# Western English Language School Primary Curriculum

Primary Curriculum Team
2021

# Contents

# Overview of WELS Curriculum

- Overview of WELS Curriculum
- Suggested Balanced Weekly Timetable
- WELS Primary Genre Map
- Planning a Unit of Work (Backwards Planning)

# WELS Curriculum

WELS Vision Statement: "WELS empowers students to develop the practical and academic language skills needed in mainstream settings within a safe and supportive environment. Our vision is underpinned by respect, responsibility and caring as well as community connections."

The WELS curriculum centres on the development of English language skills, including the four macro-skills of speaking, listening, reading and writing. While we also teach other subject areas, our primary focus is on the acquisition of the English needed to access these subjects in mainstream schooling.

WELS' pedagogical approach is underpinned by a functional grammar and genre approach to language, backward design and the Teaching and Learning Cycle. (See the WELS Curriculum Framework for more details.)

# Ensuring a Guaranteed and Viable Curriculum

### Reviewing our Curriculum
Throughout the year, feedback on the curriculum is sought from teachers who have been trialling different aspects of it at different times. This occurs through scheduled staff meetings, site curriculum meetings, work in PLCs, focus group meetings and informal communication.  Each term, the curriculum team and members of leadership meet to synthesise feedback and make any necessary changes. As a result, updated versions of documents are regularly created and shared in staff meetings, site curriculum meetings and/or via our primary curriculum website.

### Verifying & Evaluating our Curriculum
In addition to this, the leadership team meets yearly to assess the school against the *Framework for the Improvement of Student Outcomes (FISO)*. Staff feedback is also sought in this through scheduled staff meetings. This allows us to identify focus areas for improvement and to evaluate the impact of introduced initiatives. This evaluation is completed through the Strategic Planning Online Tool and it directly influences our school direction in the form of what goals are set in our SSP and AIPs.
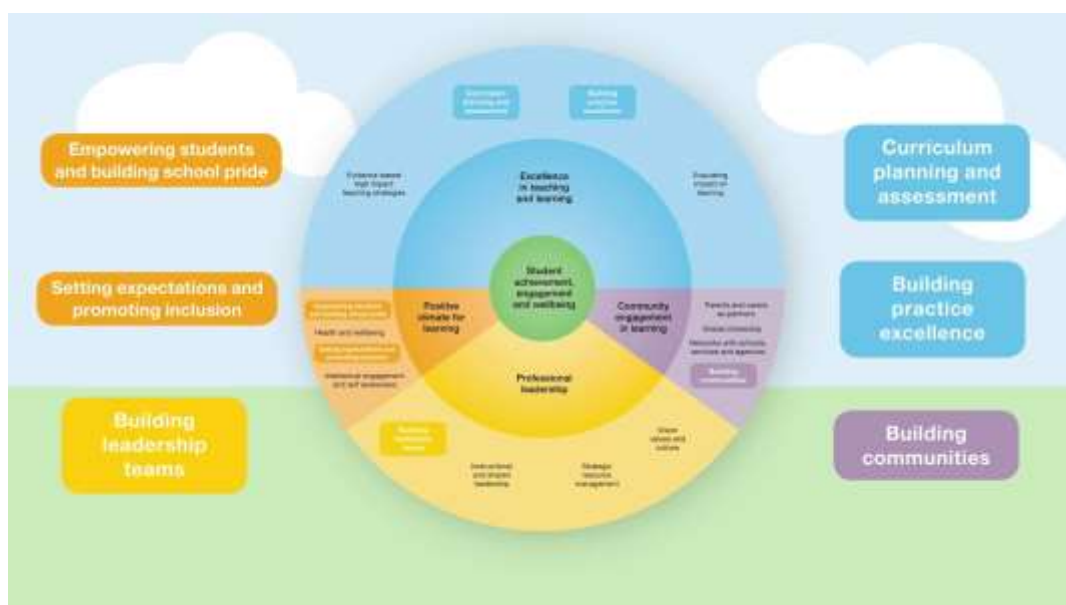


# Reviewing Teaching

### Professional Development Plan (PDP) Cycle
WELS ensures high-quality teaching practice in a number of ways. The first is the yearly Performance and Development (PDP) Cycle in which all staff participate. Our PDP goals are directly aligned to realise the School Strategic Plan (SSP) and Annual Implementation (AIP) Goals, ensuring that collective focus is on advancing our common objectives. The PDP process involves a

start-of-cycle, mid-cycle and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

**Professional Learning Communities (PLCs)**
Another avenue for review of teacher practice is the work that WELS Primary is undertaking in Professional Learning Communities (PLCs). We are using PLCs to evaluate the effect of high impact teaching strategies from our new curriculum as well as trialling our new scope and sequences. WELS Primary is working towards PLCs becoming a more formalised process for improving student outcomes through the FISO Improvement Cycle:



In order to refine our PLCs, some of our leadership completed a rigorous eight-step course on improving teacher practice offered by Harvard University and known as the *Introduction to Data Wise: A Collaborative Process to Improve.* Knowledge from this course was shared with staff via professional learning sessions.

A core group of leadership personnel are currently (Feb 2021) in the process of completing the Department's *2020 Core Professional Learning for PLCs*, with a view to improving PLCs at all sites.

**The Centrality of Data**
A central component of reviewing the efficacy of our curriculum and teaching practice is a heavy focus on grounding any changes we make in reliable and valid data. The following contains a list of some of the key data sources that inform curriculum and teaching review:
- writing rubrics
- the current WELS Assessment Tool (WAT)
- Running Records
- pre- and post-test data
- initial assessments
- anecdotal notes & observations
- attendance data
- socio-linguistic profiles
- Attitudes to School Survey (AtoSS)
- WELS-developed Attitudes to School Survey
- Parent Opinion Survey (POS)
- School Staff Survey (SSS)

One of our most important forms of student data collection is the WELS Assessment Tool (WAT). This tool allows us to gather and track data on student growth across the three macro-skills of speaking & listening, reading & viewing and writing and is aligned to the Victorian EAL Curriculum stages and sub-stages. A new version of the WAT, which is currently being developed, will allow us to collect and analyse more precise and rigorous data about our students' progress. It will enable teachers to better identify student levels, guide teaching and evaluate the impact of teaching, all of which is reviewed through the work of PLCs. It will also allow the leadership team to better evaluate the effect of whole-school curriculum initiatives in achieving our SSP and AIP goals.

# Suggested Balanced Weekly Timetable

These times are suggested only (except for PE and Sport, which is mandated by the DET). Times will vary according to cohort (age, level of schooling, prior knowledge and skills). In some weeks, there will be other activities happening

which cut down the amount of time which can be spent on each area. The class time is structured into a weekly timetable, with 5 hours of learning per day. This learning is broken into sessions of different lengths at each site:

At Braybrook, 1 x 125 minutes, 1 x 120 mins and 1 x 55 mins sessions per day

At Footscray, 1 x 160 mins, 1 x 110 mins and 1 x 30 mins sessions per day

At Laverton, 1 x 100 mins; 1 x 130 mins and 1 x 70 mins sessions per day

At Manor Lakes, 6 x 50 mins sessions per day

At St Albans, 2 x 120 mins and 1 x 60 mins sessions per day

These times are subject to changes, particularly if break times change for the mainstream school on which our classrooms are situated.

| Subject Area | Number of hours or lessons per week. Nb. Lesson length may vary depending on site and/or cohort needs. | Suggestions |
|---|---|---|
| Literacy (See WELS Scope and Sequences for guidelines about what to teach in each mode) | 2 x Reading sessions – Guided Reading or Shared Reading with an activity | Maybe start the term with shared reading and whole group activities. As you get to know the students and you establish routines for working in groups, start Guided Reading activities |
| | 2 x Writing sessions – Modelled/shared writing followed by independent writing | One of these sessions might be weekend writing. You might incorporate genre or topic writing in these sessions to fit in with the current unit of work. |
| | Quiet Independent Reading – 10 – 20 mins. daily | Teachers might listen to students read while the others read quietly. |
| | Modelled Reading – 10 to 15 minutes daily | This can include high-quality literature, Big Books, topic-related books, non-fiction books |
| | Handwriting – 2 x 30 mins. a week | Maybe focus on some of the letters being studied in phonics or letter recognition |
| | Phonics/Letter recognition – 3 x 30 mins | Incorporate revision of previous letters into each session |
| | Spelling – several times a week | Students who are just starting to write in English may not be ready for this yet |
| Maths | 4-5 hours per week | The focus is on both the language and concepts of maths. See the WELS Primary Maths Scope and Sequences and Language of Maths documents. |
| Unit of Work | 4-5 hours per week | Some of this work can be integrated into other areas e.g. |

| Subject Area | Number of hours or lessons per week. Nb. Lesson length may vary depending on site and/or cohort needs. | Suggestions |
|---|---|---|
| | | Writing, Reading Aloud to Students, Shared Reading and Reading Activities, Speaking and Listening, Art, Music. |
| Listening and Speaking Activities | 30 mins. daily Younger students and those in the early stages of learning English will need more time spent on Listening and Speaking. | Activities can include Songs and Chants, Vocabulary Bingo, Morning routine (weather etc.), Games, Developmental Play (particularly for younger students). Speaking activities should also be incorporated across the curriculum. |
| Specialist Areas | 2 or more lessons per week | May be Art, Music, Science, Kitchen Garden (at some sites). All these subjects can also be integrated into other areas. |
| ICT | At least 2 x 30 min. lessons per week. | These lessons are focused on the development of ICT skills. In addition to this, students may use iPads or laptops during other activities, e.g. they may use the PM eCollection during Guided Reading. |
| PE and Sport | 2 ½ hours per week | The swimming program and sports days can be included in this. |
| Social Skills/Pastoral Care/Safety | Time varies according to needs of cohort. | These lessons can include learning about feelings, cooperation, friendship skills, safety (e.g. crossing the road) |

# WELS Primary Genre Map

The WELS Primary Genre Map was developed over 2016-2017 by the Primary Curriculum Team, with consultation from EAL expert Bronwyn Custance and staff feedback. Resources used to determine the target genres of the map include: The Australian Curriculum, the Victorian Curriculum, the Taxonomy of Genre and the 'Overview of Genres' page 9 of *Composing Written Texts Across the Australian Curriculum F-6 (Second Addition)* Catholic Education, South Australia, 2014. After trialling the genres through model units of work during 2017, minor refinements were made in subsequent years.

The WELS Primary Genre Map is based on the genre approach to teaching, where the genre and its structure and language features are at the core of planning what to teach, and when to teach it. This is because the transferability of genres allows teachers to maximise students' learning during their short stay at WELS. By providing students with the tools to write genres, students can transfer this knowledge to every learning area once they enter mainstream settings.

There are two genres each term, for each year level grouping.  Depending on cohort at the time, it is envisaged that one genre is the main focus of the term.  Students are to be, at the very least, exposed to the second genre, and if time permits, may complete a whole teaching and learning cycle. The teacher may decide which of the genres will be the focus.

Should the teacher have a class that is a combination of year levels, then a decision can be made as to which genres and model unit of work to use as a guide. For example, if you have a 3-6 class, you may choose to use the 3-4 model unit of work or the 5-6 model unit of work.  On the other hand, you may have a 3-6 class of mainly pre-literate students, in which case, you may need to use a combination of resources from the F-2 and 3-4 model units of work.

# WELS Primary Genre Map - 2020

Please see the WELS Primary Curriculum website for model units of work for these genres and topics. The model units of work provide a unit plan, pre- and post-tests and extensive teaching resources. Teachers can select from activities within each stage of the teaching and learning cycle.

|  | Term 1<br><br>Me, Family & School | Term 2<br><br>Animals: Australia, Farm, Wild, Pets | Term 3<br><br>Plants: Food, Cooking | Term 4<br><br>Beach: Water safety,<br><br>Sea creatures |
|---|---|---|---|---|
| **Foundation** | - **Description** | - **Description** | - **Procedure** *or* **Personal recount** | - **Description** |
| **1-2** | - **Protocols**<br>- **Recount** *Personal* | - **Description/Descriptive Report**<br>- **Narrative Study** *describing character* | - **Procedural Recounts** *possible to include observational & personal*<br>- **Narrative study** *structure* | - **Protocols**<br>- **Description/**<br>**Descriptive Report** |
| **3-4** | - **Protocols**<br>- **Recounts** *Procedural and Personal* | - **Descriptive Report**<br>- **Sequential Explanation**<br>  *Life cycle* | - **Narrative study** *structure*<br>- **Personal Response to a Narrative**<br>- **Procedural Recount** *Recipes and/or Experiments* | - **Description/**<br>**Descriptive Report**<br>- **Narrative** *structure* |
| **5-6** | - **Protocols**<br>- **Recounts** *Procedural and Personal* | - **Descriptive report**<br>- **Sequential Explanation**<br>  *Life cycle* | - **Narrative study** *structure*<br>- **Personal Response to a Narrative**<br>- **Procedural Recount** *Recipes and/or Experiments: Science Investigations* | - **Narrative** *structure*<br>- **Argument** |

# Planning a Unit of Work (Backwards Planning) based on Genre Map

| Task | Resources | Things to keep in mind |
|---|---|---|
| 1. Use pre-test to check students' current language levels and knowledge of the genre. | Pre-test from units of work<br>Pre-test instructions | You might test both oral language and writing, just writing or just oral language, depending on your estimated level of the students. |
| 2. Choose a model text from the appropriate model unit of work. If you need to modify it, do so with the help of your site curriculum leader. | Model texts from units of work<br>Results of pre-tests<br>Model text template for the genre you are focussing on | It's OK to have more than one model text for your class. One may be a shorter version of the other.<br><br>You can also use several model texts during the unit and teach several mini-cycles, based on the models.<br><br>As in any EAL activity, it can be good to use pictures (e.g. you could make a book or illustrate each step in a procedure). |
| 3. Plan independent construction task. | | This should mirror your model text. You don't need to write a copy of what you expect students to write, but have a clear idea in your head. Suggestions are made in the model units.<br><br>Does the final task allow students to use all the language features in the model text?<br><br>The independent construction is independent of the teacher and other students, not independent of supports. Depending on the level of students, the independent construction may include access to word lists or the model text. As with any task, the teacher can introduce the independent construction by modelling, drawing students' attention to charts etc. The teacher can also help if a student is struggling, but this should be noted on the student's work.<br>The independent task can also include cloze, cutting and pasting, sequencing of the text, as appropriate for students' skill levels. |

| | | |
|---|---|---|
| 4. Plan the rest of your unit, selecting from the model unit. Consider how you will help students move from where they are now (initial assessment) to where you want them to be (independent construction). | Model units of work<br>Your model text | • You might start with a few main activities and then flesh out your plan as you start teaching.<br>• Incorporate *Building the Field* into all stages of the unit.<br>• It's OK to have **more than** three main texts (modelled; joint construction and independent construction).<br>• It's also OK to have mini-cycles within your unit (e.g. modelling, jointly constructing and independently constructing several texts within the unit).<br>• Consider how you will build up students' writing skills to develop greater writing independence. This might include: handwriting, phonics (sounding out), spelling, leaving spaces between words. Also consider how you will develop reading and oral language skills (e.g. decoding, high-frequency words, comprehension skills, pronunciation).<br>• Consider how much meta-language and explicit grammar teaching you want to include. This will vary according to factors such as the age and English level of students.<br>• Consider how you can develop the target grammar and vocabulary knowledge while teaching other areas of the curriculum (e.g. during guided reading, art activities, developmental play).<br>• Transitivity Analysis is only one part of functional grammar and genre. How will you teach students about using negatives, pronouns, headings, paragraphs etc.?<br>• The independent construction doesn't need to be completed before reports. Assess students on what they can do at the time of report-writing. |
| 5. Choose and/or adapt worksheets and other resources from the model unit. Collect and make other resources: charts, games, books, hands-on materials, you-tube clips, etc. | Model unit of work | • Suggestion: allocate a display board in the class for displays, references, resources related to functional grammar and/or your unit. |
| 6. Modify your plan as you are teaching the unit, responding to students' learning. | Model unit of work<br>Genre rubric | • If your higher students are ready for a greater challenge, it's fine to add to the model text during the unit (for example, adding a new heading and paragraph to an information report). This works particularly well during the joint construction stage. |

# Writing

- WELS Primary Composing Texts Scope and Sequence – Levels 1- 4
- WELS Primary Composing Texts Scope and Sequence – Levels 5-8

# WELS Primary Composing Texts Scope and Sequence – Levels 5-8

This page is largely focused on composing texts orally, through interactive language and class discussions.

| | | Victorian Progression Level B<br>Pre L&L 1 - 1 | Victorian Progression Level C<br>L&L Level 2 | Victorian Progression Point 0.5 (midway through Prep year)<br>L&L Level 3 | Victorian Foundation Achievement Standard (end of prep year)<br>L&L Level 4 |
|---|---|---|---|---|---|
| **Understanding Texts: Grammar** | **WORD & WORD LEVEL GRAMMAR** | *Words to talk about people and things:*<br>**Nouns, pronouns and noun groups**<br>Teach words that name/label people and things and associated questions and structures:<br>What? Who?<br>What is this? What are these?<br>This is a… These are<br>Who is this? Who are they?<br>This is… They are<br><br>*Words to talk about time, place, manner etc:*<br>**Prepositions and prepositional phrases**<br>Teach the most basic prepositions to express phrases of place: on the chair; in your bag; at school; to the shop | **Words to talk about people and things:**<br>**Nouns, pronouns and noun groups**<br>*Teach that many nouns can be counted and noun endings and pronouns change for 1: singular or more than 1: plural - nouns using 's' ending and common irregular forms for plurals: children; feet; teeth; people*<br><br>**Words to talk about happenings and states of being and having:**<br>**Verbs and verb groups**<br>*Teach words that name/label actions and associated questions and structures: e.g.*<br>*What is he/she doing? He/she is…*<br>*What are you doing? I am…; You/we are…*<br>*What do I/you/we/they do? I/you/we/ they…*<br>*What can you/they/we do? I/you/we can…*<br><br>**Words to talk about time, place, manner etc:**<br>**Prepositions and prepositional phrases**<br>*Teach words and phrases that express time and place and associated questions and structures:*<br>*When? in the morning, at lunch-time, on the weekend, today, yesterday, tomorrow*<br>*Where? out, under, next to, behind, in front* | **Words to talk about people and things:**<br>**Pronouns**<br>*Model/point out that a pronoun (word used to refer to a person) changes depending on gender*<br><br>**Nouns, pronouns and noun groups**<br>*Introduce/point out articles as pointers: a, an, the*<br>*Teach a to be used with consonant beginnings and an with vowels*<br><br>*Model/point out addition of adjectives before the 'thing'/noun, adding details of number, colour, shape*<br><br>**Words to talk about happenings and states of being and having:**<br>**Verbs and verb groups**<br>*Introduce concept of tense using: today (is), yesterday (was), tomorrow (will be)*<br>*Focus on past tense changes to verb form endings: 'ed' and common irregulars: went, saw, came, sat, ran, made, put*<br><br>*Model/point out negative formation: can: can't/ cannot; do: don't; did: didn't/did not* | **Words to talk about people and things: Nouns, pronouns and noun groups**<br>**Noun and pronoun, common noun and proper noun**<br>*Recognise how capital letters are used for people's specific names*<br><br>*Introduce/point out pronoun pointers in oral language: this/that and these/those - to refer to/point to concrete objects in immediate context:*<br>▢   *this/that to point to a single item e.g. ball and these/those to point to plurals e.g. balls*<br>▢   *this/these to point to things that are close and that/those to point to things further away.*<br><br>**Words to talk about happenings and states of being and having:**<br>**Verbs and verb groups**<br>*Teach that verbs express different kinds of processes and identify examples:*<br>*Action (doing)*<br>*Sensing (thinking and feeling)*<br>*Saying (speech)*<br>*Relating (Being: is/are… & Having: has/have)*<br><br>*Focus on future tense changes to verb form using 'will' and 'am/is/are going to' will go/am going to go; will see/are going to see, will come/is going to come*<br><br>*Words to talk about time, place, manner etc:*<br>*Prepositions and prepositional phrases*<br>*Model/point out including details of 'who with/with whom?' and 'how?' an action/sensing/saying is done using prepositions with and by to provide circumstance of:*<br>    *accompaniment: with my dog; by herself*<br>    *manner- means: with his bat; with its legs; by bus* |
| | **SENTENCE & CLAUSE LEVEL GRAMMAR** | | *At this level in the Reading Scope and Sequence: Concepts about print students are learning terms: letter, word, sentence.* | **3 parts of a clause**<br>Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing it?' 'Who or what is having it done to them?' 'Are there any extra details (of the surrounding circumstances)?'<br><br>**Clauses within sentences**<br>Modelling/pointing out coordinating (linking) conjunction, 'and' used to combine two clauses in a compound sentence | **3 parts of a clause**<br>Teach that sentences are key units for expressing ideas, learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy')<br><br>**Clauses within sentences**<br>Modelling/pointing out coordinating (linking or combining) conjunctions: 'and' 'and then', 'but', 'or', 'so' 'because' used to combine two clauses in a compound/complex sentence<br><br>Teach term conjunction |

2

Page **13** of **86**    WELS Primary Curriculum    WELS Primary Curriculum Team 2021

This page provides suggestions of ways you can plan writing activities in your classroom.

**Learning to be a writer :The Writing Process**

| | Victorian Progression Level B<br>Pre L&L 1 - 1 | Victorian Progression Level C<br>L&L Level 2 | Victorian Progression Point 0.5 (midway through Prep year)<br>L&L Level 3 | Victorian Foundation Achievement Standard (end of prep year)<br>L&L Level 4 |
|---|---|---|---|---|
| **GENERATING & ORGANISING** | **Provide experiences where children can express their ideas**<br>eg drawing, tap tap, painting, constructive play eg lego, dress ups, play dough, collage.<br>**Build oral language**<br>through play and creative experiences | **Provide experiences where children can express their ideas**<br>eg drawing, tap tap, painting, constructive play eg lego, dress ups, play dough, collage.<br>**Build oral language**<br>Question students on personal drawings or creative experiences to elicit and model language. | **Build oral language:**<br>Encourage the oral communication of ideas and events; show that they can be represented in written texts.<br>**Focus on a sentences as the key unit for expressing one idea.**<br>**Record oral language in print**<br>Show children- "This is how we write it" to accompany drawings, classroom events or oral language eg: This is dad; We went to the chickens. | **Build Oral language and Plan:**<br>Students plan what they intend to write by saying it first or drawing a picture or words to create a draft. Students are guided to talk about each picture, what does it show? If sequencing pictures, talk about each each picture and the order they are arranged. Ask students to repeat the sentence about the picture |
| **COMPOSING** | **Transcribing text**<br>Demonstrate the connection between oral and written language eg point to words when reading, write down what students say,<br>Model short words<br>Students copy model<br><br>**Trace simple words and sentences including their name**<br><br>**Sequencing**<br>L-R tracking<br>Sequence 3 pictures of a known story or text.<br><br>**Labelling**<br>Students label illustrations by pasting printed- pre cut words over the top of simple model.<br><br>**Demonstrate written messages remain consistent.**<br>ie love is always spelled l*o*v*e and always is that shape. The letters in their name do not change. | **Transcribing text**<br>Scribe simple words to be copied/traced. teach students to recognise and write (copy) their name<br><br>**Model simple sentences**<br>I am a boy. I can run.<br>·Students sequence words,<br>·Students copy model<br><br>**Sequencing**<br>Sequence 4 pictures of a known story or text.<br><br>**Labelling**<br>Students label pictures and diagrams (glue on printed words) using a model and practise saying words (including topic words) aloud to consolidate the understanding between oral and written language and that text contains a message.<br><br>**Independent Construction**<br>Encourage experimental writing eg attempt symbol like shapes. | **Transcribing text**<br>Scaffold students oral compositions into correct sentences, record and transcribe for students to copy and read back.<br><br>Cloze activities where students are supplied with written answers to choose from and illustrations support the activity.<br><br>**Model complex sentences with linking conjunction 'and'.**<br>Such as :"I like dogs and cats; We ran and played.:<br>·Students sequence words,<br>·Students copy model<br><br>**Sequencing**<br>Sequence 4 pictures of a known story or text and attempt to match words<br><br>**Labelling**<br>Students label pictures and diagrams,using a mix of printed words (cut and paste) and copying models on the board and practise saying words aloud to consolidate the understanding between oral and written language and that text contains a message. Students copy printed labels from board or wordlists, relying on initial letter sound knowledge without picture support.<br><br>**Independent Construction**<br>Encourage experimental writing, attempt letters, focus on initial letter.<br><br>Use single sentence beginnings for students to modify: I like cats, I like ice cream; I am 5, I am a boy, My dog is red, my dog is happy, I have hair, I have 2 legs. | **Transcribing text**<br>Support students in composing an oral explanation of a drawing or class event. Students say or dictate the words, oral language is recorded by teacher, students see the words written and say the words again. Support students to write the sentence as a class or individually to accompany drawings or classroom events- eg: We went swimming,<br><br>**Model complex sentences with linking conjunctions 'and then' and then we walked, We worked and then we played.:"**<br>·Students sequence words,<br>·Students copy model<br><br>**Sequencing**<br>Model simple sentences with circumstances of place or time Today we saw the chickens, my hat is in my bag, On Friday we swim, The bird is in the tree, At night we sleep,<br>·Students sequence words to make sentences,<br>·Students copy model<br><br>Use single sentence beginnings for students to modify using a personal pronoun and (suggested) focus on " I am" "I have" not -" I am icecream" but "I have ice cream."<br><br>**Labelling**<br>Students label pictures and diagrams independently after teacher models sounding out and remembering spelling.<br><br>**Independent Construction**<br>Encourage students to begin to approximate letters and spelling patterns- Students attempt to spell words by writing one or more of the letters in the word, usually having the initial letter, or by matching the most obvious sounds, particularly consonants.<br><br>Dictation:Show students a picture from: a book,purposeful stimulus picture or personally relevant picture; Say (dictate) the matching words or sentences slowly and children write it, approximating to the spelling pattern. Encourage independent attempts to write more words, phrases or sentences related to the picture.<br>Based on modelled texts use formulaic resources to begin a text: eg Circumstance of time<br>Use repetitive beginnings of sentences in own writing, frequently personal pronouns |
| **REVISING** | **Require students to make simple choices during shared construction.**<br>Ask students about their drawings or constructions and mark making to elicit language. Teachers may scribe ideas or simple words used. | **Consolidate understanding that text contains meaning.**<br>Read back students writing from model or ask what experimental writing says. Encourage repetition and pointing to each word as it is said.<br><br>Review the choices made during shared construction. | Support students in reading back from their own writing to check that it communicates what they intended even if it does not match exactly.<br><br>Review text and make changes during shared editing. | Students should begin checking for meaning by reading back what they have written or believe they have written. They may retell/paraphrase or say the main ideas of the message rather than reading it 'word for word'. |

3

**Learning to be a writer : Conventions of Writing**

| | | Victorian Progression Level B<br>Pre L&L 1 - 1 | Victorian Progression Level C<br>L&L Level 2 | Victorian Progression Point 0.5 (midway through Prep year)<br>L&L Level 3 | Victorian Foundation Achievement Standard (end of prep year)<br>L&L Level 4 |
|---|---|---|---|---|---|
| **HANDWRITING** | | **Concepts:**<br>The alphabet is about letters. Letters are different from numbers.<br>Focus on alphabet names and alphabet song (see Reading Scope and Sequence doc)<br><br>**Letters of Alphabet:**<br>Highlight that pictures and shapes are differ-ent from written language/ letters/numbers.<br><br>**Motor skills**<br>Practise aspects of motor co-ordination that lead to legible writing (fine and gross) eg pick up beans with tweezers, play games with pegs, transfer water with pi-pettes.<br>Trace over and around pre- writing shapes eg large looping circles, parallel straight lines, make letters;'in the air, in sand, in finger-painting activities, in shaving cream;<br>Develop the visual–motor coordination skills necessary for writing eg, eye–hand and hand–arm coordination skills, engage in finger play, and develop body posture and movements that permit them to write more easily.<br><br>Correct Pencil Grip<br>Positioning a book to write in. | **Concepts:**<br>The alphabet is about letters. Letters have sounds. Letters make words. We write letters to make words.<br>Articulate letter sounds and rehearse correct letter formation during letter studies (small whiteboards, handwriting books, trace letters, paint letters, make playdough letters, write letters in shaving foam)<br>Trace over and around letters, outlines and looping shapes, write letters 'in the air', in sand, in finger-painting activities.<br><br>**Letters of the Alphabet:**<br>Uppercase formation on blank (non-lined) paper<br><br>**Motor skills**<br>Practise aspects of motor co-ordination that lead to legible writing (fine and gross) eg pick up beans with tweezers, play games with pegs, transfer water with pipettes.<br>Show correct body posture and arm movements such as how to hold their heads and to position their arms when writing<br>Students practice moving their arms over a horizontal surface as they write with a pencil or a felt-tip pen.<br>Correct Pencil grip.<br><br>Draw attention to punctuation marks and distinguish from letters and words. | **Concepts:**<br>Left to right, top to bottom, and spacing, i.e. there are spaces between written words.<br><br>**Letters of the Alphabet:**<br>Uppercase & Lowercase formation - head, body, tail letters, no entries or exits, (a complete closed b not b* & p can be taught in place of victorian script)<br><br>Match and identify odd one out:<br>• Numbers and letters visually similar- b d p q<br>• Words the right way up (not upside down)<br>• match same words together<br><br>**Motor skills**<br>Articulate letter sounds and rehearse correct letter formation during letter studies (small whiteboards, handwriting books, trace letters, paint letters, make playdough letters, write letters in shaving foam)<br><br>Begin focused handwriting phases focusing on precise for-mation placed correctly on the line. Provide bound handwriting books or BLM copybooks to promote student ownership and care with own work (as opposed to using handwriting loose sheets).<br><br>Teach how to use effective hand and body movements such as pencil grip, hand positioning on a keyboard, correct posture to use a laptop, and gradually refine their pencil grip to get fluency in letter formation.<br><br>**Full stop: name and function.**<br>Encourage experimentation with capital letters and full stops. | **Concepts:**<br>Left to right, top to bottom, and spacing, i.e. there are spaces between written words. Focus on consistent size, writing on the baseline, appropriate spaces between words, return sweep<br><br>**Letters of Alphabet**<br>Uppercase and Lowercase letter formation-some entries and exits<br>Learn how to sit correctly when handwriting and when sitting at a computer.<br><br>**Motor skills**<br>Continue handwriting phases focusing on precise formation placed correctly on the baseline, using correct spaces and return sweep.<br><br>**Question mark and Exclamation mark: name and function.**<br>Encourage correct use of Uppercase - first in sentence and names.<br>Model and encourage correct use of lower case for other letters in within words/sentences<br>Encourage experimentation with capital letters and full stops. |
| **PUNCTUATION** | | N/A | | | |
| **SPELLING**<br><br>Building and using types of knowledge: sound and letter; meaning; spelling conventions; word origins and visual<br><br><br>Building and using spelling strategies | | **Sound and letter knowledge**<br>Model and encourage writing single letter for initial letter of own name<br><br>**Visual knowledge - sight words**<br>Model and encourage locating and copying name<br><br>Model and encourage checking the visual shape of students' name<br><br><br><br><br>N/A | **Sound and letter knowledge** Model and encourage writing single letter for initial consonant sounds of words<br><br>**Visual knowledge - sight words**<br>Model and encourage locating and copying sight words from lists/word walls<br><br>Model and encourage checking the visual shape of a word e.g. the: 3 let-ters; - 2 tall one small<br><br><br>**Spell it by copying**<br><br>Locate words in the classroom environment | **Sound and letter knowledge and associated visual patterns - (eg same rime pattern)**<br>Model and encourage sounding out of words as part of being a writer<br>Model and encourage writing single letter for initial consonant sounds (and later adding final and then medial and final)<br>Single letter onset and phonologically regular rime:<br>• c-at, h-at,   • c-ut, b-ut,<br>• s-it, b-it,   • h-ot, n-ot,<br>• c-an, m-an,   • l-eg, p-eg,<br>**Knowledge of meaning units (Morphology suffixes, prefixes and bases) and spelling conventions (spelling rules/guides):**<br>suffixes:<br>• to mark plural with 's' e.g. cats, dogs, cups<br>**Visual knowledge - sight words**<br>• I, he, she, me, we<br>• visual shape of a word e.g. bed looks like a bed<br>• high interest words e.g. mum, dad, love<br><br><br>**Spell it like it sounds**<br><br>**Spell it by pattern** | **Sound and letter knowledge and associated visual patterns - (eg same rime pattern)**<br>• common consonant digraphs e.g. sh, th, ch, ck<br>• two consonant blends e.g. bl, fl, gl, tr, br,<br>• combinations of above to form regular one-syllable words e.g. frog, dish, tram, glad, thick, thin, brick, black, flip, shed, chick, chin<br>• tense related endings e.g. ed and ing.<br><br>**Knowledge of meaning units (Morphology suffixes, prefixes and bases) and spelling conventions (spelling rules/guides):**<br>Compound words e.g. into, onto, Sunday, football<br><br>**Vsual knowledge - sight words**<br>• M100 Words - work through as the child learns each set.<br>• high interest words<br><br><br>**Spell it by generalisation**<br><br>**Spell it by memory** |

4

# WELS Primary Composing Texts Scope and Sequence – Levels 5-8

| Sub strand | A2.2-2.3  B2.2<br>Victorian Progression (Y1)<br>L&L Level 4/5 | B2.3-B3.1<br>Victorian Achievement Standard (Y2)<br>L&L Level 5/6 | B3.2<br>Victorian Achievement Standard (Y3)<br>L& L level 7 | B3.3<br>Victorian Foundation Achievement Standard 4 (Y 4)<br>L& L level 8 |
|---|---|---|---|---|
| Developing understand-ing about texts<br><br>Purposes, Genre structures and language Contexts | The purposes of texts shape their structure in predictable ways<br>• teach the purpose, genre label and typical stages of types of text including invitations, birthday or get well cards, letters of thanks<br>• recount and procedure, narratives, descriptive reports, explanations, arguments and responses<br>• discuss why people read/write these different types of texts<br>• compare the purposes and structures of familiar texts drawn from local contexts and interests e.g. compare patterns in procedure (list of materials, headings for different parts, numbers to sequence steps, sentences begin with verb/action process) with procedural recount (no headings, no lists, no numbers but words used to show sequence and begin sentences, the 'who' doer is added in before the verb , verb in past tense; and discuss how these patterns link to the text's purpose | Different types of texts not only have identifiable text structures but also different features that help the text serve its purpose<br>• identifying the topic and type of a text through its visual presentation, for example cover design, title/headings and images: photos, drawings, diagrams etc<br>• compare examples of reports and narratives and identify differences eg direct speech in narratives, but not in reports. Images in reports represent 'real' things. They are written to teach us/give us information about a topic. Narratives are usually imaginary and written to entertain. Animals might wear clothes, act like people, talk etc.<br>• model/have students discuss and sort examples into groups, matching to their purpose and genre label<br>• draw out the purpose of paragraphs to organise and group together similar/related ideas; have students match or create sub-headings to paragraphs | Different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)<br>• identifying the type of a text through its language features and linking these to purpose and context<br>• model and guide whole class/small group comparisons of two related, but different, genres identifying and recording differences in language features. E.g. animal reports vs narratives, personal recounts vs procedural recounts (science); report vs explanation, protocol or explanation vs argument. Comparisons could focus on differences in language such as differences in<br>o tense<br>o noun groups, eg inclusion or not of: 'opinion/evaluative' describers; classifiers etc<br>o process types: e.g. action & relating in report vs these and saying and sensing in narrative<br>o inclusion or not of: evaluative/persuasive language to express feelings, judgements and modality<br>o conjunctions e.g time, contrast and/or cause-effect<br>o sentence types e.g commands, statements, questions | Texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience<br>• discuss/compare different types of texts and where we find them: e.g. narratives found in picture books, chapter books, novels, oral story-telling, cartoons, movies, plays, video games; reports and explanations found in information texts, in museums, tourist brochures, noticeboards, some magazines, documentaries<br>• lead discussions re the different purposes and different ways we read them. E.g.<br>o narrative: read for enjoyment, to learn lessons in life - how to solve problems etc, to learn new vocabulary and sentence structures; read from beginning, pictures can help us visualise setting, characters and emotions/mood/atmosphere<br>o report: read to learn about/find out about specific topic (and to learn new vocabulary and sentence patterns); can use table of content, index, headings and sub-headings to find which part/s to read - don't have to read from front to back, don't have to read it all, usually take notes while you read<br>• inquire into different language patterns within the texts of the same genre that show increasing complexity and technicality. E.g. have students examine arguments on the same topic and compare: length of noun groups; use of nominalisation; expressions of cause-effect, use of text connectives |
| Providing a range of contexts for composing<br><br>oral & written genre | Provide opportunity for students to write a range of everyday texts such as invitations, birthday or get well cards, letters of thanks<br>Procedure: provide students with model texts and writing framework, and have them construct simple procedures of familiar activities, organising method in sequence<br>Recount/Narrative Retell: with support of photos, pictures and/or own drawings have students write recounts of personal events; simple statements of observation in Science; or retells well known stories, in which they include a simple orientation, organise events according to time and begin to add brief reorientation or evaluation/ resolution<br>Description/Report: have students sort information under headings; draw pictures and writes several pieces of information about an object or a living thing; write simple statements of comparison in Maths<br>Explanation: have students sequence visuals of a familiar phenomenon in the natural world eg flower growing; draw pictures and give a simple oral explanation of a familiar process<br>Exposition (Argument): provide students with modelled texts, which they can rely on to write a statement of position, one or two reasons in support and restate their position<br>Response: provide opportunity for students respond personally to short performance, or illustrated text read aloud, orally, with drawing and/or accompanying sentence/s about how they felt about a character or key event | Provide opportunity for students to:<br>• orally present or write a range of everyday and simple schooling genres<br>• using explicitly taught topic information, vocabulary and mostly simple spoken-like language structures<br>Procedure: simple texts with goal, ingredients/utensils and steps, using sub-headings<br>Recount: personal recount with a brief evaluation; simple procedural recounts of steps in a process in sequence and simple observational recounts in science over a series of days/weeks; begin to construct elementary historical recounts, drawing pictures, and annotating simple timelines or web diagrams of major events in their life/community<br>Narrative: own brief texts with simple setting, storyline and attempted ending and simple brief narratives built around historical events<br>Description: simple descriptions of historical people and places; tentatively uses a simple introductory sentence<br>Report: short text covering a few aspects or characteristics and beginning to use subheadings<br>Explanation: brief sequential explanations with logically ordered events, to support visual representation of each stage (eg flowchart)<br>Exposition (Argument): brief introduction and series of points/reasons (3-5) with little or no elaboration to support them<br>Response: answers scaffolding questions to state main idea or message of book/performance, or recall a range of literal facts; comments on a small range of inferences eg what the character thinks/feels at key points of the story/performance | Provide opportunity for students to:<br>• independently orally present or write a range of everyday texts and simple schooling genres<br>• begin to organise texts into paragraphs focused on similar/related ideas. Paragraphs may reflect stages of genre e.g. narrative: orientation, problem, resolution<br>Procedure: simple sets of instructions eg How to get from A to B, using steps and sub-headings<br>Procedural Recount simple recounts of procedures they have carried out.<br>Simple Investigation: Answers questions, completes sentences and supplies/records data in tables provided<br>Recount: personal recounts with an orientation, some details of events in logical order and some comment or elaborated evaluation of events; sequences historical events in a simple timeline<br>Narrative: with a clear, though simple, orientation and complication (problem to be solved), leading to a series of events to come to an ending, not necessarily a resolution<br>Description/Report: with guidance, uses an introductory sentence and groups like information into sub-topics to construct reports with some detailed description. Uses paragraph and sub-headings in written text<br>Explanation: speak/write sentences to sequence events based on strongly modelled text supported by visual text<br>Exposition (Argument): begin with simple statement of position in brief introduction and provide a series of logically ordered reasons. Begins to use paragraphs (may be one for introduction, one for arguments and one for conclusion, or arguments may be separated into 1 or 2 sentence paragraphs)<br>Response and Review: draws heavily on modelled texts and scaffolding questions or writing frameworks to provide simple personal responses to book read as a class | Provide opportunity for students to:<br>• independently orally present or write a range of everyday texts and simple schooling genres with some control of paragraphs and more supporting detail<br>• compose more developed genres with the aid of questions or headings and visuals to frame the text, using paragraphs<br>Simple Investigation: draws heavily on modelled texts, scaffolding questions or writing frameworks to compose simple investigations, with an aim, prediction, equipment, method and results<br>Recount: personal recounts with more detailed elaboration of events and, with support of scaffolding questions, composes simple biographical recounts with detailed description of events<br>Narrative: short narratives with a distinguishable story line and some events closely related to the resolution of a problem, beginning to include evaluation of events, including historical narratives told from a particular perspective<br>Description: includes a separated introduction and uses sub-topics/paragraphs effectively for change of aspect or feature<br>Report: with some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information<br>Explanation: with more independence composes simple sequential explanations, eg a life cycle based on diagram; begins to use opening statement; draws heavily on modelled texts and scaffolding to compose simple causal explanations<br><br>Exposition (Argument): organises texts in simple logically order; begins to provide a simple introduction and to give simple introductions/topic sentence for each argument. Paragraphs on basis of change of argument or focus<br><br>Response and Review: draws heavily on modelled texts and scaffolding questions or writing frameworks to compose more extended and more technical responses and simple reviews of books read as class text |

**Key:** *In the developing understandings of language and grammar section, bolded words in text underneath the headings, indicated metalanguage expected to be used/taught.*

---

**Developing understanding about Grammar**

**Word and word group level grammar**

### Column 1

*Words to talk about people and things:*
**Pronouns**
Teach/model concept that pronouns change depending on whether they refer to the **doer** (subject) or the **done to** (object): *I/she/he smiled at me/her/him.*

**Noun groups**
Addition of factual describers. (more than 1: *two, big, sharp teeth*) and classifiers before the noun

*Words to talk about happenings and states of being and having:*
**Verbs and verb groups**
Verbs represent different **processes** (**doing, thinking/feeling, saying,** and **relating**)

**Continuous** aspect: **past** and **present**
- 'ing' ending indicates an on-going, unfinished process
- auxiliary/helper - from verb 'to be': am/is/are (present) was/were (past) indicates tense
Simple present and present continuous
- present continuous is used to talk about actions *(it is raining)* and sayings: *(they are talking)* happening 'in the now' and describing temporary states *(she is being funny; I am having a rest)*

*Words to talk about time, place, manner etc:*
**Adverbs and adverbial groups**
Model/point out including details of 'how' an action/sensing/saying is done using adverbs to provide circumstances of
- manner- quality: *quickly, slowly, quietly*

Teach the terms **adverb** and **adjective**.

Teach the formation of **adverbs** by adding 'ly' ending to an **adjective**.

### Column 2

*Words to talk about people and things:* **Nouns, pronouns and noun groups**
Nouns and pronouns can indicate possession.
- Nouns add apostrophe 'S'. (see punctuation)
- Pronouns change form: my/mine, hers, his, theirs, ours, yours, its (Even though most possessive pronouns end in 's', no apostrophe is used. It is used with nouns to distinguish from plural nouns)

**Noun groups**
Both possessive nouns and pronouns can be pointers in a noun groups to tell us which one.

Adding non-factual describers in front of a noun that give opinions: feelings, judgements and evaluations. General guide for order of describers in a noun group: more opinion/ arguable first (further away from noun) and more factual/ testable last (closer to noun)

*Words to talk about happenings and states of being and having:*
**Verbs and verb groups**
Revise formation of **simple and present continuous**, leading inquiry into and explicit teaching of their uses
Simple present and present continuous
- present continuous is used to talk about actions *(it is raining)* and sayings: *(they are talking)* happening 'in the now' and describing temporary states *(she is being funny; I am having a rest)*
- the simple present tense is typically used to talk about either present states *(He lives in Darwin)* or actions that happen regularly in the present *(He watches television every night)* or that represent 'timeless' happenings, as in information reports *(Bears hibernate in winter)*
- simple present tense is used for sensing - thinking/feeling- 'in the now'. *(I think/hope we have enough; I want a drink; I love that colour; I feel sick, I hear/smell something*

*Words to talk about time, place, manner etc:*
**Prepositions and prepositional phrases**
Adverbs, adverb groups *(really slowly)* and **prepositional phrases** work in different ways to provide the **circumstances** of a process (event or state).
- add different types of circumstances (e.g. time, place, manner)
- can be at the beginning or end of a clause
- adverbs of manner are often placed next to the verb *(she rose slowly, from the chair; from the chair she slowly rose)*

### Column 3

*Words to talk about people and things:*
**Substitution**
Rather than repeating a noun or noun group, we can substitute another general word. e.g. *one, another: I'm getting a drink. Do you want one/another?*
We can also do this to substitute a verb with general verb *'to do'* e.g. *She tries to open the door and she does. She told me to keep her so I did. Don't do it.*

**Noun groups and adjective groups**
Noun groups and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
- adding detail after the noun by adding a prepositional phrase as qualifier to specify, which one/s in particular: e.g. *The two old brown cattle dogs from next door; the front veranda of the farm house*
- descriptive details can be built up around a noun or an adjective, e.g. In the sentence '*This really smelly cleaning cloth in the sink should be thrown out.*' the italicised section is a noun group. In the sentences 'He was *as quiet as a mouse.*' and 'She was *quite short but surprisingly strong.*' the italicised sections are adjective groups
- adjectives as describers in noun groups or in adjective groups can be made more or less forceful through intensifiers s in examples above: *really, quite, surprisingly*

*Words to talk about happenings and states of being and having:*
**Verbs and verb groups**
Perfect (completed) aspect: past and present
- auxiliary/helper - from verb 'to have': has/have (present) had (past) indicates tense
- past participle 'ed/en' ending indicates a recently completed process, present - usually in relation to now; and past - usually in relation to a subsequent event
E.g.
- present perfect: *I have (just) cleaned the desks; I have (already) eaten.*
- past perfect: *He had walked halfway to the shops before he realised he had forgotten his wallet.*

*Words to talk about time, place, manner, cause etc*
**Adverbs and adverbial groups**
Model/point out including details of 'why' a process is done using the prepositional phrases to provide circumstances of cause:
- reason: It was ruined *because of the rain*, They won the award *for their role in discovering a cure*
- purpose: I made it *for my lunch*
- behalf: I went to the shops *for my mother.*

### Column 4

*Words to talk about people and things and ideas:*
**Pronouns**
How texts are made cohesive through the use of cohesive devices including pronoun reference and demonstratives (this and these) to make links across sentences. Explore the particular role this and these have in picking up an idea in a previous sentence and carry it forward:
- in an explanation where the rheme becomes the new theme: *The woodchips are mixed with water to make a pulp. This pulp is ...*
- to elaborate on an element: In the middle of 1852 gold mining licences were introduced. *These licences ...*
- to refer back to and encapsulate a large segment of the text: *Canteens also have a traffic light method: green light foods are...., orange light foods are, and red light foods are... This method is a very good indicator of ...*

**Nouns, pronouns and noun groups**
Adding detail after the noun by adding a relative clause as qualifier to specify, which one/s in particular: e.g. *The girl who saved my life was* given a medal. We wanted to avoid *a label that implied a deficit view*

*Words to talk about happenings and states of being and having:*
**Verbs and verb groups**
Extend the range of vocabulary to express relating processes that:
- identify/name: *is called, is known as, named*
- indicate modality (uncertainty): it *sounded safe, it seemed to be...*
- describe changing states: *became popular; had grown into* a large town; *changed into*
- composition - part-whole: their problems *included...; it is made up of/contains/consists of*
- express a relationship of cause-effect: The amount of light *affects* how well the plants grow; Money *can lead to* greed; Obesity can *cause* diabetes
Changes in the verb when moving from **active** to **passive voice**
- auxiliary/helper - from verb 'to be': simple tenses: am/is/are (present) was/were (past) being (continuous) been (perfect) indicates passive
- past participle 'ed/en' ending
- being added in continuous tenses
In examples below, the first sentence is active and second passive.
Simple present: *She gives it to me at 1pm. It is given to me (by her)...*
Simple past tense: *She gave it to me. It was given to me (by her).*
Future tense: *She will give it to me. It will be given to me (by her).*
Present continuous tense: *I am writing it. It is being written by me.*
Past continuous: *We were writing it. It was being written by us.*
Present perfect: *She has finished it. It has been finished (by her).*
Past perfect: *She had finished it. It had been finished (by her).*

*Words to talk about time, place, manner etc:*
**Prepositions and prepositional phrases**
Model/point out including details of 'how-comparison'?' and 'in what role/what as?' an action/sensing/saying is done using prepositions *like* for comparisons (similes) and *as* to provide both of these kinds of circumstances:
- manner - comparison: He built it *like a tower; like them; like kids my age;* She ran *as fast as a train;* The kite flew *as high as a plane.*
- role: He earned a low wage *as a farm labourer;* We should all celebrate Australia day *as members of a single Australian community;* She began work *as an assistant in a laboratory*
Model/point out an extended range of prepositions for more precise

---

| | | | details e.g. *during* - time; *through* - manner means (*through the discovery of what DNA looks like*); *in* - manner quality (*in an annoyed voice; in peace; in silence*) |
|---|---|---|---|
| Sentence and clause level grammar | **Parts of a clause**<br><br>Revise that, in terms of meaning, a basic clause represents: *what is happening; who or what is participating,* and *the surrounding circumstances*<br><br>Teach the terms: **happening/process, participant** and **circumstance**<br><br>**Clauses within sentences**<br>Modelling/pointing out subordinating (binding) conjunctions: 'because' 'when', after, 'if', 'so that' used to combine two clauses in a complex sentence | **Parts of a clause**<br><br>Teach that a clause is a unit of grammar usually containing a subject (who/what in front of the verb) and a verb and that these need to be in agreement:<br>● 'to be': *I am, 1 is, 2 are, 1 was, 2 were,*<br>● 'to have'<br>● 'to do': 1 does, 2 do<br>● all verbs in simple present tense: 1 goes, 2 go, 1 eats, 2 eat<br><br>**Clauses within sentences**<br>Investigate how quoted (direct) and reported (indirect) speech work in different types of text e.g. recounts, and narratives: comparing similarities and differences direct) speech (*He said, "I'll go to the park today"*) and reported (indirect) speech (*He told me he was going to the park today*) | **Clauses within sentences**<br>Teach the difference between **main and subordinate clauses** and that a **complex sentence** involves at least one subordinate clause<br><br>Investigate how clauses in a complex sentence can be rearranged, noting that the conjunction moves with the subordinate clause, identifying when the subordinate clause is placed first in texts<br><br>Teach terms for different kinds of conjunctions and the associated types of sentences **coordinating (linking) conjunctions - compound sentences** and **subordinating (binding) conjunctions - complex sentences** | **Clauses within sentences**<br>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas:<br>● the function of subordinating conjunctions complex sentences is to make logical connections between ideas, such as: to provide a reason e.g. *He jumped up because the bell rang*; to state a purpose e.g. *She raced home in order to confront her brother*; to express a condition e.g *It will break if you push it*; to make a concession e.g. *She went to work even though she was not feeling well*; to link two ideas in terms of various time relations e.g. *Nero fiddled while Rome burned*<br>● the function of a relative pronoun is to relate two pieces of information, to elaborate on a noun in the main clause, e.g. *It has a net-type beak, which can carry things*; or to elaborate or comment on the main clause as a whole, e.g. *Heavy thunderstorms were forecast which meant the sports day would have to be cancelled.* |

Sources:  **VIC C-** Victorian English Curriculum, **VIC P** - Victorian Achievement standards and Progression Profile indicators from *Writing*.

**SA L&L** - South Australian Language and Literacy Levels across the Australian Curriculum: EALD students

Composing Texts Nov 17

# Reading

- An Overview of Teaching Reading at WELS
- WELS Primary Reading Scope and Sequence
- WELS Core Elements of Modelled Reading
- WELS Core Elements of Shared Reading
- WELS Core Elements of Guided Reading
- Independent Reading at WELS
- Selecting texts for New Arrivals
- Teaching Sight Words to New Arrivals
- Phonological Awareness

WELS Primary Curriculum      WELS Primary Curriculum Team 2021

# WELS Primary Reading and Viewing Scope and Sequence F-6 (Levels 1-8) Revised Oct 2020

| Reading and Viewing | WELS F-2 | | | WELS 3-6 | | | | |
|---|---|---|---|---|---|---|---|---|
| | Vic Pre Foundation (B) | Vic Pre Foundation (C) | Vic Toward Foundation 0.5 (D) | Vic Foundation | Vic Y1 | Vic Y2 | Vic Y3 | Vic Y4 |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 |
| Approximate PM Level (Instructional) | | | 1-2 | 3-5 | 6-14 | 15-20 | 21-24 | 25-26 |
| | *Orientation to texts* | | | *Understanding, using and interpreting features of multimodal texts* | | | | |
| **Concepts of Print**  *Navigating texts Directionality, Tracking &* | Holding a book up the correct way  How to turn pages  Words are different to pictures  Words contain meaning  Pictures convey meaning  Sort/match/ discriminate between words and picture e.g. find the odd one out.  Read texts (shared) demonstrating the understanding that meaning is invested in the words. | Turning pages L-R one at a time  How to use scrapbooks/ workbooks e.g. using the next empty page, sticking things in the right way up, fitting it on the page  1:1 correspondence  L-R tracking  Return sweep  Concepts of letter, word, sentence  Discuss what the pictures tells us. | Knowing parts of a book- locating the front and back cover, the title  Labelled diagrams  Recognise that sentences are key units for expressing ideas and illustrations support text and vice versa  Which words/sentences tell us what is happening in the picture. | Explore the different contribution of words and images to meaning in stories and informative texts  Knowing about books- locating author and illustrator, title page | Table of contents, page numbering, headings and titles, captions, blurb, photos, diagrams, simple maps | Page and screen layout, navigation buttons, bars and hyper-links, glossaries, index (alphabetical order), chapter, headings and sub-headings: reasons for using bold, italics | Lists with dot points, paragraphs, tables, simple graphs, flow charts | Topic sentence, timetables, home pages and sub-pages (online texts) |
| *Understand Terminology - for print, books and digital texts* | *book, read, story, picture, page, first* | *letter, word, sentence, turn the page, name, sound, last* | *cover, title, beginning, middle, end, what happens? what happens next?*  *button, on/off, play, close, press, spacebar, enter,* | *vowel, consonant, author, illustrator, character, problem, solution, illustration, fiction, non-fiction.*  *click, swipe, app, exit, type, username, passwords, caps lock, shift, cancel, delete, save, print* | *heading, table of contents, blurb, setting.*  *menu, photo, zoom, website, program, next, undo, scroll, arrow, double click, drag and drop, tap* | *syllable, chapter, glossary, sub-heading*  *icon, link/hyper-link, search, help, forward, backward, file, folder, highlight, scroll-bar* | *paragraph, table, graph, flow chart.*  *search engine, webpage, homepage, tools, thesaurus* | *Topic sentence, timetable, base word, prefix, suffix*  *URL, browser* |
| **Reading Processes & Behaviours** *Prompts & Cues*    *Cues for students when reading* | | Use picture cues  Recognise repetitive sentence structures | Attend to initial letter cues  Point to words when reading  Attend to final sounds especially **s** at the end of words, | Attend to initial letter cues and some other letters in the word, especially consonants  Attend to ending **ing** and **ed**. | Using (individually or together):  • Sounding out (CVC words and onset+rime)  • Sentence structure  • Sentence meaning  Self-correcting | Integrating reading cues to work out words (sounding out, sentence structure, meaning of sentence). | Predicting and confirming words  Reading-on to work out an unfamiliar word  Scanning headings to locate information  Scanning to match words e.g. a key word from a question matched to a word in text  Skimming visuals and headings to identify genre and topic. | Scanning to find a synonym for a word or phrase e.g. habitat/live; foods it eats/diet.  Skimming using visuals and headings to identify key ideas and structure of text. |
| *Punctuation (purpose of) & Fluency (including attending to punctuation when reading)* | Model fluent English during shared reading | *Identify full stop*  Replicate the rhythms and sound patterns in stories rhymes, chants and songs Teacher models stopping at full stops | Question mark,  Exclamation mark & Size of Text /Bold text  Capital Letters at the start  Stop at Full Stops | Inverted commas (talking marks) Comma  Pausing at commas  Attend to Question/Exclamation marks- use appropriate intonation | Apostrophes of possession and contraction, ellipsis (…) to indicate pausing  Varying rate and volume to express emotion e.g for speech. | *Brackets, ellipsis (…) to indicate something has been omitted*  Phrasing | Colon before dot points | |

| Reading and Viewing | WELS F-2 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | WELS 3-6 | | | | | | | |
| | Vic Pre Foundation **(B)** | Vic Pre Foundation (**C**) | Vic Toward Foundation **0.5 (D)** | Vic **Foundation** | VIc **Y1** | Vic **Y2** | VIc **Y3** | Vic **Y4** |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 |
| ***Phonological Awareness & Phonics/ Decoding*** *Phonological Awareness* | Shared texts involving repetition and rhyme Isolate syllables in familiar words e.g. clapping- names | Alliteration - initial sound b- ball, bag, bin, bag, bottle. draw focus to the beginning of the word. Isolate Syllables stomping/percussive movements 1, 2 and 3 syllable words Rehearse rhymes Phonics songs eg A is for Apple | Alliteration- Initial and final sound - focus on the same final letter (hearing/seeing) e.g. pin, pen, man, on, teaching concept of last/ending sound. Isolate Syllables stomping/percussive movements 4+ syllable words Rehearse rhymes and create strings of rhyming words | Recognise rhymes, syllables and sounds in spoken words Rehearse rhymes and create rhyming couplets/poems as a class, the cat sat on a mat, the dog jumped over a log. | Practicing phonological skills in order to develop automaticity. | This thread ends. | | |
| *Phonics - Knowledge* | Differentiating between a letter and a number Recognise first letter in name Alphabet song Recite alphabet in order (students point to letters as reciting) | Know all letters in own name. Alphabet names and sounds: **One suggested order-** (begin teaching one sound for each letter and short vowels only) s a t p i n **ck** e h r m d g o u l f b j z w v y x qu Phonics Vocab Associations *E.g. From alphabet frieze : A apple, B ball, C cat etc. OR Jolly Phonics or other Associations* | Match Upper and lowercase letters Recognise uppercase and lowercase letters in random order Alphabet sounds: consolidate. Two sounds for c, g - and others at point of need e.g. 'y' | Long vowel sounds: a e i o u Digraphs: ch, sh, th voiced, th unvoiced Consonant blends - e.g. bl, cr, ff. | **Letter recognition**: b, d, g, i, k, t, z in alternative fonts (e.g. Victorian cursive and other) **Consonant digraphs** – wh, ng, ck, ph. **Suffixes** - er, y. **Common vowel digraphs** - e.g. ee, oo, ay. | **Trigraphs** e.g. str, spl, thr **Vowel digraph**s e.g. ou, ea **Silent letters** e.g. kn, wr Alternative sounds for the same letter pattern. E.g ear in hear, bear and learn. Alternative letter patterns for the same sound e.g. ee, ea, y, ey, ie, e_e. For students who use the roman alphabet in their L1, teach letter patterns not present in L1. | Understanding that vowels can make a schwa sound, particularly in multisyllable words. | This thread ends. |
| *Phonics - Application of Skills* | | Brainstorming lists of words starting with a given letter. Sorting spoken words according to initial letters (e.g. teacher says word and student says initial letter - choice of 2 or 3 letters) | Reading VC words and rimes: at, in, it, on op, ig, ack Onset and rime: Orally (with visuals) apply onset to rime in 3 letter CVC words- short vowel: C-at, b-at, s-at P-ig, b-ig, w-ig Identifying initial and final letters in spoken words. | Onset and rime: Orally (with visuals) and with symbols, apply onset to rime in 4 letter CCVC words-initial blend+ short vowel dr-ag, fl-ag, br-ag pr-am, sl-am, wh-am Read words, blending individual sounds - CVC words n-o-t, r-u-n, c-a-n | **Single letter sounds** – fluent recall **Segmenting and blending** orally and in writing - CVC, CCVC and CVCC words Onset+rime – b-at. fl-ag, b-est Single sounds - b-a-t, f-l-a-g, b-e-s-t Decoding **suffixes** on familiar base words - y, er Reading compound words e.g. sunflower, on-to | Making analogies - orally and in writing, using knowledge of onsets, rimes or syllables in familiar words to work out unfamiliar words. e.g. d**ay**/st**ay**, st**op**/st**ill**, car/carpet. **Segmenting and Blending** orally and in writing- Onset + Rime - words including consonant blends and vowel and consonant digraphs - st-amp, str-eet, sh-out Decoding **suffixes** on familiar base words - ly, est Reading 2-syllable decodable words e.g. jack-et, bed-room. | Reading familiar 2- and 3- syllable words (saying syllables, de-stressing vowel in one syllable and blending to match spoken word) e.g. to-night, yes-ter-day | Reading 2–4-syllable words with less familiar syllabic patterns. |
| *Sight words, High Frequency words, High interest words* | Recognise own name | *I, a, the, me* Recognise the names of classmates Read/recognise high interest or personally significant words e.g. *mum, cat, love, dad, footy.* | Understand that some words "Can be sounded out" and some have to be remembered. First high frequency words e.g. gold M100W Topic words Concrete nouns and verbs that can be acted out | First 50 high frequency words e.g. M100W gold, red, blue, green or other high frequency words. Topic words Concrete nouns and verbs that can be acted out | Instant recognition of previously-learned sight words 100 high-frequency words Classroom words e.g. words from current topic/genre; weekend writing; morning writing; model texts | Words used in written instructions and questions e.g.<br>- Who, what, when, where, why, how, which<br>- Circle, underline, match, stick, write, read, colour, word, letter, sentence. | | |

| Reading and Viewing | WELS F-2 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | WELS 3-6 | | | | | | | |
| | Vic Pre Foundation **(B)**<br><br>Level 1 | Vic Pre Foundation **(C)**<br><br>Level 2 | Vic Toward Foundation **0.5 (D)**<br><br>Level 3 | Vic **Foundation**<br><br>Level 4 | VIc **Y1**<br><br>Level 5 | Vic **Y2**<br><br>Level 6 | VIc **Y3**<br><br>Level 7 | Vic **Y4**<br><br>Level 8 |
| *Comprehension*<br><br>*Predicting* | | Model making predictions about what will happen. | Predict: Likely topic, ideas and events in text<br><br>Use: front cover | Predict: Topic, ideas and events<br><br>Use: Title, illustrations, existing knowledge of texts and topic<br><br>Predicting what will happen at logical turning point in the story using text and illustrations | Predicting: What is the book about? What words might we see? What might happen next? What will happen at the end?<br><br>Using: title, illustrations, blurb, text read so far, genre and topic knowledge, teacher verbal 'blurb' about text. | Predicting: What is the book about? Which questions might the book answer? Is this book fiction or non-fiction?<br><br>Using: first paragraph (read by teacher), blurb, layout e.g. contents, headings, photos, glossary | Predicting: What genre is this text? What will happen? What will we learn?<br><br>Using: written text, contents, chapter headings, sub-headings, illustrations, paragraph in a chapter | Predicting contents of paragraph from topic sentence<br><br>Predicting content of web pages using headings, subheadings, home pages and sub-pages.<br><br>Predicting genre and linking with purpose. Then linking purpose with the action to be taken after reading, eg. following a procedure, personal response, answering questions |
| *Questioning - Literal* | **Who** is it? **What** is it? What is he/she/it doing? Referring to cover or one page | **When? Where?** What is it happening?<br>Referring to pictures on a page or double page. | **Why?** Locating information **directly stated** in the text and supported by pictures.<br>Eg *Text states "They had a cake because it was her birthday" and picture shows this.* | **How?** Locating information directly stated in the text and supported by visuals.<br>Eg in a boat, quickly | Range of wh questions related to explicit information in text, in words and/or pictures. Focus on differentiating between key wh question words. | Suggesting questions that the text answers. | Answering questions linking two sets of facts (dot points).<br><br>Which words tell us….? (Students locate words in sentence.) | Which paragraph tells us…..?<br><br>Suggesting questions that are answered by particular sentences in the text. E.g. *Butterflies begin life as tiny eggs*, and link this with *How do butterflies begin life?* |
| *Questioning - Inferential* | | | One page- Inferential about the actions eg?- Why did the dog chase the boy? Why did the boy cry? How do you think the dad felt? | Students answer inferential questions about the actions of particular characters and the sequence of events that make up the plot. For example, What do you think he/she will do now? What will happen next? | How does he/she feel? Why did he/she do this? Why did the author use the words…? What happened before the story began?<br><br>Which words/pictures show us that the character is scared/happy/surprised?<br><br>Which words describe the character? (e.g. beautiful, bigger, loudest) | Can you think of a different ending? Did the characters feel the same? Why?/Why not? How do the characters feel about each other?<br><br>Which words show what the author thinks about the thing/character: e.g. *it was* **funny**; *wombats are* **cute**; *it is* **easier** *to understand; it was quite* **hard.** | Why did the author write the text? Why did …..happen? The author wrote the words…….How does this make you feel? | Inferring information from several paragraphs or a chapter.<br><br>How might the text be interpreted from different perspectives e.g Jack and the giant in *Jack and the Beanstalk* What would happen if…? How would you describe this character? Why did the author write this? Why did ….happen?<br><br>Which words tell us what the author thinks/feels? |
| *Questioning - Evaluative* | Encourage students to show preferences for texts<br><br>Which book do you want to read? (Student points, takes a book that's offered, smiles, frowns, shakes head, turns head away etc.) | Do you like this? (Teacher points to picture of character or object in text. Student uses facial expression or thumbs up/down to answer.) | Did you like the book/character? (Model and teach responses: I like/don't like…I liked/didn't like…; wolf was sad, kangaroo is happy, we had fun. Teach vocabulary good, bad, best, favourite.) | Did you like the characters/illustrations? Why? (Model and teach responses and vocabulary: I think…..; Because…; special, nice, beautiful, ugly, strong, rude) | Did you like the text? What was your favourite part? Why? | Did you like the text? Why? Why not?<br><br>Which characters/events/settings do you like best? Why? (Refer to word walls of evaluative language vocabulary.) | How would you feel if you were the character? What is the purpose of the text? Is it successful? (e.g. The text was meant to be scary? Did you feel scared?) | How might you change the text to make it more interesting?<br><br>Were the ideas you learnt useful/ interesting?<br><br>Comparing two texts on the same topic, which one is easier to understand and which one is more interesting? Why? |
| *Researching* | | | Understand that texts can take many forms and that imaginative and informative texts have different purposes | Identify some differences between imaginative and informative texts | Locating literal information in pictures, diagrams, photos and simple text. | Locating information in a text using headings, table of contents, labelled diagrams, index.<br><br>Distinguishing non-fiction from fiction texts. | Locating information in one or two lists with dot points. Answering questions by converting dot points to sentences.<br><br>Digital texts: Using text features and search tools to locate information | Selecting and recording key information from texts.<br>What new ideas have I learnt? How do the new ideas fit with what I already know? What else do I want to know? Compare language used to express opinions and state facts.e.g. cute, horrible, naughty vs. number and shape. |

| Reading and Viewing | WELS F-2 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | WELS 3-6 | | | | | | | |
| | Vic Pre Foundation **(B)**<br><br>Level 1 | Vic Pre Foundation **(C)**<br><br>Level 2 | Vic Toward Foundation **0.5 (D)**<br><br>Level 3 | Vic **Foundation**<br><br>Level 4 | Vic **Y1**<br><br>Level 5 | Vic **Y2**<br><br>Level 6 | Vic **Y3**<br><br>Level 7 | Vic **Y4**<br><br>Level 8 |
| *Making Connections*<br><br>*In the text: reference and conjunctions*<br><br>*Beyond the text (text to self) experiences and feelings* | **In the text**<br>Teacher points to words that represent elements of illustrations. Emphasize sentences that directly tell of what is occurring in the picture. | **Beyond the text**<br>During discussions of the front cover, asks students to relate to imagery eg "Has anyone seen a caterpillar?" if reading The Hungry Caterpillar.<br><br>**Beyond the text**<br>After reading, question to elicit connections to student experiences. | **In the text**<br>Linking pronouns with illustrations<br><br>*he, she*<br><br>**Beyond the text**<br>Linking events in the story with events in students' own lives e.g. Have you been on an aeroplane? Have you lost something? | **In the text**<br>Linking pronouns and nouns in sentences and across adjacent sentences (when teacher reading to students)<br><br>*it, this, they*<br><br>**Beyond the text**<br>Linking story to own experiences Express emotions as story is read, e.g. surprise, curiosity | **In the text**<br>Linking pronouns and nouns within and across sentences.<br><br>*I, me, my, we, they, them, their, you, your, he, she, him, her, his, him, it.*<br><br>Understanding how relationships between ideas are signaled by conjunctions –*but, so*<br><br>**Beyond the text**<br>Has this happened to you? How did you feel?<br><br>When did you feel angry/happy/scared? (link to character's emotions) | **In the text**<br>Linking nouns and reference items within and across paragraphs, e.g. The Tyrannosaurus Rex, the dinosaur, the huge animal.<br><br>Understanding how relationships between ideas within sentences are signaled by conjunctions – *because, when, after, if*<br><br>Using simple text connectives to understand the relationships between ideas in successive paragraphs, e.g. *Then, Now, Also, So.*<br><br>**Beyond the text**<br>Making comparisons between language used in two texts to describe, e.g. storyline, information, characters, structures, settings, events. | **In the text**<br>Replacing ellipsed/omitted words e.g. One day, on the banks of a billabong, a very clever dingo caught a wombat…and decided to make wombat stew. Who decided to make wombat stew? (**the dingo** has been ellipsed).<br><br>Using text connectives to understand how ideas are ordered in successive paragraphs, e.g. *Firstly, Secondly, Thirdly.*<br><br>Understanding how relationships between ideas within sentences are signaled by conjunctions – *although, while, before, as*<br><br>**Beyond the text**<br>Evaluating whether the characters or events are likely to occur in real life. | **In the text**<br>Recognising how relationships within and across sentences such as cause/effect and comparison are signaled by conjunctions – *while, as, until, since, so, however, therefore*<br><br>Using text connectives to understand relationships and ordering of information in successive paragraphs, e.g. *At first, After that, Today, Next time, In the end, Also*<br><br>Following who is talking in direct and indirect speech by using context and conventions of using a new line for a new speaker<br><br>**Beyond the text**<br>Comparing use of language and text features in two different texts to represent characters and events e.g. comparing two reports about the same topic. |
| *Working out meaning of unknown words* | | | | | Working out meanings for unfamiliar words through context (picture, sentence **or** topic).<br><br>Understanding meanings of comparatives using base word + suffix er, est. | Working out meanings of unfamiliar words from more than one aspect of context (pictures, sentence, topic, genre).<br><br>Looking up words in a simple bilingual dictionary (electronic or printed). | Understanding how suffixes *ed* and *ing* indicate tense. | Working out word meanings:<br>• in non-fiction text by synthesising information from several sentences or paragraphs.<br>• from base words, prefixes and suffixes e.g. un, dis, less, er, est, ish, ly, ful.<br>• looking up words in a simple English dictionary. |
| *Visualising*<br><br>*Retelling*<br><br>*and*<br><br>*Summarising* | Teach the important vocabulary of a story and encourage students to illustrate one sentence (provided by you) | Sequence 3 pictures of story, or older students may draw 3 pictures,(sketch to stretch) to demonstrate understandings and support retelling. Names some items/characters/activities in the picture.<br><br>Students draw their own picture to illustrate a story. Describe picture using some key words from story (e.g. characters, key action). | Attempt a simple retell of a story from a simple picture book read by teacher, drawing or sequencing 3-4 pictures and retelling story to go with the pictures. | With support of photos or illustrations, retell story from a simple picture book read by teacher. Encourage students to include who, when and where and organises events according to time. | Recalling, in order, some main ideas or events in a story read independently e.g. guided reader, home reader.<br><br>Non-fiction: reviewing main ideas on each page with reference to text<br><br>Visualising and drawing characters, settings and events. | Using connectives (First, Next etc.), to retell main ideas with supporting details.<br><br>Identifying characters, setting and storyline.<br><br>Visualising, drawing and describing characters, settings and events. | Visualising and paraphrasing multi clause sentences as reading.<br><br>Identifying details about characters, setting and storyline. | Locating and paraphrasing topic sentence to Identify key information in a paragraph.<br><br>Retelling and summarising a chapter.<br><br>Visualising and describing a series of sentences or paragraphs. Using the images to help recall and understand the text. |

# An Overview of Teaching Reading at WELS

The WELS Reading program is a rich and integrated approach to reading, spanning many areas of the curriculum. In addition to teaching the knowledge and skills required for reading and viewing that are encompassed in the *WELS Reading and Viewing Scope and Sequence*, teachers expose students to enjoyable and engaging literacy experiences and high quality literature so that an interest in and love of books is fostered. Student interest areas are valued and explored through, for example, shared story-time and engaging classroom libraries.

This introduction provides a brief overview of:

- Learning to read in another language
- A balanced primary classroom reading program at WELS
- The WELS Reading and Viewing Scope and Sequence and how to use it
- Theoretical Models and Frameworks for Reading and EAL Considerations
- Assessment and Reporting

**Learning to read in another language**

*Differing knowledge and experience of the world, texts and language*

An important part of the reading process is the interaction between the reader and text, as the reader brings his or her background knowledge to bear on making meaning of the text. Background knowledge includes knowledge of the topic, knowledge of world, our everyday lived experiences, knowledge of texts and how they work and knowledge of the language system.  This has significant implications for EAL learners whose background knowledge and experiences often differ to those assumed by the author of a text.

> *"When you are unable to bring personal knowledge and understanding of a topic to a text, you are effectively robbed of the ability to make use of a key resource for reading: what you already know."* Gibbons P *Scaffolding Language Scaffolding Learning* (2002) p 78

*Connections between oral language and reading*

The development of any one of four macro-skills supports and is supported by the other three, though the relationship between oral language and reading may be different for EAL learners.

When learning to read in one's first language, one can readily call on developed oral language - vocabulary and language patterns - to assist in making meaning from texts. Many early learning-to-read texts (readers) assume this and use a repetitive structure on each page, with a new visual used to cue the reader to a changed word/phrase, with the reader having to pay little or no attention to the written word. For first language-speakers, oral language development clearly leads and supports reading.

For EAL learners, a lack of known English vocabulary means that the visual cue does not help. For example, I might conceptually understand that the picture is a horse, but if I don't know the English word for horse, then I need to 'decode' the written word. This has two implications.

Firstly, it means that developing sight word recognition and an understanding of the sound and letter system is critical and fundamental for EAL learners in early stages of learning to read. In this way, for EAL learners reading often leads and supports oral language.

> *"While increased language competence enhances reading ability, reading certainly increases language competence."* Gibbons P *Learning to Learn in a Second Language* PETA (2014) p 89

Secondly, it means that learning to read cannot be seen in isolation.  EAL teachers must include opportunities to use language in other ways in reading-related activities, especially those that provide students opportunities to be introduced to and 'rehearse' key vocabulary and grammatical structures that will be encountered in their reading.  Building familiarity with the concepts and language of a text are critical to supporting predicting.

> *"Without knowledge of the topic and with limited linguistic resources, a young reader has no choice but to rely on graphophonic knowledge. … Children who read slowly - painfully sounding out each letter, focusing on word- by-word decoding, are often unable to carry meaning at the sentence level or across stretches of discourse, so they often lose the overall meaning of what they are reading. … ESL learners need access to a linguistically and culturally rich reading environment, a range of reading strategies … and a literacy program*

*that aims to develop all the roles that effective readings take on."* Gibbons P *Scaffolding Language Scaffolding Learning* (2002) p 83, 84

## *A balanced primary classroom reading program at WELS*

The WELS Reading program is rich and integrated across many areas of the curriculum.  In addition to teaching the knowledge and skills associated with and required for reading, reading programs at WELS:
- foster an interest in and a love of books;
- expose students to rich literacy experiences centred around authentic texts. These include everyday texts such as shopping catalogues and greeting cards; schooling genres; and classic and popular literature;
- value and explore student experiences and interest areas in shared storytime.

**Teaching practices**

Four key Teaching Practices have been identified as essential components of a balanced primary classroom reading program. For more information about these practices click on the relevant link.

**Read to/Modelled Reading**
The teacher provides maximum support by reading text that is usually beyond the student level. The student's role is to listen and engage with the text.

**Shared Reading**
Initially the teacher does most of the reading. The text level is usually beyond what students can read by themselves. As students become more familiar with the text during rereading, they will join in.

**Guided Reading**
The teacher frontloads meaning, vocabulary and structure before the reading. Students read the text with teacher guidance, side by side.

**Independent Reading**
Students read independently using the strategies they have learnt through the previous practices. Students read familiar or easy texts without teacher direction.

Reading to Students (Modelled Reading)

Shared Reading

Guided reading

Independent reading

Diagram: Victorian Department of Education and Training. Retrieved from:
https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/
readingviewing/Pages/teachingpracshared.aspx

**Phonological awareness and phonics programs**

Sequential programs in phonological awareness and phonics are also important for developing foundational reading skills. These programs are particularly recommended for students who are new to reading using the Roman alphabet. The knowledge and skills taught in these programs can be practised during Modelled, Shared, Guided and Independent Reading. Through these reading practices, teachers can help students link decoding and comprehension skills.

**Integration across the curriculum**

One way to link reading to the rest of the curriculum is to integrate reading practices into the Teaching and Learning Cycle. This is evident in recently revised models of the cycle, which have made explicit the role of supporting reading

as an extension of building the field and a precursor to, and context for, learning about a genre through modelling



and deconstruction.

Derewianka, Beverly, Pauline Jones. *Teaching Language in Context, 2nd Edition*.

**The WELS Reading and Viewing Scope and Sequence**
The Reading Scope & Sequence (P-10) guides teachers on what to teach. It informs planning and teaching so as to improve EAL students' reading in English.

*Structure and Organisation*

The Reading Scope & Sequence is comprised of **four strands**



Each of these strands is divided into more specific threads, which progress left to right as a developmental continuum.

As the levels progress, it is expected that the reading texts (or books) selected for use by teachers will increase in length and complexity.

*Development of the Reading Scope and Sequence*
The Reading Scope and Sequence has been developed by amalgamating achievable and appropriate elements of:
- *Indicators of Progress – Victorian EAL Developmental Continuum*

*- The Victorian Curriculum - English Achievement Standards and Progression Points:*
*a.        B and C levels (pre-Foundation)*
*b.        Levels 0.5 – 4 (Foundation to Grade 4 mainstream equivalent)*
*- The Australian Curriculum - English Sequence of Content*
*- Marie Clay's Concepts of Print and Julie Bliss' work*
*- Y2 Diagnostic Net: Reading Developmental Continuum (based on Western Australian First Steps)*
*- The South Australian Language and Literacy Levels across the Australian Curriculum: EALD students*
*- Teachers' knowledge and experience of New Arrival EAL students.*

## *Connecting WELS Reading Scope and Sequence and models of reading*

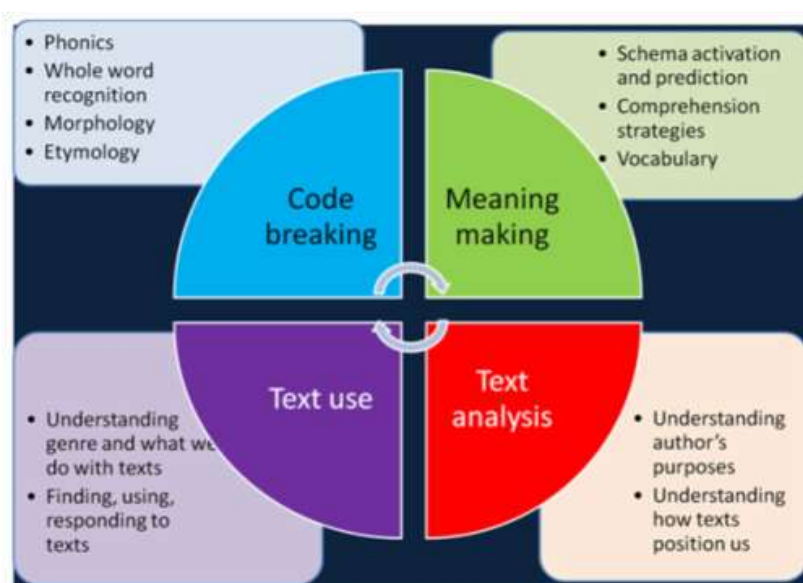| WELS Scope and Sequence Sub-strand | 4 Resources Models | 3 Cueing System | Scarborough's Reading Rope |
|---|---|---|---|
| **Concepts of Print** | Text Decoder | | Literacy Knowledge |
| **Reading Processes & Behaviours** | Text User | | Literacy Knowledge |
| **Phonological Awareness & Phonics/ Decoding** | Text Decoder | Grapho-phonic | Phonological awareness, Decoding & Sight recognition |
| **Comprehension** | Text Participant Text User Text Analyst | Semantic and Syntactic | Language structures & Verbal reasoning |

**Theoretical Models and Frameworks for Reading and EAL**

Teaching Reading at WELS is draws on a number of key models of reading, but always with an eye on EAL considerations in meaning-making through reading.

## *Four Resources Model* (Luke and Freebody 1990)

More information about this model can be found in the Literacy Tool Kit for Victorian teachers.
https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/fourres.aspx

*Text Decoder - Code-breaker*
Decoding the codes and conventions of written, spoken and visual texts.

EAL vs Mainstream consideration
- hearing sounds in a second language that may not be differentiated in first language
- having learnt to read through a non-phonetic script
- sound-letter relationships in English can vary according to combination and context e.g.:
  - g, h, o, u, ough: bough, rough, trough, though, through, ought
  - Is the word being used as a noun or a verb? -  Lead your group to produce an extract which explains how to extract lead produce.

*Text Participant - Meaning-maker*

Comprehending written, spoken and visual texts.

EAL vs Mainstream consideration
- Authors assume shared cultural and topic knowledge.
- It is difficult to draw on background experience to make meaning when your background experiences are very different to the author's.
- If you lack specific field knowledge: ie you do not know meanings of key topic specific vocabulary, you cannot access a text's meanings.

*Text User*

Recognising the purposes of different written, spoken and visual texts and how to use them.

EAL vs Mainstream consideration
Genres and the expected rules for reading a text are culturally determined.

*Text Analyst*

Analysing and critiquing texts

EAL vs Mainstream consideration
- Some cultures do not encourage reading against the text.
- It is difficult to open up reading against a text or multiple readings of a text without pushing one's own values. What do you do when the school's and/or your values are in conflict with those of your students' personal, family and/or cultural values?
- How do you create equal space for all voices/views to be heard when there are conflicting values?
- 

*Three Cueing Systems*
The three cueing system is based on miscue analysis work (Goodman K. & Gollasch, 1982; Goodman, Y. & Watson & Burke, 2006). This work revealed that all proficient readers use three systems of language to make meaning from text: the semantic, syntactic, and graphophonic systems.

**Graphophonic knowledge** -
Using knowledge of sounds and letters as cues to recognise words and sound out unknown words.

EAL vs Mainstream consideration
Phonics approaches do not usually reflect authentic, everyday English and do not allow prediction skills to develop. Mainstream early readers assume that learners are already familiar with spoken English vocabulary, and rely on that to teach word recognition and decoding skills.

**Syntactic knowledge -**
Using knowledge of grammatical structures, patterns and features to predict unknown words and meaning

EAL vs Mainstream consideration
English grammar knowledge, including understanding of text structure, is limited.

- Use teaching texts that introduce and recycle sentence structures so that they are predictable.
- Choose texts with strong generic structures including narratives and non-fiction texts.

**Semantic knowledge -**

Using knowledge of topic, vocabulary and overall meaning of the text to predict unknown words and meaning.

EAL vs Mainstream consideration

Prior knowledge is likely to be different, look for cultural assumptions in the texts you choose.
English vocabulary is limited. You will need to pre-teach specialist vocabulary.
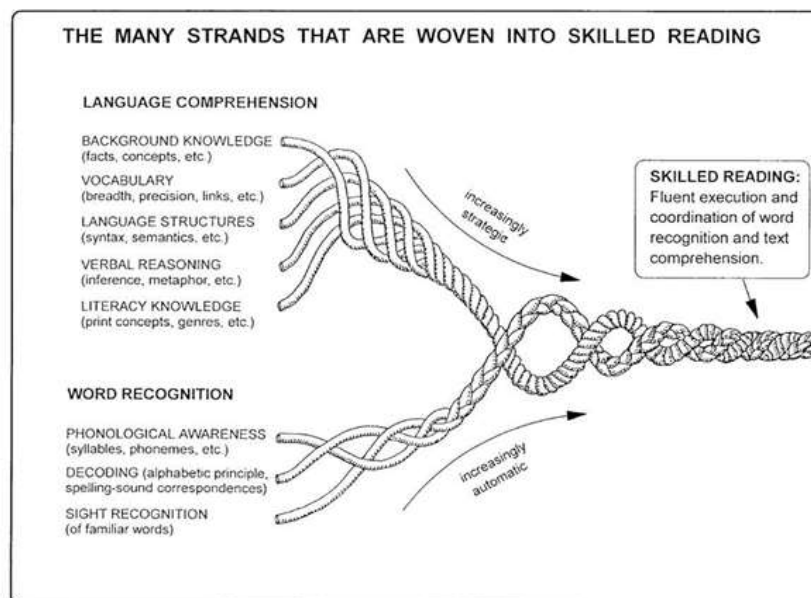- Link the texts you use to students' prior knowledge and experience.
- Ensure texts have a strong correlation between the words and the illustrations.
- Use teaching texts that introduce and recycle sight vocabulary.

Suggested strategies to support EAL learners develop skills in using the three systems can be found in this related professional reading. Link to professional reading: Supporting ESL students learning to read and write

## Scarborough's Reading Rope

Scarborough's Reading Rope (Scarborough, 2001) teases out the knowledge and skills which contribute to language comprehension and word recognition, and importantly for EAL teachers and students, acknowledges the importance of background knowledge in making meaning from texts.

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.



### THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION
- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

*increasingly strategic*

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION
- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)

*increasingly automatic*

### EAL vs Mainstream consideration

An integrated approach which focuses on before reading learning, including phonic knowledge, vocabulary development, simple grammar structures, field building and activation of prior knowledge is necessary to scaffold EAL learners' reading skill development.

**Assessment and Reporting**

### Assessment

WELS Initial Assessment, Reading conferences, classroom observations and anecdotal evidence are all important aspects of assessing reading.

*Running records and PM Levels*

***Administering running records also provides a valuable opportunity to note what strategies a student is independently applying and identify teaching points. The observations and levels obtained as a result are useful to:***

- ***group students for guided reading practice.***
- ***choose texts that will be suitable for individuals and guided reading groups.***
- monitor progress.

WELS uses PM Benchmark Kits to do running records. PM levels obtained from these match with the levels in PM readers (Nelson Education) and also give a rough indication of which levels students can read in other reading programs.

EAL considerations

**Informed EAL understandings must be drawn on when scoring a running record. For example, a WELS student might express their comprehension using:**

- ***single words and phrases rather than full sentences.***
- ***gesture such as pointing to things in illustrations.***
- ***drawing, miming etc.***

For more information about taking Running Records at WELS

## *Reporting*

*EAL Developmental Continuum*

As a Victorian Department of Education and Training (DET) English Language School, the school reports achievement against the Victorian EAL Developmental Continuum P-10. Teachers are required to use their professional judgement, based on data/evidence collected through their observations, conferences and running records, to select the most appropriate descriptors. Currently, this is done through the WELS Assessment Tool (WAT).

## *Running records and PM Levels*

Reading Recovery levels do not correlate with the EAL Developmental Continuum. However, PM levels are widely understood in mainstream schools, hence providing a student's level on exit provides a good starting point for the mainstream teacher.

# WELS Core Elements of Modelled Reading

Adapted from DET EAL advice and Literacy Teaching Toolkit.

**Frequency:** Daily

**Grouping:** Usually whole class, but could be small group.

**Focus**: Teachers model and think aloud about one or more strategies, cues or reading behaviours e.g.

- reading strategies, such as using picture cues, re-reading, sounding out, looking for base words
- summarising key points
- asking questions about the text and locating answers
- checking predictions
- concepts of print, such as one-to-one correspondence, reading left to right.
- text features, such as labelled diagrams, headings, table of contents
- researching
- using punctuation to vary volume and intonation (e.g. bold print, exclamation marks).

  See WELS Reading and Viewing Scope and Sequence for more guidance.

**Book Choice**:  Choose books which are of interest and relevant to students or class work. This activity allows students to hear and enjoy texts which are too hard for them to read themselves – less than 90% accuracy for your most able readers. When possible, texts should be big enough for all students to see and follow along e.g. Big book, IWB book. See Selecting Texts for New Arrival Students.

**Extension**: You might choose to re-read the text a number of times, particularly if it is a favourite. New Arrival EAL students will comprehend more over successive readings. After modelled reading, you could move to shared or guided reading if students are able. Students may sometimes do activities related to the text, such as story sequencing, retelling or artwork.

**Lesson Structure**:

| Phase | Action | Intent |
|---|---|---|
| Before Reading | **Book orientation** Show cover, discuss title and images. | Elicit vocabulary, check prior knowledge, support predictions |
| | **Mention author, illustrator** | Language of books |
| | **Ask for predictions** | Encourage inferential thinking. |
| | **Teacher blurb:** Introduce main ideas/events of the book, without giving away the ending. Use sentence structures from the text. | Support comprehension. Generate interest in text. |
| During Reading | **Teacher reads the book, modelling** enjoyment in reading and reading for a purpose. **Explain** unfamiliar language or concepts as you read. **Stop, model and 'think aloud'** about one or two aspects of reading (see Focus above). Think alouds should match students' understanding of English. | Encourage a love of reading. Demonstrate purposes of reading. Demonstrate reading behaviours and skills. Allow students to experience texts they can't read independently. Model English intonation and phrasing. Develop listening comprehension. Familiarise students with different text types. |
| After Reading | **Ask students to respond to the text and/or discuss the information/story.** | Encourage students to make evaluations, make text-to-self and text-to-text connections and engage with the text. Students with more English might compare and evaluate texts e.g. illustrations, word choice. Demonstrate that different opinions are ok. |

# WELS Core Elements of Shared Reading

Adapted from DET EAL advice and Literacy Teaching Toolkit.

**Frequency:** Twice a week minimum.

**Grouping:** Usually whole class, but could be undertaken with one group during guided reading rotations if that group is not yet ready for guided reading.

**Focus**: Teachers choose one or more strategies or cues to focus on e.g. high frequency words, using picture cues, reading on.

**Lesson sequence:** Teacher reads the books several times during a single lesson or over several lessons.

**Book Choice**:  Text must be big enough for all students to see and follow along e.g. Big book, IWB book. Choose books at **90 to 95% accuracy or less than 90% accuracy** for your most able readers. This allows all students to extend their reading skills. Texts may be songs/chants, levelled readers e.g. from PM ecollection, read-along books with repetitive text, such as *Dan, Dan the Flying Man*, unit-related non-fiction texts or literary texts, such as *The Very Hungry Caterpillar*. See Selecting Texts for New Arrival Students

**Extension**: After shared reading, students may do an activity focused on the text e.g. comprehension, sequencing words to make a sentence from the text, retelling. Some students may benefit from reading the book during independent reading at home and school.

| Phase | Action | Intent |
|---|---|---|
| **First Reading** | | |
| Before Reading | **Book orientation** <br> Show cover, discuss title and images | Elicit vocabulary, check prior knowledge, support predictions |
| | **Mention author, illustrator** | Language of books |
| | **Ask for predictions** | Encourage inferential thinking |
| | **Teacher blurb** <br> Introduce main ideas/events of the book, without giving away the ending. Use sentence structures from the text . | Support comprehension and word recognition. Generate interest in text. |
| During Reading | On the first reading, **read the book from start to finish** with as few interruptions as possible. <br> **Model** English intonation and pronunciation as well as enjoyment of the book. Show surprise, alarm, curiosity, understanding through tone of voice and sparing comments e.g. Oh no, Wow. <br> **Students join in** and participate in the reading if they are able. This could be a repeated phrase or sentence. | Allow students to gain meaning and enjoyment from the text and to notice language patterns. |
| After Reading | **Ask questions** to aid comprehension. | Check understanding. Show reading is about understanding, not just decoding |
| **Subsequent Readings** | | |
| During Reading | On subsequent readings, once meaning is established, the teacher can **stop to model and involve students** in practising one or two focus strategies e.g. using initial letter cues, interpreting diagrams. These stops could include modelling 'think-alouds', e.g. if the focus strategy is using picture cues, 'Let's look at the picture. What do you see? Can you find that word?' <br><br> **Students join in** the reading more as they become more familiar with the text. | Practise specific reading strategies. <br> Develop: <br> • reading fluency <br> • oral English <br> • reading knowledge e.g. sight words, text structures, punctuation, layout. |

# WELS Core Elements of Guided reading

Adapted from DET EAL advice and Literacy Teaching Toolkit.

**Frequency:** Twice a week minimum (if your students are ready for guided reading)

**Grouping:** Small groups, ideally two or three groups per class. Students are usually grouped according to reading level, but may also be grouped according to a strategy they need to focus on.

**Focus**: Teachers choose one or more strategies or cues to focus on e.g. high frequency words, using picture cues, reading on. See WELS Reading and Viewing Scope and Sequence for guidance.

**Lesson structure:** The teacher works with the guided reading group while the other group(s) participate in related activities, such as comprehension, letter-sound or high-frequency word activities. Activities with a repeated, predictable structure allow students to work independently and reduce teacher explanation time.

The teacher may work with one, two or more groups in a lesson, with groups rotating during subsequent lessons. Students read the whole book, not just a page or two (although they may initially participate in round robin reading).

**Book Choice**:  Choose books at **90 to 95% accuracy** (identified through running records, reading conferences or anecdotal observation). Most texts will be levelled readers, but may sometimes be teacher-made books pitched at students' reading level. See Selecting Texts for New Arrival Students.

**Extension**: Some students may benefit from reading the book during independent reading at home and school.

**Considerations for New Arrivals**: Students with limited or no schooling or traditional schooling backgrounds may need to be taught how to work in groups. Their first experiences of guided reading may be more like shared reading. Introducing vocabulary can help New Arrivals use syntactic cues, but students may only recall a few words per text.

**Teaching Group:**

| Phase | Action | Intent |
|---|---|---|
| Before Reading | **Book orientation**<br>Show cover, discuss title and images | Elicit vocabulary, check prior knowledge, support predictions |
| | **Mention author, illustrator** | Language of books |
| | **Ask for predictions** | Encourage inferential thinking |
| | **Teacher blurb:**<br>Introduce main ideas/events/characters' names, without giving away ending. Use vocabulary and sentence structures from text. | Support comprehension and word recognition.<br>Generate interest in text. |
| During Reading | **Discuss pictures** before reading each page | Introduce vocabulary. Encourage use of picture cues. |
| | **Support students** to work out unknown words:<br>PAUSE several seconds or until end of sentence. | Allow time to use reading strategies independently. |
| | PROMPT e.g.<br>look at the picture<br>question e.g. "What colour is Henry's hat?"<br>encourage rereading of sentence<br>direct to initial phoneme<br>sound out | Practise the focus knowledge or skill for this guided reading session.<br>Help students decode within an appropriate time frame. |
| | PRAISE<br>Praise positive reading behaviours such as:<br>reading a whole sentence error free<br>self correcting<br>using picture cues<br>rereading          Be Specific! | Affirm and motivate. |
| After Reading | **Ask questions** during and after reading to aid comprehension. | Check understanding. Show that reading is about understanding not just decoding |

# Independent reading at WELS

Independent Reading involves students looking at books or reading by themselves with minimal teacher direction. This is usually quiet or silent, but beginning readers may need to sub-vocalise. Younger and pre-literate students may be led into independent reading by time spent looking at books and talking about the pictures.

Students read high-interest, familiar or easy texts. Independent reading includes both students reading on their own and individual reading to a peer or adult. Through independent reading, students:

- discover the joy of reading
- learn reading behaviours modelled by classmates
- learn to choose books based on their interests and reading abilities
- develop fluency and confidence
- learn to read quietly

**New Arrival considerations and how this helps New Arrival students**

Sitting and engaging with a text may be challenging for some new arrival students. This may be because students:

- have limited or no prior schooling, or limited experience with books outside school
- come from a schooling system where reading was taught through textbooks or rote recitation of words, rather than through picture books
- are affected by trauma or the stress of relocation

These students may walk around the classroom during independent reading, hold the book the wrong way up or mimic their classmates by turning pages, but not pay attention to the pictures. They may not yet understand that the print and pictures work together to make meaning. Similarly, when they start at WELS, these students may have limited enthusiasm for or enjoyment in books.

These students are likely to take some time to learn to engage with texts. Teachers can help by:

- providing age-appropriate, high-interest texts which are highly supported by visuals, such as atlases, Where's Wally books, comics, non-fiction texts
- modelling the purposes of reading, including enjoyment. This can be done not only during independent reading, but also during modelled, shared and guided reading
- showing students how to turn pages and talking with them about the pictures
- pairing students with a buddy who will help them engage with the pictures, for example, pointing, naming pictures, smiling
- calmly reminding students that we sit and read our books during independent reading time. For some students, these reminders may need to continue for a number of weeks

# Selecting Texts for New Arrival Students

New Arrival students find it easier to read books which:

- are about familiar situations and events, such as starting a new school, playing with a sibling or describing family

- have vocabulary the students currently understand and include in their speech

- have syntax matching students' oral language development

- are culturally appropriate

- are age-appropriate in terms of topic and layout, for example simple chapter books for older students. (However many older students also enjoy reading and listening to picture story books, fairy tales and simple repetitive texts, particularly if they see this as a means of improving their English reading skills).

- have predictable, repetitive language

- have illustrations which provide good cues to the storyline

(Modified with reference to ESL Teacher Support Materials Stages B1 and BL pages 46 and 64-5)

When choosing books for modelled, shared and guided reading, also consider the grammatical teaching points which can potentially come from the text. Examples include tense, subject-verb-object pattern, subject-verb agreement, pronouns as reference items, conjunctions which link ideas.

# Teaching Sight Words to New Arrivals

**Which sight words should be taught first?**

See also Sight Words thread in Reading and Viewing Scope and Sequence

- **Personally significant words**

For example, own name, siblings' and classmates' names, family members (mum, dad, brother, sister)

- **High-frequency words**

For example, MIOOW words, words from PM readers, high-frequency words from phonics programs, such as *Letters and Sounds* or *Dandelion*.

- **Topic Words**

For example, words from Model Units of Work, model texts, weekend writing or worded maths questions.

**Considerations for New Arrivals**

- The easiest words to learn by sight are those which:
  - Have personal meaning to the child
  - Are concrete and easily visualised, such as classroom objects, action verbs.
  - Are part of the student's oral language

- Many high-frequency words, such as *the, are, could* are abstract, difficult to visualise and often not part of beginning EAL students' oral language. Students learn more effectively if these words are taught in context. For example, teachers might:
  - Teach sight words through Big Books, guided reading books, model texts or songs and chants.
  - When introducing word lists, such as MIOOW words, say a familiar sentence to go with each word, e.g. is – My name is….

- Students who are familiar with the Roman alphabet will learn sight words more quickly, buy they won't always understand them.

- Students who are unfamiliar with the Roman alphabet are more likely to use strategies such as length and shape of a word. Older students may try to memorise the letters within the word, for example, by reciting letter names. These are good short term strategies, but effortful and often inaccurate. Becoming familiar with the shapes of letters and letter-sound correspondences will help these students. While not all high-frequency words can be sounded out, even understanding the sound made by the first letter(s) can help.

**How else can sight words be taught?**

- Highlight words during shared reading
- Flashcard games (find and read) – Concentration, matching words to pictures, finding the spoken word
- Sequence word cards to make a sentence from a familiar text
- Word lists for referral during writing activities
- Take home lists, such as MIOOW (for practise)

Remember: Most students can hold 3 to 7 pieces of information in their working memory at time. Introduce only around 5 words at a time (fewer for younger students).

# Phonological Awareness

- Phonological Awareness is the ability to notice, think about and work with the speech sounds in **spoken** language. This includes awareness of rhymes, syllables, onset and rime and single sounds.

- Phonemic Awareness is a subset of Phonological Awareness. It is the ability to notice, think about and work with individual sounds in words.

  Phonics is the mapping of speech sounds (phonemes) to letters (or letter patterns)

- Phonics builds upon a foundation of phonological awareness…

- DET Literacy Learning Toolkit

**Why is it important to teach phonological awareness?**

Phonological Awareness is:

- a strong predictor of decoding ability

- necessary to understand phonics

- essential to understanding spelling

- helpful in developing English pronunciation

- helpful for learning to distinguish between similar spoken words e.g. *ship* and *sheep*

**Considerations for New Arrivals**

- Some English phonemes may not be present in other languages

- It can be difficult for students to detect/perceive sounds which aren't in their first language(s)

- Vowel sounds can be particularly subtle and difficult to distinguish

- Awareness of rhyme in English can also be difficult. For New Arrivals, this may develop later than for native English speakers

- Good phonological awareness in students' first language(s) can help students develop phonological awareness in English.

- Pre-school experiences can affect phonological awareness, such as experience with rhymes, chants and songs

- Students may need to learn the vocabulary to talk about sounds – start, end, first, last, sound, letter, before, after

- It is important to work with familiar words where possible, e.g. from reading tests or a unit

- Actions and pictures help students recall sounds (eg Cued Articulation, Jolly Phonics)

- Talking about and modelling position of mouth, tongue, teeth can help

**How many sounds are there in English?**

24 consonants

b  c  d  f  g  h  j  l  m  n  p  r  s  t

v  w  y  z  sh  ch  th  ng

th (as in *the*)    th (as in *three*)    si (as in *television*)

20 vowels

a  e  i  o  u

ay   ee   igh   oa

oo (as in *look*)     oo (as in *zoo*)

ar   er   or

ou    oi

air   ear   our (as in *tour*)

**What is the typical developmental sequence for phonological awareness in L1?**



PHONOLOGICAL AWARENESS
Staircase to success

Words into syllables → Rhyme Awareness and Production → Alliteration Initial and Final sound → Onset-rime segmentation → Initial and final sound identification → Blending sounds into words → Segmenting words into sounds → Deleting and manipulating sounds

INCREASING COMPLEXITY

PHONEMIC AWARENESS
A critical subset of phonological awareness

Adapted from Schuele and Boudreau (2008)
Schuele, C. Melanie, and Donna Boudreau. "Phonological awareness intervention: Beyond the basics" Language, Speech, and Hearing Services in Schools 39, 1 (2008): 3-20.

Nb. For New Arrivals, the order tends to be slightly different when developing awareness of English sounds, possibly due to lack of familiarity with English vowel sounds.

A typical order is:

Words into syllables

Alliteration - initial and final sound

Initial and final sound identification

Rhyme Awareness

Onset-rime segmentation

Blending sounds into words

Segmenting words into sounds

Deleting and manipulating sounds

# Teaching Phonological Awareness

### How do we pronounce English Phonemes?

As a rule, minimise the schwa on the end of each sound.

- Schwa sound

**a** **b** **c** **d** **e** **f** **g** **h** **i** **j** **k** **l** **m** **n** **o** **p**
**q** **r** **s** **t** **u** **v** **w** **x** **y** **z**

yellow = continuous sounds e.g. mmm; not muh.

green = unvoiced sounds – pronounced like a whisper

## Teaching Activities

In practice, we usually teach phonological awareness together with phonics.

### Syllables

1. Songs and chants

2. Tap knees to show the syllables in students' names. Teacher models and students repeat.

3. "Stand up if your name sounds like this." Teacher claps syllables

4. Students find someone with the same number of syllables in their name

### Rhymes

Songs and chants

Modelled and shared reading – books with rhymes

### Phoneme segmentation

Counting sounds on fingers e.g. "How many sounds are there in the word?"

### Phoneme Blending

Rhyme:

Up to the ceiling, Down to the floor,

Stand up straight and j-u-m-p          (or r-u-n, s-i-t, h-o-p)

**Phoneme Discrimination**

On paper or a mini whiteboard, ask students to draw two quick pictures. Each represents an initial, final or medial sound e.g. draw some eyes to represent ee (see) and a lion to represent oo (zoo).

Teacher says a word and students listen for sounds. Tap on the picture with the corresponding sound. E.g Teacher says *tree* and students tap on the picture of *see*.

Variations – stick pictures to a wall and students run to tap on the pictures; use a fly swat to swat pictures.

**Resources:**



DET Literacy Teaching Toolkit - https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusphonological.aspx



Letters and Sounds – UK Government

https://www.gov.uk/government/publications/letters-and-sounds



A Sound Way – Love and Reilley (Teacher book available at sites)

# Speaking and Listening

- WELS Primary Speaking and Listening Scope and Sequence Levels 1-8
- Speaking and Listening Strategies

WELS Primary Curriculum          WELS Primary Curriculum Team 2021

# WELS Primary Speaking and Listening Scope and Sequence – Levels 1-8

| Speaking and Listening | WELS F-2 | | | | WELS 3-10 | | | |
|---|---|---|---|---|---|---|---|---|
| | A1.1 B0.2 B1.1 Vic Pre Foundation Level B L&L Level 1 | A1.2 B0.3 B1.1 Vic Pre Foundation Level C L&L Level 2 | A1.3 A2.1 B1.2 Vic Pre Foundation D (0.5) L&L Level 3 | A2.2 B1.3/B2.1 Vic End of Foundation L&L Level 4 | A2.3 B2.2/B2.3 Vic End of Year 1 L&L Level 5 | B2.3/B3.1 Vic End of Year 2 L&L Level 6 | B3.2 Vic End of Year 3 L&L Level 7 | B3.3 Vic End of Year 4 L&L Level 8 |
| *Listening /Receptive* Understanding classroom routines/ instructions | Listen to and respond to simple instructions<br><br>How to recognise and understand visual and contextual cues such as gestures and modelling and watching and copying classmates to follow and participate in simple classroom routines and instructions. e.g.<br>● model or ask a student to demonstrate a routine and/or follow a single simple instruction when strongly directed and supported with visuals and gesture: *Sit* | Listen to and respond to the communication from an adult in classroom situations<br><br>How to listen for tone of voice; *Well done*; *Don't* and stressed keywords in conjunction with contextual and visual cues *Look in your tray* to understand, follow and participate in simple classroom routines and instructions.e.g.<br>● teacher says, *'Line up at the door.'* while pointing to a picture of children lining up and gesturing to the door.<br>● teacher demonstrates meaning in tone of voice by matching smiley faces/unhappy/angry faces to tone of voice and intonation: *'Well done; Yes; No; Don't!* | Listen and respond to communication of others in classroom situations and routines<br><br>How to listen for keywords to participate in classroom routine activities e.g.<br>● Teacher saying '**Put** your **book** in your **bag**'<br><br>How to listen and follow instructions simple oral commands in context.<br><br>Teach instructions for routine activities: e.g. daily schedule *Cut. Write your name.* | Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak<br><br>How to listen for keywords to follow familiar brief, one and two step classroom instructions and statements linked to the immediate context.<br><br>● e.g. teacher saying '*Get out your book and your pencils*' | Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others<br>How to listen for tone of voice and stressed keywords to follow a range of less formulaic commands and statements and respond to questions about learning area topic .<br>Stress the keywords in statements.<br>● teacher saying and gesturing to pictures/items:<br>- '**First** tadpoles grow **back** legs and **then** they grow **front** legs'<br>'What legs grow **first**?'<br>- Make sure you **bring** your **excursion form tomorrow**. **What** do you need to bring? **When** do you bring it? | 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<br>How to listen for key words providing 3 or 4 details. e.g<br>● to follow three or four step instructions<br>● What am I? riddles in Maths<br>● details of setting in a narrative<br>● take notes from snippets from a video eg about an animal, under provided headings<br>How to listen for key words in questions (**Who, What, When, Where, How, Why**) about learning area topics and respond by expressing | 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.<br>How to listen for and use a small range of common topic vocabulary related to instructions/tasks;<br>● English: *predict; message; title; headings; paragraph; punctuation; diagram*<br>● Maths: *column chart; bar graph; fraction; numerator; denominator*<br><br>To receive a message I need to:<br>● look at the person<br>● listen carefully<br>● ask about anything I don't understand<br>● write down parts I think I might forget. | 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<br><br>Lead discussions to elicit that speaking and listening can be adjusted for different purposes: eg<br>● listening to a story: for enjoyment/ relaxation; to identify and describe characters; to identify structure: setting, problem and solution; to recall key events; connect to personal experiences; to make a personal evaluation<br><br>How to listen for key points in spoken texts in order to interpret and share ideas and information and carry out tasks. e.g. Dictogloss |

Listening & Speaking Scope and Sequence Nov 2017 AJ/BC

1

| Language for Interaction Social Interactions | Recognise ways to gain and maintain attention | Recognise ways to greet and interact with familiar people | Know how to greet and maintain a short interaction with others | Explore how language is used differently at home and school depending on the relationships between people | Understand that language is used in combination with other means of communication | Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context | 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 | Understand that social interactions influence the way people engage with ideas and respond to others |
|---|---|---|---|---|---|---|---|---|
| | Recognise ways to gain and maintain attention e.g. put hand up; gently tap arm/tug sleeve; stand near/in front of person, smile/wave/point<br><br>How to respond to greetings e.g.<br>• greet in formulaic way- *Good morning*<br>• respond to next turn *How are you?* with a non-verbal response (body language, gestures, facial expression) eg a smile, nod<br><br>How to respond appropriately to the most basic questions e.g.<br>• What *is your name?* | Recognise ways to greet and interact with familiar people How to respond to basic spoken formulaic exchanges of two or three turns e.g.<br>• make a greeting and respond<br>• provide comment: '*I got jumper*'; '*he is sad*'<br>• use gesture & eye contact<br>• say *Please; Thank you; Excuse me; Sorry*<br><br>How to respond to a limited range of 'wh' questions e.g.<br>• '*What is your name?*'; '*How old are you?*'; '*Who is in your family?*' | Know how to greet and maintain a short interaction with others Teach and provide opportunity for students to rehearse using formulaic:<br>• questions stems: *Can I please get/have...; Do you have...? Do you want a /some...? Do you want to play ...?*<br>• responses: *Yes, I have ..; No, I don't have ..; Yes, please. No, thank you.*<br><br>Model, teach and provide written and visual prompts to share simple personal recounts e.g. small-group sharing 'What I did on the weekend':<br>• starters: *On the weekend, I went to...; I got...; I played...; I watched*<br>• ending options: *the shops, park, church, temple, the mosque, city,* | Explore how language is used differently at home and school depending on the relationships between people e.g. in the playground, speaking to teacher; talking to a grand/parent, or a sibling/ friend: e.g. model/ rehearse/role-play:<br>• message to the office<br>• asking a friend, asking the teacher for pencil<br>• ways to interrupt<br>• seeking help: *Can you help me?; I don't understand; Can you say that again?*<br>Teach 'polite' expressions and discuss when/with whom appropriate to use: *Excuse me, Pardon, What? Goodbye, Bye, See you, No thank you, No thanks, Yes please, Can I have...? Can I please have...? May I ...? Pass me..., Give me...* | Understand that language is used in combination with other means of communication Understand that there are different ways of asking for information, making offers and giving commands Teach and model different structures and/or intonation to make statements, ask questions and give commands, make offers: *That's my book. Is that my book? That's mine?* Give me my book. *Please, give me my book. That's mine! Can I help you?* How to respond appropriately to a range of longer 'wh' questions *Can you tell me what are the days of the week? When do you go to the beach?* | Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context Discuss ways in which speaking and listening can be adjusted for different purposes e.g. friends talking at a party; someone giving a talk on being safe in the playground; buying lunch at the canteen. Teaching how/when to modify tone and pace of speaking eg role playing above scenarios and speaking softly vs loudly, slowly and fast, reflecting on which is appropriate and why | 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 Teach how to welcome /thank guest speakers/ adult and children visitors to the school<br><br>Provide opportunities to reflect on the way they interact with particular audiences - degree of formality, type of vocabulary (tummy, guts, stomach) topics discussed, using L1, L2 or both; eye contact; posture; volume and pace of speech; use of gesture and visuals; varying intonation/stress for emphasis or feeling | Understand that social interactions influence the way people engage with ideas and respond to others Teach communicating and responding appropriately when speaking to others in a range of familiar contexts e.g. how to greet unfamiliar adults, how to open and close a conversation; asking a known/unknown student/ teacher for help; asking/ inviting others to join in play; suggesting, disagreeing, solving problems together in the playground<br><br>Investigate open (wh) and closed (yes/no) questions: asking/answering in complete phrases, not just yes or no, for personal information, hobbies and current topic |

| | | | | WELS F-2 | | | |
|---|---|---|---|---|---|---|---|
| **Speaking and Listening** | | | | WELS 3-6 | | | |
| | A1.1 B0.2 B1.1 **Vic Pre Foundation Level B** **L&L Level 1** | A1.2 B0.3 B1.1 **Vic Pre Foundation Level C** **L&L Level 2** | A1.3 A2.1 B1.2 **Vic Pre Foundation D (0.5)** **L&L Level 3** | A2.2 B1.3/B2.1 **Vic End of Foundation** **L&L Level 4** | A2.3 B2.2/B2.3 **Vic End of Year 1** **L&L Level 5** | B2.3/B3.1 **Vic End of Year 2** **L&L Level 6** | B3.2 **Vic End of Year 3** **L7L Level 7** | B3.3 **Vic End of Year 4** **L&L Level 8** |
| **Language for Interaction** *Evaluative language- expressing needs, feelings, likes, dislikes and personal responses* | Demonstrate a number of ways to indicate a choice E.g. Identify a preferred text by: - pointing to preferred book; - nodding, smiling, taking the book or saying 'Yes' when preferred book is offered -shaking head, turning head away, frowning, gently pushing book aside, saying 'No' when non-preferred book offered | *Recognise different ways to communicate needs, likes and dislikes* Model/teach expressing feelings and preferences non-verbally e.g. responding *to questions: How do you feel when you go swimming/to the park?* and identifying favourite character, event or picture within a story through: - gestures (thumbs up/thumbs down or sideways) - visuals and facial expressions make or point to happy/sad/angry/ scared faces to indicate specific feelings - using single words: *sad; happy, good, bad* or holding up pictures (emoticons) representing different feelings | *Use different ways to express needs, likes and dislikes* Teach structures to express physical needs/feelings: *I need to go to the toilet; I feel sick; I am cold/hot; I am hungry/thirsty* Model and teach - gesture/body language, - vocabulary: *good, bad, best, favourite* - structures *"I like /don't like" ; I liked/ didn't like* to express likes and dislikes E.g. to identify likes and dislikes of foods, colours, playtime activities; to respond to and comment on favourite texts, characters and events e.g. *wolf* was *sad; kangaroo is happy; we had* **fun** | *Understand that language can be used to explore ways of expressing needs, likes and dislikes* Model and teach - vocabulary: *special, nice, beautiful, ugly, strong, rude* - structures *'I think'.* to express simple opinions based on personal likes/dislikes Identify language expressing likes and dislikes of characters/illustration s in books you read together Have students illustrate and share responses to characters and their behaviours e.g. *Crow was* **rude** | *Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions* Explore expressions of emotions in pictures and language of books read, discussing whether the same feelings are shown in different ways. Discuss characters and events in literary texts, encouraging students to make connections with own experiences e.g. how they felt in similar experiences, or times they felt similar emotions. Model and teach use of 'because' to give reasons for personal preferences. Model listening to the opinions of others. After pair share, ask students to share their partner's | *Identify language that can be used for appreciating texts and the qualities of people and things* Explore ways that authors and speakers express: • judgements of people (characters): e.g. *no-one liked Captain Black Patch; he was* **so angry** and **mean** • appreciation (evaluation) of texts and things/ activities e.g. *it was* **funny**; *the chicks have been* **very noisy**; *wombats are* **cute**; *it is* **easier** *to understand; it was quite* **hard** Create word walls of evaluative language vocabulary and provide opportunities for students to: • identify aspects of different types of literary texts that entertain, and give reasons for personal preference • share and compare | *Examine how evaluative language can be varied to be more or less forceful* Explore ways that authors and speakers vary the intensity of their opinions (judgements and evaluations) by: • adding intensifiers: e.g. **so** *funny,* **very** *sad; really far; it was* **quite** *hard; just behind* • varying the extent/degree or amount: **all over** *Victoria...;* **Everyone** *wastes* **all** *their money;* **some** *people in the world have* **not** *even one toy;* **only** *healthy food;* **some** *people in the world have* **not** *even one toy* • varying frequency: e.g. **always, only sometimes, not all the time, never** • repetition: **very very** *bored; they have* **not** *even one toy,* **not even one;** • adjusting vocabulary choices: **didn't like** *it;* | *Understand differences between language of opinion & feeling and that of factual reporting or recording* Explore different purposes of texts, focusing on to persuade/ put forward opinions and providing factual information. Compare patterns of language of opinion/ feeling and that of factual recording/reporting eg • thinking/feeling verbs e.g. *'I think', 'I believe', 'I liked', 'people are worried about'* to express opinion/arguments and *'We found out', 'we concluded', 'I noticed',* to record/report findings in Science or Maths • description in noun groups: opinion/feeling/judge ment (*cute, horrible, naughty*) vs fact: number, size, shape and vocabulary |

Listening & Speaking Scope and Sequence Nov 2017 AJ/BC
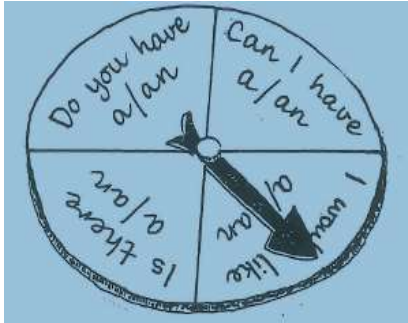
3

| | | | | | opinions.<br>Have those listening look for and share clues in body language, facial expression and language | opinions about characters, events and settings | **hated** it; **I like** it **more/better/the best**; **I loved** it; It's **good**, **excellent**, **wonderful**, **amazing**<br><br>Lead class to develop criteria for establishing personal preferences for literature | choices: *large* vs *gigantic*, *really huge*<br>• use of modality in opinion texts to express obligation/ recommendations: *we* **should** *do more sport*; *we* **must** *save the whale* vs in factual texts to report certain requirements: *plants* **must need/have to** *have water* |
|---|---|---|---|---|---|---|---|---|
| *Language for Interaction*<br><br>*Participating in a range of learning contexts* | *Participate in rhymes and songs from a range of cultures and echo some familiar rhythms and sound patterns*<br><br>e.g. teach simple rhymes and chants using Big Books or interactive whiteboard- with visuals and actions<br><br>Encourage copying actions, mouthing words and echoing teacher/ peers. | *Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures*<br><br>Read and encourage student participation in short, simple texts with repeated, memorisable items: rhyme/ raps/chorus; lists of numbers; days of week | *Present a short talk , sharing about an object or event of interest*<br>Teach simple language structures for sharing: *This is ... ; I made this...; It's a ....; I got this*<br>Teach formulaic questions to ask in response to sharing by another e.g. asking for unsupplied details: *When did you go? Who did you go with? Where did you buy it?*<br><br>Demonstrate/teach turn-taking and simple language structures (*Can I please have...*) to participate appropriately in simple group activities involving language accompanying action e.g. dance, games, making simple things, basic science or maths activities | *Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact*<br>Model and provide class criteria for short presentations (recounting a shared experience; reporting back on group work; sharing part of a descriptive report) eg I...<br>- stand up straight<br>- face my listeners<br>- use a strong voice<br>- don't go too fast<br>- show/point to pictures<br><br>How to use short pair, group and class conversations and discussions as learning tools E.g. Knee to knee, eye to eye; Turn and talk; Think, Pair Share; | *Engage in conversations/ discussions, using active listening, showing interest, contributing ideas, information and questions, taking turns & recognising contributions of others*<br>Use fishbowl technique to teach and record examples of good group work e.g.how to give positive feedback 'I really liked how....', looking for where you and your partner/group agree/connect; how to disagree agreeably 'Goldilocks is a funny story but I like The 3 Little Pigs.'<br><br>After turn & talk, have students report back, sharing what their partner said<br><br>Teach/Display structures for reporting back: *Our group thinks that...;* | *Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately and using supportive props*<br>Discuss and develop criteria for successful presentations, adjusting for different audiences eg small group, whole class, a buddy class, assembly, parents etc, e.g. talking like an expert using<br>• more formal speech<br>• topic-specific vocabulary, explaining or using more everyday words and e.g.s<br>• supporting visuals and props<br>• varied, voice, eye-contact, face and body language<br>• technology such as slideshows, microphones etc<br>• asking and answering questions | *Listen to and contribute to conversations/discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications*<br>Use fishbowl/brainstorm to jointly develop criteria and language structures e.g.<br>• asking and answering questions to seek information<br>• building on and connecting ideas/opinions expressed by others: *Yes, I think so too and/ but...; Why do you think*<br>• clarifying/checking understanding: *Do you mean...? Does anyone else think/know...? Does everyone think/agree...?*<br>• involving everyone | *Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes, including multimodal elements*<br>Model, teach how to:<br>• organise research/notes to prepare an oral or multimodal presentation, using planning frameworks and devices such as storyboards to plan the sequence of ideas<br>• select and position visuals<br>• appropriate font size/colour and amount of text on a slide and/or cue card<br>• use text connective s as signals for audience: *First, Next, My third point, Finally*<br>• selecting relevant facts and descriptive detail to enhance audience understanding and interest |

Listening & Speaking Scope and Sequence Nov 2017 AJ/BC

4

| | | | | | First we …, Then we… | | What do you think/know? What do you think about that idea? Smile at them and wait. Take turns. | |
|---|---|---|---|---|---|---|---|---|

# Speaking and Listening Strategies

| Strategy<br><br>I = Interaction<br>S=Speaking<br>L=Listening | Description |
|---|---|
| **(I) Barrier games** | Purpose of this activity<br>In a language classroom it is very important that students have the opportunity to both ask questions as well as answer questions.<br>How this helps EAL students in particular<br>When all activities are teacher centred, students often only have the chance to answer questions. By setting up communication activities like barrier games, students have the opportunity to speak and listen in pairs, rather than risk making mistakes in front of the whole class.<br>Procedure<br>In a barrier game, students work in pairs to complete an information gap activity. Usually, one student has a complete map, drawing, table or graph, and the other has just the outline with some information filled in. The students have a piece of cardboard or a folder between them, so that the student with the incomplete map cannot see the completed example. The student with the complete map tells the other student where to place things on his or her map. The student with the incomplete map can ask questions to help place things as precisely as possible.<br>*Acknowledgments/reference*<br>*Good examples of drawings suitable for this activity can be found in:*<br>*Watcyn-Jones Peter (1981). Pair work: Activities for effective communication, Harmondsworth: Penguin.* |
| **(L) Blankety Blanks** | This is a game where players are asked to complete a phrase, saying, definition or sentence.<br>How this helps EAL students<br>● Assists their oral language<br>● Helps build an atmosphere of co-operation between students.<br>Grouping<br>1 host (teacher or student)<br>2 teams with four members per team<br>Materials<br>● Blank pieces of card or paper for the team members to write on.<br>● Cards with phrases, sayings, definitions or sentences on them, with the word 'blank' where they must substitute a word.<br><br>Ali screamed when a **Blank** crawled up his leg.<br><br>Procedure<br>● Choose 2 teams, four people per team.<br>● Each team selects a leader.<br>● The host reads the sentence.<br>● The leader and each team member writes a response to the **'Blank'.**<br>● Each response which matches the leader's response is awarded a point.<br>● Another sentence is read to the other team and again the leader and the team write their responses and score a point if their responses match with the leader.<br>● This game can be played so that each team is given four sentences.  The team with the highest number of points after four sentences wins the game.<br>Variation |

| | Instead of having a leader, the host can have a response on the back of a sentence card and those players who match with it, score a point. |
|---|---|
| | <table><tr><td>Ali screamed when a **Blank** crawled up his leg.</td><td></td><td>Spider</td></tr></table> |
| **(S - social interaction The Board Game** | The Board Game is played with a board where an arrow is spun.   Students ask questions according to where the arrow lands on the board and the next picture in the pile. <br> <u>How this helps EAL students</u> <br> ● It can teach the students some of the correct ways in which to ask questions. <br> ● It can teach the correct use of contractions and nouns in a fun way. <br> ● It can encourage correct use of 'a' or 'an' before a noun. <br> <u>Grouping</u> <br> Small groups of 4 to 6 students <br> <u>Materials</u> <br> ● A circular game board with three questions and one statement, and an arrow which will spin. <br> ● A set of cards with pictures on them e.g. fruit and vegetables, animals etc <br><br>  <br><br> <u>Questions</u> <br> ● Do you have a/an…..? <br> ● Can I have a/an…….? <br> ● Is there a/an……? <br> <u>Statements</u> <br> ● I would like a/an….. <br> <u>Procedure</u> <br> ● The class is divided up into groups.  Each groups is given a game board and a set of picture cards. <br> ● Each student is then given a turn at spinning the board. <br> ● When it lands on a question the students pick up the next picture in the pack  and read the question while inserting the name of the object on the picture.  The student must also correctly insert 'a' or 'an' before the picture.  For example, "Can I have an orange please?" "I would like a potato please." <br> ● Each group keeps spinning the arrow and asking the questions or reading the statements until all the cards are finished. <br> <u>Variation</u> <br> You may use different sentences on the game board e.g. identifying sentences – <br> "This is a …….." <br> " Is that an…….?" <br> "What's this, …..?" <br> "Is it a …..?" <br> The students insert 'a' or 'an' and complete the sentence with the picture they have.  For example, "This is an oval."  "It is a square." |
| **(I - Learning contexts)** | You need a set of cards showing a variety of animals or objects.  The group must classify them in as many ways as possible.  There are no right or wrong answers as long as appropriate reasons are given. (Possible language – classifying and giving reasons….*These* |

| Classification Game (group game) | go together because they are all insects.  The fish and the crab both live in the sea. The spider and the crab both have eight legs) |
|---|---|
| Co-operative Cloze (I - Learning contexts) | Definition<br>Deletion of words from a story or a passage. Students work together, paying particular attention to the meaning of the passage, the flow of language etc., in an effort to fill in the missing words.<br>How this helps EAL students<br>● Encourages students to work together co-operatively<br>● Enables students to consider a range of work options.<br>● Promotes discussion<br>Grouping<br>Pairs<br>Materials<br>A familiar text. Teacher prepared sheet from a text with deleted words.<br>Procedure<br>● Students are placed in pairs, based on mixed ability grouping or student's individual choice.<br>● Pairs are each given a sheet with deleted words.<br>● They read the passage orally together until the first deleted word and then suggest words which will make sense in this context.  Students can challenge each other by saying 'Why do you think that?'.<br>● Pairs decide on the best replacement for the deleted word.<br>● Each person writes the negotiated word on their own copy.<br>● Continue reading orally and deciding on the deleted word together until the passage is completed.<br>Variation<br>On completion of activity each pair joins together with another pair.  They discuss what they came up with and compare their findings. |
| Co-operative Group Activities<br><br>(I Learning Contexts) | Small groups of students work together to achieve a group goal. They can each perform a particular role in their group.  The tasks they might work together on could include: problem solving, exploring, discussing, negotiating ideas, planning and undertaking practical tasks in all areas of the curriculum.<br>● Help to develop students' language in a mixed ability group of peers<br>● Gives students practice and confidence in presenting ideas to a smaller audience<br>● Encourages the ability to listen and respond to the ideas of others.<br>Teacher explains the problem or activity to the class.  For example,<br>Prep – 2        Sequence events of story in correct order<br>3-4                Discuss the main characters in the story and their role<br>5-6                Plot the events of a story in a story map form<br>● Students are grouped into groups either by the teacher or by other means.<br>● Groups work co-operatively on the activity.<br>● Students make sure they listen to and share their ideas with others.<br>● The group may show their completed activity to other groups or to the whole class.<br>After the first step, the teacher may give each student a badge stating what role they will play in the group, such as speaker, writer, time keeper and gopher.  The teacher may also wish to give them a time limit in which to complete the activity. |
| Describe and Arrange (Barrier Game) I | (Possible language –as for Describe and Draw; also describing –put the one with the red spots next to the blue and red one with pointed wings).<br>You need two identical sets of pictures – e.g. two sets of houses, two sets of cars or two sets of butterflies.  Student A describes to Student B how to arrange them on a grid.  If some of the pictures are very similar, the students will need to describe them clearly and in detail in order to distinguish them. |

| | |
|---|---|
| **Describe and Draw (Barrier Game) I** | Practises giving instructions, describing objects, describing position – under, near, next to, to the left of, etc.<br>Students work in pairs and each has a blank sheet of paper and drawing materials. Student A describes to Student B what she/he is drawing and Student B reproduces the drawing according to A's description. This is a barrier game – they should not be able to see each other's work. |
| **Dictogloss (I Learning Contexts)** | A short text is read out at normal speed to students. Individually they write down words as they listen. After the dictation stage most students will have a few isolated words. Reconstruction of the text can now take place in small groups where the students pool their ideas.<br>● Allows the students to listen to the main ideas/key words in the text for the purpose of reconstruction.<br>● Supports students' ability to listen to key ideas and words and then reconstruct the story<br>Procedure<br>● Before dictation, teacher reads the text a number of times, discusses it, looks at pictures and identifies key words from the text.<br>● Teacher dictates the text at normal speed, or alternatively students listen to a recording.<br>A few lines are read at a time and then pause.<br>● Students write what they remember. A few more lines are read and again, students<br>write down what they remember. This continues until the text is completed.<br>● On completion of dictation, students form small groups.<br>● In the groups they each discuss what they have written and work together to reconstruct their version of the text.<br>● Finally the students analyse and compare their text to the original.<br><br>Not all steps have to be completed. For example,<br>● You can do the first two or three steps only.<br>● You may complete the procedure to the second step and omit the rest.<br>● You may discuss what the students wrote in small groups or as a class and have the students listen to the text being read and compare what they have with the original. |
| **Find My Partner (Barrier Game) I** | (Practises question forms ….. *Has your cat got…..?* and describing…*This one's got a stripy tail*)<br>Deal out to the group four to six pictures, two of which are identical, with the others having minor differences. Pictures can be related to a curriculum topic. – e.g. butterflies. One of the two identical pictures should be marked with an X and whoever is dealt that card has to find the other picture by questioning other members of the group. |
| **Find the Difference (Barrier Game) I** | (Possible language – questioning …*Have you got a…..? Is the boy….?*; describing …*the boy with spiky hair;* expressing position ….. *next to the boy on the floor, just under the window.)*<br>You need two pictures which are identical except for a number of minor differences. (Draw a simple picture, photocopy it, and make the minor changes by using white-out on the copy and then redrawing. Finally photocopy both versions. The task for the students is to find the differences. They may ask questions or describe their own picture. They should be told how many differences there are. |
| **I'm Thinking Of….. I** | (Practises describing things and their functions, use of 'that')<br>Use a set of pictures of objects related to a particular topic being studied, such as animals, food, plants. Each student in the group says 'I'm thinking of something that is….' and then proceeds to describe the object. Whoever guesses the object then takes the next turn. |
| **Inquiry and Elimination/Guess the Animal/Object (group game)** | (Practises names of animals/objects; question forms, generalising.. *Does it live in the water?* and helps develop logical thinking)<br>Choose a large picture showing a range of objects within a set, such as a picture showing a number of different animals. One member of the group chooses an animal and the others |

| | |
|---|---|
| I | must guess which one it is by asking yes/no questions only. It's important to restrict the number of questions that can be asked so that guesses are not just random. Instead, encourage students to ask those questions that elicit the maximum amount of information e.g. the answer *yes* to the question *Does it fly?* Immediately eliminates all those animals that don't fly.<br><br>Many large pictures can be used in a similar way e.g. a picture of a room in which students must find the missing ball. |
| **Jigsaw Pictures (group game) (I Learning Contexts)** | (Possible language- questioning …..*Have you got a piece with…..?* describing …..*a piece with green leaves and sky on it*)<br><br>You need four or five magazine pictures, depending on how many students are going to play. Cut each picture into five or six pieces, in such a way as to make clear what the adjoining piece might look like or contain. Label the back of one piece from each picture with a cross. Shuffle and deal the pieces to the students, ensuring that each student has one piece with a cross. This identifies which picture that student is to make. Without showing their pieces to the group, the students must each reconstruct their own picture by taking it in turns to ask anyone in the group for the pieces they need. |
| **Listen and Draw L** | Similar to the game Describe and Draw but is teacher directed. Picture dictation can be used to help students focus on language, for example, colour, size, shape, prepositions, topic words (e.g. draw a red triangle at the top of a page. Draw a blue circle around it). |
| **Listen and Identify Key Words L** | This is an important skill and is the first part of Dictogloss. |
| **Listen and Repeat L** | This can be useful for practising particular words and sounds. It can be made into a game - e.g. whispering the word from one student to another, around a circle. |
| **Listen and Retell L** | A particularly useful way of checking student understanding |
| **Listening Cloze L** | This activity can be used for checking of vocabulary learning or content knowledge. It is an enjoyable and motivating activity, especially when songs are used. It requires only a limited response to listening rather than an extensive response. The procedure can be adapted to a variety of content areas.<br><br>For one type of listening cloze, the students have a text with some words deleted – as in a regular cloze activity. However, rather than deleting every nth word, as in grammatical cloze, this activity will tend to target particular vocabulary. The song, Heads, Shoulders, Knees and Toes could be used with the body parts deleted. The students listen to the song several times before saying or writing the word.<br><br>In a variation, the text to which the students listen has gaps, represented by either silence or the word 'buzz'. The students write down what word they think might go in the gap. This is best done by the teacher reading aloud, and being able to gauge when the students are ready to move on, rather than using a pre-recorded text. |
| **Map Game 1 (Barrier Game) I** | Possible language – giving directions… .*Go along X Street, cross over the second road and then turn left).*<br><br>You need two identical maps. A directs B from an agreed starting point to a destination which is unknown to B. |
| **Map Game 2 (Barrier Game) I** | (Possible language – asking questions …. *What's the name of the building opposite the post office?;* expressing position ….. *opposite, beside, around the corner from).* You need two maps of the same area with incomplete information about names of streets and buildings. Map A has different information from Map B, but together they give all the information. The task is to complete both maps by sharing information. |
| **Minimal Pairs L** | A listening activity in which students listen to the word and identify it from a pair of similar words and their matching pictures (e.g. cap or cup). |

| | |
|---|---|
| **Picture Sequencing (group game)** (I Learning Contexts) | (Possible language… describing people and processes…. *There's a boy looking at a monster in a cage. The monster is bending the bars…..*ordinal numbers….*This one must go second.* You will need a set of picture cards that tell a simple and predictable story or illustrate a predictable sequence.  Give each student in the group one card (there should be the same number of students as there are picture cards).  Tell the students not to the show the others in their group their card.  Each student describes their card (it doesn't matter who starts), and when they have all finished describing the cards, the group decides on the basis of the descriptions which card should come first, which second, and so on.  On the basis of the order decided, the students put down their cards in sequence.  For younger students and those very new to English, make sure that cards are placed from left to right.  This activity can lead to writing a story based on the pictures, or writing a description of a sequence of events. |
| **I - Learning context (Paired Sharing of reflections)** | This activity is useful in those situations where something is to be made, such as in art, in design and technology or in science –e.g. one group of pairs is designing a mobile and the other is designing a boat made out of newspaper that will keep afloat 20 marbles.  When the groups have finished, the pairs come together to cross-question each other about what they did, how they did it and what problems they faced. This kind of hands-on problem-solving activity is excellent to use with EAL learners.  At the stage when the object is being constructed, those with little English can participate on a more equal footing, since this stage of the activity will be less language dependent.  Language that is 'situation embedded; is easier both to produce and to understand.  New language will be heard in context and it is more likely to be noticed and taken up since the need to use it will be immediate.  Also, the activity as a whole can be pitched at an appropriate cognitive level – it is a challenging task that demands critical thinking and problem-solving skills, not simply language 'rehearsal'. |
| | In addition, during the discussion that follows the hands-on activity, three particular aspects of language are likely to be modelled and reinforced: 1. *Questioning* – The students must ask questions of each other. This is a very good opportunity to practise question forms in an authentic context. 2. *Reporting*- The two pairs must report what they did to each other.  This requires them to give information to others who did not share in the experience and thus to use explicit language. (If the teacher wishes to focus on this, it would also provide an authentic context for using the past tense.) 3. *Making Suggestions*- The discussion requires the listeners to make constructive suggestions. This activity would be an excellent one for the teacher to focus on some specific ways of making suggestions: 'Do you think you should…. Maybe you could…. How about if you had…. Perhaps it would be better if ….. ' This could be a focus in the initial setting up of the activity as a whole. This activity exemplifies a number of principles for well-designed group work in an EAL classroom: there is a real need to talk and an authentic purpose; it has a built-in information gap, since pairs hold different information; all students are involved; it is cognitively demanding; it is embedded in a topic that the students have been studying. |
| **(L) (& I Learning - presentation) Pair Dictation** | For the speaker, it encourages better pronunciation. For the hearer, it is good for listening practice as it really forces students to pay attention to what they are hearing. The activity can include grammar points that are in focus at a given time – e.g. third person -s, subject verb agreement, prepositions, etc It is conducted in a non-threatening environment – pairs, not in front of the whole class. |

It includes a focus on form and on forms.

Careful pairing can aid literacy development.

Dictation activities allow speaking practice, even in large classes.

Students receive immediate feedback as to how they have gone in the activity.

In this activity, students work in pairs to complete a list or a text.

Telephone numbers

Partner A could have a list of telephone numbers, and partner B a different list, for example, like this:

| | A | | B | | A | | B |
|---|---|---|---|---|---|---|---|
| 1. 318 4722<br>2. 2057933<br>3. 0425 110 590<br>4. 07 206 5874 | | 1._____<br>2._____<br>3._____<br>4._____ | | 1. 387 7860<br>2. 979 9782<br>3. 0417 597 326<br>4. 02 306 8764 | | 1._____<br>2._____<br>3._____<br>4._____ | |

Partner A reads out his or her numbers and Partner B completes the blanks in his or her list.

S**entences**

Another variation on the activity has each partner being given a list of sentences to read out

to their partner – for example;

| Student A's Sheet | Student B's Sheet |
|---|---|
| 1. My father likes cooking.<br>2. I am taller than my brother.<br>3. Do you have a red pencil?<br>4. _____<br>5. _____<br>6. _____ | 1. _____<br>2. _____<br>3. _____<br>4. She sings when she is happy.<br>5. Can I borrow your ruler?<br>6. I want a piece of pizza. |

This activity can be adapted for use at a wide variety of levels of English and of literacy. If some students are developing literacy, one partner could have a picture and the other have to write the word.

For higher level students, try selecting a text and blanking out every second sentence on one student's text, and alternate sentences on the partner's text.

Again, for higher level students, have one partner dictate a story and the other sequence a series of pictures into the correct order.

| | |
|---|---|
| **(I - Learning context) Picture stories** | <u>Purpose of this activity</u><br><br>For students in upper primary and lower secondary, this can be a good task to use for revision of concepts in history or science. The activity is also helpful in getting students to think logically, and to think about the idea of sequence and the need for time markers.<br><br><u>How this helps EAL students in particular</u><br><br>Stories without words are a very useful resource for teaching EAL children. For many years there just weren't enough of these stories to go round, but with the accessibility of digital cameras, teachers can now make their own, tailored to the content their students have been studying.<br><br> It helps students to revise key vocabulary and concepts orally and in writing. Usually, the task of transforming the oral narrative into written form triggers the use of the past tense. (When students talk about a picture narrative, even native English speakers will tend to use to present tense.) As the activity is done in a small group, it provides an opportunity for speaking in a safe environment, rather than in front of the class. A problem with the first variation below is that a quieter child may tend to sit back and let others talk and justify the sequencing of the cards. Teachers will need to monitor this situation and intervene if necessary.<br><br><u>Procedure</u><br><br>The picture stories can be used in a number of ways. One way is to cut the story up and give the pictures to a group of students to sort into a coherent order.<br><br>• During this process, students will need to talk to each other about why they are putting particular pictures in a certain place in the story. The order may be dictated by the pictures being from a familiar story, like 'The three little pigs', or because of a sequence of time shown in a clock face, or by the stages in a familiar recipe or some other reason.<br><br>• After the students have sequenced their pictures in an order they are comfortable with, they can then write the story of their pictures. It will usually be necessary for students to perform an oral retell of their story before they attempt to write it. Students can be helped by having some stem sentences on the board for them to use, or some written reminders about sequencing words like 'next', 'later' and so on.<br><br>An alternative idea is for each student in the group to have only one or two of the pictures in the sequence. Students are to describe their picture orally, without showing it to the other students, in order for the sequence to be worked out. |
| **(L) Red Elbow** | -A simple game to practise and reinforce colours and body parts.  When directed the students follow the instructions.  For example, for 'Red Elbow', the students put their elbow on something red. |
| **(I - Evaluative language) Role play** | <u>Purpose of this activity</u><br><br>Role plays can be a particularly effective way of debating current political or environmental issues with a class. Students can be given role play cards, which give details about what sort of person they are, and what position they are taking on a particular issue, for example tagging and graffiti art on buildings. A scenario is then set up and the students put forward their various subject positions as they explore the issue.<br><br><u>How this helps EAL students in particular</u><br><br>By 'performing' in a role other than their own, students are licensed to explore other ways of being and doing in English. Students may feel free in role play to voice opinions they would not normally be brave enough to state. As well, role plays are fun and motivating for students. Exploring current issues in role play also has the benefit of bringing the outside world and both colloquial and highly formal language into the classroom.<br><br><u>Procedure</u> |

| | In a role play students do not play themselves; they are assigned a role to play as if they were that person. The role could be a type of person (e.g. 'concerned mother') or it could be a specific person (e.g. Vincent van Gogh or a fictional character that the students have studied). An example of how this could be used is:

• After viewing a film over several lessons, students could choose one of the characters.

 • They take on the role of that character and are interviewed as that character by a pair partner for an article about them in a magazine. Alternatively, students could develop a scene that could have been in the movie, but wasn't, and develop that scene as group work and act it out for the class.

*Acknowledgments/reference For examples of role play scenarios to try, see: Harmer, J. (2003). The practice of English language teaching. London: Longman Hedge, T. (2000). Teaching and learning in the classroom. Oxford: Oxford University Press.* |
|---|---|
| **(I - Learning presentation Sharing Circle** | is the main instructional strategy for developing independent sharing skills.  The strategy increases students' ability to provide detailed information and descriptions.  It also promotes a greater awareness of audience needs as students add or clarify information in response to the listeners' comments or questions. |
| **(L) Simon Says** | A listening activity to follow verbal instructions.  If the teacher says, *Simon Says*  (e.g. 'Simon says put your hands on your head'), the students need to follow the instructions.  If the teacher doesn't say *Simon Says* (e.g. 'hands on knees'), the students need to ignore the instructions to continue to be in the game. |
| **(I - Social - Q/A - Learning contexts) Surveys and Questionnaires** | Students can survey their classmates, other students in the school, teachers, or community members to complete questionnaires about a range of topics: favourite types of reading, television programs, eating habits, views about a particular issue etc.  They can use the information they have gained as a basis for further class work, perhaps involving a quantification or comparison of results, or the questionnaire can be one means of gaining information for a larger project that students are involved with.  Apart from giving students practice in asking questions, the activity is also an opportunity for teachers to talk with students about the appropriate ways to do this, taking into account the level of formality that is required in this context as students may be interacting with people they do not know well.

Purpose of this activity

The language focus of questionnaire activities is usually on vocabulary and grammar. The sociolinguistic purpose is to facilitate interaction with others.

How this helps EAL students in particular

Questionnaires are useful for scaffolding oral language, as they give both the questioner and the respondent something meaningful to say. Some questionnaires will also enable repetitive patterns to be practised in a meaningful context, e.g. 'Who is the oldest person in your family?' 'Who is the youngest person in your family?' 'Who is the tallest person in your family?' etc. They provide a structure for spoken language, and, when used within the confines of the classroom, provide a safe way to practise new language features.

Procedure

Lower and middle primary

Associated with their work in many areas of the curriculum, students can design a questionnaire. For example, in a unit on animals, students may want to find out which animals other members of the class have as pets, or which animals they liked best or least on a visit to the zoo. Students can design a survey together, perhaps as a guided writing activity, and then ask the questions on the survey to other members of the class. Then, based on the results of their survey, they can display the results together as a bar graph or other suitable chart.

Upper primary and secondary

Older students may need less scaffolded help to design their questionnaire, and each student in the class may design their own questionnaire about the topic under |

| | consideration, for example, the countries of origin and languages spoken of all the students in their year level. More advanced students could use their questionnaire outside the school context. |
|---|---|
| **(I - Evaluative Lang)**<br>**Tell Me** | Tell me is a 'book talk' strategy which involves individuals thinking about fictional texts, sharing their ideas with a group, and listening and responding to what others think. It can be used to help students think and talk about books that have been read to them or which they have read themselves.<br><br>Tell Me:<br><br>● gives a starting point for thinking, talking about and responding to texts<br><br>● requires students to express their own ideas as well as listen to and consider the thoughts of others<br><br>● extends the language students use to talk about texts<br><br>● allows students to compare texts, express opinions and information that assists their understanding of a text<br>● helps students to make text to self, text to text and text to world connections.<br><br>**Procedure**<br>Select and read the text.<br><br>The first entry into thinking and talking about the text is what Chambers (1993) calls the Three Sharings:<br><br>● sharing enthusiasms – what the reader likes or doesn't like<br><br>● sharing puzzles (i.e. difficulties) – what the reader doesn't understand<br><br>● sharing connections (i.e. discovering patterns) – the connections that the reader makes, i.e. text to self, text to text, text to world connections.<br><br>Chambers (1993) provides a further list of questions to extend the initial discussion. These questions include a number of main questions and a series of subsidiary or related questions. The questions are NOT intended to be used as a list to be given to students, nor should every question be asked of every text. The lists are to be used as prompts or guides, and should be rephrased to suit the readers.<br><br>After reading a text, the text is discussed using open-ended questions to guide the talk. The questions are divided into categories: Basic Questions, General Questions, Special Questions. Examples of these are listed below; see Chambers (1993) for the full list.<br><br>Basic Questions<br><br>● Was there anything you liked about this book?<br><br>● Was there anything you disliked?<br><br>● Was there anything that puzzled you?<br><br>● Were there any patterns – any connections – that you noticed?<br><br>General Questions<br><br>● Have you read any other books like this one?<br><br>● Has anything that happened in this book ever happened to you?<br><br>Special Questions<br><br>● How long did it take for the story to happen?<br><br>● Who was telling – who was narrating – the story? Do we know? How do we know? While the Basic Questions and General Questions can be used with almost any text, not all of the Special Questions are suitable for every text. The teacher should consider which |

| | |
|---|---|
| | questions are most appropriate for the selected text before engaging the students in discussion. |
| | Select texts to help students make connections, for example texts by the same author, around a theme, texts that explore culture and diversity. |
| | Responses to the questions need not be in sentences. |
| | Students might be more accustomed to responding to highly structured questions. If students are uncertain about how to respond to the questions, act as a model for the students by providing your own responses. Once the students become familiar with the process, the teacher's opinions should be left to later in the discussion to avoid any sense of a 'privileged' viewpoint. |
| | Allow time for students to consider their responses to the questions. |
| | List student responses to the Basic Questions. Discuss connections or links between likes, dislikes, puzzles and patterns. |
| | Build up the kind of language that will support the students to engage in the discussion. For example: <br> ● characters, setting, plot, narrator <br> ● structures such as: <br>   o I think… <br>   o I wasn't sure why… <br>   o It made me think of… <br>   o I liked the way… <br> ● language to express possibility or certainty: perhaps, maybe, definitely. |
| | Provide some reference lists or visuals to support the discussion, for example: <br> ● lists of the characters <br> ● vocabulary that describes the characters or setting <br> ● illustrations from the text. |
| **(Social interaction - Q) Yes or No Game** | Students ask questions and give completed phrases for answers, not replying with just yes or no.  Example topics - , personal information, hobbies and any current topic/theme. <br> <ins>How this helps EAL students</ins> <br> ● It expands the students' vocabulary. <br> ● It gives the students an opportunity to ask questions with question tags, for example, Isn't it….?   Don't you…?   Do you…?      Have you…..? <br> ● It allows the students to answer questions in phrases e.g.  Of course… <br> Perhaps…….        Sometimes…… <br> <ins>Grouping</ins> <br> From a whole class to small groups or pairs <br> <ins>Level</ins> <br> Upper Primary <br> <ins>Procedure</ins> <br> ● Students are clearly told that they are not to answer questions with a 'yes' or a 'no' answer.  They discuss the alternative ways to answer a question in the negative or positive form. <br> ● The class is divided into two teams.  The team that answers the most questions correctly wins. <br> ● The teacher asks questions, for example, 'Your name is Vy, isn't it?'  'You didn't do your homework last night, did you?' 'Do you live in Footscray?' <br> ● The students answer, for example. 'Not true. My name is Hanh'. 'I definitely did my homework last night.' 'Of course I live in Footscray'. <br> ● When the students are familiar with the game they may play it by themselves in small groups or pairs. |

# Mathematics

- WELS Primary Mathematics Scope and Sequences – Terms 1 and 3; Terms 2 and 4
- WELS Language of Mathematics

# WELS Primary Mathematics Scope and Sequence – Terms 1 and 3

## Mathematics: Pre-Levels - F Scope and Sequence - Terms 1 & 3

With and without computer technologies *

| | Number & Algebra | | Measurement & Geometry |
|---|---|---|---|
| | Number and Place Value | Money/Patterns and Algebra | Time/Shape |
| **Pre - Levels** | **Working with numbers up to 10:**<br>P.1 Use number names in sequence to count in everyday situations.<br>P.2 Recognise numerals and the quantity of a collection.<br>P.3 Compare, order and make comparisons between two collections according to their quantities.<br>P.4 Model practical situations involving 'adding to' or 'taking away'.<br>P.5 Share material in practical situations so that everyone has the same amount.<br>P.6 Divide or combine quantities to form new quantities.<br>P.7 Subitise using common arrangements of objects (E.g. configurations of dots on a die) up to at least 5. | P.1 Sort money into coins and notes.<br>P.2 Match coins to their 2D image.<br><br>P.3 Sort like objects based on a single classification (E.g. Put shapes which are round together, put all the brown leaves together).<br>P.4 Continue a simple repeated pattern (E.g. Blue button, red button, blue button). | P.1 Identify familiar events that occur at different stages of a day (morning, afternoon, evening, night).<br>P.2 Identify the familiar events within the day using a visual schedule)<br>P.3 Recite the days of the week in sequence.<br><br>P.4 Sort 2D and 3D shapes.<br>P.5 Use properties of shape to make things fit and balance (E.g. Using a bigger block on the bottom of a tower). |
| **Foundation** | **Working with numbers up to 20:**<br>F.1 Identify and record numbers.<br>F.2 Count forwards and backwards.<br>F.3 Compare and order numbers (place value).<br>F.4 Subitise small collections of objects.<br>F.5 Connect number names to numerals and quantities.<br>F.6 Identify symbols and use the operations (+, -). | F.1 Represent simple situations involving money (E.g. toy shop).<br><br>F.2 Sort and classify familiar objects and explain these classifications. (E.g. sorting buttons according to their colour).<br>F.3 Copy, continue and create patterns with objects and drawings. | F.1 Compare and order duration of events, using everyday language of time.<br>F.2 Identify days of the week.<br><br>F.3 Sort, describe and name common 2D and 3D shapes. |

# Mathematics: 1-2 Scope and Sequence - Terms 1 & 3

With and without computer technologies *

| | Number & Algebra | | Measurement & Geometry |
|---|---|---|---|
| | Number and Place Value | Money/Fractions & Decimals/Patterns and Algebra | Time/Shape |
| **Level 1** | **Working with numbers up to 100:**<br>1.1 Identify, record and model numbers.<br>1.2 Order numbers and locate them on a number line.<br>1.3 Count forwards and backwards from any starting point.<br>1.4 Skip count (2s, 5s &10s from 0).<br>1.5 Partition numbers using place value. (E.g. 24   20 + 4, 2 tens and 4 ones)<br>1.6 Identify symbols and use the operations (+, -). | 1.1 Recognise, describe and order Australian coins according to their value.<br><br>1.2 Identify and use the fraction ½ (of a shape).<br><br>1.3 Copy, continue, create and describe patterns using numbers and objects. | 1.1 Identify and demonstrate time on a clock – o' clock & half-past.<br>1.2 Name months, weeks, days and hours.<br><br>1.3 Recognise and classify 2D and 3D shapes according to features. |
| **Level 2** | **Working with numbers up to 1000:**<br>2.1 Identify, record and model numbers.<br>2.2 Count forwards and backwards from any starting point.<br>2.3 Partition collections in hundreds, tens and ones to facilitate counting.<br>2.4 Explore number sequences (from any starting point).<br>2.5 Identify symbols and use the operations. (+, -, x, ÷). All four operations need to be taught within a semester.<br>2.6 Participate in simple problem solving.<br>2.7 Represent multiplication as repeated addition, groups and arrays.<br>2.8 Represent division as grouping into equal sets. | 2.1 Count and order small collections of Australian coins and notes according to their value.<br><br>2.2 Recognise and use the fractions ½, ¼, ⅛ (of shapes and collections).<br><br>2.3 Copy, continue, create and describe patterns with numbers, including the identification of missing elements. | 2.1 Identify and demonstrate time on a clock – o' clock, half-past, quarter-past & quarter-to.<br>2.2 Name and order months and seasons.<br>2.3 Use a calendar to identify the date and determine the number of days in each month.<br><br>2.4 Describe and draw 2D shapes  *<br>2.5 Describe the features of 3D shapes. |

# Mathematics: 3 - 4 Scope and Sequence - Terms 1 & 3

With and without computer technologies *

| | | Number & Algebra | | Measurement & Geometry |
|---|---|---|---|---|
| | | Number and Place Value | Money/Fractions & Decimals/Patterns and Algebra | Time/Shape |
| Level 3 | | **Working with numbers up to 10 000:**<br>3.1 Identify, model, record and order numbers.<br>3.2 Identify odd and even numbers.<br>3.3 Apply place value to partition and regroup numbers in thousands, hundreds, tens and ones to assist in calculations and solve problems.<br>3.4 Recognise and explain the connection between chosen operations (E.g. multiplication and repeated addition).<br>3.5 Recall addition and subtraction facts for single digit numbers (in chosen terms).<br>3.6 Recall multiplication and division facts with the numbers 2, 3, 5, 10 (in chosen terms). | 3.1 Represent money values in multiple ways (E.g. $1.00 is equivalent to 50c + 50c or 10 x 10c).<br>3.2 Calculate the change required in simple transactions.<br>3.3 Model and represent fractions including ½, ¼, ⅓, ⅕ and represent these as parts of a whole.<br>3.4 Describe, continue and create number patterns involving the chosen operations (E.g. When teaching division: 5000, 2500, 1250, 625). | 3.1 Tell time to the minute.<br>3.2 Identify the relationship between units of time (E.g. How many minutes in an hour?).<br><br>3.3 Make models of 3D objects and describe key features. |
| Level 4 | | **Working with numbers up to tens of thousands:**<br>4.1 Identify, model, record and order numbers.<br>4.2 Identify and use odd and even numbers.<br>4.3 Apply place value to partition and regroup numbers in tens of thousands, thousands, hundreds, tens and ones to assist in calculations and solve problems.<br>4.4 Investigate number sequences using multiples of single digit numbers (E.g. Multiples of 3 are: 3, 6, 9, 12, 15).<br>4.5 Recall single digit multiplication and division facts using numbers up to 10 (in chosen terms).<br>4.6 Solve word problems by using number sentences for the chosen operations. | 4.1 Solve problems involving the calculation of change to the nearest 5c. *<br>4.2 Investigate equivalent fractions (E.g. ½=2/4)<br>4.3 Locate and represent ¼, ½, ⅓ on a number line.<br>4.4 Make connections between fractions and decimals.<br>4.5 Describe, continue and create number patterns involving the chosen operations (E.g. 55,000, 50,000, 45,000). | 4.1 Convert units of time (E.g. Two days equals how many hours?).<br>4.2 Use am and pm notation.<br>4.3 Solve simple time problems (E.g. Ning puts a cake in the oven at 11.30am and takes it out in an hour. What time will it be ready?).<br><br>4.4 Describe and compare 2D and 3D shapes. * |

# Mathematics: 5 - 6 Scope and Sequence - Terms 1 & 3

With and without computer technologies *

| | Number & Algebra | | Measurement & Geometry |
|---|---|---|---|
| | Number and Place Value | Money/Fractions & Decimals/Patterns and Algebra | Time/Shape |
| **Level 5** | **Working with numbers up to hundreds of thousands:**<br>5.1 Identify, model, record and order numbers.<br>5.2 Identify and describe factors and multiples of whole numbers and use these to solve problems.<br>5.3 Solve problems involving multiplication of large numbers by one and two digit numbers (in chosen terms). *<br>5.4 Solve problems involving division by a one-digit number (E.g. 64÷8=8). May include remainder (E.g. 46÷5=9 r1) - (in chosen terms). | 5.1 Create simple financial plans (E.g. What can you buy with $5.00 at the canteen?).<br><br>5.2 Locate and represent various fractions on a number line, where the numerator is 1 (E.g. ⅛, ⅓, ½).<br>5.3 Solve addition and subtraction problems using fractions with the same denominator (E.g. 1/8 + 3/8 + 4/8).<br>5.4 Compare, order and represent decimals.<br><br>5.5 Describe, continue and create patterns with fractions, decimals or whole numbers (E.g. 0.5, 1. 1, 1.5, 2 and ½, 1, 1½, 2, 2½). | 5.1 Compare and covert between the 12 and 24-hour clocks.<br><br>5.2 Match 3D shapes with their nets. |
| **Level 6** | **Working with numbers up to hundreds of thousands:**<br>6.1 Identify and describe prime, composite, square numbers.<br>6.2 Solve numeric and written problems involving chosen operations. *<br>6.3 Locate and represent positive and negative integers on a number line and, explore everyday situations where integers are used (E.g. temperature). | 6.1 Calculate percentage discounts of 10%, 25%, 50% on sale items. *<br>6.2 Compare fractions with related denominators, and locate and represent on a number line (E.g. 2/3 < 5/6)<br>6.3 Solve addition and subtraction problems using fractions with the same or related denominator (E.g. ½ + ¾).<br>6.4 Find a simple fraction of a given number, where the answer is a whole number (E.g. 2/3 of 12 is 8) *<br>6.5 Add and subtract decimals. *<br>6.6 Multiply and divide decimals by whole numbers (0.48 x 6 or 0.81 ÷ 9). * | 6.1 Interpret and use timetables.<br>6.2 Calculate elapsed time (E.g. Current time is 6.00pm + 1 hour and 10 min).<br><br>6.3 Construct simple prisms and pyramids. |

Sourced from: The Victorian Curriculum (2016) and the previous WELS Scope & Sequence

Western English Language School: LB/GdV - Sep 2019

WELS Primary Curriculum     WELS Primary Curriculum Team 2021

# WELS Primary Mathematics Scope and Sequence – Terms 2 and 4

## Mathematics: Pre-Levels - F Scope and Sequence - Terms 2 & 4

| | Number & Algebra | Statistics & Probability | Measurement & Geometry |
|---|---|---|---|
| | Number and Place Value | Chance/Data representation and interpretation | Using units of measurement/Location and Transformation |
| **Pre - Levels** | **Working with numbers up to 10:**<br>P.1 Use number names in sequence to count in everyday situations.<br>P.2 Recognise numerals and the quantity of a collection.<br>P.3 Compare, order and make comparisons between two collections according to their quantities.<br>P.4 Model practical situations involving 'adding to' or 'taking away'.<br>P.5 Share material in practical situations so that everyone has the same amount.<br>P.6 Divide or combine quantities to form new quantities.<br>P.7 Subitise using common arrangements of objects (E.g. configurations of dots on a die) up to at least 5. | P.1 Answer simple yes/no questions about data that has been gathered in a given context.<br>P.2 Collect and display data in response to a question using materials.<br>P.3 Identify what the data display is representing and answer questions using yes/no responses. | P.1 Compare two objects and indicate which one is 'longer/shorter', 'heavier/lighter' and 'holds more/less'. Use the appropriate tool/strategy for measurements (E.g. hefting for mass).<br><br>P.2 Follow simple directions to move self/an object (E.g. "Put the block under the table", "Sit next to the bookshelf"). |
| **Foundation** | **Working with numbers up to 20:**<br><br>F.1 Identify and record numbers.<br>F.2 Count forwards and backwards.<br>F.3 Compare and order numbers (place value).<br>F.4 Subitise small collections of objects.<br>F.5 Connect number names to numerals and quantities.<br>F.6 Identify symbols and use the operations (+, -). | F.1 Answer yes/no questions to collect information.<br>F.2 Organise answers to yes/no questions into simple data displays using objects/drawings (E.g. pictograph).<br>F.3 Interpret simple data displays about yes/no questions. | F.1 Compare length, mass and capacity in everyday language.<br><br>F.2 Describe position and movement. (E.g. Prepositions of place). |

WELS Primary Curriculum  WELS Primary Curriculum Team 2021

# Mathematics: 1-2 Scope and Sequence - Terms 2 & 4

With and without computer technologies *

| | Number & Algebra | Statistics & Probability | Measurement & Geometry |
|---|---|---|---|
| | Number and Place Value | Chance/Data Representation and Interpretation | Using units of Measurement/Location and Transformation |
| Level 1 | **Working with numbers up to 100:**<br>1.1 Identify, record and model numbers.<br>1.2 Order numbers and locate them on a number line<br>1.3 Count forwards and backwards from any starting point.<br>1.4 Skip count (2s, 5s &10s from 0).<br>1.5 Partition numbers using place value. (E.g. 24  20 + 4, 2 tens and 4 ones)<br>1.6 Identify symbols and use the operations (+, -). | 1.1 Identify outcomes of familiar events involving chance and describe them using everyday language. (E.g. 'will happen', 'won't happen' or 'might happen').<br><br>1.2 Assist in choosing simple questions for data collection and gather responses.<br>1.3 Organise data into simple displays using objects/drawings (E.g. pictograph).<br>1.4 Describe simple data displays. | 1.1 Measure and compare length, mass and capacity of pairs of objects using uniform informal units (E.g. hand span, paperclips).<br><br>1.2 Give and follow directions to familiar locations. |
| Level 2 | **Working with numbers up to 1000:**<br>2.1 Identify, record and model numbers.<br>2.2 Count forwards and backwards from any starting point.<br>2.3 Partition collections in hundreds, tens and ones to facilitate counting.<br>2.4 Explore number sequences (from any starting point).<br>2.5 Identify symbols and use the operations. (+, -, x, ÷). All four operations need to be taught within a semester.<br>2.6 Participate in simple problem solving.<br>2.7 Represent multiplication as repeated addition, groups and arrays.<br>2.8 Represent division as grouping into equal sets. | 2.1 Identify practical activities and everyday events that involve chance.  Describe outcomes as 'likely', 'unlikely', 'certain' or 'impossible'.<br><br>2.2 Choose a question of interest and gather data relevant to the question.<br>2.3 Collect, check and classify data.<br>2.4 Create displays of data using lists, tables and/or pictographs and, interpret these. | 2.1 Compare and order objects according to length, area, volume and capacity with uniform informal units.<br>2.2 Compare mass with balance scales.<br><br>2.3 Interpret simple maps of familiar locations. |

# Mathematics: 3-4 Scope and Sequence - Terms 2 & 4

With and without computer technologies *

| | Number & Algebra | Statistics & Probability | Measurement & Geometry |
|---|---|---|---|
| | Number and Place Value | Chance/Data Representation and Interpretation | Using units of Measurement/Location and Transformation/ Geometric Reasoning |
| Level 3 | **Working with numbers up to 10 000:**<br>3.1 Identify, model, record and order numbers.<br>3.2 Identify odd and even numbers.<br>3.3 Apply place value to partition and regroup numbers in thousands, hundreds, tens and ones to assist in calculations and solve problems.<br>3.4 Recognise and explain the connection between chosen operations (E.g. multiplication and repeated addition).<br>3.5 Recall addition and subtraction facts for single digit numbers (in chosen terms).<br>3.6 Recall multiplication and division facts with the numbers 2, 3, 5, 10 (in chosen terms). | 3.1 Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (E.g. Record winning of multiple Rock, Paper, Scissors game).<br><br>3.2 Investigate question/s of interest and identify categories relevant to the question/s (E.g. transport categories: bus, car, train).<br>3.3 Plan and carry out data collection and recording (E.g. Survey students about how they come to school).<br>3.4 Use collected data to create lists, tables, picture graphs and simple column graphs to interpret and compare. * | 3.1 Measure, order and compare objects using formal units of measurements for length, area, mass and capacity.<br><br>3.2 Create and interpret simple grid maps.<br>3.3 Identify symmetrical objects and pictures.<br><br>3.4 Identify 90°, 180°, 270°, 360° angles as measures of turn. (E.g. Students stand up and turn 90°) |
| Level 4 | **Working with numbers up to tens of thousands:**<br>4.1 Identify, model, record and order numbers.<br>4.2 Identify and use odd and even numbers.<br>4.3 Apply place value to partition and regroup numbers in tens of thousands, thousands, hundreds, tens and ones to assist in calculations and solve problems.<br>4.4 Investigate number sequences using multiples of single digit numbers (E.g. Multiples of 3 are: 3, 6, 9, 12, 15).<br>4.5 Recall single digit multiplication and division facts using numbers up to 10 (in chosen terms).<br>4.6 Solve word problems by using number sentences for the chosen operations. | 4.1 Discuss possible everyday events and order their chances of occurring.<br><br>4.2 Select and trial methods for data collection, including survey questions and observations for recording.<br>4.3 Use collected data to create lists, tables, simple column graphs and picture graphs, where one picture can represent many data values (E.g. 1 apple represents 10). *<br>4.4 Evaluate and compare the features and effectiveness of different displays (E.g. pictograph, bar graph and table). | 4.1 Measure, order and compare objects using formal units of measurements for length, area, mass, volume, capacity and temperature.<br><br>4.2 Use simple scales, legends and directions to interpret information contained in basic maps.<br>4.3 Create symmetrical patterns, pictures and shapes. *<br><br>4.4 Classify angles in relation to a right angle (E.g. acute, obtuse and reflex). |

Sourced from: The Victorian Curriculum (2016) and the previous WELS Scope & Sequence

Western English Language School: LB/GdV - Sep 2019

# Mathematics: 5-6 Scope and Sequence - Terms 2 & 4

With and without computer technologies *

| | Number & Algebra | Statistics & Probability | Measurement & Geometry |
|---|---|---|---|
| | Number and Place Value | Chance/Data representation and interpretation | Using units of Measurement/Location and Transformation/ Geometric Reasoning |
| **Level 5** | **Working with numbers up to hundreds of thousands:**<br>5.1 Identify, model, record and order numbers.<br>5.2 Identify and describe factors and multiples of whole numbers and use these to solve problems.<br>5.3 Solve problems involving multiplication of large numbers by one and two digit numbers (in chosen terms). *<br>5.4 Solve problems involving division by a one-digit number (E.g. 64÷8=8). May include remainder (E.g. 46÷5=9 r1) - (in chosen terms). | 5.1 Investigate chance experiments involving equally likely outcomes. (E.g. Heads/Tails and rolling a 2 on a die).<br>5.2 Represent outcomes as a fraction (E.g. ¼ chance of rolling a 2 on a die).<br><br>5.3 Brainstorm questions to collect data by observation or survey.<br>5.4 Select and construct appropriate display type for the data collected. E.g. Lists, tables, simple column graphs, dot plots and picture graphs. *<br>5.5 Describe and interpret different data sets in context. | 5.1 Choose *appropriate* units of measurement for length, area, mass, volume, capacity and temperature. (E.g. Use cm to measure a pencil and m to measure the classroom).<br>5.2 Calculate the perimeter and area of rectangles.<br><br>5.3 Use a grid reference and landmarks to identify locations and describe routes.<br><br>5.4 Estimate, measure, compare and construct angles using a protractor. |
| **Level 6** | **Working with numbers up to hundreds of thousands:**<br>6.1 Identify and describe prime, composite, square numbers.<br>6.2 Solve numeric and written problems involving chosen operations. *<br>6.3 Locate and represent positive and negative integers on a number line and, explore everyday situations where integers are used (E.g. temperature). | 6.1 Describe probabilities using fractions.<br>6.2 Conduct chance experiments, with both small and large numbers of trials. Predict possible outcomes and compare/discuss predictions with observed outcomes. *<br><br>6.3 Construct, interpret and compare a range of data collections and displays, including side-by-side column graphs for two categorical variables. | 6.1 Convert between common metric units of length, mass and capacity.<br>6.2 Solve problems involving the comparison of lengths and areas using appropriate units.<br>6.3 Distinguish between volume and capacity and use appropriate units of measurement.<br><br>6.4 Introduce the Cartesian coordinate system with quadrants.<br><br>6.5 Estimate, measure, compare and construct angles using a protractor. Find unknown angles. * |

# WELS Language of Mathematics

## Language of Number and Place Value

### Foundation:

**Working with numbers up to 20:**

- Identify and record numbers.
- Count forwards and backwards.
- Compare and order numbers (place value).
- Subitise small collections of objects.
- Connect number names to numerals and quantities.
- Identify symbols and use the operations (+, -).

*number, zero, one, two, . . . to twenty, ones, tens, none, How many? count, count up to, count on (from/to), more, less, many, same, different, plus, add, more, and, one more, two more . . . take away, count forwards, count backwards, one less, two less . . . larger, bigger, less, smaller, before, after, next*

### Level 1:

**Working with numbers up to 100:**

- Identify, record and model numbers.
- Order numbers and locate them on a number line.
- Count forwards and backwards from any starting point.
- Skip count (2s, 5s &10s from 0).
- Partition numbers using place value.  (E.g. 24 = 20 + 4, 2 tens and 4 ones)
- Identify symbols and use the operations (+, -).

*twenty-one to one hundred, hundreds, pair, the same number as, as many as, plus, make, sum, total, sign/symbol, double, leave, How many more to make . . ? Ten Pairs Rainbow (Pairs of numbers that add to 10: 9 + 1, 8 + 2), subtract, order, number in between/middle*

### Level 2:

**Working with numbers up to 1000:**

- Identify, record and model numbers.
- Count forwards and backwards from any starting point.
- Partition collections in hundreds, tens and ones to facilitate counting.
- Explore number sequences (from any starting point).
- Identify symbols and use the operations. (+, -, x, ÷). All four operations need to be taught within a semester.
- Participate in simple problem solving.
- Represent multiplication as repeated addition, groups and arrays.
  Represent division as grouping into equal sets.

*one-hundred and one to one thousand, thousands, by twos, threes, fives and tens, once, twice, three times, number sentence, addition, subtraction, division, divide, groups of, times, multiply, multiplication, calculate, altogether, greater than, less than, guess, problem, solve, sequence*

## Level 3:

### Working with numbers up to 10 000:

- Identify, model, record and order numbers.
- Identify odd and even numbers.
- Apply place value to partition and regroup numbers in thousands, hundreds, tens and ones to assist in calculations and solve problems.
- Recognise and explain the connection between chosen operations (E.g. multiplication and repeated addition).
- Recall addition and subtraction facts for single digit numbers (in chosen terms).
- Recall multiplication and division facts with the numbers 2, 3, 5, 10 (in chosen terms).

one thousand and one to ten thousand, thousands, relationship, odd, even, difference between

## Level 4:

### Working with numbers up to tens of thousands:

- Identify, model, record and order numbers.
- Identify and use odd and even numbers.
- Apply place value to partition and regroup numbers in tens of thousands, thousands, hundreds, tens and ones to assist in calculations and solve problems.
- Investigate number sequences using multiples of single digit numbers (E.g. Multiples of 3 are: 3, 6, 9, 12, 15).
- Recall single digit multiplication and division facts using numbers up to 10 (in chosen terms).
- Solve word problems by using number sentences for the chosen operations.

tens of thousands, decrease

## Level 5:

### Working with numbers up to hundreds of thousands:

- Identify, model, record and order numbers
- Identify and describe factors and multiples of whole numbers and use these to solve problems.
- Solve problems involving multiplication of large numbers by one and two digit numbers (in chosen terms). *
- Solve problems involving division by a one-digit number (E.g. 64÷8=8).  May include remainder (E.g. 46÷5=9 r1) - (in chosen terms).

hundreds of thousands, remainder, round to the nearest, factor

## Level 6:

### Working with numbers up to hundreds of thousands:

- Identify and describe prime, composite, square numbers.
- Solve numeric and written problems involving chosen operations. *
- Locate and represent positive and negative integers on a number line and, explore everyday situations where integers are used (E.g. temperature).

prime number, composite number, square number, positive, negative, integers, above zero, below zero

# Language of Money

**Foundation:**

* Represent simple situations involving money (E.g. toy shop).
  money, coin, note, dollar, cent, price, cost, buy, sell, pay, change, How much? How many? What price? I want, I would like, Can I have? please, thank you

## Level 1:

* Recognise, describe and order Australian coins according to their value.
  five cents, ten cents, twenty cents, fifty cents, one dollar, two dollars, value

## Level 2:

* Count and order small collections of Australian coins and notes according to their value.
  five dollars, ten dollars, twenty dollars, fifty dollars, one hundred dollars

## Level 3:

* Represent money values in multiple ways (E.g. $1.00 is equivalent to 50c + 50c or 10 x 10c).
  worth

* Calculate the change required in simple transactions.
  total, change, cheap, expensive

## Level 4:

* Solve problems involving the calculation of change to the nearest 5c.
  round off, nearest

## Level 5:

* Create simple financial plans (E.g. What can you buy with $5.00 at the canteen?).
  budget

## Level 6:

* Calculate percentage discounts of 10%, 25%, 50% on sale items.

  discount, percent

# Language of Fractions and Decimals

## Foundation:

-

## Level 1:

- Identify and use the fraction ½ (of a shape).
  half, halve, part, parts, one-half, whole, equal, equal parts, sharing

## Level 2:

- Recognise and use the fractions ½, ¼, ⅛ (of shapes and collections).
  quarters, eighths

## Level 3:

- Model and represent fractions including ½, ¼, ⅓, ⅛ and represent these as parts of a whole.
  thirds, fourths, fifths, etc, numerator, denominator

## Level 4:

- Investigate equivalent fractions (E.g. ½=2/4)
  equivalent

- Locate and represent ¼, ½, ⅓ on a number line.

  bigger than/smaller than?

- Make connections between fractions and decimals.
  decimal, decimal point, decimal place, tenths, hundredths, convert

## Level 5:

- Locate and represent various fractions on a number line, where the numerator is 1 (E.g. ⅛, ⅓, ½).

- Solve addition and subtraction problems using fractions with the same denominator (E.g. 1/8 + 3/8 + 4/8).

- Compare, order and represent decimals.
  order

## Level 6:

- Compare fractions with related denominators, and locate and represent on a number line.

   (E.g. 2/3 < 5/6)

   lowest common denominator

- Solve addition and subtraction problems using fractions with the same or related denominator (E.g. ½ + ¾).

- Find a simple fraction of a given number, where the answer is a whole number
   (E.g. 2/3 of 12 is 8)

- Add and subtract decimals.
   decimal place

- Multiply and divide decimals by whole numbers (0.48 x 6 or 0.81 ÷ 9).

# Language of Patterns and Algebra

## Foundation:

- Sort and classify familiar objects and explain these classifications. (E.g. sorting buttons according to their colour).
  sort, match, groups, same, different, describe, adjectives related to the attributes of *colour, shape and size*, smaller, bigger

- Copy, continue and create patterns with objects and drawings.
  pattern, copy, continue, repeat

## Level 1:

- Copy, continue, create and describe patterns using numbers and objects.
  object, skip count

## Level 2:

- Copy continue, create and describe patterns with numbers, including the identification of missing elements.
  What's missing? repeated addition, repeated subtraction

## Level 3:

- Describe, continue and create number patterns involving the chosen operations (E.g. When teaching division: 5000, 2500, 1250, 625).
  repeated multiplication, repeated division, halve, double

## Level 4:

- Describe, continue and create number patterns involving the chosen operations (E.g. 55,000, 50,000, 45,000).

## Level 5:

- Describe, continue and create patterns with fractions, decimals or whole numbers (E.g. 0.5, 1, 1, 1.5, 2 and ½, 1, 1½, 2, 2½).

## Level 6:

- -

# Language of Time

## Foundation:

- Compare and order duration of events, using everyday language of time.
  day, week, birthday, weekend, holiday, morning, afternoon, evening, night, bedtime, dinnertime, playtime, today, yesterday, tomorrow, before, next, after, last, now, more time, less time

- Identify days of the week.
  Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

## Level 1:

- Identify and demonstrate time on a clock – o' clock & half-past.
  clock, watch, digital, analogue, o'clock, half-past, long/short hand, minutes, second

- Name months, weeks, days and hours.
  January, February, March, April, May, June, July, August, September, October, November, December

## Level 2:

- Identify and demonstrate time on a clock – o' clock, half-past, quarter-past & quarter-to.
  quarter-past, quarter-to

- Name and order months and seasons.
  seasons, Summer, Autumn, Winter, Spring,

- Use a calendar to identify the date and determine the number of days in each month.
  calendar, date, fortnight, year

## Level 3:

- Tell time to the minute.

- Identify the relationship between units of time (E.g. How many minutes in an hour).
  decade, century

## Level 4:

- Convert units of time (E.g. Two days equals how many hours?).
  convert

- Use am and pm notation.

  noon

- Solve simple time problems (E.g. Ning puts a cake in the oven at 11.30am and takes it out in an hour. What time will it be ready?).

### Level 5:

* Compare and covert between the 12 and 24-hour clocks.
  twelve-hours, twenty-four hours

### Level 6:

* Interpret and use timetables.
  timetables

* Calculate elapsed time (E.g. Current time is 6.00pm + 1 hour and 10 min).
  elapsed time

WELS Primary Curriculum     WELS Primary Curriculum Team 2021

# Language of Shape

## Foundation:

- Sort, describe and name common 2D and 3D shapes.
  shape, flat, straight, round, sort, circle, square, triangle, rectangle, star, heart, diamond, oval, 2D, 3D, cube, pyramid, sphere, cone

## Level 1:

- Recognise and classify 2D and 3D shapes according to features.
  corner, face, side, curved, edge, cylinder

## Level 2:

- Describe and draw 2D shapes
  pentagon, hexagon, octagon, circular

- Describe the features of 3D shapes.
  hollow, solid, vertices, triangular prism, rectangular prism

## Level 3:

- Make models of 3D objects and describe key features.
  semi-circle, hemisphere, net, features

## Level 4:

- Describe and compare 2D and 3D shapes.
  regular, irregular, equilateral triangle, isosceles triangle, trapezium

## Level 5:

- Match 3D shapes with their nets.

## Level 6:

- Construct simple prisms and pyramids.

# Language of Number and Place Value

## Foundation:

### Working with numbers up to 20:

- Identify and record numbers.
- Count forwards and backwards.
- Compare and order numbers (place value).
- Subitise small collections of objects.
- Connect number names to numerals and quantities.
- Identify symbols and use the operations
  (+, -).

number, zero, one, two, . . . to twenty, ones, tens, none, How many? count, count up to, count on (from/to), more, less, many, same, different, plus, add, more, and, one more, two more . . . take away, count forwards, count backwards, one less, two less . . . larger, bigger, less, smaller, before, after, next

## Level 1:

### Working with numbers up to 100:

- Identify, record and model numbers.
- Order numbers and locate them on a number line.
- Count forwards and backwards from any starting point.
- Skip count (2s, 5s &10s from 0).
- Partition numbers using place value.  (E.g. 24 = 20 + 4, 2 tens and 4 ones)
- Identify symbols and use the operations
  (+, -).

twenty-one to one hundred, hundreds, pair, the same number as, as many as, plus, make, sum, total, sign/symbol, double, leave, How many more to make . . . ? Ten Pairs Rainbow (Pairs of numbers that add to 10: 9 + 1, 8 + 2), subtract, order, number in between/middle

## Level 2:

### Working with numbers up to 1000:

- Identify, record and model numbers.
- Count forwards and backwards from any starting point.
- Partition collections in hundreds, tens and ones to facilitate counting.
- Explore number sequences (from any starting point).
- Identify symbols and use the operations. (+, -, x, ÷). All four operations need to be taught within a semester.
- Participate in simple problem solving.
- Represent multiplication as repeated addition, groups and arrays.
  Represent division as grouping into equal sets.

one-hundred and one to one thousand, thousands, by twos, threes, fives and tens, once, twice, three times, number sentence, addition, subtraction, division, divide, groups of, times, multiply, multiplication, calculate, altogether, greater than, less than, guess, problem, solve, sequence

## Level 3:

### Working with numbers up to 10 000:

- Identify, model, record and order numbers.
- Identify odd and even numbers.
- Apply place value to partition and regroup numbers in thousands, hundreds, tens and ones to assist in calculations and solve problems.
- Recognise and explain the connection between chosen operations (E.g. multiplication and repeated addition).
- Recall addition and subtraction facts for single digit numbers (in chosen terms).
- Recall multiplication and division facts with the numbers 2, 3, 5, 10 (in chosen terms).

one thousand and one to ten thousand, thousands, relationship, odd, even, difference between

## Level 4:

### Working with numbers up to tens of thousands:

- Identify, model, record and order numbers.
- Identify and use odd and even numbers.
- Apply place value to partition and regroup numbers in tens of thousands, thousands, hundreds, tens and ones to assist in calculations and solve problems.
- Investigate number sequences using multiples of single digit numbers (E.g. Multiples of 3 are: 3, 6, 9, 12, 15).
- Recall single digit multiplication and division facts using numbers up to 10 (in chosen terms).
- Solve word problems by using number sentences for the chosen operations.

tens of thousands, decrease

## Level 5:

### Working with numbers up to hundreds of thousands:

- Identify, model, record and order numbers
- Identify and describe factors and multiples of whole numbers and use these to solve problems.
- Solve problems involving multiplication of large numbers by one and two digit numbers (in chosen terms). *
- Solve problems involving division by a one-digit number (E.g. 64÷8=8).  May include remainder (E.g. 46÷5=9 r1) - (in chosen terms).

hundreds of thousands, remainder, round to the nearest, factor

## Level 6:

### Working with numbers up to hundreds of thousands:

- Identify and describe prime, composite, square numbers.
- Solve numeric and written problems involving chosen operations. *
- Locate and represent positive and negative integers on a number line and, explore everyday situations where integers are used (E.g. temperature).

prime number, composite number, square number, positive, negative, integers, above zero, below zero

# Language of Statistics and Probability

(Chance/Data Representation and Interpretation)

## Foundation:

- Answer yes/no questions to collect information.
  yes, no, question

- Organise answers to yes/no questions into simple data displays using objects/drawings (E.g. pictograph).
  graph, pictograph

- Interpret simple data displays about yes/no questions.
  'wh' questions, how many . . . . , more, fewer

## Level 1:

- Identify outcomes of familiar events involving chance and describe them using everyday language. (E.g. 'will happen', 'won't happen' or 'might happen').
  chance, will/won't/might happen

- Assist in choosing simple questions for data collection and gather responses.
  vote, count

- Organise data into simple displays using objects/drawings (E.g. pictograph)
  table, survey, tally, sort, list

- Describe simple data displays.
  same, different, most, least

## Level 2:

- Identify practical activities and everyday event that involve chance. Describe outcomes as 'likely', 'unlikely', 'certain' or 'impossible'.
  likely, unlikely, certain, impossible

- Choose a question of interest and gather data relevant to the question.

- Collect, check and classify data.
  collect, check, group

- Create displays of data using lists, tables and/or pictographs and, interpret these.
  most popular, least popular, label, title

## Level 3:

- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (E.g. Record winning of multiple Rock, Paper, Scissors game).
  experiment, cause, effect, random

- Investigate question/s of interest and identify categories relevant to the question/s (E.g. transport categories: bus, car, train).
  categories

- Plan and carry out data collection and recording (E.g. Survey students about how they come to school).

- Use collected data to create lists, tables, picture graphs and simple column graphs to interpret and compare.
  column/bar graph, interpret, compare

## Level 4:

- Discuss possible everyday events and order their chances of occurring.

- Select and trial methods for data collection, including survey questions and observations for recording.
  data, collection, observe, record

- Use collected data to create lists, tables, simple column graphs and picture graphs, where one picture can represent many data values (E.g. 1 apple represents 10).
  represent, value

- Evaluate and compare the features and effectiveness of different displays (E.g. pictograph, bar graph and table).

# Language of Measurement

## Foundation:

* Compare length, mass and capacity in everyday language.
  measure, size, big, little, guess, enough, not enough, too much, too many, length, height, long, short, tall, longer, shorter, taller, higher, longest, shortest, tallest, highest, weigh, heavy, light, heavier, lighter, heaviest, lightest, full, half full, empty, holds, container, order

## Level 1:

* Measure and compare length, mass and capacity of pairs of objects using uniform informal units (E.g. hand span, paperclips).
  estimate, wide, width, thin, thick

## Level 2:

* Compare and order objects according to length, area, volume and capacity with uniform informal units.
  area, volume, capacity
* Compare mass with balance scales.
  balances, scales

## Level 3:

* Measure, order and compare objects using formal units of measurements for length, area, mass and capacity.
  ruler, measuring tape, centimetre (cm), metre (m), kilometre (km), distance, bathroom/kitchen scales, weight, gram (g), kilogram (kg), litre (l), millilitre (ml), approximately

## Level 4:

* Measure, order and compare objects using formal units of measurements for length, area, mass, volume, capacity and temperature.
  unit, deep, depth, volume, degrees, Celsius

## Level 5:

* Choose appropriate units of measurement for length, area, mass, volume, capacity and temperature. E.g. Use cm to measure a pencil and m to measure the classroom).
* Calculate the perimeter and area of rectangles.
  calculate, perimeter, square metre (m2), square centimetre (cm2), square millimetre (mm2)

## Level 6:

* Convert between common metric units of length, mass and capacity.
  convert
* Solve problems involving the comparison of lengths and areas using appropriate units.
  solve, compare
* Distinguish between volume and capacity and use appropriate units of measurement.

# Language of Location and Transformation

## Foundation:

- Describe position and movement. (E.g. Prepositions of place).
  over, under, above, below, top, bottom, side, on, in, outside, inside, front, back, before, after, next to, between, up, down, forwards, backwards, near, far, here, there, move, roll, turn

## Level 1:

- Give and follow directions to familiar locations.
  left, right, opposite, centre, towards, close, corner

## Level 2:

- Interpret simple maps of familiar locations.
  direction, route, map, top, bottom

## Level 3:

- Create and interpret simple grid maps.
  grid map, path

- Identify symmetrical objects and pictures.
  symmetry, symmetrical

## Level 4:

- Use simple scales, legends and directions to interpret information contained in basic maps.
  scales, legends, compass, north, south, east, west (N, S, E, W), north-east, north-west, south-east, south-west (NE, NW, SE, SW)

- Create symmetrical patterns, pictures and shapes.
  horizontal, vertical, diagonal

## Level 5:

- Use a grid reference and landmarks to identify locations and describe routes.
  landmark, coordinates

## Level 6:

- Introduce the Cartesian coordinate system with quadrants.
  Cartesian, quadrant

# Language of Geometric Reasoning

## (Starts at Level 3)

### Level 3:

- Identify 90°, 180°, 270°, 360° angles as measures of turn. (E.g. Students stand up and turn 90°)
  turn, angle

### Level 4:

- Classify angles in relation to a right angle (E.g. acute, obtuse and reflex).
  right angle, straight, acute, obtuse, reflex

### Level 5:

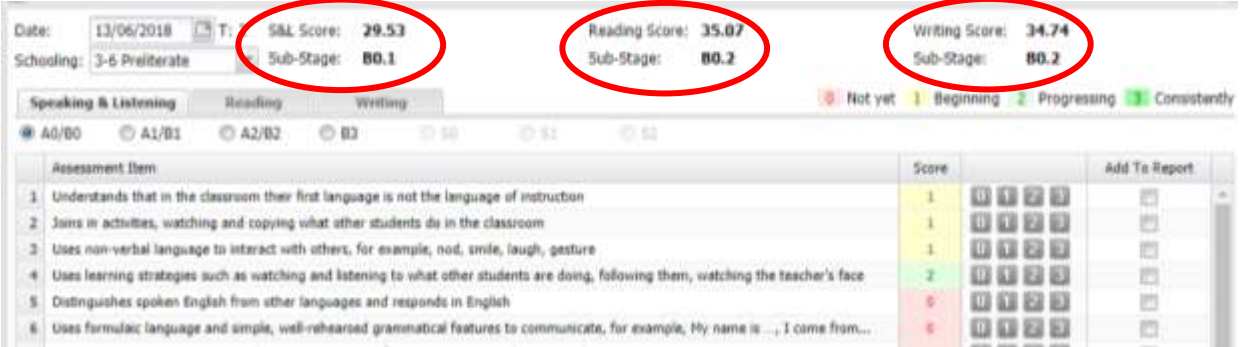- Estimate, measure, compare and construct angles using a protractor.
  protractor

### Level 6:

- Estimate, measure, compare and construct angles using a protractor. Find unknown angles.
  opposite (angle), unknown

# Assessment

- **WELS Primary Assessment & Reporting Schedule**

# WELS Primary Assessment & Reporting Schedule

| Week | Schedule |
|---|---|
| **1-2** | **Initial Assessment**<br>• Teachers go through initial assessment with new student sometime within their first week or two.<br>• Complete a WAT initial assessment (scoring EAL-continuum derived indicators from 0 – 3).<br>• This is done for Speaking & Listening, Reading & Viewing and Writing (three total assessments per student, about 20 indicators for each)<br>• This assessment gives the official starting score and sub-stage for the new student.<br><br><br><br>• Continuing students:  Teachers complete pre assessment for major genre unit of the term. |
| **Ongoing** | **Observations, Anecdotal Notes, Collection of Work Samples.**<br>Teachers complete at least one **reading running record** per student per term.<br>Teachers provide frequent feedback to students during class activities. |
| **6** | **Post Assessments & WAT End-of-Term Assessments (for all students)**<br>• Teachers complete post assessment for major genre unit of the term for every student.<br><br>• Teachers repeat similar process as for the WAT initial assessments.<br>• This gives the end-of-term score & sub-stage for each student (sub-stage feeds into report.)<br>• Report writers tick a couple of indicators that they want to feed directly into the report.<br><br> |
| **7** | **No Monday Staff Meeting (for report writing)**<br>• Report writers follow 'Primary Comment Writing for Exit Reports' document. *(see sample provided)*<br>• Mathematics reports written only for exiting students. *(see sample provided)*<br>• Students receive either a progress or transition report. *(see sample provided)* |
| **8** | **Collegiate Proofreading of Reports**<br>• Staff, during site meeting, proofread each other's reports and make amendments.<br>• Over the weekend: Primary Curriculum Team members proofread all primary reports. |

| | |
|---|---|
| **9** | **Parent-Teacher Interviews (different sites on various days)**<br>• Parents get a copy of report |
| **10** | • Exit reports sent to EAL Coordinator/Assistant Principal of schools together with student work samples. |