

# Prep English

## Achievement Standard

### Receptive modes (listening, reading and viewing)

By the end of the Prep 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, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and 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, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

## Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Language:**  
Language variation and change, Language for interaction, Text structure and organisation, Expressing and developing ideas, Phonics and word knowledge
- **Literature:**  
Literature and context, Responding to literature, Examining literature, Creating literature
- **Literacy:**  
Texts in context, Interacting with others, Interpreting, analysing and evaluating, Creating texts

## Delivery (mode, time requirements, lessons)

Under the guidance of the Home tutor, students complete the sequence of lessons within each of the English Units. Work returns, including Assessment tasks, are submitted via QLearn in accordance with the Work Rate Calendar. Course materials can be accessed via our Learning Management System. Teachers explicitly teach selected concepts to support the learning in multiple daily half hour Prep lessons.

## Student Requirements

Computer, Internet access, email, printer, scanner, audio-visual software/devices, stationery, whiteboard and whiteboard markers.

# Prep English

Units, Learning Experiences and Summative Assessment		
<b>Semester 1</b>	<b>Term 1</b>	<p>Students will complete their Phonological Awareness programme and commence their first unit of systematic synthetic phonics. This will be supported with online, recorded lessons, explicit instruction from class teacher and activities to be completed at home with home tutors. Students will be encouraged to participate and engage with online scheduled lessons with their class teacher to explore beginning reading behaviours, making connections with stories and sharing preferences for events, characters and settings explored.</p>
		<p><b>Diagnostic:</b> Students demonstrate phoneme and grapheme knowledge through diagnostic task. Teacher observations through scheduled lessons.</p>
	<b>Term 2</b>	<p><b>Begin Unit 2: Enjoying and retelling stories</b> Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy. Students will sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>
		<p><b>Summative assessment:</b> Students read aloud and respond orally to comprehension questions.</p>
<b>Semester 2</b>	<b>Term 3</b>	<p><b>Unit 2: Enjoying and retelling stories (continued)</b> Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy. Students will sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>
		<p><b>Begin Unit 3: Introduction to rhyme</b> Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>
		<p><b>Summative assessment:</b> Students demonstrate comprehension of a familiar story through retelling events to peers.</p> <p><b>Summative assessment:</b> Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</p>
	<b>Term 4</b>	<p><b>Unit 3: Introduction to rhyme (continued)</b> Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>
		<p><b>Summative assessment:</b> Students read aloud and respond orally to comprehension questions.</p> <p><b>Summative assessment:</b> Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>

**Disclaimer** All of the above information is accurate at the time of development.