

Planning with the English K-2 Syllabus

Steps	Ideas / Possible strategies	Outcome and content
1. Choose a context and range of texts for learning.	Family, friends and identity Texts: Hello! published and commissioned by the National Library of Australia and illustrated by Tony Flowers (2016)	
2. Determine the context for writing and select or write a mentor or model text.	Purpose: to describe Subject matter: self, friends, family Audience (school, class and family familiar/unfamiliar) Mode: written text and images Mentor text: 2 pages from Hello!	
3. While identifying features in the model/mentor text, select language features and processes to make explicit from the Creating written texts outcome. Decide on writing focus for joint and independent construction.	<p>Mentor text/s: 2 double pages on a child, eg. Amal.</p> <p>Features to make explicit Text stages: Description of child's background, Description of personal and cultural practices Visual features: speech bubbles, images, labels (colour / L1 and English)</p> <p>Phases: name, family background, language, foods, hobbies, special occasions. Language features: simple and compound sentences, verbs (action, relating, saying, sensing)</p> <p>Writing process: plan (survey), draft, edit, publish</p>	<p>Creating written texts A student plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure. EN1-CWT-01</p> <p>Text features</p> <ul style="list-style-type: none"> • write texts that describe, explain, give an opinion, recount an event, tell a story • use a logical order to sequence ideas and events in sentences across a text • use visual elements to expand meaning in own texts. <p>Sentence-level grammar</p> <ul style="list-style-type: none"> • recognise compound sentences in own writing, knowing that each clause has meaning by itself • use a combination of simple and compound sentences to engage the reader when creating written texts

	<p>Joint construction about a teacher or family member. Independent construction about self.</p>	<ul style="list-style-type: none"> • use action, saying, relating and sensing verbs to add detail and precision to writing <p>Planning and revising</p> <ul style="list-style-type: none"> • use a variety of planning strategies and tools for creating texts
<p>4. Read text/s multiple times and identify responses to literature that can support composing own texts.</p>	<p>Compare contextual, language and visual features of Hello! with I am Australian Too. Use a Venn diagram.</p> <p>Compare cultural groups represented in each text and groups that aren't included – discuss how this might make readers feel.</p> <p>Create class book based on student identities.</p>	<p>Understanding and responding to literature</p> <p>A student understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose. EN1-UARL-01</p> <p>Context</p> <ul style="list-style-type: none"> • identify how the language and form of a text vary according to purpose, audience and mode • identify representations of groups and cultures in a range of texts <p>Representation</p> <ul style="list-style-type: none"> • identify cultural representations in a range of texts • express personal responses to the real and imagined worlds that are represented in texts • adapt a well-known text for a different audience and/or purpose.
<p>5. Decide which texts will be best used for shared, modelled, guided or independent reading and/or models for writing.</p> <p>Identify meanings, comprehension strategies and text /</p>	<p>Read multiple pages while slowly revealing sections and features covered with post its to predict meaning and structure. Think alouds about one or more ideas (clauses) in sentences. Discuss which provide complete meaning or need extra ideas or clauses to add develop meaning. Notice the use of coordinated or</p>	<p>Reading comprehension</p> <p>A student comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning. EN1-RECOM-01</p> <p>Understanding and connecting sentences</p>

<p>language features that will support creating texts.</p>	<p>subordinate conjunctions. Place on a chart based on their function, eg addition, contrast, cause.</p> <p>Rearrange elements from a page, ie. image, text speech bubbles, L1 and discuss how meaning changes. Discuss why the particular layout was chosen.</p> <p>Model reading one child's description adding coloured post its for text to self, text to text and text to world connections. Small groups repeat with other descriptions. Draw and describe barrier game to show connections to the text.</p>	<ul style="list-style-type: none"> • know that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message • know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence <p>Understanding whole text</p> <ul style="list-style-type: none"> • identify how creative visual features are used to expand meaning <p>Monitoring comprehension</p> <ul style="list-style-type: none"> • use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning • make text-to-self, text-to-text or text-to-world connections when reading • use visual and/or auditory features in multimodal texts to build meaning
<p>6. Identify vocabulary required for writing texts and also access to texts to be read. Focus on vocabulary critical to meaning and applicable to other contexts such as writing.</p>	<p>Floorstorm - Record what is seen (eg. food, hobbies, languages etc) on post it notes. Remove images and classify under headings.</p> <p>Record vocabulary sets in English and L1 and match to pictures.</p> <p>Sort verbs into their type – action, relating, sensing saying Word chains for place/activity in L1 and English.</p> <p>Use students' knowledge and Google translate to find various ways to say hello and goodbye.</p>	<p>Vocabulary</p> <p>A student understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas. EN1-VOCAB-01</p> <ul style="list-style-type: none"> • understand and intentionally choose subject-specific vocabulary to enhance precision and for effect

	<p>Discuss how this changes across cultures depending on context and audience.</p> <p>Enquiry and elimination games.</p>	
<p>7. Select a range of oral language strategies for:</p> <ul style="list-style-type: none"> • tapping in to background knowledge • developing and using vocabulary • practicing spoken and written like structures • using home language • interacting with others • valuing the identity of other students • supporting creation of written text 	<p>Inner and outer circle to ask partners about personal and cultural practices</p> <p>Take home survey to interview family members.</p> <p>Tap in drama strategy.</p>	<p>Oral language and communication</p> <p>A student communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions. EN1-OLC-01</p> <p>Listening for understanding</p> <ul style="list-style-type: none"> • understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification • respond to information⁷⁵ by asking relevant questions to extend their own and others' knowledge. <p>Social and learning interactions</p> <ul style="list-style-type: none"> • initiate, listen and/or respond in partner and group conversations <p>Understanding and using grammar when interacting</p> <ul style="list-style-type: none"> • incorporate extended sentences (simple, compound, complex) during dialogue