

Mahogany Rise Primary School

VICTORIAN CURRICULUM – CURRICULUM LINKS TO MRPS PLANNING

Level 6

LANGUAGE PROGRAM:

MRPS CURRICULUM	Victorian Curriculum Links
<p>Understanding Language Concepts and Following Directions</p> <p>I can identify and explain situations in which being able to give and follow directions are important</p> <p>I can alter the language and length of my instructions for varying audiences</p> <p>I can identify differing forms of presentation for providing instructions including the use of maps and diagrams and make appropriate choices in presenting my own instructions/procedurals</p> <p>I can identify key words in a complex instruction</p> <p>I can identify how words within a complex instruction relate to each other and understand that these relationships and context can alter meaning</p> <p>I can describe my thinking process for listening to instructions and how I conceptualised and combine information, including creating visual representations of what I have been told in the form of maps/diagrams</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 	<p>Reading</p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)</p> <p>Writing</p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)</p> <p>Speaking and listening</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p>H&PE</p> <p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (H&PE)</p>

<ul style="list-style-type: none"> • Giving specific information or altering my communication (slowing down, speaking more clearly, providing visual cues) when others have not understood me <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 with visual supports, including maps and diagrams and present them orally to a class or group.</p> <p>I can follow a procedural of multiple sentences provided verbally with visual supports, including maps and diagrams, 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><u>Reading</u> Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)</p> <p><u>Speaking and listening</u> Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)</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, 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 	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p><u>Writing</u> Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)</p>
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<p>same situation, or from the characters actions</p> <ul style="list-style-type: none"> • 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 • How differing audiences may respond to the text 	
<p>Phonemic Awareness</p> <p>I can separate words into syllables, sounds and letters</p> <p>I can manipulate sounds in syllables with blends</p> <p>I can create and practice word lists from misspelt words in my writing</p> <p>I can make reasonable attempts to read and spell unknown words using my knowledge of sounds, letters, spelling patterns, spelling rules, 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 differing, common and uncommon spelling patterns for vowel sounds</p> <p>I can identify and spell 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 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 (eg. what happens to vowels after a w?)</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>I understand what accents, that there are many accents in Australia and throughout the world</p>	<p><u>Writing</u></p> <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p> <p><u>Speaking and listening</u></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362)</p>

<p>and that accents affect the way words are pronounced. I understand and accept that not all students and staff will sound out words in the same way due to variations in pronunciation.</p> <p>I can explore word origins and the impact this has on spelling</p>	
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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 • 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 feelings toward each other • convey formal and informal relationships between characters through the language used between the characters 	<p><u>Speaking and listening</u></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362)</p> <p>Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p>Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p> <p><u>Writing</u></p> <p>Experiment with text structures and language features and their effects in creating literary texts (VCELT355)</p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p>

<ul style="list-style-type: none"> • create voices and 'lingo' for characters to represent their background, personality, age, experience etc. • prepare and provide a group, verbal narrative to the class • use a narrative presentation rubric to assess my and others narrative and presentation skills • provide positive comments and constructive criticism of my and 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 • create stories for a particular audience 	<p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)</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 • 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> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)</p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p><u>Speaking and Listening</u> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p>

<ul style="list-style-type: none"> • can manipulate/alter sentences for different audiences and purpose through changes in vocabulary and complexity of grammar with a focus on levels of formality and social distance 	
<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 for listening and interacting, matching my body language to my verbal communication • 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) • 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 <ul style="list-style-type: none"> • Start/respond to negotiations appropriately • Respond appropriately when asked to change my actions (by accepting/rejecting) • Agree and disagree using appropriate language <ul style="list-style-type: none"> • Give/respond to advice or suggestions appropriately • Ask others to change their actions/states appropriately (please move, stop tapping) • Apologise/accept apologies appropriately • Give/ask for reasons and causes for actions/conditions/choices • Respond to teasing, anger, failure, disappointment appropriately 	<p><u>Speaking and Listening</u></p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p>