### Dimensions

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<td><strong>2.0 Standard</strong></td>
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<td>At level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.</td>
<td>At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters’ feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.</td>
<td>At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others’ writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.</td>
<td>They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.</td>
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**Speaking and Listening**

**Teaching Focuses:**
- **Speaking to an audience**
  - Making eye contact, directional contact, appropriate volume and pace
  - Show and Share
  - Story recount
  - Class presentations
  - Whole class reflections/share time
- **Beginnings and Endings**
  - Organising spoken texts using simple features to signal beginnings and endings.
  - Show and Share, news, share time (maths and literacy)
  - Role play and discussion openers
- **Listening skills**
  - Children practise sitting in the correct position with a still body and looking at the speaker (Use the 5 L’s)

**Games:** Keeper of the keys, Noughts and crosses, Guess the topic, Conversation can, Celebrity heads, Chinese Whispers.
- Listening post stories, Sound Lotto.
- P.M story books
- Computer Programs
- Listening to Big Books, picture story
- Listening to serialised readings/films
- Poetry charts

**Resources:**
- Language Support Folder
- Listening Comprehension
- Who what when question cube

**Assessment**
- Teacher Observations
- Student Self-Assessment
- Short talk on a topic of interest (rubric)

**Reading**

**Teaching Focuses:**
- **Book Language**
  - Title, Author, illustrator, publisher, glossary, contents, sub-headings, diagrams, labelling, captions, index, blurb, table of contents.
- **Reading Strategies**
  - Picture cues, tracking, beginning letters and ending letters, predicting, re-reading reading on, self-correcting, chunking.
  - Teacher models strategies using Big Book.
  - Focus on strategies during guided reading sessions.
  - Children verbalise strategies they use to maintain meaning (reading interview).
- **Retelling of story**
  - Sequencing (orally, Big book response)
  - main ideas,
  - characters, setting (Who, What, When, Where, Why)
- **Text Types**
  1. Recount
  2. Narrative
  3. Information
  4. Procedural
  5. Poetry
  6. Narrative or Factual?
- **Conventions of punctuation**
  - Capital letters, full stops, question marks, exclamation marks, Commas, Quotation Marks …ellipse.
- **Comprehension**
  - The meaning of words in context
  - Cloze exercises
  - Sequencing and the main ideas.
  - ICT in learning centres
  - Multiple choice questions (STARS)

**Assessment**
- Week 6: Writing Moderation
- Grade 1: Recount
- Week 11: Recount & Narrative
- Grade 2: Recount & Narrative
- Student self-assessment - Editing, text types

**Writing**

**Teaching Focuses**
- **Recount**
  - Features of text – Title, Orientation, sequence of events, endings, action verbs, specific participants, past tense,
- **Report**
  - Features of text – Title, classification, description, conclusion, factual language, present tense.
- **Narrative**
  - Features of text – Orientation, Complication, Resolution, ending, past tense, descriptive language
- **Purpose**
  - Teacher makes explicit the purpose and audience for the writing.
  - Students describe the purpose and audience for their writing and others
- **Handwriting**
  - re-handwriting exercises – wiggly worm (See Beth)
  - Correct posture, pencil hold, letter formation, size, starting points
  - Upper and Lower case letters.
  - Consistent spacing
- **Editing**
  - use of editing symbols
  - words uncertain of underlined in red,
  - re-reading,
  - dictionary use, word lists, and personal dictionary use
- **Punctuation**
  - Capital letters
  - Full stops
  - Question Marks

**Assessment**
- SWST TEST: Week 6
- Weekly Spelling Tests
- Weekly Dictation

**Spelling**

**Teaching Focuses**
- **Grade 1: Lift Off Program**
  - 20 – 25 minute session per week and follow up lesson
- **Weekly Spelling**
  - As per Whole School Spelling Guide
  - Weekly Spelling Investigation and Focus
- **Visual strategy**
  - Building words where rime has the same spelling pattern e.g.
  - All – ball, call, fall, wall
  - Ing – sing, wing, thing
  - Strengthening visual strategies eg Have A Go, colour and trace, sound/letter boxes,
- **Meaning/word structure strategy**
  - building word families eg
  - Play, plays, played, playing, playground
  - RESOURCES: Whole School Spelling Program
- **Phonic strategy**
  - Chunking
- **Dictation**
  - strategies
- **Invite Raeline into your class to demonstrate Spelling (Investigation/exploration)**

**Assessment**
- SWST TEST: Week 6
Term 2: Assessment

Grade 1

- **SWST**
  - **Week 6**  Test and Analysis to be completed. A *copy* of the test scores and analysis sheet to be given to Raelene. Please highlight on analysis sheet the letter patterns, blends that will be a focus for spelling explorations

- **CARS**
  - **To be completed Week 5** (extension Grade 1 children only.)

- **Writing**
  - Moderation: Recount: *Completed Week 6*

- **Running Records**
  - *Completed Week 6 & Week 11* (a *copy* to be handed to Leanne week 6 and week 11)

Grade 2

- **SWST**
  - **Week 6**  Test and Analysis to be completed. A *copy* of the test scores and analysis sheet to be given to Raelene. Please highlight on analysis sheet the letter patterns, blends that will be a focus for spelling explorations

- **CARS**
  - **Week 5**  (Complete Class Performance Chart. Give a *copy* to Leanne)

- **Writing**
  - Moderation : Narrative *Completed Week 6*

- **Running Records**
  - *Completed Week 6 & Week 11*  a *copy* to be handed to Leanne week 6 and week 11.