

LS&W3 VOCABULARY

ENGLISH LEARNING CONTINUUM

Syllabus Outcomes

Early Stage 1 (2012) Outcomes

ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies





Life Skills 7-10 (2012) Outcomes

ENLS-4A A student views and responds to a range of visual texts, media and multimedia
 ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts
 ENLS-6A A student reads and responds to a range of written texts in familiar contexts

HSC Life Skills Outcomes 11-12 (2007)

HSC LS4.1 A student recognises individual photographs, pictures, symbols or words for personal use
 HSC LS4.2 A student recognises, interprets and responds to photographs, pictures, symbols and signs in a range of communicative community contexts

	Pre-Intentional	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Syllabus Content
VOCABULARY	Looks Fixes gaze	Looks at real objects and photos	Recognises photos of familiar people, places and things	Identifies symbols representing people, places and things	<p>Early Stage 1 (ENe) Students:</p> <ul style="list-style-type: none"> -identify some familiar written symbols in context 4A -recognise high-frequency words, including own name 4A -read and understand some sight words in simple, predictable texts 4A <p>Life Skills (ENLS) Students:</p> <ul style="list-style-type: none"> -recognise photographs, pictures or symbols as representations of familiar people, objects, venues 4A -view and respond to a range of visual texts, media and multimedia for enjoyment, 4A -respond to texts using a range of visual texts 4A -recognise symbols, signs and logos in everyday situations 4A -recognise the variety of formats in which visual texts, media and multimedia may be presented 4A -predict meaning from visual texts, media and multimedia, 4A -view and respond to their preferred visual texts in a range of contexts 4A -create simple visual texts to convey a message 4A -use photographs, pictures, symbols and visual aids for a variety of purposes 5A -use visual texts to communicate with a variety of audiences 5A -interpret different forms of visual information 5A -identify the key ideas presented in an increasingly wide range of visual texts, including maps, tables, diagrams and animation 5A -respond to a range of visual texts, media and multimedia for a variety of purposes in a range of contexts 5A -recognise signs and symbols with universal meaning 5A -recognise and interpret single words or simple instructions in context 6A -read a variety of short, written texts for enjoyment or information 6A <p>HSC Life Skills (LS) Students:</p> <ul style="list-style-type: none"> -recognise photographs of family members, carers and other significant people in a variety of formats and contexts 4.1 -recognise and interpret signs, words, symbols and pictures in a community context 4.2 -interpret icons or pictorial information to enhance community access and increase independence 4.2 -locate goods, services, items and places in the community using signs, pictures, and symbols 4.2
		Interacts with real objects and photos	Matches and selects real objects and photos	Matches real objects and photos with their corresponding symbols	

LS&W3 VOCABULARY Pre-Intentional & Intentional <u>Strategies</u> Attribute meaning Guided practice Shaping Providing opportunities for choice Motivators <u>Opportunities</u> Community access Transitions Literacy session Morning circle Leisure time Sensory play Daily routines <u>Resources</u> Familiar items Photos Camera Interactive touch screen device Photo books Interactive apps, software & websites	Pre-Intentional	
	Looks	Fixes gaze
	<i>Students currently working at a pre-intentional level should be working toward intentional content.</i>	
	Intentional	
	Looks at real objects and photos	Interacts with real objects and photos
	<p>Looks at real objects and photos</p> <p>Present the student with a familiar, everyday real object and comment on the object. Ensure the comment includes the name of the object e.g. <i>“Look at the red ball.”</i> Acknowledge and encourage the student’s ‘looking’ behaviour by stating, <i>“SN is looking at ... Good looking”</i>. Present the student with the corresponding photo (this can be on an interactive touch screen device) of the object and name it. When the student is looking at the photo state <i>“SN is looking at a photo of Good looking”</i>. Continue the activity with other familiar, everyday objects. Always ensure the objects presented are significantly different from each other e.g. a red ball and a brown chair.</p> <p>Take photos of familiar, everyday classroom objects and place them on an interactive touch screen device. Present these to the student one at a time and name them for the student. Shape the student’s looking behaviour by stating, <i>“SN is looking at a photo of Good looking”</i>. Use photos of motivating items to ensure the activity is interesting for the student.</p> <p>Interacts with real objects and photos</p> <p>Present students with everyday objects and a corresponding photo of each. Ensure there is only a single object in each photo. Allow the student to interact with one real object at a time, draw their attention to the corresponding photo and name it. Use gesture to clarify the link between the real object and the photo for the student. Gradually increase the number of objects and photos presented.</p> <p>Go for a walk around the school or local community. Point out and name different objects observed, such as a tree or a car, and encourage students to look. Assist students to take photos of the objects and view them on an interactive touch screen device.</p> <p>Provide opportunities for students to access a variety of apps that feature flashcards depicting real objects such as ‘PCS Vocabulary Flashcards’ or ‘Flashcards by Me’. Name the objects on the screen and use gesture to encourage ‘student’ looking behaviour. Shape looking behaviour by stating <i>“SN is looking at a Good looking”</i>.</p>	<p><i>Suggested Apps</i></p> <p>Flashcards by Me </p> <p>Picture Card Maker </p> <p>SoundBook </p> <p>Survival Signs and Words HD </p>

Assessment: Vocabulary - Intentional

Strategies

- Observation
- Analysis

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video and recorded in skill checklists/rubrics for analysis.

LS&W3

VOCABULARY

Concrete Symbolic

Strategies

Guided practice
Match to sample
Questioning
Scaffolding
Attribute meaning

Opportunities

Morning circle
Work tasks
Literacy sessions
Group games
Mathematics sessions
Cooking sessions
Shopping
Meal times

Resources

Photo books
Familiar items
Camera
Interactive touch screen devices
Photos
Recipes
Interactive apps, software & websites
Shopping lists
Shapes
Money
Lunchbox

Concrete Symbolic

Recognises photos of familiar people, places and things

Matches and selects real objects and photos

Recognises photos of familiar people, places and things

Provide students with opportunities to look at cards and books comprised of photos of familiar people, places and things. Point out and comment on the photos by stating, "Look, can you see the?" ensuring the name of the person, place or thing is used. Attribute meaning to students' behaviour by acknowledging and encouraging all signs of recognition saying, "Yes, SN can see". Students can also view digital photos of familiar people, places and things on interactive touch screen devices or on the computer.



Matches and selects real objects and photos

Play games such as 'Can you find?' to encourage students to match and select real objects. Hold up a familiar object or photo for the students and state, "Can you find the ...". Use errorless learning by ensuring that the object they need to find is in the students' line of vision and is the only option. Once a student has found the object and given it to you state, "SN has found the ..." and show the corresponding object or photo used as an example to the group. Praise the student by saying, "Well done SN! It is the Same!" whilst holding the two objects or the photo and object side by side.

Show a familiar object to a student and name it. Present the student with an array of objects, including an identical object to the one originally shown to the student. Hold the object one at a time against each of the objects in the array asking, "Same?....No!", "Same?....No!" continuing until the object is matched saying, "Same?...Yes!". Then encourage the student to select the matching object and praise them for making the correct choice. Initially begin with two objects in the array and increase the amount of objects as the student successfully matches and selects.

Expand the activity above by providing students with photos of familiar objects and a collection of corresponding objects. Provide the least amount of support required for the student to successfully select and match the correct object with its corresponding photo.

Provide a student with a photo book and matching velcroed photos. Ensure the story contains photos of objects the student recognises. Provide the least amount of support required for the student to successfully match velcroed photos to the corresponding photos in the story.



Suggested Apps

Toddler Flashcards



Word SlapPs



Talking Picture Board



Picture Card Maker



SoundBook



Assessment: Vocabulary - Concrete Symbolic

Strategies

- Observation
- Consultation
- Analysis
- Testing
- Peer and self assessment

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics for analysis.
- Consultation with outside agencies and therapists such as speech therapists may be able to provide additional assessment information.
- Work samples could be collected and analysed, for example, cut/paste match to sample tasks.

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VOCABULARY

Abstract & Verbal Symbolic

Strategies

Modelling
Guided practice
Independent practice
Explicit teaching
Motivators
Prompting

Opportunities

Work schedules
Leisure time
Literacy sessions
Technology sessions
Mathematics sessions
Outdoor games
Community access
Cooking sessions
Art activities

Resources

CYRESS
Pirate ship game symbols
PCS
Timetables
Task lists
Photos
Classroom objects
Motivators

Abstract & Verbal Symbolic

Identifies symbols representing people, places and things

Matches real objects and photos with their corresponding symbols

Identifies symbols representing people, places and things

Provide the student with a book containing photos of familiar people, places and things and a collection of corresponding symbol cards. As the student looks at each photo in the book, point to and name its corresponding symbol. Once the student is familiar with the photos and symbols ask them to name and/or point to the photo and the corresponding symbol independently.



Label different items around the classroom, such as books or a door, with a symbol. Walk around the classroom with students asking them to identify the different objects and their symbols. Encourage students to point to the symbol as each object is identified.

Use environmental print throughout the classroom to support units of work. Support these with PCS where appropriate.

Present a student with a highly motivating classroom activity and the corresponding symbol. Name the symbol and encourage the student to name or point to the symbol. When the student acknowledges the symbol state, "SN is looking at the....". Provide access to the motivating activity once the symbol has been named or pointed to by the student.

Go for a walk around the school or local community. Point out and name different objects, such as a tree or a car and show the students the corresponding symbols. Ask students to name or point to the symbol when it is shown. This activity can also be undertaken using an interactive touch screen device.

Play games such as 'Touch this'. Show students a symbol of an item found around the classroom. Ask students to find the item, walk to it and then touch it. Acknowledge and encourage student efforts saying, "SN you found the ...". Another game could be a modified version of 'Pirate Ship' that uses symbols of classroom items or objects instead of commands.

Matches real objects and photos with their corresponding symbols

Use photos depicting familiar people, objects and places with corresponding symbols to play SNAP. Lay cards out one at a time and when a photo and its corresponding symbol are placed on top of each other, the first person to place their hand on the deck and call "SNAP" is the winner.



Use a classroom timetable and/or task list to ask students to collect items for a lesson. Have the students identify the symbol for each item and collect them. As each item is collected ask the student to place the corresponding symbol on a finished strip.

Suggested Apps

- Sound Touch
- PCS Vocabulary Flashcards
- Pocket picture planner
- Flashcards by Me
- Picture Card Maker

Assessment: Vocabulary – Abstract & Verbal Symbolic

Strategies

- Observation
- Consultation
- Peer and self assessment
- Analysis
- Testing
- Questioning

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics for analysis.
- Consultation with outside agencies and therapists such as speech therapists may be able to provide additional assessment information.
- Work samples could be collected and analysed, for example, cut/paste photo to symbol tasks.

LS&W3 VOCABULARY

ASSESSMENT SUPPORT

Suggested Strategies	Prompt Level Key	Environment Key (Enviro)
Observation Analysis Consultation Peer and Self Assessment Testing Questioning	FP – Full physical assistance PP – Partial physical assistance M – Modelled response G/S – Gesture/sign V – Verbal I – Independent	A – All environments S – School C – Community H – Home

LS&W3 VOCABULARY											
Prompt	Enviro	Pre-Intentional Content	Prompt	Enviro	Intentional Content	Prompt	Enviro	Concrete Symbolic Content	Prompt	Enviro	Abstract and Verbal Symbolic Content
		Looks			Looks at real objects and photos			Recognises photos of familiar people, places and things			Identifies symbols representing people, places and things
		Fixes gaze			Interacts with real objects and photos			Matches and selects real objects and photos			Matches real objects and photos with their corresponding symbols

English Program

Focus: Letters, Words & Sounds 3 Vocabulary

Class		Teacher		Term		Weeks	
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Outcomes and Content

Outcomes	Primary Syllabus	(Student Names)	ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
	Life Skills Syllabus	(Student Names)	<p>Life Skills 7-10 Outcomes (2012)</p> <p>ENLS-4A A student views and responds to a range of visual texts, media and multimedia</p> <p>ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts</p> <p>ENLS-6A A student reads and responds to a range of written texts in familiar contexts</p> <p>HSC Life Skills 11-12 Outcomes (2007)</p> <p>HSC LS4.1 A student recognises individual photographs, pictures, symbols or words for personal use</p> <p>HSC LS4.2 A student recognises, interprets and responds to photographs, pictures, symbols and signs in a range of communicative community contexts</p>

English Framework Content	Syllabus Document Content
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Content	Student Names:	Student Names:	Student Names:	Student Names:	Student Names:
	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Early Stage 1	Life Skills
	<p>Looks at real objects and photos</p> <p>Interacts with real objects and photos</p>	<p>Recognises photos of familiar people, places and things</p> <p>Matches and selects real objects and photos</p>	<p>Identifies symbols representing people, places and things</p> <p>Matches real objects and photos with their corresponding symbols</p>	<ul style="list-style-type: none"> - identify some familiar written symbols in context 4A - recognise high-frequency words, including own name 4A - read and understand some sight words in simple, predictable texts 4A 	<p>Life Skills (ENLS)Students:</p> <ul style="list-style-type: none"> - recognise photographs, pictures or symbols as representations of familiar people, objects, venues 4A - view and respond to a range of visual texts, media and multimedia for enjoyment, 4A - respond to texts using a range of visual texts 4A - recognise symbols, signs and logos in everyday situations 4A - recognise the variety of formats in which visual texts, media and multimedia may be presented 4A - predict meaning from visual texts, media and multimedia 4A - view and respond to their preferred visual texts in a range of contexts 4A - create simple visual texts to convey a message 4A - use photographs, pictures, symbols and visual aids for a variety of purposes 5A - use visual texts to communicate with a variety of audiences 5A - interpret different forms of visual information 5A - identify the key ideas presented in an increasingly wide

English Framework Content <i>cont.</i>			Syllabus Document Content <i>cont.</i>		
Content	Student Names:	Student Names:	Student Names:	Student Names:	Student Names:
	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Early Stage 1	Life Skills
				-	<ul style="list-style-type: none"> - range of visual texts, including maps, tables, diagrams and animation 5A - respond to a range of visual texts, media and multimedia for a variety of purposes in a range of contexts 5A - recognise signs and symbols with universal meaning 5A - recognise and interpret single words or simple instructions in context 6A - read a variety of short, written texts for enjoyment or information 6A <p>HSC Life Skills (LS) Students:</p> <ul style="list-style-type: none"> - recognise photographs of family members, carers and other significant people in a variety of formats and contexts 4.1 - recognise and interpret signs, words, symbols and pictures in a community context 4.2 - interpret icons or pictorial information to enhance community access and increase independence 4.2 - locate goods, services, items and places in the community using signs, pictures, and symbols 4.2

Links to Quality Teaching Framework

Intellectual Quality		Quality learning Environment		Significance	
<input type="checkbox"/> Deep knowledge	<input type="checkbox"/> Higher-order thinking	<input type="checkbox"/> Explicit quality criteria	<input type="checkbox"/> Social support	<input type="checkbox"/> Background knowledge	<input type="checkbox"/> Inclusivity
<input type="checkbox"/> Deep understanding	<input type="checkbox"/> Metalanguage	<input type="checkbox"/> Engagement	<input type="checkbox"/> Students' self-regulation	<input type="checkbox"/> Cultural knowledge	<input type="checkbox"/> Connectedness
<input type="checkbox"/> Problematic knowledge	<input type="checkbox"/> Substantive communication	<input type="checkbox"/> High expectations	<input type="checkbox"/> Student direction	<input type="checkbox"/> Knowledge integration	<input type="checkbox"/> Narrative

Links to Other KLA's

Mathematics	Science	Creative Arts
HSIE/Geography/History	Languages	PDHPE

Assessment

Evaluation

English Program

Class	Teacher	Term	Week
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	Monday	Tuesday	Wednesday	Thursday	Friday	Notes <i>e.g. student assessment, program evaluation or other comments</i>
SESSION 1						
SESSION 2						
SESSION 3						