



<b>Topic</b>	<b>Curriculum Plan</b>
<b>Registration Standard</b>	<b>2.1 - Curriculum</b>
<b>Originally Released</b>	<b>2017</b>
<b>Date for Review</b>	<b>2025</b>

## Curriculum Plan

### Curriculum Planning Mandated Materials

The Court Grammar School (CGS) Curriculum Plan is designed to meet the requirements of the Western Australian Curriculum and Assessment Outline.

Our Curriculum Plan outlines how we are delivering the Western Australian Curriculum and Assessment Outline in accordance to the implementation timeline specified by the School Curriculum and Standards Authority.

### Modified Curriculum

For some of our students, differentiation of the curriculum is required to cater for their individual needs. When this is the case a Documented Plan has been initiated and the student's progress is measured against the outcomes specified on their Curriculum Adjustment Plan. Associated documentation includes Adjusted Delivery Plan which outlines the modified strategies staff use to engage a student with a learning difficulty with the set curriculum.

- Attachment 1: Current example Curriculum Adjustment Plan (Primary)
- Attachment 2: Current example Individual Education Plan (Primary)
- Attachment 3: Current example Individual Behaviour Plan (Primary)
- Attachment 4: Current example of Adjusted Delivery Plan (Secondary)
- Attachment 5: Current example of Curriculum Adjustment Plan Report (Secondary)

### Curriculum requirements and available options

## Primary School

The Early Learning Centre at CGS follows the Principles and Practices of the Early Years Learning Framework EYLF. This framework establishes the pedagogical approach and comprises of three interrelated elements: Principles, Practices and Learning Outcomes. The Kindergarten Curriculum Guidelines are used to support planning for the Pre-Kindergarten and Kindergarten students as they work towards achieving the outcomes of the Western Australian Curriculum, Pre-Primary – Year 2 students to use the SCISA curriculum/achievement standards in the first instance.

The five learning areas of learning and development are:

- Identity
- Connecting and Contributing
- Wellbeing
- Learning and Thinking
- Communicating

The table below outlines the Western Australian Curriculum (SCSA) and Assessment Outline: curriculum requirements and available options, incorporated into the table is how CGS has implemented the requirements.

Learning Area	Year Level						
	P	1	2	3	4	5	6
<b>English</b>	R	R	R	R	R	R	R
<b>Mathematics</b>	R	R	R	R	R	R	R
<b>Science</b>	R	R	R	R	R	R	R
<b>Humanities and Social Sciences</b>	R	R	R	R*	R	R*	R
<b>Health and Physical Education</b>	R	R	R	R	R	R	R
<b>The Arts</b>	R**	R**	R**	R**	R**	R**	R**
<b>Technologies</b>	R***	R***	R***	R***	R***	R***	R***
<b>Languages Italian</b>	SCSA: O CGS: R	SCSA: O CGS: R	SCSA: O CGS: R	R****	R****	R****	R****
<b>RAVE</b> (Not mandated by SCSA, however provided at CGS)	SCSA: O CGS: R	SCSA: O CGS: R	SCSA: O CGS: R	SCSA: O CGS: R	SCSA: O CGS: R	SCSA: O CGS: R	SCSA: O CGS: R

### Secondary School

Learning Area	Subject	Year 7	Year 8	Year 9	Year 10
Languages	English	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R
	AUSLAN	SCSA: R**** CGS: R	SCSA: R**** CGS: Not offered	SCSA: O CGS: O CGS: Not offered	SCSA: O CGS: O CGS: Not offered
Mathematics	Mathematics	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R
Science	Science	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R
Humanities and Social Science	Humanities and Social Science	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R
	Religion and Values Education	SCSA: O CGS: R	SCSA: O CGS: R		
Health and Physical Education	Health	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R
	Physical Education	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: R CGS: R
Arts	Visual Art	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: O CGS: O	SCSA: O CGS: O
	Drama	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: O CGS: O	SCSA: O CGS: O
	Music	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: O CGS: O	SCSA: O CGS: O

	Design (Photography)				SCSA: O CGS: O
Technologies	Digital Technologies	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: O CGS: O	SCSA: O CGS: O
	Food Science Technology	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: O CGS: O	SCSA: O CGS: O
	Woodwork	SCSA: R CGS: R	SCSA: R CGS: R	SCSA: O CGS: O	SCSA: O CGS: O

Extract from:

<http://k10outline.scsa.wa.edu.au/home/policy/policy-standards/curriculum-planning>

<p><b>R = required</b>                      <b>O = optional</b></p> <p>R* = Humanities and Social Sciences: this learning area incorporates History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.</p> <p>R** = The Arts: this learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts.</p> <p>All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8.</p> <ul style="list-style-type: none"> <li>It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.</li> <li>In Years 9 and 10 the study of The Arts is optional.</li> </ul> <p>R*** = Technologies: this learning area consists of two subjects: Digital Technologies and Design and Technologies.</p> <ul style="list-style-type: none"> <li>All students will study both Technologies subjects from Pre-primary to the end of Year 8 (within Design and Technologies: Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations). Students have the opportunity to study at least one of the contexts.</li> <li>Because Design and Technologies has contexts, it is desirable that schools provide students with the opportunity to engage with a range of contexts in Design and Technologies across Pre-primary to Year 10.</li> <li>In Years 9 and 10 the study of Technologies is optional.</li> </ul> <p>R**** = Where possible, schools should provide Languages education from Pre-primary to Year 10. As a minimum, schools must offer:</p> <ul style="list-style-type: none"> <li>in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language, commencing with Year 3 in 2018 (extending to Year 4 in 2019, Year 5 in 2020 and Year 6 in 2021)</li> <li>in both Years 7 and 8, compulsory Languages education in a minimum of one language, commencing with Year 7 in 2022 (and Year 8 in 2023).</li> </ul> <p>In Years 9 and 10 the study of Languages is optional.</p>
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## Year 11 and 12

Curriculum Planning in Year 11 and 12 is designed to provide all students with an opportunity to achieve their Western Australian Certificate of Education. Students are provided with an opportunity to achieve WACE through a variety of ATAR, General, Endorsed and VET Certificate courses. Vocational Education and Training courses run on-campus, registered through an auspice agreement, or off-campus, through TAFE's VET Delivered to Secondary Schools program. ATAR, General and Endorsed Courses are delivered in accordance with the requirements set by the School Curriculum and Standards Authority. Vocational Education and Training Certificate courses are delivered in accordance to the Australian Qualifications Framework.

The table outlines the 2022 available courses in Year 11 & 12

Learning Area	Subject (Stream)
Languages	English ATAR
	English General
Mathematics	Mathematics Methods ATAR
	Mathematics Applications ATAR
	Mathematics Essential General
Science	Biology ATAR
	Chemistry ATAR
	Human Biology ATAR
	Physics ATAR
	Integrated Science General
Humanities and Social Science	Business Management and Enterprise ATAR
	Business Management and Enterprise General
	Modern History ATAR
Arts	Visual Art ATAR
	Visual Art General
	Design (Photography) General
	Drama ATAR & General
	Dance General
Technology	Computer Science ATAR
	Hospitality Cert II
	Material Design Technology (Woodwork)
Health and Physical Education	Physical Education Studies ATAR
	Physical Education Studies General
	Outdoor Education ATAR
	Outdoor Education General
Music	Music General

### Off-Campus Vocational Education and Training

In 2022 Students are currently engaged in these off-Campus Vocational Education and Training Courses

Course	Provider
Certificate II in Automotive Vocational Preparation (Heavy Focus)	South Metro TAFE
Certificate II in Engineering (Fitting & Machining) KIC Year 12)	South Metro TAFE
Certificate II in Electrotechnology (Career Start) (Electrotechnology Pre-Apprenticeship)	South Metro TAFE
Certificate II in Plumbing (Pre-Apprenticeship) - 2 year	South Metro TAFE
Certificate II in Autonomous Workplace Operations	South Metro TAFE
Certificate III in Early Childhood Education and Care	South Metro TAFE
Certificate II in Electrotechnology (Career Start) (Electrotechnology Pre-Apprenticeship)	College of Electrical Training (Jandakot)

### Endorsed Programs

CGS students are frequently engaged in the following SCSA Endorsed programs

Authority Developed School Production
Authority Developed Elite Sports Performance
Authority Developed Recreational Pursuits
Authority Developed Workplace Learning

## Protective Behaviours Curriculum

The School will deliver a Protective Behaviours Curriculum relevant to the child's developmental age focused on child abuse prevention and children understanding boundaries and when boundaries have been crossed. This will extend to online and interactive social media. The Protective Behaviours Curriculum for Secondary students is mapped into and from the Health & Physical Education, Social Learning, Religion and Values Education and Pastoral Care Programme. In the Primary, this is centred around endorsed resources such as "Friendly Schools", "Holding Hands" and "Keeping Safe".

### Attachments

Attachment 1: Current example Curriculum Adjustment Plan (Primary)

Attachment 2: Current example Individual Education Plan (Primary)

Attachment 3: Current example Individual Behaviour Plan (Primary)

Attachment 4: Current example of Adjusted Delivery Plan (Secondary)

Attachment 5: Current example Curriculum Adjustment Plan Report (Secondary)

### Related Documents

### Review History

Year of Review	Review/Amendments	Approved By
2017	Reviewed and combined	Heads of School
2018	Reviewed by Heads of School	Heads of School
2020	Reviewed by Heads of School	Heads of School
2022	Reviewed by Heads of School	Heads of School

### Next Review

Year	Reviewer
2025	Heads of School

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**Attachment 1**

**Court Grammar School**  
**CURRICULUM ADJUSTMENT/DELIVERY PLAN (CAP) (PRIMARY)**

**Student:**                      **DOB:**                      **Date/Semester:**                      **Teacher:**                      **Class:**

**Category of Disability/Need:**

**Adjustment Descriptors:**

Physical	Cognitive	Sensory	Social/Emotional		Support provided within quality differentiated teaching practice (0)	Supplementary (1)	Substantial (2)	Extensive (3)

Curriculum Area(s) to be modified (please highlight)	Curriculum Area(s) to be modified (please highlight)
English Mathematics Science HASS Health and Physical Education	The Arts LOTE Technologies RAVE OTHER (please specify)
Year Level Content Descriptions To Be Modified:	Modified Year Level Content Descriptions:

## Classroom Strategies:

<b>AMOUNT TO BE COMPLETED:</b> <ul style="list-style-type: none"> <li>• Reduce no of questions / amount to learn;</li> <li>• Reduce length of oral presentation;</li> <li>• Reduce length of written response / reading;</li> <li>• Reduce homework / assessment / tasks given;</li> <li>• Other:</li> </ul>	<b>TIME</b> <ul style="list-style-type: none"> <li>• Allow extra time to complete task/respond;</li> <li>• Individualise timeline to complete task;</li> <li>• Allow extra time to use disability specific equipment or materials during assessments;</li> <li>• Other:</li> </ul>	<b>LEVEL OF SUPPORT</b> <ul style="list-style-type: none"> <li>• Change the amount of personal assistance given;</li> <li>• Assign peer buddies / tutors / select role models;</li> <li>• Change support groupings in class e.g. small / larger group activities, paired activities;</li> <li>• Student support withdrawal / in-class assistance;</li> <li>• Other:</li> </ul>
<b>TEACHER INPUT</b> <ul style="list-style-type: none"> <li>• Provide concrete examples;</li> <li>• Provide hands-on activities;</li> <li>• Plan for generalisations/ links to real life learning;</li> <li>• Repeat / model / highlight language and important points;</li> <li>• Provide cues &amp; prompts;</li> <li>• Simplify language / Pre-teach vocabulary;</li> <li>• Use of visual aids/pictorial directions;</li> <li>• Specialist teacher/assistant/agency input;</li> <li>• Provide training and assistance to help student use specialised equipment;</li> <li>• Direct teach skills e.g. Problem solving / social skills;</li> <li>• Frameworks or templates given;</li> <li>• Other:</li> </ul>	<b>STUDENT OUTPUT</b> <ul style="list-style-type: none"> <li>• Adapt how learner responds to instruction;</li> <li>• Instead of written response – allow verbal;</li> <li>• Write dot points instead of paragraphs;</li> <li>• Use of communication book / device;</li> <li>• Focus on hands-on learning;</li> <li>• Use note-taker / scribe;</li> <li>• Use of cloze, matching activities, short answer, multiple choice, pictures, diagrams, computers, iPads etc;</li> <li>• Student focuses on own goal within class activity;</li> <li>• Other:</li> </ul>	<b>SKILL LEVEL</b> <ul style="list-style-type: none"> <li>• Simplify task directions – Use step-by-step guide;</li> <li>• Break down skill / task;</li> <li>• Modify or individualise task to match skill level;</li> <li>• Assess different skill in HASS/Science e.g. ignore spelling and focus on communication of ideas;</li> <li>• Allow use of calculator, number line etc;</li> <li>• Student responds using assistive technology/computer software;</li> <li>• Simplify task directions – Use step-by-step guide;</li> <li>• Break down skill/task;</li> <li>• Use of visual glossaries;</li> <li>• Provide support staff/peer to help students cope with each step of skill;</li> <li>• Assess different skill e.g. ignore spelling and focus on communication of ideas;</li> <li>• Other:</li> </ul>
<b>LEARNING ENVIRONMENT</b> <ul style="list-style-type: none"> <li>• Sit student at front of class;</li> <li>• Teach and model organisational skills, provide checklists, timetables etc;</li> <li>• Provide separate space in classroom for pre-teaching vocabulary, skills, consolidation etc;</li> <li>• Evaluate and plan for new environments e.g. camps, carnivals etc;</li> <li>• Adjust environment to support needs arising from disability e.g. allow access for wheelchair;</li> <li>• Separate workspace provided for student;</li> <li>• Variety of seating options to choose from depending on student mood on any given day; Other:</li> <li>• Other:</li> </ul>	<b>MATERIALS / RESOURCES.</b> <ul style="list-style-type: none"> <li>• Flip charts and notes etc. provided for student;</li> <li>• Use of iPad, computer, DVDs, CDs etc;</li> <li>• Recorded texts and Audio books, simple notes, hands-on materials;</li> <li>• Use of flash cards, sentence starters, templates, frameworks, large dice, etc;</li> <li>• Vary arrangement on page, size of page/font, visual, point of form;</li> <li>• Modification or individualisation of worksheets/resources/assessment;</li> <li>• Other:</li> </ul>	<b>HEALTH/SAFETY/SELF-CARE/SOCIAL/EMOTIONAL</b> <ul style="list-style-type: none"> <li>• Monitor / assist with use of communication device, personal amplification device, specialised equipment, medication, etc;</li> <li>• Liaise with team stakeholders on regular basis to increase participation, check on health / safety / self care issues / to communicate needs and feelings;</li> <li>• Monitor lunch time activities to support interaction, safety and direct teaching of skills;</li> <li>• Programme specific instruction on self care / anger / frustration / fatigue management;</li> <li>• Other:</li> </ul>
<b>CURRICULUM</b> <ul style="list-style-type: none"> <li>• Students work on similar outcomes but simpler concepts.</li> <li>• Teach individualised skills in unit of work e.g. social skills, symbol reading.</li> <li>• Plan activities to target student need e.g. group work for communication.</li> </ul>		
<ul style="list-style-type: none"> <li>• Consistently monitor results to support programming feedback.</li> <li>• Implement additional support plan such as Behaviour Plan, Sensory breaks, to compliment programming and IEP.</li> <li>• Relate outcomes to functional skills.</li> </ul>		



**Evaluative Comments:**

**Date:**

Evaluations	Impact of ALN on Self and Others

**Teacher Signature:**

**Parent(s) Signature:**

**Head of School Signature:**

**Date:**

**Date:**

**Date:**

**Date of Review/Evaluation:**

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**Attachment 2**



**Court Grammar School**  
**Individual Education Plan (IEP) (Primary)**

**Student Name:**

**DOB:**

**Date/Semester:**

**Class:**

**Student Background Information (inclusive of diagnostic information):**

**Priority Long-Term Goals:**

**CGS Staff Involved in IEP:**

**External Specialists (if applicable):**

**Date IEP created:**



Court Grammar  
School

**Court Grammar School**  
**Individual Education Plan (IEP)**

**Student Name:**

**DOB:**

**Date/Semester:**

**Class:**

Short-Term Learning Goals	Learning and Teaching Strategies (inclusive of <i>responsibility of</i> and <i>implementation by</i> )	Frequency of Learning and Teaching Strategies	<b>IMPACT</b> of ALN upon learning of self and others	Method of Assessment



Court Grammar  
School

**Court Grammar School**  
**Individual Education Plan (IEP)**

**Student Name:**

**DOB:**

**Date/Semester:**

**Class:**

**Evaluative Comments**

Date:

**Teacher Signature:**

**Date:**

**Parent/Guardian Signature:**

**Date:**

**Head of School Signature:**

**Date:**

**Next Review/Evaluation Meeting Date:**

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### **Attachment 3**



### **Court Grammar School** **Individual Behaviour Plan (IBP) (Primary)**

**Student Name:**

**DOB:**

**Date/Semester:**

**Class:**

**Student Background Information:**

**Priority Long-Term Goals:**

**CGS Staff Involved in IBP:**

**External Specialists (if applicable):**

**Date IBP created:**



Court Grammar  
School

**Court Grammar School**  
**Individual Behaviour Plan (IBP)**

Student Name:

DOB:

Date/Semester:

Class:

Short-Term Learning Goals	Learning and Teaching Strategies (inclusive of <i>responsibility of</i> and <i>implementation by</i> )	Frequency of Learning and Teaching Strategies	<b>IMPACT</b> of behaviour upon learning of self and others	Method of Assessment





**Court Grammar School**  
**Individual Behaviour Plan (IBP)**

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Date/Semester:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Evaluative Comments
Date: _____

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Head of School Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Next Review/Evaluation Meeting Date:** \_\_\_\_\_

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## Attachment 4: Secondary Adjusted Delivery Plan

### COURT GRAMMAR SCHOOL Secondary - ADJUSTED DELIVERY PLAN Pastoral Care Advisor:

Student:

Date:

Academic Year:

Condition (include current diagnosis):

Recommendation (include current diagnosis):		
<b>TIMED ASSESSMENTS</b> <ul style="list-style-type: none"><li>Extra working time, C-Pen exam reader</li></ul>	<b>AMOUNT TO BE COMPLETED</b> <ul style="list-style-type: none"><li>Reduce no of questions / amount to learn.</li><li>Reduce length of oral presentation.</li><li>Reduce length of written response / reading.</li></ul>	<b>LEARNING ENVIRONMENT</b> Teach and model organisational skills, provide checklists, timetables etc.  <b>TIME</b> <ul style="list-style-type: none"><li>Allow extra time to complete task/respond.</li></ul>
<b>TEACHER INPUT</b> <ul style="list-style-type: none"><li>Use of visual aids / pictorial directions.</li><li>Provide concrete examples.</li><li>Provide hands-on activities.</li><li>Simplify language / Pre-teach vocabulary.</li><li>Direct teach skills eg problem solving / social skills.</li><li>Frameworks or templates given.</li><li>Provide copies of information, rather than copying from the board</li></ul>	<b>STUDENT OUTPUT</b> <ul style="list-style-type: none"><li>Instead of written response – allow verbal.</li><li>Write dot points instead of paragraphs.</li><li>Use of cloze, matching activities, short answer, multiple choice, pictures, diagrams, computers, I pads etc.</li><li>Minimise copying notes from the board</li><li>Limit iPad use</li></ul>	<b>SKILL LEVEL</b> <ul style="list-style-type: none"><li>Simplify task directions – Use step-by-step guide.</li><li>Break down skill / task.</li><li>Set up familiar routines</li><li>Use of visual glossaries.</li><li>Assess skills separately e.g. ignore spelling and focus on communication of ideas.</li><li>Low writing ability</li></ul>
<b>LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>Curriculum Adjustment Plan has been implemented</li></ul>	<b>HEALTH / SOCIAL / ETC.</b> <ul style="list-style-type: none"><li>Be aware of fear of toilets - may have to provide alternative toilet (e.g. solitary disabled toilet)</li><li>Build trust over time</li><li>Does not respond to being looked in the eye directly</li><li>Monitor iPad use – eliminate opportunity to play games</li></ul>	
Recommended strategies from specialists		

*\*Students with an Adjusted Curriculum Plan are being offered accommodations/adjustments to be able to access the prescribed curriculum.*

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

*Additional supporting documents may be attached.*

## Attachment 5: Curriculum Adjustment Plan Report (Secondary)

### CURRICULUM ADJUSTMENT PLAN 2022 Semester One Report (Example)

STUDENT DETAILS			
Student Name:	DOB:	Year Level:	Pastoral Care Advisor:
Persons/Agencies involved:			
BACKGROUND			
EXTERNAL SPECIALISTS			

Learning Area	Specific Learning Goals	Outcomes of Achievement		
		A	AWH	NA
English	<u>Language</u> <ul style="list-style-type: none"><li>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands</li></ul>		✓	
	<ul style="list-style-type: none"><li>Plan and write TEEL paragraphs using simple and compound sentences</li></ul>		✓	
	<ul style="list-style-type: none"><li>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links</li></ul>			✓
	<ul style="list-style-type: none"><li>Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances</li></ul>		✓	
	<ul style="list-style-type: none"><li>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)</li></ul>		✓	
	<ul style="list-style-type: none"><li>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning</li></ul>			✓
	<ul style="list-style-type: none"><li>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound</li></ul>		✓	
	<ul style="list-style-type: none"><li>Understand how to spell one and two syllable words with common letter patterns</li></ul>		✓	

	<ul style="list-style-type: none"> <li>Recognise and know how to use simple grammatical morphemes to create word families</li> </ul>			✓
	<ul style="list-style-type: none"> <li>Use visual memory to read and write high-frequency words</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words</li> </ul>			✓
	<b><u>Literature</u></b> <ul style="list-style-type: none"> <li>Discuss how authors create characters using language and images</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Express preferences for specific texts and authors and listen to the opinions of others</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme</li> </ul>			✓
	<ul style="list-style-type: none"> <li>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</li> </ul>			✓
	<ul style="list-style-type: none"> <li>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary</li> </ul>		✓	
	<b><u>Literacy</u></b> <ul style="list-style-type: none"> <li>Respond to texts drawn from a range of cultures and experiences</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions</li> </ul>			✓
	<ul style="list-style-type: none"> <li>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Make short presentations using some introduced text structures and language, for example opening statements</li> </ul>			✓
	<ul style="list-style-type: none"> <li>Describe some differences between imaginative informative and persuasive texts</li> </ul>			✓
	<ul style="list-style-type: none"> <li>Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading.</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</li> </ul>		✓	

	<ul style="list-style-type: none"> <li>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Write using unjoined lower case and upper case letters</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Construct texts that incorporate supporting images using software including word processing programs</li> </ul>			

**Outcomes of Achievement Legend:** **A-** Achieved; **AWA**-Achieved with assistance; **NA** – Not achieved

<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 25%;">Date: 26 June 2022</div> <div style="width: 75%;">           Head of School: _____  <div style="text-align: center;">Mr Brad Krokosz</div> </div> </div>