







Rhyme time

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| Assessment description | Category |
|--|---|
| Children develop phonemic awareness by identifying and using rhyme (including onset and rime). | Spoken/signed, written or multimodal |
| | Technique Informative text |
| Context for assessment | Alignment |
| <p>Phonemic awareness is a foundation skill for spelling and word recognition. By playing with the short texts of rhymes and rhyming words, children explore the mechanics of the English language. They find out how language works and become familiar with the relationship between sounds and letters — information that helps them to decode the sounds that make up words as they learn to read.</p> <p>This assessment uses anecdotal notes and observations across multiple experiences to gather evidence of a child's progress in the understanding of rhyme and onset and rime.</p> | <p><i>Australian Curriculum v4.1</i>, Prep Year English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au</p> <p>Prep Year English standard elaborations www.qsa.qld.edu.au/downloads/p_10/ac_eng_pr_ep_se.pdf</p> |
| | Connections |
| | <p>This assessment can be used with the QSA Australian Curriculum resource titled <i>Prep Year unit overview — English exemplar (Symbol systems ad multimodal texts)</i> available at: www.qsa.qld.edu.au/downloads/p_10/ac_english_prep_unit_overview.doc.</p> |
| | Definitions |
| | <p>Phonemes: The smallest units of sound in spoken language, for example “p”, “sw”. Phonemes combine to form words.</p> <p>Onset: The initial consonant or consonant blend before the vowel, for example in the word <i>peg</i>, “p” is the onset.</p> <p>Rime: The vowel and any consonants that follow it, for example in the word <i>peg</i>, “eg” is the rime. Words with the same rime will rhyme.</p> |
| In this assessment | |
| <p>Teacher guidelines</p> <p>Task-specific standards: Continua</p> <p>Task-specific standards: Matrix</p> <p>Assessment resource: Sample response</p> <p>Assessment resource: Learning log</p> <p>Note: No Student booklet</p> | |

Teacher guidelines

Identify curriculum

| Content descriptions to be taught | | |
|---|---|--|
| Language | Literature | Literacy |
| <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Know how to use onset and rime to spell words (ACELA1438) <p>Sound and letter knowledge</p> <ul style="list-style-type: none"> Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439) | <p>Examining literature</p> <ul style="list-style-type: none"> Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) | <p>Interacting with others</p> <ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) <p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) |
| <p>General capabilities (GCs) and cross-curriculum priorities (CCPs) This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the English curriculum hub: www.qsa.qld.edu.au/prep-english-resources.html</p> | | |
| <ul style="list-style-type: none">  Literacy  Numeracy  ICT capability  Personal and social capability | <ul style="list-style-type: none">  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia | |
| <p>Achievement standard This assessment provides opportunities for children to demonstrate the following highlighted aspects.</p> | | |
| <p>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.</p> <p>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.</p> | | |
| <p>Source: ACARA, The Australian Curriculum v4.1, www.australiancurriculum.edu.au</p> | | |

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Prep Year English unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare children to engage in this assessment:

- See unit overview — English exemplar (Symbol systems and multimodal texts)
www.qsa.qld.edu.au/downloads/p_10/ac_english_prep_unit_overview.doc

Adjustments for needs of learners

The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian children. All children across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.

To make adjustments, teachers refer to learning area content aligned to the child's chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross-curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the child's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all children and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.

For information to support children with diverse learning needs, see:

- Queensland Studies Authority materials for supporting children with diverse learning needs
www.qsa.qld.edu.au/10188.html
- Australian Curriculum Student Diversity
www.australiancurriculum.edu.au/StudentDiversity/Overview
- The *Melbourne Declaration on Educational Goals for Young Australians*
www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html
- The *Disability Standards for Education* www.ag.gov.au.

Resources

Print

- Baker, J 2010, *Mirror*, Walker Books, Australia.
- Browne, E 2006, *Handa's Surprise*, Walker Books, UK.
- Andreae, G & Parker-Rees, G 2001, *Giraffes Can't Dance*, Orchard Books, UK.
- Khoza, V & Rippin, S 2003, *Gezani and the Tricky Baboon*, Allen & Unwin, UK.
- Alakija, P 2002, *Catch That Goat*, Barefoot Books, UK.
- Hoffman, M & Littlewood, K 2002, *Colour of Home*, Frances Lincoln, UK.
- Stuve-Bodeen, S & Boyd, A 2008, *Babu's Song*, Lee & Low, USA.
- Edmonds, L 2004, *An African Princess*, Candlewick Press, USA.
- Mosel, A & Lent, B 1968, *Tikki Tikki Tembo*, Square Fish, USA.

Develop assessment

Preparing for the assessment

To listen for and identify words that rhyme:

- explore rhyme in nursery rhymes, poems, songs and texts that use rhyme (including those from other cultures)
- predict rhyming words in nursery rhymes, poems, songs and texts that use rhyme (including those from other cultures), e.g. pause and have the children provide the rhyming word
- recognise words that rhyme in everyday situations, e.g. *Ronald McDonald*
- sort rhyming words (using pictures) into word families
- identify and discuss words (and pictures) that do not rhyme.

To experiment with words that rhyme:

- use an anchor word from a familiar text to create a sequence of rhyming words, e.g. *hen, men ...*
- complete oral cloze couplets, e.g.
Look out for the bee!
It's in a _____!
- innovate and change traditional rhymes (including those from other cultures), e.g.
Jack and Jill went up the mountain
To get some water from the fountain
- use an anchor word from a familiar text to orally create silly sentences using words that rhyme, e.g. *Fat cat sat on a flat rat*
- experiment with using rhyme in everyday situations, e.g. rhyming instructions *pack and stack* or *crunch and munch for little lunch*
- create own rhymes, or use rhyme to create songs, stories and greetings.

To recognise letter patterns (onset and rime) in texts:

- explore a variety of texts — written, TV advertisements, songs, stories, poems (including those from other cultures) — to find words that rhyme
- discuss why authors use rhyme in children's books (because children's books are often read aloud)
- identify the letter patterns (onset and rime) in familiar texts (i.e. where the initial sound changes but the rime is spelt the same, e.g. *light, fight*)
- split monosyllabic words into two parts — the onset and the rime — each of which are smaller than syllables, but may be larger than phonemes
- experiment with changing either the onset or rime to make new words
- build on rhyme patterns (using onset and rime) to create and compare word families.

To use onset and rime as a reading strategy:

- use and explain knowledge of the letter patterns (onset and rime) as a strategy for reading, e.g. *I can read "can", so p-an must be "pan"*
- hunt for all the rhyming words within a text.

To use onset and rime as a writing strategy:

- use knowledge of letter patterns (onset and rime) to spell words, e.g. *I can spell "cat" so, if I change the initial sound to h, I can spell "hat"*
- create and illustrate silly sentences using words that rhyme
- experiment with changing either the onset or rime to write new words
- create (write) own rhymes, or use rhyme to create songs, stories or greetings for cards or invitations
- discuss why people use rhyme when they create texts.

Implementing

Examples of assessable opportunities

Assessment of rhyme is best anchored in real-life situations and should continuously chronicle learning achievement in different situations (see *Assessment resource: Learning log*).

Observations

Context: A variety of everyday classroom activities.

Focus: Rhyming words (oral)

Gather evidence using questions:

- *How are these words the same?* (Receptive)
- *How do you know that those words rhyme?* (Receptive)
- *Can you think of other words that rhyme with “hen”?* (Receptive)
- *What will happen if we change ... ?* (Productive)
- *Can you make up your own rhyme?* (Productive)
- *Can you make up a rhyme (rap, poem, song, jingle) that tells us what you are doing?* (Productive)
- *What rhyming words could you use to create your rap?* (Productive)
- *Why do you think the author used rhyming words?* (Receptive)

Oral cloze

Context: Transition activity, e.g. going to lunch.

Focus: Predicting rhyming words

Gather evidence when completing oral cloze couplets:

- *Look out for the bee! It's in a _____!* (Receptive)

Creating rhymes

Context: Reading a familiar text.

Focus: Innovating with rhyme

Gather evidence when completing an activity:

- *Use an anchor word from a familiar text to create a silly sentence or rhyme, e.g. Fat cat sat on a flat rat.* (Productive)

Reading

Context: Guided reading group.

Focus: Recognising patterns in words and using patterns as a strategy for reading

Gather evidence using questions:

- *How are these words the same?* (Receptive)
- *Can you find a pattern in these words?* (Receptive)
- *How do you find rhyming words in a book? What do you look for?* (Receptive)
- *How do you know that word says “fit”?* (Receptive)
- *Can you find a book that uses rhyming words?* (Receptive)
- *What are some of the things you will look for?* (Receptive)
- *Why did the author use rhyming words?* (Receptive)

Writing

Context: Everyday writing activities.

Focus: Using onset and rime to spell words

Gather evidence using questions:

- *How did you know how to spell the word “bat”?* (Receptive)
- *What will happen if ... ?* (Productive)
- *Say the word. What sounds can you hear?* (Productive)
- *What letters make those sounds?* (Receptive)
- *Why do we like to use rhyming words when we write?* (Productive)

Make judgments

When making judgments about the evidence in children's responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Prep Year standard elaborations. See www.qsa.qld.edu.au/downloads/p_10/ac_eng_prep_se.pdf

The Queensland standard elaborations for English

The Queensland Prep Year standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland English standard elaborations provide a basis for judging *how well* children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland English standard elaborations. Understanding and Skills in English are organised as receptive and productive modes.

The valued features of English, drawn from the achievement standard and the content descriptions for the receptive and productive modes, are organised as:

- Ideas and information in texts
- Types of texts
- Language and textual features, including oral language, and listening
- Language and textual features.

Task-specific standards

Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards
- a focal point for discussing children's responses
- a tool to help provide feedback to children.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard
- aligns the valued feature, task-specific descriptor and assessment
- allows teachers to make consistent and comparable on-balance judgments about a child's work by matching the qualities of children's responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
- shows the connections between what children are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
- supports evidence-based discussions to help children gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve

- encourages and provides the basis for conversations among teachers, children and parents/carers about the quality of children’s work and curriculum expectations and related standards.

Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland English standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that children will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

| Australian Curriculum achievement standard dimensions | Australian Curriculum achievement standard | Queensland standard elaborations valued features | Task-specific valued features |
|---|--|--|---|
| Understanding and Skills | Receptive Evidence of listening reading and viewing | <ul style="list-style-type: none"> • Language and textural features, including oral language, and listening | Understanding and knowledge of rhyming words and the letter patterns found in rhyming words, including onset and rime |
| | Productive Evidence of speaking writing and creating | <ul style="list-style-type: none"> • Language and textual features | Use of rhyme, including onset and rime, when speaking and creating oral and written texts, e.g. poems, songs, raps, greetings, stories, jingles |

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

- a matrix
- a continua

Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

- use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in children’s work — A to E (or the Early Years equivalent)
- highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
- incorporate the same task-specific valued features, i.e. make explicit the particular understanding / skills that children have the opportunity to demonstrate for each selected valued feature
- provide a tool for directly matching the evidence of learning in the child’s response to the standards to make an on-balance judgment about achievement
- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

| | | |
|--|---|--------------------|
| Australian Curriculum Prep Year English | Rhyme time Unit: Symbol systems and multimodal texts | Teacher guidelines |
|--|---|--------------------|

Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the children's responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the children's responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

Use feedback

| | |
|-----------------------------|--|
| Feedback to children | <p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child's personal progress and the next steps in the learning journey.</p> <p>Offer feedback that:</p> <ul style="list-style-type: none">• is provided early in the assessment and gives the child the opportunity to improve their knowledge and skills, e.g. you have made a group of objects that rhyme with "cup". Can you see a pattern in the words?• acknowledges the knowledge and skills they already have, e.g. you have changed the beginning sounds and made five new words. Can you read those words to me?• provides support for children to find ways to improve their understanding of rhyme and onset and rime, e.g. you have put "cat" and "mat" into the same group. Can you tell me why? <p>The task-specific standards for this assessment can be used as a basis for providing feedback to children.</p> |
| Resources | <p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none">• About feedback www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc• Seeking and providing feedback www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc |

Rhyme time

Name

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Purpose of assessment: To understand, identify and use rhyme (including onset and rime).

| Understanding and Skills | | |
|---|--|--------|
| Receptive modes | Productive modes | |
| Understanding and knowledge of rhyming words and the letter patterns found in rhyming words, including onset and rime | Use of rhyme, including onset and rime, when speaking and creating oral and written texts, e.g. poems, songs, raps, greetings, stories, jingles | |
| <ul style="list-style-type: none"> Clear description of rhyming words and explanation of the use of letter patterns found in rhyming words, including onset and rime | <ul style="list-style-type: none"> Clear use of onset and rime to create words and build on rhyme and letter patterns, orally or in own written texts | A P |
| <ul style="list-style-type: none"> Identification of rhyming words and the letter patterns found in rhyming words, including onset and rime | <ul style="list-style-type: none"> Use of rhyme, including onset and rime, to create words and rhyme patterns orally or in own written texts | M C |
| <ul style="list-style-type: none"> Directed identification of known rhyme patterns | <ul style="list-style-type: none"> Directed use of known rhyme patterns from oral or written texts | W W |
| | | E X |
| | | B A |

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Purpose of assessment: To understand, identify and use rhyme (including onset and rime).

| | | | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|--------------------------|-----------------|---|--|--|--|--|---|
| Understanding and Skills | Receptive mode | Language and textual features, including oral language, and listening | Understanding and knowledge of rhyming words and the letter patterns found in rhyming words, including onset and rime For example: Teacher: <i>How did you work out that that word says fit?</i> Child: <i>If I cover the f, the word says "it" and f + it says "fit"</i> | Description of rhyming words and the letter patterns found in rhyming words, including onset and rime For example: Teacher: <i>Can you make up other words that end with ap?</i> Child: <i>Gap, dap, lap, sap</i> | Identification of rhyming words and the letter patterns found in rhyming words, including onset and rime For example: Child: <i>Look out for a bee. It's in a tree!</i> Teacher: <i>What if you were looking out for a dog?</i> Child: <i>Look out for a dog. It's in a log!</i> | Guided identification of known rhyming words and letter patterns For example: Teacher: <i>Look out for the bee. It's in the_____.</i> Child: <i>tree!</i> | Directed identification of known rhyme patterns For example: Teacher: <i>Say these rhyme patterns with me: bee, see, tree</i> Child: <i>Bee, see, tree ... dee</i> |
| | Productive mode | Language and textual features | Use of rhyme, including onset and rime, when speaking and creating oral and written texts, e.g. poems, songs, raps, greetings, stories, jingles | Clear use of onset and rime to create words and build on rhyme and letter patterns, orally or in own written texts For example: Teacher: <i>How did you know how to spell "dog"?</i> Child: <i>"Dog" rhymes with "log", "bog", and "hog". They all end in og, so "dog" ends in og</i> | Effective use of onset and rime to create words and build on rhyme and letter patterns, orally or in own written texts For example: The child wrote the rhyming words <i>tax, pax, max sax, lax</i> and explained that all the words ended in <i>ax</i> | Use of rhyme, including onset and rime, to create words and rhyme patterns orally or in own written texts For example: Teacher: <i>What will rhyme with cow?</i> Child: <i>How, wow, pow, now</i> | Guided use of known rhyme patterns orally or in own written texts For example: Repeats rhyme patterns orally in word family activities |

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Sample response

These observations, annotations and work samples represent evidence of, and document, a child's progress as they engage in learning activities.

| Observations: Weeks 1–10 | Modes |
|--|---|
| <p><i>20/6 Max - skipping Creates own rhyme. Look for the dog It's in a log.</i></p> <p>20/6 Context: Skipping — saying a familiar rhyme</p> <p>Max: <i>Look out for a bee. It's in a tree!</i></p> <p>Teacher: <i>What if you were looking out for a dog?</i></p> <p>Max: <i>Look out for a dog. It's in a log!</i></p> | <p>Receptive: Predicts rhyme patterns. (Exploring)</p> <p>Productive: Builds on rhyme patterns. (Working with)</p> |
| <p><i>27/6 Max - puzzles. m. Cow - wow - they rhyme! m. Both have the same sound at the end.</i></p> <p>27/6 Context: Farm animal puzzles</p> <p>Max: <i>"Cow" — "wow" — they rhyme!</i></p> <p>Teacher: <i>How do you know they rhyme?</i></p> <p>Max: <i>Both have the same sound at the end.</i></p> <p>Teacher: <i>Can you think of other words that rhyme with "cow"?</i></p> <p>Max: <i>How, wow, pow, now.</i></p> | <p>Receptive: Identifies words that rhyme. (Working with) Describes how rhyming words sound the same. (Making connections)</p> <p>Productive: Builds upon a rhyme pattern. (Working with)</p> |

13/7 Max - Informal reading
M. 'cap' and 'tap' rhyme.
M. They both have 'ap' at
the end
M. gap, dap, lap, sap

13/7 Context: Informal reading

Max: "Cap" and "tap" rhyme.

Teacher: How do you know they rhyme?

Max: They both have ap at the end.

Teacher: Can you make up other words that end with ap?

Max: Gap, dap, lap, sap.

Receptive:

Identifies letter patterns found in rhyming words. (Making connections)

Productive:

Replicates and innovates with letter patterns found in rhyming words. (Making connections)

07/8/12 Max
Creating wrapping paper
Wrote name + named
letters + associated
sounds.
Wrote rhyming words.
Explained that all
words ended in 'ax'.



The image shows a child's drawing of the words 'Sax', 'Max', and 'Lax'. 'Sax' is written in purple. 'Max' is written in large, colorful letters (red, green, purple, orange). 'Lax' is written in light blue. Above these, the words 'TAX' and 'PAX' are faintly visible in green.

7/8 Context: Creating wrapping paper

Max wrote his name and named letters and associated sounds.


Wrote rhyming words and explained that all the words ended in ax.

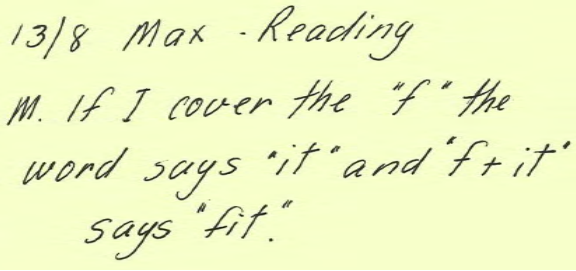
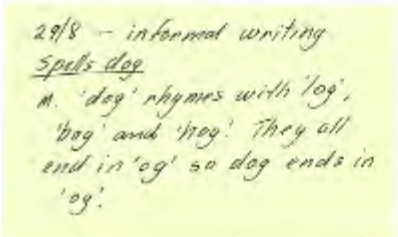

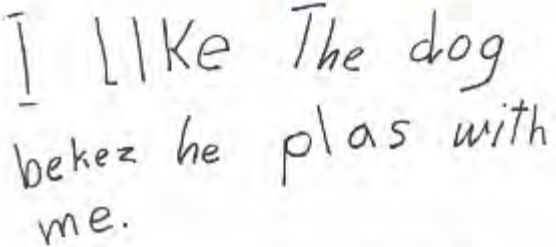

Receptive:

Identifies letter patterns found in rhyming words. (Making connections)

Productive:

Replicates and innovates with letter patterns found in rhyming words. (Making connections)




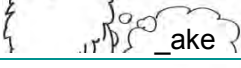






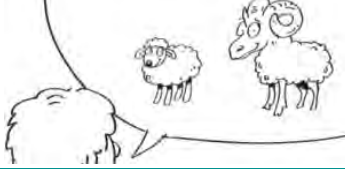



| | |
|--|--|
| <p>13/8 Max - songs. M. Rhyming words give songs a beautiful sound and people like songs that sound beautiful.</p> <p>13/8 Context: Exploring rhyming words in the songs.</p> <p>Teacher: <i>Why do people who write songs use rhyming words?</i></p> <p>Max: <i>Because rhyming words give songs a beautiful sound and people like songs that sound beautiful.</i></p> | <p>Receptive: Describes why songwriters use rhyming words. (Applying)</p> |
| <p>Oral cloze: Weeks 5–10</p> | <p>Modes</p> |
| <p>21/8 Max - oral cloze</p> <p>bee → tree dark → park</p> <p>21/8 Context: Oral cloze activity — transition</p> <p>Max: <i>Look out for the bee!</i> <i>It's in a <u>tree</u>!</i></p> | <p>Receptive: Predicts rhyme patterns. (Exploring)</p> |
| <p>Creating rhymes: Weeks 5–10</p> | <p>Modes</p> |
| <p>9/8 Silly sentence using Dan.</p>  <p>A man saw Dan fal into a pan. MAX</p> <p>9/8 Context: Small group activity — creating silly sentences (oral or written) using an anchor word from a familiar text</p> <p>Max wrote “A man saw Dan fall into a pan”.</p> | <p>Productive: Builds on rhyme pattern to create a silly sentence. (Applying)</p> |

| Reading: Weeks 5 –10 | Modes |
|---|--|
| <p data-bbox="309 219 887 488">  </p> <p data-bbox="201 504 555 533">13/8 Context: Reading group</p> <p data-bbox="201 555 807 622">Teacher: <i>How did you work out that that word says fit?</i></p> <p data-bbox="201 638 807 705">Max: <i>If I cover the f, the word says "it" and f + it says "fit".</i></p> | <p data-bbox="965 219 1423 309">Receptive: Uses understanding of onset and rime as a strategy for reading. (Applying)</p> |
| Writing: Weeks 5–10 | Modes |
| <p data-bbox="258 790 657 1025">  </p> <p data-bbox="497 1070 721 1236">  </p> <p data-bbox="300 1272 858 1518">  </p> <p data-bbox="577 1541 810 1630">  </p> <p data-bbox="201 1646 705 1675">29/8 Context: Informal writing about pets.</p> <p data-bbox="201 1697 769 1727">Teacher: <i>How did you know how to spell "dog"?</i></p> <p data-bbox="201 1749 801 1816">Max: <i>"Dog" rhymes with "log", "bog", and "hog". They all end in og, so "dog" ends in og.</i></p> | <p data-bbox="965 784 1423 873">Productive: Uses understanding of onset and rime to spell words. (Applying)</p> |

Rhyme time

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Learning log

| Receptive mode <i>I can talk about rhyme and onset and rime</i> | | Productive mode <i>I can make up rhymes and write onset and rime</i> | |
|---|---|--|---|
| <p>The <u>cat</u> <u>sat</u> on the <u>mat</u></p> <p>onset rime c + <u>at</u> → <u>cat</u> m + <u>at</u> → <u>mat</u></p>  | <p>I use onset and rime to help me read</p> <p>I talk about why authors use rhyme</p> | <p>I am not <u>hot</u> today</p>  | <p>I use onset and rime in my writing</p> |
|  <p>rake cake</p>  <p>_ake</p> | <p>I can see letter patterns in words</p> | <p>not _ot hot _ot</p>  <p>cot</p> | <p>I can use onset and rime patterns to write new words</p> |
|  <p>yes</p>  | <p>I know when words rhyme</p> |  | <p>I can make up rhymes and raps</p> |
|  <p>hen men pen</p>  | <p>I can make groups of words that rhyme</p> |  | <p>I can make up new rhyming words</p> |
|  <p>hat cat flower</p>  | <p>I can hear rhyme patterns</p> |  | <p>I can say a rhyme</p> |