

Speaking and Listening Prep – A blend

Black text – Victorian Curriculum

Blue text – Steiner Framework

Red Text – what the teacher does in class

Green Text areas under further investigation

The term indicates when something is introduced. Once introduced the skill continues throughout the year.

| Term 1 | Term 2 | Term 3 | Term 4 |
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| <p>Phonics and word knowledge Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168) Morning circle Songs and verses Story time & puppets</p> <p>Examining literature Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT172) Songs and verses Aboriginal songs German classes Family / cultural Birthdays Chinese New Year</p> <p>Learn and recite simple poems, chants, rhymes and songs</p> <p>Language variation and change Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) Aboriginal songs German classes Family / cultural Birthdays Chinese New Year</p> <p>Engage in social conventions, customs and change of mood reverence, joy eg for seasons and in listening</p> <p>Language for interaction Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) Creative Play Treasure Box</p> | <p>Interacting with others Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) Respond in self-initiated play with questioning, cooperating and negotiating</p> <p>Listen to children in play Developmental Play</p> | <p>Expressing and developing ideas Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)</p> <p>Represent through play scenes and oral language</p> <p>Listen to stories, morning circle verses and songs. Morning Circle Form Drawing Visual Timetable</p> | <p>Phonics and word knowledge Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) (VCELA169) Daily Board Walks Children's names Sounds in context e.g storytelling, poems</p> <p>Responding to literature Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)</p> <p>Share feelings and thoughts about the events and characters in texts (VCELT171) Discussions here involve the timing of this. Some discussion has indicated that it is preferable for this to be taught in Year 1</p> <p>Creating literature Modify familiar texts (VCELT173) Discussions here involve the timing of this. Some</p> |

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| <p>Puppet plays Role plays</p> <p>Experience rich oral language in story, morning circle and play</p> <p>Engage in poems, verse, games, dances with rhymes Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175)</p> <p>Treasure Box Circle Time Developmental Play</p> <p>Develop rich vocabulary through stories, morning circle and communication in creative play</p> <p>Create simple puppet stories in self directed play</p> <p>Language for interaction Explore how language is used differently at home and school depending on the relationships between people (VCELA165)</p> <p>Role Play Developmental Play Treasure Box Morning Circle Eating Socializing at school 'Kindness Framework'</p> | | | <p>discussion has indicated that it is preferable for this to be taught in Year 1</p> |
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