Prep Year unit overview — Australian Curriculum: English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10* <www.australiancurriculum.edu.au/English/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
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| Our School | Symbol systems and multimodal texts | 10 weeks |

| Unit outline |
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| Children develop an understanding of the symbol system used within their world for interacting with others and expressing needs, likes and dislikes. They explore and create a range of multimodal texts including poetry and rhyme to develop an understanding of sound and letters. Children identify a range of language features, visual patterns and features of print in familiar texts.  Learning opportunities in this unit are collaboratively developed between children and adults. Learning values and develops the wide range of experiences with language and texts from their home and community lives. Learning is embedded within each learning context and use intentional teaching and practices to make learning explicit, challenge children to consider new ideas, test current thinking and develop deeper understandings.  There is a strong focus in this term on the development of children’s understandings of:   * the symbol system used within their world and how it contributes to language for interaction * text structures and organisation * developing sound and letter knowledge * literacy for interacting with others * creating texts.   Inquiry questions for the unit:   * What are the symbol systems that children see and use in everyday life? * What are multimodal texts? * How do symbols, letters and words help people to find their way around our school? |

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| Identify curriculum | | | |
| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| Language variation and change   * Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community [(ACELA1426)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1426)   Language for interaction   * Explore how language is used differently at home and school depending on the relationships between people [(ACELA1428)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1428) * Understand that language can be used to explore ways of expressing needs, likes and dislikes [(ACELA1429)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1429)   Text structure and organisation   * Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or film) and that stories and informative texts have different purposes [(ACELA1430)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1430) * Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences [(ACELA1432)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1432) * Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1433)   Expressing and developing ideas   * Recognise that sentences are key units for expressing ideas [(ACELA1435)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1435) * Recognise that texts are made up of words and groups of words that make meaning [(ACELA1434)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1434) * Explore the different contribution of words and images to meaning in stories and informative texts [(ACELA1786)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1786) * Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school [(ACELA1437)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1437) * Know that spoken sounds and words can be written down using letters of the alphabet, and how to write some high-frequency sight words and known words [(ACELA1758)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1758) * Know how to use onset and rime to spell words [(ACELA1438)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1438)   Sound and letter knowledge   * Recognise rhymes, syllables and sounds (phonemes) in spoken words [(ACELA1439)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1439) * Recognise the letters of the alphabet and know there are lower and upper case letters [(ACELA1440)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1440) | Literature and context   * Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences [(ACELT1575)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1575)   Responding to literature   * Share feelings and thoughts about the events and characters in texts [(ACELT1783)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1783)   Examining literature   * Identify some features of texts including events and characters and retell events from a text [(ACELT1578)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1578) * Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry [(ACELT1785)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1785) * Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures [(ACELT1579)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1579) | Texts in context   * Identify some familiar texts and the contexts in which they are used [(ACELY1645)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1645)   Interacting with others   * Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations [(ACELY1646)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1646) * Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact [(ACELY1784)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1784) * Deliver short oral presentations to peers [(ACELY1647)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1647)   Interpreting, analysing, evaluating   * **I**dentify some differences between imaginative and informative texts [(ACELY1648)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1648) * Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge [(ACELY1649)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1649) * Use comprehension strategies to understand and discuss texts listened to, viewed or read independently [(ACELY1650)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1650)   Creating texts   * Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1651) * Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops [(ACELY1652)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1652) * Produce some lower case and upper case letters using learned letter formations [(ACELY1653)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1653) * Construct texts using software including word processing programs [(ACELY1654)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1654) | Description: gc_literacy Literacy   * Develop the skills to learn and communicate confidently in listening, reading and viewing, writing, speaking and creating print, visual and digital materials   Description: gc_numeracy Numeracy   * Develop understanding about how the numerical system is used in texts within everyday environments to organise and communicate meaning   Description: gc_ict **ICT capability**   * Explore how ICTs use symbols and systems to create and communicate meaning   Description: gc_critical Critical and creative thinking   * Generate, represent and respond to ideas, experiences and possibilities by experimenting with materials and processes in a variety of creative, imaginative and innovative ways   Description: gc_personal_social **Personal and social capability**   * Develop communication skills for conversation * Investigate and communicate positively about social and cultural practices or people in their community |

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| Identify curriculum |
| Achievement standard |
| Receptive modes (listening, reading and viewing)  By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.  They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.  Productive modes (speaking, writing and creating)  Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.  In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. |

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| Identify curriculum | |
| Relevant prior curriculum | Curriculum working towards |
| **Queensland kindergarten learning guideline**  A kindergarten child who is an effective communicator:   * explores and expands ways to use language * explores and engages with literacy in personally meaningful ways.   The child:   * knows that print carries a message, e.g. asks, “What does this writing say?” * dictates labels or sentences to be written by an adult * names some letters or sounds from familiar words, e.g. “M for Mum”; like in “my name” * responds to sounds, rhythms, patterns in words, rhymes and songs * looks at or “reads” books and other texts for personal purposes * uses initial letter and word shape to recognise their first name, or part of it * joins in shared reading activities * makes links between ideas in a text and personal experiences * enjoys and experiments with writing letters or letter-like symbols (that represent writing) for own purposes. | Year 1 Australian Curriculum  Children will be provided with opportunities to understand:   * that texts can take many forms * that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and capital letters and full stops signal the beginning and end of sentences * concepts about print and screen * that texts are made up of words and groups of words that make meaning * the use of vocabulary in familiar contexts * that spoken sounds and words can be written down using letters of the alphabet, and how to write some high-frequency sight words and known words * how to use onset and rime to spell words * rhymes, syllables and sounds (phonemes) in spoken words * letters of the alphabet and know there are lower and upper case letters * rhythm and sound patterns in stories, rhymes, songs and poems from a range of cultures   They will also be provided with opportunities to:   * listen to and respond orally * use interaction skills * deliver short oral presentations * create short texts * participate in shared editing * produce some lower case and upper case letters * construct texts using software. |

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| Identify curriculum |
| Bridging content |
| **Australian Curriculum and the Early Years Curriculum Guidelines**  Using the five contexts for learning and the eight guiding principles of practice, teachers create teaching and learning opportunities that may include:   * explaining the different modes and structures of texts within everyday contexts, e.g. speaking and listening, responding, interacting and presenting * discussing the purposes of language for communicating within a range of contexts, e.g. personal, social, learning * looking at different structures of text types in meaningful ways, including Aboriginal and Torres Strait Islander texts and texts from Asia * making explicit the links between oral and written texts in a variety of text types * exploring through rhythm and rhyme the patterns of oral language and making explicit through texts the relationship between these patterns and text and word construction, e.g. onset and rime, rhyming patterns * covering the features of texts during shared reading of a range of text types including poetry and rhyme, e.g. print concepts, punctuation, sentence patterns * predicting and questioning strategies within shared reading * providing a range of supportive texts for children to read within their interests * deconstructing and constructing texts focusing on words and groups of words that make meaning * high-frequency words within the context of a variety of text types * how to represent letters and sounds in collaboratively and independently developed texts * how to recognise letters and sounds and explore the purpose and context within which they are viewing them * exploring multimodal texts by retelling orally, sequencing events and discussing characters * creating digital texts * vocabulary and categorising words in context * written texts collaboratively created in a range of meaningful contexts and how punctuation and concepts of print contribute to text structures and creating meaning. |
| Links to other learning areas |
| Learning in the Early Years is integrated within early years contexts for learning and is embedded across a range of key learning areas.  The application of language for text structures and organisation, developing sound and letter knowledge, and literacy for interacting with others and creating texts will be explored across a range of learning areas, e.g. science texts used for investigations have their own structure and language and sound, and letter knowledge developed in English can be used to collaboratively and independently create science texts. |

| Assessment | | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of children’s work:  Receptive   * use of knowledge of concepts about print, sounds, letters and images to make meaning from texts   Productive   * retelling of events and experiences with peers and known adults in familiar situations * retelling of a literary text to peers and known adults in familiar situations * use of familiar words, phrases and images to convey ideas.   This information is used to make decisions about future directions for the Prep cohort for Term 4.  For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) |
| The sequence of teaching and learning experiences allows opportunities for teachers to:   * monitor learning about language, literature and literacy strands within everyday learning * determine future directions for teaching and learning for each child. |  |
| Anecdotal notes and observations  Teachers will complete anecdotal notes and observations about individual children’s progress towards language, literature and literacy knowledge, skills and understandings during everyday learning experiences. | Ongoing |
| Reading interview  Children select a familiar text to read with their teacher who will guide, prompt and record (transcripts and notes):   * Before reading — as children view the text, question them about their understanding of the purposes of texts, prompting predictions about text type and text structure * During reading — record knowledge of concepts of print; note and question understandings of punctuation; prompt demonstration of predicting and questioning strategies * After reading — guide identification of letter–sound knowledge through questioning and prompting, prompt the retelling of the story. | Weeks 6–10 |
| Informative: Presentation (Spoken/signed)  Children report an event or experience to a familiar audience. | As appropriate |
| Imaginative: Performance (Multimodal)  Children represent characters from a text through a puppet show, roleplay or story retelling. | As appropriate |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| Sociodramatic play  Within negotiated and self-initiated sociodramatic play spaces  Teacher:   * makes explicit and provides opportunities for children to explore and create the modes, structures and purposes of the texts associated with this context.   Exploratory play  Indoors and outdoors  Teacher:   * supports, attends to and models spoken texts within the exploratory play.   Children:   * talk about, explain and describe their multimodal text construction for the class * retell one or two of the ideas about sounds, letters and stories.   Teacher/children:   * collaboratively write labels * number and orally describe activities.   Fantasy play  Teacher:   * facilitates through interaction within the play space any scaffolding or explicit teaching of short informative texts encountered in play, e.g. hospitals — writing prescriptions, filling out charts, questioning patients.   Children:   * reflect and share play experiences, giving short oral presentations to the group.   Manipulative play  Teacher:   * supports, attends to and models spoken texts within manipulative play * orally “thinks aloud” and uses predicting strategies within manipulative play — prompts responses through scaffolding of questions.   Teacher/children:   * create texts used within manipulative play.   Physical play  Teacher/children:   * chant, create patterns and rhyme with movement activities * listen to and innovate on poems and rhymes * make sounds and letters with the body.   Games with rules  Teacher/children:   * create multimodal texts to describe games and give instructions for children’s creations and familiar games played on a regular basis * model how spoken words can be written down as children describe their game’s rules * make explicit and model the spoken texts for playing games with rules.   Routines and transitions  Teacher:   * models, creates, and describes texts associated with routines, e.g. roll call — recognising names, letters, capitals, calendar naming days of the week, attending to first, medial and end sounds.   Teacher/children:   * play transition games, e.g. I spy a sound/letter/word beginning with …; B-I-N-G-O innovations; silly rhymes — onset and rime or sing settling songs, play with words, sing, recite poems and rhymes.   Real-life situations  Teacher:   * reads letters and postcards (and other texts) brought to school. * discusses purposes, directionality of text and audience.   Teacher/children:   * collaboratively create lists, write recipes, respond and maintain a “To do” board.   Focused learning and teaching  Teacher:   * reads and views a range of literary and non-literary texts (including digital) connected to children’s interests and elaborates on concepts and contexts — before reading, model questioning of audience and purpose, activating prior knowledge. * during reading — model predicting and questioning using visuals,  read-on/reread; decode using knowledge of grammar, phonetics, and meaning * after reading — answer questions about information directly stated in the text, make inferences about the text and justify answers.   Teachers/children:   * read, create, write and perform poems and rhymes * collaboratively deconstruct and reconstruct texts to build knowledge of grammatical patterns, punctuation, word construction and use * orally retell stories, sequence drawings and respond to texts in writing in a variety of ways.   Investigations  Teachers/children:   * investigate how symbols, letters and words help people to navigate around the school . | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) state that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Children would benefit from  access to:   * paper, pencils and pads * resources that cater for diversity, e.g. a range of texts * accessibility to posters at eye-level * a range of games * software resources related to texts. |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of children’s work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children on their strengths and areas for improvement.  Children reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * children’s common misconceptions that need, or needed, to be clarified. |