complex concepts that include time (during, until, after), description (wiggly, 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 and present them orally to a class or group.</p> <p>I can follow a procedural of multiple sentences provided verbally, and clearly articulate the strategies I use to remember the steps.</p> <p>I can give and follow multiple step directions with appropriate connectives.</p>	
<p>Understanding Paragraphs</p> <p>I can focus my attention on the speaker and ignore distractions</p> <p>I can identify key words in a text provided verbally</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 and explain purpose and the effect of given texts socially (eg. the impact of remembering stories people tell about themselves on building relationships)</p> <p>I can visualise texts read to me from a range of text types</p> <p>I can describe my thinking process for listening to and remembering verbal texts including possible differing strategies for differing text types (eg. visualisation for stories,</p>	<p><u>Reading</u> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (VCELT315)</p> <p>Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309)</p> <p><u>Speaking and listening</u> Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)</p>

<p>categorisation/links for lists, linking to emotions for persuasives)</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 why people have differing schemas including a recognition of different backgrounds and experiences</p> <p>I can build on my understanding of a text by working in a group to discuss differing ideas, demonstrating appreciation for the schema of others</p> <p>I can use the knowledge of others to build on my schema</p> <p>I can participate in a debate about a text by both listening to the opinions of others and presenting my own opinions with reasons for my feelings</p> <p>I can listen to others ideas and opinions about a text</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 differentiate between the language of opinion and feeling and the language of factual reporting or recording.</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 	<p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)</p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)</p> <p><u>Writing</u></p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p>
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<ul style="list-style-type: none"> • The opinions/views/feelings of the author • Purpose of the text • How differing audiences may respond to 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 create and practice word lists from misspelt words in from my writing</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 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 most 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 common spelling rules (double l, ck-c-k, soft and hard g, soft and hard c)</p> <p>I can analyse spelling patterns to create my own spelling rules</p> <p>I can create ways to remember problem words using strategies such as:</p> <ul style="list-style-type: none"> • Sounding out in a particular way • Relating to other words • Saying, songs or acronyms (eg. I owe you \$ for the suffix ious or to-get-her for together) <p>I can identify homophones and use context to choose the correct spelling (eg. their, they're, there)</p>	<p><u>Writing</u></p> <p>Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326)</p> <p><u>Speaking and listening</u></p> <p>Understand that the pronunciation, spelling and meanings of words have histories and change over time (VCELA333)</p> <p><u>Reading</u></p> <p>Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals (VCELA312)</p>

I understand that pronunciation of words varies and can change depending on location and over time. I understand and accept that not all students and staff will sound out words in the same way due to variations in pronunciation.

WRITING

MRPS CURRICULUM	VICTORIAN CURRICULUM LINKS
<p>Narrative 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 • 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 • infer to my audience the relationships between two characters through their behaviour and feeling towards each other • 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 	<p><u>Speaking and listening</u> Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)</p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334)</p> <p><u>Writing</u> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p> <p>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324)</p>

<ul style="list-style-type: none"> • 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>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 • sentence structure in English and the use of clauses in complex sentences <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 resources such as word walls, thesaurus and synonym charts to add detail to my sentences • describe my own feelings and causality in full, complex 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) • describe my own and 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) • use multiple adjectives in the correct order in sentences (eg. Two, large, brown, hairy dogs crept along the edge of the building) 	<p><u>Writing</u></p> <p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323)</p> <p>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324)</p>

Pragmatics

I can

- Demonstrate an understanding of the importance and roles that social interaction play
- Demonstrate appropriate body language for listening and interacting, matching my body language to my verbal communication
- Observe turn-taking rules in the classroom and in social interactions
- Demonstrate through my actions that I understand school rules
- Identify how someone is feeling based on nonverbal cues and make appropriate choices on how to respond to the feelings of others (including demonstrating safety for self and empathy for others)
- Respond to and initiate affection appropriately and safely
- Give and receive compliments and appreciation appropriately
- Initiate and maintain appropriate conversations
- Adjust/modify language appropriately depending on the communication social context, my relationships with the communication partner and the purpose of my communication
 - Start/respond to negotiations appropriately
 - Respond appropriately when asked to change my actions (by accepting/rejecting)
- Agree and disagree using appropriate language
 - Give/respond to advice or suggestions appropriately
 - Ask others to change their actions/states appropriately (please move, stop tapping)

Speaking and Listening

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334)