

Curriculum Clarity Template

Gaining clarity of the curriculum intent for a unit of study



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(a guide with prompts and examples can be found here: <https://school-inclusion.com/inclusion-in-action/teaching-and-learning/>)

Poetry – Year 2 English

1. Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

2. Assessable Content Descriptions

Language

Expressing and developing ideas

- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

Literacy

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose

Interacting with others

- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately
- Rehearse and deliver short presentations on familiar and new topics

Literature

Examining literature

- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways
- Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs

Responding to literature

- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences

3. Identify the key components of curriculum, cognition, context and complexity

Achievement Standard and Content Descriptions:

- Listen to and manipulate sound combinations
- Experiment with rhythmic, sound and word patterns in poems
- Use everyday language features
- Use topic-specific vocabulary
- Explain preferences for aspects of text using other texts as comparison
- Create short texts drawing on imagination and information learnt
- Rehearse and deliver a short presentation on a familiar topic



Year Level Description:

Engage with a variety of texts including rhyming verse and poetry.
Students create poetry



Elaborations:

- Interpreting new terminology, analogies and connections with known words
- Use vocabulary appropriate to text type and purpose
- Sequence content according to text structure
- Use appropriate simple and compound sentences
- Preparing and giving oral presentations
- Create interpretations of poems



Literacy:

Comprehending texts through listening, reading and viewing

- Interpret and analyse learning area texts
- Navigate, read and view learning area texts
- Listen and respond to learning area texts

Word Knowledge

- Understand learning area vocabulary

Grammar knowledge

- Use knowledge of words and word groups
- Use knowledge of sentence structures
- Express opinion and point of view

Composing texts through speaking, writing and creating

- Compose spoken, written, visual and multimodal learning area texts
- Compose texts
- Deliver presentations

Personal and Social Capability

Social awareness

- Appreciate diverse perspectives

Critical and Creative Thinking:

Generating ideas, possibilities and actions

- Consider alternatives

Inquiring – identifying, exploring and organising information and ideas

- Organise and process information
- Identify and clarify information and idea

Reflecting on thinking and processes

- Transfer knowledge into new contexts

Generating ideas, possibilities and actions

- Imagine possibilities and connect idea



4. Consolidate this information into a Learning Objective and Success Criteria for the unit of study

Students are learning to create and present an imaginative reconstruction of a known poem to a familiar audience

They will be successful when they can:

- Identify and manipulate sound combinations and rhythmic sound patterns
- Use everyday language features and topic-specific vocabulary
- Explain preferences for aspects of texts and using other texts as comparisons
- Create an imaginative poetry reconstruction
- Present their poem to a familiar audience

In addition, teachers may wish to articulate what students need to know, be able to do and think about in order to be successful in the assessment task and associated achievement standard.

This process draws alignment between the achievement standard, curriculum elements and the context of achievement to explicitly identifying the aspects required for success. It demonstrates the connection between curriculum input and output expectations.

The following Unit Analysis table for this unit of study has been extended to reflect the provision of substantial (alternate access point) curriculum adjustments to meet the needs of an identified student in the class. In this instance, the concepts and content from Year 2 English have been aligned with that of Prep/Foundation. This process maintains age-equivalent learning experiences and context, and instead provides adjustment to the complexity of that knowledge and skill by drawing on the demands associated with Prep/Foundation. The student utilises AAC (Proloquo2Go) as their main mode of communication. Explicit teaching of the use of Proloquo2Go will occur through the delivery of curriculum related communication.

Unit Analysis Table

Unit Analysis			Curriculum Adjustments
Know	Do	Think	Substantial (Prep Access Point)
Sound combinations can be similar or different	Listen for sound combinations and patterns.	What sounds can I hear? Do the sounds sound the same or different?	Listen for rhyme in verbal instruction and instruction using Proloquo2Go <i>Indicate if rhyme is heard by responding with Yes/No, Rhyme/No Rhyme on Proloquo2Go and/or through gesture</i>
Sounds can be manipulated to make rhythmic sound and word patterns	Manipulate sound combinations and patterns	What sounds can I hear? What other words have similar sounds? Do the words sound similar? Does using the words together make a pattern?	Identify and use rhyme <i>Match rhyming words using picture cards and/or find matching rhyming words on Proloquo2Go</i>
Words can be associated to one another and have similar and opposite meanings	Use everyday language features (word associations, synonyms, antonyms)	What words are similar or different? What words mean the same? What words mean the opposite?	Create word association webs with visuals for familiar objects that reflect student's own experiences <i>Use Proloquo2Go and concrete objects to indicate chosen words</i>
Definition and use of topic-specific vocabulary	Use topic-specific vocabulary	What is this word? What does it mean? Can I use it in a sentence?	Use of familiar vocabulary that reflects own experiences <i>Use Proloquo2Go to identify familiar vocabulary when discussing poems</i>
Comparisons draw on similarities and differences Parts of different texts can be similar and different	Identify parts of poems they like Explain preferences for aspects of text using other texts as comparisons	What part of the poem do I like? Why do I like it? Is it the same or different to other poems? Why is it the same or different?	Identify and describe likes and dislikes <i>Use multimodal representations of poems and Proloquo2Go to engage with poems and indicate likes and dislikes about aspects of poems</i>

<p>How to create a text innovation</p>	<p>Create an innovation in a text by drawing on imagination and information learnt to change a character, setting or plot in a familiar poem</p>	<p>What poem am I going to use? What are the characters, setting and plot of the poem? What parts could I change? What am I going to change them to? Does the poem still make sense?</p>	<p>Change one aspect of a short, familiar poem by substituting either character, setting or plot whilst maintaining rhyme <i>Use multimodal representation of a poem and use Proloquo2Go to select words for substitution</i></p>
<p>Presentations require clarity of speech, varying tone, volume and appropriate pace</p>	<p>Makes a presentation</p>	<p>Am I familiar with my poem? Have I practiced it? How can I best present my poem?</p>	<p>Communicate poem innovation <i>Pre-prepare Proloquo2Go with created poem and use modelling and prompting to support student to present poem through speech generation and use of visuals</i></p>

NB: Specific considerations around the use of AAC (Proloquo2Go) are italicised

5. Consider the literacy demands and proactively plan how these will be taught and adjusted:

Literacy Demand	Support/Adjustment
Read and comprehend texts	Decoding prompts/support Reader Text to speech Clarify understanding Comprehension scaffolds Visuals Multimodal representations
Tier 2 vocabulary	Explicitly teach and review key words Provide visual prompts and student friendly definitions
Create texts	Modelled responses Planning scaffolds Scribe Speech to text Voice/video record verbal responses
Presentation skills – clarity of speech, varying tone and volume, appropriate pace	Explicit modelling Rehearsing with feedback Visual cues and prompts Opportunity to present using alternative and augmentative forms of communication (AAC) Opportunity to present to a reduced audience and/or pre-record presentation

Note: the general capabilities literacy continuum can be utilised to inform supports and adjustments to the literacy demands

6. Consider the summative assessment conventions (technique, type of text, mode and conditions) and the provision of access adjustments:

The current summative assessment for this example unit of study requires students to create a text and present it to the class. Handwriting and spelling are not being assessed, so these aspects can be adjusted or removed from the demands of the assessment task. The students are also not required to memorise the poem, so prompts and/or reading the poem are options.

Things to consider:

- Ensure instructional language is clear
- Adjust the complexity of the oral and written instructional language
- Provide the identified supports and adjustments for literacy demands
- Consider if choice in how a student demonstrates their learning can be incorporated
- Consider multimodal representation and demonstration
- Consider alternatives to presenting in front of the whole class and/or presenting live
- Be mindful that expectations around clarity of speech may need to be individualised for students accessing AAC and/or with a speech production impact – students should not be penalised on the guide to making judgment if clarity of speech is impacted by disability

7. Consider any additional adjustments for individual students:

The student accessing substantial curriculum adjustments will require an assessment task that reflects the knowledge and skills identified at the Prep access point. This will require the complexity of the summative assessment and the associated marking guide to be adjusted to align with the expectations identified in the unit analysis table.

It is recommended that multidisciplinary collaboration occurs in relation to curriculum instruction and use of Proloquo2Go to ensure equitable access and participation in all teaching and learning experiences.

There may also be students who would benefit from purposeful differentiation and supplementary adjustments throughout the unit of study, and at the point of summative assessment.