

## SCOPE AND SEQUENCE CHART: FOUNDATION AUSTRALIAN CURRICULUM

### Foundation Strand: Language

#### Language variation and change

##### Content Description:

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community

##### Related Ziptales Activities:

- Specialised English Lessons Oral Language Module: Speaking & Listening (Foundation) *What Language Do You Speak?*
- In *Wendy and the Genie*, the genie says 'Hello' to Wendy. Brainstorm words from other languages that mean 'hello' (*Developing Literacy - Storytime*).

#### Language for interaction

Explore how language is used differently at home and school depending on the relationships between people

Understand that language can be used to explore ways of expressing needs, likes and dislikes

- Specialised English Lessons Oral Language Module: Asking Questions (Foundation) *Asking Nicely*
- Study the dialogue used by the characters in *The Three Little Birds* and *The Amazing Snake* to springboard discussion about how language varies according to the relationships between people (*Developing Literacy - Easy Readers*).
- Specialised English Lessons Oral Language Module: Expressing Opinions (Foundation) *Likes and Dislikes*
- Explore how characters' emotions are conveyed via visual representations in the **Easy Reader** stories e.g. *Is it Fun?* (*Developing Literacy*).

#### Text structure and organization

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes

Understand that some language in written texts is unlike everyday spoken language

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences

Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality

- Specialised English Lessons Writing Module: Text Types (Foundation) *Words Are Everywhere*
- Identify *Wendy and the Pirate* as a text that 'tells a story' and the map in the story as a text that 'gives information' (**Storytime** – *Developing Literacy*).
- Specialised English Lessons Writing Module: Organising Texts (Foundation) *What's on a Page?*
- View the **Storytime** stories identifying the words in the speech bubbles as the written form of what the characters are saying (*Developing Literacy*).
- Specialised English Lessons Writing Module: Punctuation (Foundation) *How to Write Sentences*
- Examine the use of capital letters and full stops in the **Easy Readers** and **Storytime** stories (*Developing Literacy*).
- Specialised English Lessons Reading Module: Multimodal Texts (Foundation) *Different Kinds of Books*
- Use the **Easy Readers** to observe how simple digital texts work and discuss the similarities and differences to print texts (*Developing Literacy*).

## SCOPE AND SEQUENCE CHART: FOUNDATION AUSTRALIAN CURRICULUM

### Foundation Strand: Language (Continued)

#### Expressing and developing ideas

##### Content Description

Recognise that sentences are key units for expressing ideas

Recognise that texts are made up of words and groups of words that make meaning

Explore the different contribution of words and images to meaning in stories and informative texts

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

##### Ziptales Application

- **Specialised English Lessons Writing Module: Grammar (Foundation) *What is a Sentence?***
- Demonstrate that word order adds meaning to a sentence by exchanging key words in a **Storytime** story e.g. *The Billy Goats Gruff* – ‘They lived on the grass and ate the mountain’ (*Developing Literacy*).
- **Specialised English Lessons Writing Module: Organising Texts (Foundation) *What’s on a Page?***
- Use the **Easy Readers** to identify the difference between the words and the images in the text (*Developing Literacy*).
- **Specialised English Lessons Reading Module: Visual Literacy (Foundation) *Using Pictures in Stories***
- View the **Storytime** stories to study how print and images combine to tell the story (*Developing Literacy*).
- **Specialised English Lessons Reading Module: Vocabulary Expansion (Foundation) *Word Brainstorm***
- Build on familiar vocabulary using the **Easy Readers** e.g. *At the Playground* – Brainstorm equipment that can be found at a playground; Discuss meanings of new vocabulary e.g. *The Awful Animal Zoo* – awful, gnaw & fawn (*Developing Literacy*).

#### Phonics and word knowledge

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words

Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents

Understand how to use knowledge of letters and sounds including onset and rime to spell words

- Locate the rhyming words in the **Easy Readers** e.g. *Is it Fun?* pin/bin; lip/rip; sand/band; race/place; head/bed and then generate a list of other words that rhyme with these words.
- Explore alliteration by studying the characters from the **Storytime** fairy tales e.g. terrible troll, Little Red Riding Hood, Baby Bear and the big bad wolf then create own characters using alliteration.
- Study syllabification using **Easy Reader** Worksheet #1 for *Yum, Yum, Yum* (*Developing Literacy*).
- Use Module 1 from **Learn the ABC** to refine knowledge of the names of the upper and lower case letters and Module 2 to study the most common sound each letter represents (*Developing Literacy*).
- **Specialised English Lessons Writing Module: Spelling/Etymology (Foundation) *Word Families***
- Promote an understanding of how to use onset and rime to spell words using the **Easy Readers** e.g. *Bad Cat*: c-at, s-at, h-at, m-at, f-at & r-at (*Developing Literacy*).

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Know how to read and write some high-frequency words and other familiar words

- Practise reading and writing high-frequency sight words by writing sentences about the **Easy Reader** stories e.g. *Bad Cat – Dad was mad at the cat.* and completing the associated worksheets e.g. *Let's Get Wet Worksheet #2 – Write sentences to describe a picture from the story (Developing Literacy).*

Understand that words are units of meaning and can be made of more than one meaningful part

- Focus on one of the phonics categories used for the **Easy Readers** (e.g. short vowels, consonant blends) to study how words can be made up of different meaningful parts e.g. the consonant blend story *Play All Day* has 'l' family beginning blends – pl, cl, sl, fl, bl, followed by a vowel sound in the middle or at the end of the word (*Developing Literacy*).

Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words

- **Specialised English Lessons Reading Module: Reading Strategies (Foundation) Learning to Read.**
- Use **Easy Readers** Worksheet #1 for *I Wish, Is it Fun?* & *Oh No!* and Worksheet #2 for *Bob the Frog & Yum, Yum, Yum* to practise isolating, blending and manipulating phonemes in single syllable words (*Developing Literacy*).

Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words

- Study a variety of consonant-vowel-consonant words in the **Easy Readers** Short Vowels stories e.g. *Let's Get Wet – let, get, wet, bed, Ned, Ted, pet, dog, fed.* Extend focus to CVC words that use consonant phonemes e.g. *Oh No! – that, back, shop* & vowel phonemes e.g. *Bob the Frog – been, week, read, book* (*Developing Literacy*).

### Foundation Strand: Literature

#### Literature and Context

##### Content Description

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

##### Ziptales Application

- Use the **Easy Readers** to compare own experiences to those expressed in the story e.g. *At the Playground – Have you ever felt too scared to try something?* *The Three Little Birds – Have you ever felt left out?* (*Developing Literacy*).

#### Responding to Literature

Respond to texts, identifying favourite stories, authors and illustrators

- **Specialised English Lessons Reading Modules: Responding to Texts My Favourite Stories & Author's Use of Language Making Reading Fun** (both Foundation)
- Select a favourite **Easy Reader** or **Storytime** story explaining reasons for choice (*Developing Literacy*).

Share feelings and thoughts about the events and characters in texts

- Share thoughts and feelings about the **Easy Readers**, **Storytime** stories and **Puppet Plays** e.g. *The Octopus* What do you think about the captain's behaviour in the story? (*Developing Literacy*)

## SCOPE AND SEQUENCE CHART: FOUNDATION AUSTRALIAN CURRICULUM

### Examining Literature

Identify some features of texts including events and characters and retell events from a text

- **Specialised English Lessons Writing Module: Language Features (Foundation) *Characters in Stories***
- Retell events from relevant **Easy Readers** e.g. *Bad Cat*: What bad things did Max the cat do?; *Let's Get Wet* – How did Ned and Ted like to get wet?; *Bob the Frog*: What happened to Bob the Frog to make him feel odd? (*Developing Literacy*).

Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry

- Identify the characteristic beginning (*Once upon a time*) and ending (*They lived happily ever after*) of the traditional **Storytime** stories e.g. *The Three Billy Goats Gruff* and *The Three Little Pigs* (*Developing Literacy*).

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures

- **Specialised English Lessons Reading Module: Studying Poetry (Foundation) *Nursery Rhymes***
- Perform actions to the **Easy Readers** *Is It Fun?* and *Play All Day* while reciting them as a class (*Developing Literacy*).

### Creating Literature

Retell familiar literary texts through performance, use of illustrations and images

- Design story-maps and/or role-play the traditional stories from **Storytime** (*Developing Literacy*).

Innovate on familiar texts through play

- Create simple finger puppets (using **Make and Do**) or paper plate characters to role play what could happen *after* a selected **Storytime** fairy tale finished e.g. Goldilocks went back to visit the bears, the wolf said sorry to Little Red Riding Hood (*Developing Literacy*).

### Foundation Strand: Literacy

#### Texts in Context

##### Content Description

Identify some familiar texts and the contexts in which they are used

##### Ziptales Application

- **Specialised English Lessons Writing Module: Text Types (Foundation) *Words Are Everywhere***
- Discuss how symbols can be used in texts e.g. X marks the spot on the map in *Wendy and the Pirate* (*Developing Literacy* - **Storytime**).

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### Interacting with others

*Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations*

- **Specialised English Lessons Oral Language Module: Working in a Group (Foundation)** *How to Work in a Group*
- Retell the story of *The Sea Monster* using picture cues (see Activity 1; Worksheets F-2; **Puppet Plays**).

*Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact*

- **Specialised English Lessons Oral Language Module: Asking Questions (Foundation)** *Asking Nicely*
- Engage in class discussion using Activity 1 for *The Octopus* & Activities 1 & 2 for *The Pirate's Treasure* (Worksheets F-2; **Puppet Plays**).

*Deliver short oral presentations to peers*

- **Specialised English Lessons Oral Language Module: Oral Reports (Foundation)** *Speaking in Front of a Group*
- View *Wendy and the Genie*. Share with others what you would wish for if you had three wishes explaining the reason for each (*Developing Literacy* - **Storytime**).

### Interpreting, Analysing, Evaluating

*Identify some differences between imaginative and informative texts*

- **Specialised English Lessons Reading Module: Research Skills (Foundation)** *How Books can Help Us*
- Identify the story *Bob the Frog* as an imaginative text. Brainstorm five **facts** about frogs and compare texts that are 'real' and texts that are 'imagined' (*Developing Literacy* - **Easy Readers**).

*Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge*

- **Specialised English Lessons Reading Module: Reading Strategies (Foundation)** *Learning to Read*
- Use predictable phrases from a **Storytime** story (e.g. *The Three Little Pigs*: 'Let me come in...' etc) and the **Easy Readers** (e.g. *Bad Cat!* & "Let's get wet!" said Ned and Ted.) to practise reading aloud with fluency and intonation (*Developing Literacy*).

*Use comprehension strategies to understand and discuss texts listened to, viewed or read independently*

- **Specialised English Lessons Reading Module: Comprehension Skills (Foundation)** *Understanding Stories*
- Formulate literal questions about the **Easy Readers** and **Storytime** stories that are answerable with a key word from the text e.g. On what day did *Bob the Frog* get lost in a fog? (*Developing Literacy*).

## SCOPE AND SEQUENCE CHART: FOUNDATION AUSTRALIAN CURRICULUM

### Foundation Strand: Literacy (Continued)

#### Creating Texts

##### Content Description

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge

Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops

Produce some lower case and upper case letters using learned letter formations

Construct texts using software including word processing programs

##### Ziptales Application

- Use the **Easy Readers** to springboard ideas for short text creation e.g.
  - *Yum, Yum, Yum* – Write about what you think is yummy and yucky.
  - *I Wish* – What would you wish for?
  - *At the Playground* – What is your favourite thing to do at the playground?
  - *Shower Fun* – Which one do you like better – a shower or a bath?
  - *When I was One* – What did you like to do when you were little?
  - *Would You Like...* – Think of five more fun things you like to do.
  - *Follow the Rules* – Where else do you need to follow the rules? (*Developing Literacy*)
- **Specialised English Lessons Writing Module: Editing Skills (Foundation) *How to Fix up Stories***
- View *The Pirates' Treasure* and write a recount about a time when you had fun with your family or friends. Join together with a partner and collaboratively edit each other's texts (**Puppet Plays** - *Developing Literacy*).
- View the **Learn the ABC** modules to reinforce knowledge of the correct formation of letters (*Developing Literacy*).
- Complete the worksheets for practising learned letter formations (*Worksheets – ABC*).
- **Specialised English Lessons Writing Module: Digital Texts (Foundation) *Using a Keyboard***
- Write a short description of a favourite part of an **Easy Reader** or **Storytime** story using a word processor. Print and illustrate. (*Developing Literacy*).