**Topic name:**

**Student year level/Victorian Curriculum F-10 EAL Pathway: A**

**Learning area/s:**

**Victorian Curriculum content link:**

**Class description:**

**Main genre focus:**

**Specific EAL learning needs to be covered in this unit:**

**Collaboration with other teachers:**

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| Unit name:  | **EAL Level:**   | **Year level:** | **Duration:**  |
| **Topic focus**By the end of this unit, students will be able to: | **Victorian Curriculum F-10 EAL**By the end of this unit, students will be able to: | **Victorian Curriculum F-10 Capabilities**By the end of this unit, students will be able to: |
| **Topic-specific vocabulary** | **Linguistic structures and features** | **Summative assessments**  |

Activity-type focus

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| Speaking and Listening | Reading and Viewing | Writing  |
| **Text/communication** To interact with teachers and other students in a range of classroom contexts dealing with familiar topics: • contribute in class and group activities, e.g. recounting personal experiences, giving information about a topic • join in poems, action verses and refrains with the class or read by the teacher • give and follow simple instructions and directions • ask and answer questions that seek information or clarification.  | **Text/communication** To take part in initial reading activities and to respond to a variety of texts: • listen to and respond to a wide range of written texts • read well-known books and browse through new books • participate in shared book and guided reading activities • read signs, messages and shared texts • identify and respond to rhythm and rhyme in texts • view texts and talk about them.  | **Text/communication** To explore writing about personal and school-based experiences and to learn how some basic written texts are constructed: • express own thoughts in writing and drawing • participate in shared/modelled writing about shared class activities • write about personal experiences and share with others • write messages to peers, teachers and parents • use illustrations to enhance the meaning of writing.  |
| **Contextual understanding** To adjust speech for different basic social and learning purposes: • talk about why different greetings, introductions etc. are appropriate for different situations • take part in classroom conversations, following agreed rules and conventions • listen to classroom presentations, ask questions• use with non-verbal language in drama and role-play to convey meaning.  | **Contextual understanding** To make connections between own knowledge and experience, and the ideas and information in texts: • compare personal experiences and knowledge with information in texts • talk about their responses to texts and compare with others • read and listen to texts, and talk about whether they tell a story or give information about how things are • talk about the purposes of some familiar texts.  | **Contextual understanding** To become familiar with the appropriate use of writing in the school context and to explore the different uses of written English: • participate in class writing activities, modelled writing • write for a variety of familiar purposes, using a variety of text-types • discuss the purpose of signs, maps, books and posters.  |
| **Linguistic structures and features** **To communicate using audible speech, clear pronunciation and logically organised ideas:** • sequence a series of events, e.g. retell a story or a process using a set of pictures• participate in listening activities and games • participate in some formal speaking activities, reporting back• learn new vocabulary sets when new topics are introduced | **Linguistic structures and features** To become familiar with conventions of simple texts, and begin to develop a vocabulary to talk about the characteristics of texts: • discuss aspects of texts using terms such as letter, word, title, page, illustration and author • discuss text features such as word choice, rhyme and rhythm, punctuation, directionality and layout• find graphophonic patterns in words, and add new words to the pattern• find grammatical patterns in texts | **Linguistic structures and features** To become familiar with the conventions of written texts, and begin to develop a vocabulary to talk about the characteristics of written texts: • discuss characteristics of texts in shared writing and reading sessions • represent ideas in writing• use published texts as models for writing • draw and write to give information.  |
| **Strategies** To develop early strategies for effective speaking and listening and to monitor the effectiveness of their own communication: • talk about being an attentive listener or a careful speaker • practice asking questions, giving instructions, asking for repetition, asking for clarification• | **Strategies** To explore a range of early strategies for reading, and to begin to attend to cues in written texts: • take part in modelled reading activities • predict content of a text, e.g. using illustrations, title • predict words or phrases, use picture cues, contextual cues and graphophonic cues during shared book/own reading • discuss strategies for choosing appropriate texts.  | **Strategies** To become familiar with the way the process of writing takes place, and to begin to use basic strategies for writing texts for self and others: • take part in the process of writing for different purposes • practise handwriting and experiment with symbols, conventions and drawings • use published and shared texts as models for writing• use phonic- and topic-based word lists when writing. |

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| Teaching and learning activities  | Language focus – Additional EAL focus | Assessment ideas |
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Unit evaluation

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| **General evaluation** Were the students interested in the topic? Did planned activities need to be modified? Why? Which teaching activities were particularly successful?  |  |
| **Content learning goals** Were the topic/content objectives achieved? Did the topic lead to new learning?  |  |
| **English language learning goals** Were general English language learning needs highlighted by the unit? What particular literacy needs were highlighted by the topic?Was there a balance between written and spoken texts?  |  |
| **EAL considerations** How successfully did the unit involve the EAL students? Which activities worked for them, which did not?Which English language needs were identified as a priority for future units?  |  |
| **Ideas for future units/activities** What language focuses need to be targeted again in future units?Which future topics would complement this unit?  |  |