

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 KLAs

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						