# English – Stage 1 – Unit 7



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## Unit overview and instructions for use

This two-week unit is comprised of Component A and Component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonic knowledge * Reading fluency * Reading comprehension * Spelling * Handwriting | * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)). 2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle. | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence. 2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required. |

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Teacher notes

1. Context refers to factors acting upon composers and responders that affect meaning. To understand context, we look beyond the text to consider the world in which it was produced and the worlds of its reception. Different contexts can affect the meanings and values of similar content. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of context can be supported through watching the department’s video: [Context (5:23)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset13).
3. While ‘context’ is the mentor concept for this unit, the supporting concept of ‘narrative’ can also be explored using the mentor text, A Year on Our Farm by Penny Matthews and illustrated by Andrew McLean.
4. For information on pronouns, coordinating conjunctions, independent clauses, subordinating conjunctions, compound sentences, and prepositions refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. This unit could enhance student learning towards achievement of outcomes from geography regarding features of places (weather and seasons); science and technology regarding Earth and space; and mathematics regarding time.
6. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
7. This unit provides scope to embed Aboriginal perspectives when reading about seasons. Your school’s Aboriginal Education Officer (AEO) and/or First Nations community members could provide further support if required.
8. Additional supporting texts that use time sequencing include:

* Germein K (2002) Big Rain Coming (Bancroft B, illus.), Penguin Australia. ISBN: 9780143500452
* Morgan S (2019) Little Bird’s Day (Warrkatja Malibirr J, illus.), Magabala Books, Broome. ISBN: 9781925768923. This text contains associated biographical information about the author.

1. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 18 November 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Phonic knowledge**  **EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts | * blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6, PKW7) |
| **Reading fluency**  **EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors | * use sentence punctuation to enhance reading in a conversational manner (FlY4) * vary pace when reading according to the audience and purpose (FlY4) |
| **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning | * use known vocabulary to build a mental model of the content of the text * identify pronouns linked to nouns within and across sentences and/or paragraphs * identify how creative visual features are used to expand meaning * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) |
| **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts | * spell taught high-frequency contractions (SpG6) |
| **Handwriting**  **EN1-HANDW-01 –** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts | * form all letters with consistent size and slope in NSW Foundation Style from memory (HwK5) |

### Outcomes and content – Component B

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Oral language and communication**  **EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions | * initiate, listen and/or respond in partner and group conversations (InT3, InT5) * incorporate extended sentences (simple, compound, complex) during dialogue (SpK3) * organise key ideas in logical sequence |
| **Vocabulary**  **EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas | * use vocabulary to express cause and effect (SpK3) |
| **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning | * use known vocabulary to build a mental model of the content of the text * identify pronouns linked to nouns within and across sentences and/or paragraphs * identify how creative visual features are used to expand meaning * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) |
| **Creating written texts**  **EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure | * use a logical order to sequence ideas and events in sentences across a text (GrA4) * use noun-pronoun referencing across a text (CrT7) * use contextually precise prepositional phrases when creating texts (GrA4) * use a combination of simple and compound sentences to engage the reader when creating written texts (CrT6, GrA4) * use punctuation, including question marks and exclamation marks, accurately and for effect (PuN3) * use a variety of planning strategies and tools for creating texts |
| **Understanding and responding to literature**  **EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose | * recognise ways that settings and situations are represented within texts * create and re-create texts in a range of modes and media using understanding of context |

## Week 1

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to identify how experiences and knowledge influence the way we create and respond to texts.

#### Success criteria

Students can:

* make text-to-self and text-to-world connections
* identify nouns and their pronouns
* write compound sentences
* recognise different types of settings in texts
* write prepositional phrases
* use a logical order to sequence ideas and events across a text.

#### Resources

* Matthews P (2002) A Year on Our Farm, Omnibus Books. ISBN: 9781862914926
* Godwin J (2010) All Through the Year, Penguin Australia. ISBN: 9780670073993
* Website: Penny Matthews ‘[Welcome to my website!](http://pennymatthews.com.au/)’
* Video: [ABC Kids ‘Our Farm’](https://www.abc.net.au/abckids/early-education/family-community-and-culture/our-farm-video/11933074)
* A4 paper
* Drawing materials including pencils, crayons and/or art supplies
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)

### Lesson 1: Introduction to context

1. Introduce the first double page from A Year on Our Farm, showing the aerial view of the farm and containing the text ‘This is our farm’. Use the [See-Think-Wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638) strategy to build vocabulary and understanding of a farm context. For example, windmill, dam, shearing shed, paddock, chicken coop. Explicitly teach how using known words can help to build a mental model and to better understand texts. Ask students who the composer of the text might be and what experiences they might have had in their life.
2. Introduce the concept of context. Explain that a person’s context is shaped by their experiences, where they live and what they have done in their life. These experiences influence what they know and affects what they speak and write about.
3. Explore Penny Matthews’ context by looking at her [Welcome to my website!](http://pennymatthews.com.au/) page. Highlight the text:

I was a country child, born and raised in rural South Australia. We had a sheep farm, and I lived there with my mother and father and older brother until I had to go to school in Adelaide. I've lived in the city now for most of my life, but many of my books are set in the country: it's the place that's always most vividly real for me (Matthews 2015).

1. Explain that the farm Penny Matthews describes in her book is located near Eden Valley, South Australia. Locate Eden Valley on a map and compare it to the local context of the school.
2. Read A Year on Our Farm. Discuss why Penny Matthews may have written this book. Refer to her comment, ‘it’s the place that’s always most vividly real for me’. Consider the use of the pronoun ‘our’ in the title of the text. Ask students why ‘our’ was used in the title and how the story would be different if the title was ‘A Year on a Farm.’
3. Ask students how their personal context compares to the context of the story. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings ‘In the story’ and ‘My context’. Model making text-to-self connections. For example, the characters live on a farm – I live in an apartment, the characters live with lots of animals – I have 2 fish in my fishbowl. Elicit suggestions from students for other aspects of the story that compare or contrast with their own context.
4. Discuss the relationship between the context of the author of the text, and the context of the reader. Make direct links between where these 2 contexts interact.
5. In pairs or small groups, students write their own text-to-self connections on a T–chart. Provide time for students to share their ideas and connections.

**Stage 1 Assessment task 1 –** Observations and work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* initiate, listen and/or respond in partner and group conversations
* incorporate extended sentences (simple, compound, complex) during dialogue
* organise key ideas in logical sequence.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* make text-to-self, text-to-text or text-to-world connections when reading.

### Lesson 2: People, places and pronouns

1. To build a mental model of the context within A Year on Our Farm make a list of all the animals in the illustrations. Define any known vocabulary, for example, give students the words ‘chicken-wire fence’. Find the place in the text where this is written and then use the illustrations to expand the meaning of this term. Highlight how a known vocabulary (fence) can help build an understanding of new vocabulary. Write a student-centred definition of ‘chicken-wire fence’ on a retrieval chart with an easily identifiable illustration.
2. Provide groups of students with other words to match with visuals and then define. Examples may include milking shed, windbreak, working dogs, water troughs, shearers, goslings, bales of hay. Refine and make connections to vocabulary based on students’ contextual needs.
3. Highlight the different characters that are introduced in the text, for example, Mum, Dad, Jess, Georgie, Maria, Kelly, Keeper, and additional farm animals.
4. Display the page with the text, ‘And this is who lives on our farm’ and identify the characters in the picture. Turn to the final page and discuss the additional characters (new animals). Discuss how the characters’ experiences changed throughout the text and what their new context is like, for example, the farm animals had babies; the family has more animals to care for.
5. Identify the different characters from the text and record activities they like to do throughout the year. For example, Maria likes to hunt mice, we find mushrooms, Dad mends fences, the animals have babies.
6. Explicitly teach the use of pronouns. Sit in a circle with the book open to the page titled ‘Summer – February’. Read the text aloud, asking students who the characters are. Students take turns to identify a character and the character’s action using appropriate pronouns. For example, there's not much feed left for the sheep. Dad takes us out in the truck to spread hay for them. The pronoun ‘us’ refers to the children and ‘them’ refers to the sheep. Write the sentence on the board, then circle the pronoun and draw an arrow to the noun it references.
7. Students draw a character from A Year on Our Farm in a different context from the story and write about what they might do in this new context. For example, Maria is at the beach. She likes to eat ice cream; Dad is at the snowfields. He loves snowboarding.
8. Students review their writing, circle the pronoun and draw an arrow to the noun it references.

**Too hard? In pairs, students orally explain the new context of a character and what they are doing.**

**Stage 1 Assessment task 2 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* use known vocabulary to build a mental model of the content of the text
* identify pronouns linked to nouns within and across sentences and/or paragraphs
* identify how creative visual features are used to expand meaning.

### Lesson 3: Cause and effect

1. Revisit A Year on Our Farm. Ask individual students to take turns retelling a part of the story.
2. Discuss cause and effect and how people use vocabulary to show cause and effect when writing and speaking. For example, in A Year on Our Farm, Daisy cried when she was put in with the other sheep. Discuss how some words help to show cause and effect. For example, We try to put Daisy with the other sheep, but she cries for us. The word ‘but’ is a coordinating conjunction that connects the 2 independent clauses to create a compound sentence.
3. Revise that an independent clause contains a subject and a verb. For example, Maria (subject) tries to catch (verb) a parrot.
4. Identify the independent clauses and coordinating conjunctions in compound sentences and discuss the cause and effect language. For example:

* They are working dogs (clause 1), **so** they're not allowed in the house (clause 2).
* We try to put Daisy with the other sheep (clause 1), **but** she cries for us (clause 2).
* It hasn't rained for weeks (clause 1), **and** the dam is going dry (clause 2).
* We play on the bales (clause 1) **and** get prickles all down our backs (clause 2).

1. Introduce the 4 seasons explaining the weather events that occur in the local context. Choose a character and describe what they are doing in each of the seasons. Record student answers. For example, in summer, Maria hides under the tomato plants. In winter, Maria and her kittens sleep inside.
2. Discuss why the characters on the farm might do different activities during different seasons. Explain that the seasons and their temperatures impact the actions of the characters leading to a cause and effect relationship. Provide opportunities for text-to-self connections by comparing how students’ experiences of seasons influence their activities.
3. Students select a season and draw something they like to do in that season. Students write a compound sentence to match their illustration using cause and effect language. For example, In winter it is cold, so I drink hot chocolate to warm up; It is hot in summer, so I like to go in the pool. Draw attention to how context impacts what people do.

**Too hard? Students write a simple sentence to match their illustration.**

**Too easy? Students write a compound sentence describing which season is their favourite and why.**

1. Students share their responses to the seasons and compare how their seasonal activities are different or similar to the ones undertaken on the farm in the text.

**Stage 1 Assessment task 3 –** Observations and work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content point:

**EN1-VOCAB-01** **–** understands and effectively uses Tier 1, Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

* use vocabulary to express cause and effect.

### Lesson 4: Exploring context through settings

1. View texts that show different types of farms, such as egg farms or sheep farms. View [Our Farm (3:23)](https://www.abc.net.au/abckids/early-education/family-community-and-culture/our-farm-video/11933074). Identify common features of the different types of farms, such as land, trees, tractors, farmers, and animals.
2. Display the quote from author, Penny Matthews, ‘I’ve lived in the city now for most of my life, but many of my books are set in the country: it’s the place that’s always most vividly real for me.’ Ask students why the author chose this setting for the book and why the country feels ‘vividly real’ to her.
3. Highlight that students will think about a place that is ‘vividly real’ to them, and that their context is shaped by their personal experiences. Students close their eyes and think about a place that is special to them. Ask students to recall the people, pets/animals, and features, such as swings or trees, in their special place. Questions to support student visualisations may include:

* What can you see that is close to you in this place?
* What sounds can you hear in your special place?
* What can you touch that is soft, rough, or hard?
* What can you smell in your special place?
* How do you feel in your special place?

1. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) with a peer about their special place. Encourage students to ask one another questions to seek further information. Model asking questions and using a variety of sentences when speaking and listening.
2. To build a mental model of their special place, students move around the room and imagine they are there. On the word ‘freeze’, students follow actions such as look up to see something special; reach out to touch something special.
3. Model drawing a special place with details that make the place ‘vividly real’. For example, a very tall gum tree with a kookaburra sitting on a branch.
4. Discuss features in the drawing and model writing sentences that include contextually precise prepositional phrases. Explain that authors use prepositional phrases to provide more detail about a noun so the reader can easily visualise what is happening. Model writing sentences describing the illustration, using prepositional phrases of ‘place’. For example, The kookaburra is sitting on a branch, outside a bedroom window in the backyard. Identify and underline the prepositional phrases in the example.
5. Students draw their own special place and write a sentence that includes a prepositional phrase to describe the scene. Students elaborate on their writing to explain why this is a special place. Focus students’ attention towards their personal context, including situation and personal experiences.

**Too hard?** Facilitate use of text-to-speech technology – or audio or video recording – to produce this text.

**Too easy?** Students add sensory information, describing details such as what they can hear or touch in their special place. For example, Bees are buzzing near the gum tree flowers.

### Lesson 5: Exploring context through time

1. Display the front cover of *A Year on Our Farm*. Ask students which word tells us about time. Support students to identify words throughout the text that indicate time. For example, the middle of summer, all day, first autumn lambs, all the time, starting to get warmer now, hasn’t rained for weeks.
2. Revise the names of the seasons and discuss relevant vocabulary, such as snow, freezing, heat wave, sizzling. Encourage students to mime an activity they might do during each season, for example, swimming in summer, shivering during winter, throwing leaves in the air during autumn, and picking flowers in spring. Consider the context of the students and briefly discuss how various cultural groups describe seasons or [seasonal calendars](https://www.csiro.au/en/research/natural-environment/land/about-the-calendars), as well as how seasons differ around the world. Write relevant vocabulary on a word wall or anchor chart.
3. Introduce the text All Through the Year and allow students to make predictions.
4. Read the text and discuss how time is expressed in the story. Add vocabulary to a word wall or anchor chart.
5. Students fold a piece of paper into quarters and complete a quick drawing activity showing what they do in different seasons. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) with a partner about their drawings. Encourage students to discuss how their experiences shape what they know.
6. Model writing a logically sequenced text based on a student’s drawing, embedding prepositional phrases that explain time. For example, I go to the beach **in the middle of summer**. I drink hot chocolate **on a cold winter morning**. We sing songs by the firepit **at night**. I smell flowers **on a warm spring day**.
7. Review the modelled text with the class. Explain how the logical order of time has been used to sequence ideas and events across the text, and how visual features help to expand meaning.
8. In pairs or independently, students write a text that uses ideas from their drawings, using prepositional phrases.

**Too hard?** Facilitate use of text-to-speech technology – or audio or video recording – to produce this text.

**Too easy?** In the written text, use ‘if… then…’ to produce a text about another person’s experience of the seasons. For example, someone from another part of the world, or a person of a very different chronological age.

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to recognise how experiences and knowledge influence the way we create and respond to texts.

#### Success criteria

Students can:

* recognise settings within a text
* sequence ideas and events in a logical order
* use appropriate pronouns in texts
* write compound sentences
* use an exclamation mark for effect
* create a text using an understanding of context.

#### Resources

* Matthews P (2002) A Year on Our Farm, Omnibus Books. ISBN: 9781862914926
* Godwin J (2010) All Through the Year, Penguin Australia. ISBN: 9780670073993
* An [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) (teacher to source)

### Lesson 6: Comparing context

1. Re-read All Through the Year.
2. Make comparisons to *A Year on Our Farm*, focusing on the context of the text.
3. Ask students:

* Where is the story set?
* Who is in the book?
* What happens in the book?
* What do some of the characters do?
* When does the story take place?
* What do you notice about the seasons?

1. Explore how both books are set over a specific time frame, during which characters engage in different activities. Explain that these activities might take weeks, months, seasons, or a year.
2. Ask students to think about why the authors wrote the books and what the purpose is of each text. Review the author’s context from [Lesson 1](#_Lesson_1_–_1). Ask students how their own context might influence what they write about.
3. Create an anchor chart or poster entitled ‘A week in my life’. Discuss and record events that students participate in throughout a regular week, allowing students to write words or draw pictures on the chart.

**Stage 1 Assessment task 4 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* recognise ways that settings and situations are represented within texts.

### Lesson 7: Describing personal context

1. Ask students to share examples of what they and their family do during the week and on the weekend. Record student responses.
2. Explain that students will be writing a text about a week in their life in a similar style to those presented in A Year on Our Farm and All Through the Year.
3. Introduce a planning proforma that supports students to create a visual time sequence of their activities over a week, such as a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.Y2CQ54RUiEw.link). Students consider their context and personal experiences to begin planning their writing. Encourage students to plan their work using words, illustrations, or mind maps to support their writing. Students will continue to use the proforma to scaffold their writing in [Lesson 8](#_Lesson_8_–_1).
4. Model writing sentences about a student’s activities using the think aloud strategy. For example, On Monday, I go to the pool. I have swimming lessons and can swim really fast. I love the water! Review pronouns and compound sentences.
5. Explicitly teach the correct placement of an exclamation mark for effect. Demonstrate how to accurately form an exclamation mark using a modelled sentence from *A Year on Our Farm*.
6. Co-construct success criteria to be used for ‘A week in my life’. For example:

* write using simple and compound sentences
* write events in the order they occur during the week
* use pronouns to refer to characters
* use prepositional phrases
* include punctuation markers such as an exclamation mark.

1. Students use the planning proforma to complete the first 2 days of their week using drawings, illustrations, phrases and sentences.

**Too hard?** Support students in small groups to jointly construct sentences.

**Too easy?** Students work independently and write compound sentences.

1. Students share their work with a peer and seek feedback referring to the success criteria.

### Lesson 8: Creating written texts

1. Review student planning and the class success criteria from the previous lesson.
2. Students continue to plan their text for ‘A week in my life’ using the planning proforma.
3. Students review their writing with a peer before drafting their sentences.
4. In small groups, students share their writing and demonstrate to their group where they have used pronouns, prepositional phrases, or compound sentences. Encourage group members to ask clarifying questions.

### Lesson 9: Revising and publishing written texts

1. Display the co-constructed success criteria from [Lesson 7](#_Lesson_7_–_1) and discuss points for self and peer assessment. Facilitate book-on-book feedback, where students sit in pairs with one student’s writing book or writing sample sitting on top of the other. The writer talks about their own writing with reference to the assessment criteria, outlining what they think they did well and what they would improve on. The students swap which book is on top and repeat the process. At the end of this process, debrief as a class about the success of the self and peer assessment process.
2. Provide time for students to apply feedback to their writing before publishing their text. Students may create a multimodal text using a familiar software or publish their work on a poster with supporting illustrations or sourced images.

**Stage 1 Assessment task 5 –** Work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a logical order to sequence ideas and events in sentences across a text
* use noun-pronoun referencing across a text
* use contextually precise prepositional phrases when creating texts
* use a combination of simple and compound sentences to engage the reader when creating written texts
* use punctuation, including question marks and exclamation marks, accurately and for effect
* use a variety of planning strategies and tools for creating texts.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* create and re-create texts in a range of modes and media using understanding of context.

### Lesson 10: Sharing student learning

1. Read a quality text that includes an author’s dedication or biographical information. Discuss what can be inferred about the author’s context. Ask students what information is presented in the biographical information that confirms or informs the audience about the author’s context.
2. Model writing a brief biographical paragraph, ‘About the author’, describing Penny Matthews’ context.
3. Students write their own ‘About the author’ paragraph, describing their personal context using simple and compound sentences.

**Too hard?** Model writing a sentence after students have orally stated their biographical information.

**Too easy?** Students apply their learning about prepositional phrases, pronouns, and compound sentences to extend their writing.

1. Read several students’ biographical writing aloud. Students use what they know about their peers to guess the author.
2. Students share their writing with an authentic audience, for example, reading the created text to a peer from another class, record a reading of the text to be digitally shared with a family member, or read their text to another adult within the school.
3. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to reflect on their learning.

## References

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