

Program Links to WA Curriculum - Term 2

Spelling	Literacy Planet	Inferential Questions / Novels / Rotations	Grammar / Word Study	Writing
<p>Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes</p>	<p>Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience</p>	<p>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 information</p>	<p>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns</p>	<p>Create literary texts that explore students' own experiences and imagining</p>
<p>Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words</p>	<p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout</p>	<p>Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing</p>	<p>Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/ phrases and prepositional phrases</p> <p>Investigate how quoted (direct) and reported (indirect) speech work in different types of text</p>	<p>Create literary texts by developing storylines, characters and settings</p>

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<p>Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling</p>	<p>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation</p>	<p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p>	<p>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea</p>	<p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements</p>
<p>Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word</p>	<p>Make connections between the ways different authors may represent similar storylines, ideas and relationships</p>		<p>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns</p>	<p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</p>
				<p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure</p>



The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and we will revisit and strengthen these as needed.

Because of a very over crowded curriculum it is necessary to integrated Literacy into other subjects. My personal belief is that Literacy should be the basis of all learning across all areas.

The focus this year is:

to foster a life long love of reading. This is the year when children become independent readers and are able to take more responsibility for what they read. (Teacher and Parental Guidance are still essential but we should be starting to step back.) There are so many options available to children now and I think that using as many and varied ways of introducing reading to children is both exciting and motivating. Access to online content enables the children to easily find material at their level. I will be introducing children to as many sources as possible.

to introduce the concept 'PIPE,' Purpose - Inform, Persuade, Entertain and for each child to recognise that every piece of writing has either one or a combination of these purposes. For children to recognise the purpose of each text they read and have a clear purpose when they are producing their own texts.

to allow children to express themselves in as many creative ways as possible always with a clear purpose and an audience in mind.