

English Level 1

Chapter 6 — Literacy: speaking, writing and creating

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Turn-taking, listening and contributing in pairs, groups and class

Teacher, please read this page out loud. Every task here can be done by talking, listening, acting and drawing. No child has to read this page on their own. This part is full of talk time — in pairs, in small groups and as a whole class. The talk works best when the children can see each other: circles and face-to-face seats help.

What we are learning

Owens

VC2E1LY01 — Interacting with others

We learn to

use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions

Draws on

VC2E1LY01 . E01 using turn-taking in group and pair work

VC2E1LY01 . E02 building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting

VC2E1LY01 . E03 participating in informal and structured class, group and pair discussions about content area topics, ideas and information

VC2E1LY01 . E04 interacting appropriately with peers, teachers and visitors

VC2E1LY01 . E05 formulating different types of questions to ask a speaker or someone reading aloud, such as open and closed questions and ‘when’, ‘why’ and ‘how’ questions

From last year

we talked and listened with others, and took turns in games and play

On to next year

we will share what we think, tell others how to do things, and say what we want in our talks
(VC2E2LY01)

In our words: talking and listening are team work. We take turns — one voice at a time. We listen with our whole body. We add our ideas and ask questions. That is how a talk grows!

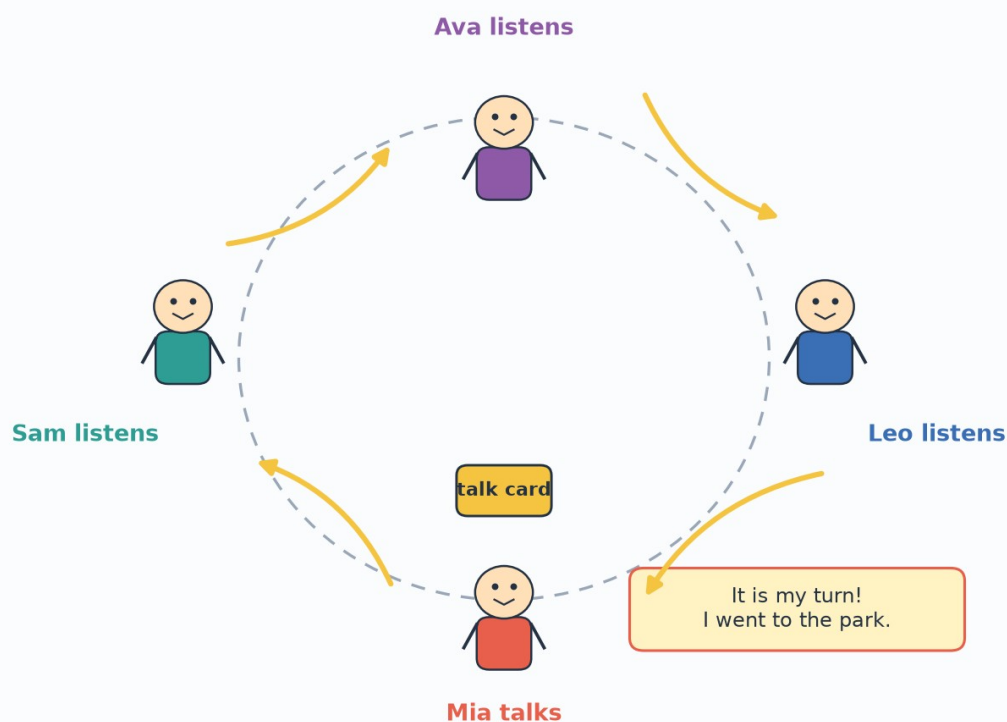
Closed and open questions began in Part 1A. Here they come back, and we learn to make new ones.

The big idea

Part 1 — Turns: one voice at a time

When we talk with others, we take **turns**. You met turns in Part 1A: “Can I have a turn, please?” A **turn** is your time to talk.

- When it is your turn, you talk. Speak clearly — say your words so everyone can hear you. Not too soft. Not too fast.
- When it is not your turn, you wait and listen. You do not talk at the same time as your friend.

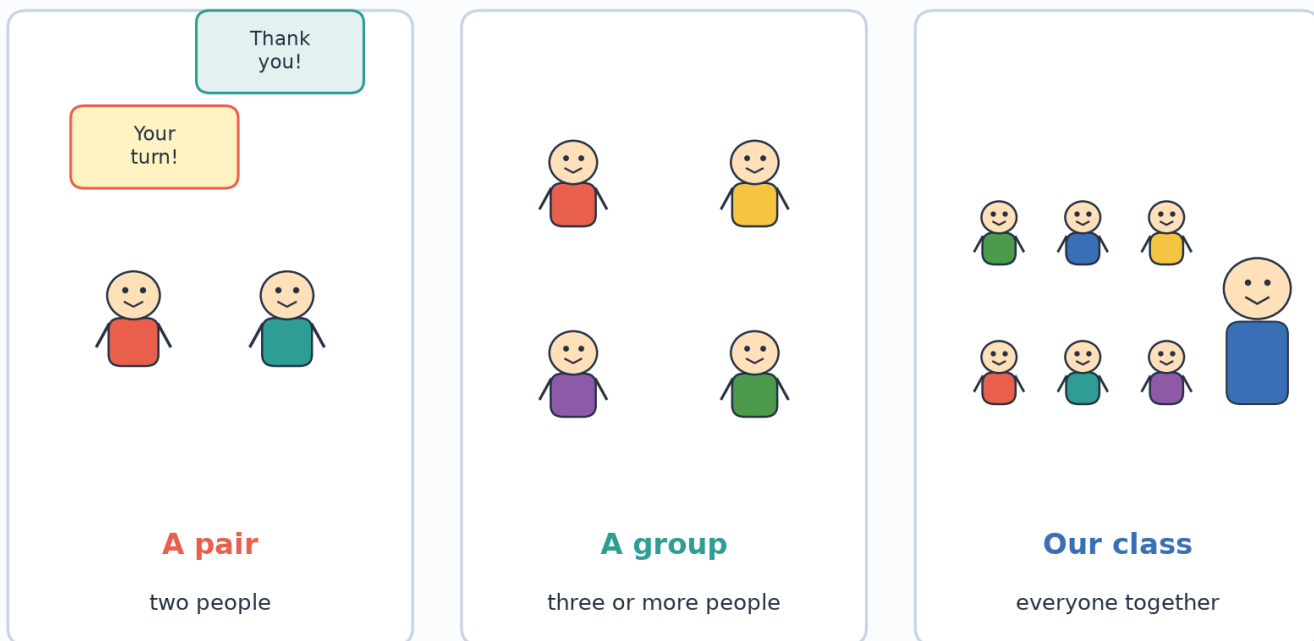


When Mia is done, the card moves on: Mia → Sam → Ava → Leo → Mia

Four children sitting in a circle with a talk card. Mia has the card and is talking. Arrows show the card moving around the circle, one turn at a time

We take turns in three sizes of talk:

- a **pair** — two people
- a **group** — three or more people
- the **class** — everyone together



We take turns in a pair, in a group and in our class.

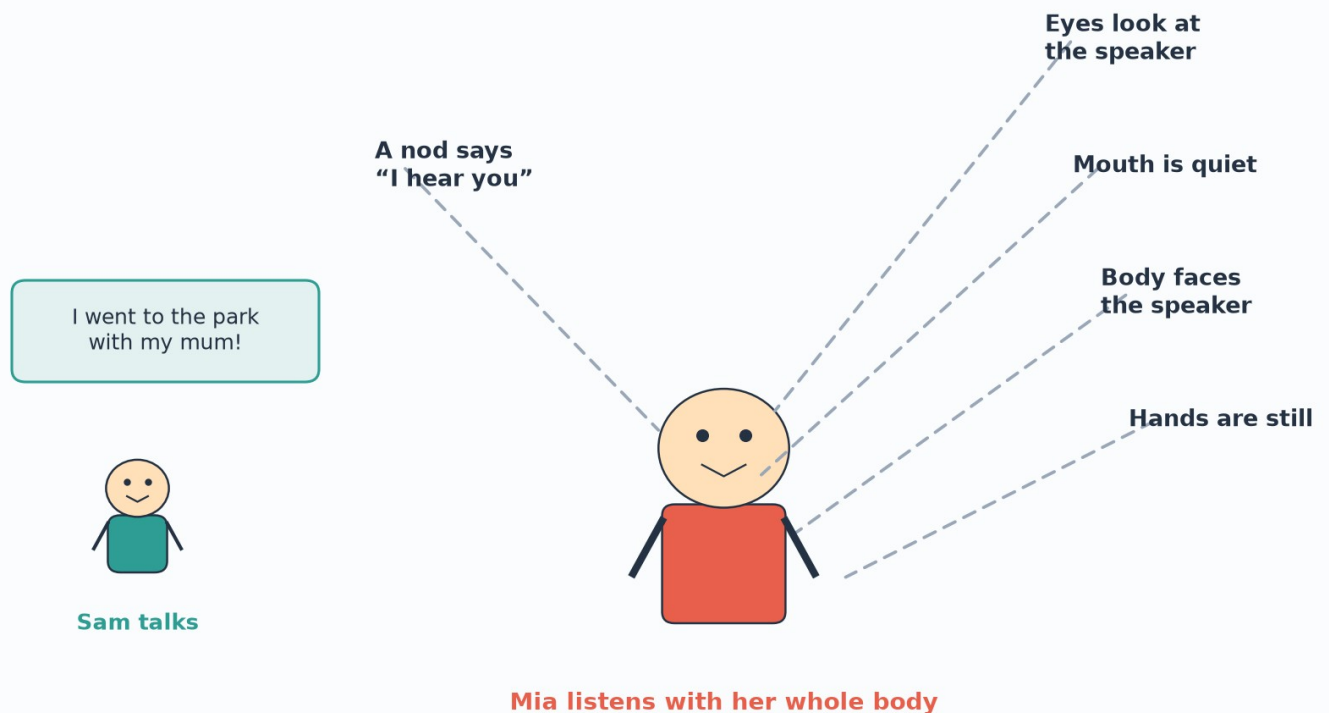
Three pictures of talk sizes. A pair has two children talking. A group has four children talking. The class has all the children talking together

In our class, we can use a **talk card**. The person with the talk card has the turn. When they are done, the card moves to the next person. One voice at a time!

Part 2 — Listening with our whole body

Listening is a big job. **Active listening** means listening with your whole body — not just your ears. Here is what whole-body listening looks like:

- **Eyes** — look at the person talking.
- **Mouth** — quiet. No talking when it is not your turn.
- **Hands and feet** — still.
- **Body** — turned to face the person talking.
- **Head** — a nod now and then says “I hear you.”



Active listening: we listen with our eyes, mouth, hands and body — not just our ears.

A child doing whole-body listening, with labels. Eyes look at the speaker, the mouth is quiet, the hands are still, the body faces the speaker, and the head nods

When we listen like this, our friends can see that we care. And we hear what they really say — so we can answer well.

Part 3 — Building a talk

A **conversation** is a talk that grows. One person says something. The next person adds to it. It is like building a tall tower — one block at a time.

The **topic** is what the talk is about. Good builders stay on topic!

Here are seven ways to build a talk:

Build the talk by ...

1. Staying on topic
2. Supporting the speaker
3. Helping others talk
4. Listening with care
5. Asking questions about the topic
6. Giving useful **feedback**
7. **Prompting**

You might say ...

- "Let's talk about our garden."
- "Good idea!" · "I like that."
- "What do you think, Sam?"
- eyes, quiet mouth and a nod
- "Where will the garden go?"
- "I liked your idea. What if we add water too?"
- "And then what happened?"

Feedback is when you say what was good and what to try next. A **prompt** is a little help that keeps the talk going, like "And then...?"

Seven ways to build a talk

Like blocks — one at a time

1	Stay on topic	"Let's talk about our garden."
2	Support the speaker	"Good idea!" · "I like that."
3	Help others talk	"What do you think, Sam?"
4	Listen with care	eyes, quiet mouth and a nod
5	Ask questions about the topic	"Where will the garden go?"
6	Give useful feedback	"I liked your idea. What if we add water too?"
7	Prompt	"And then what happened?"

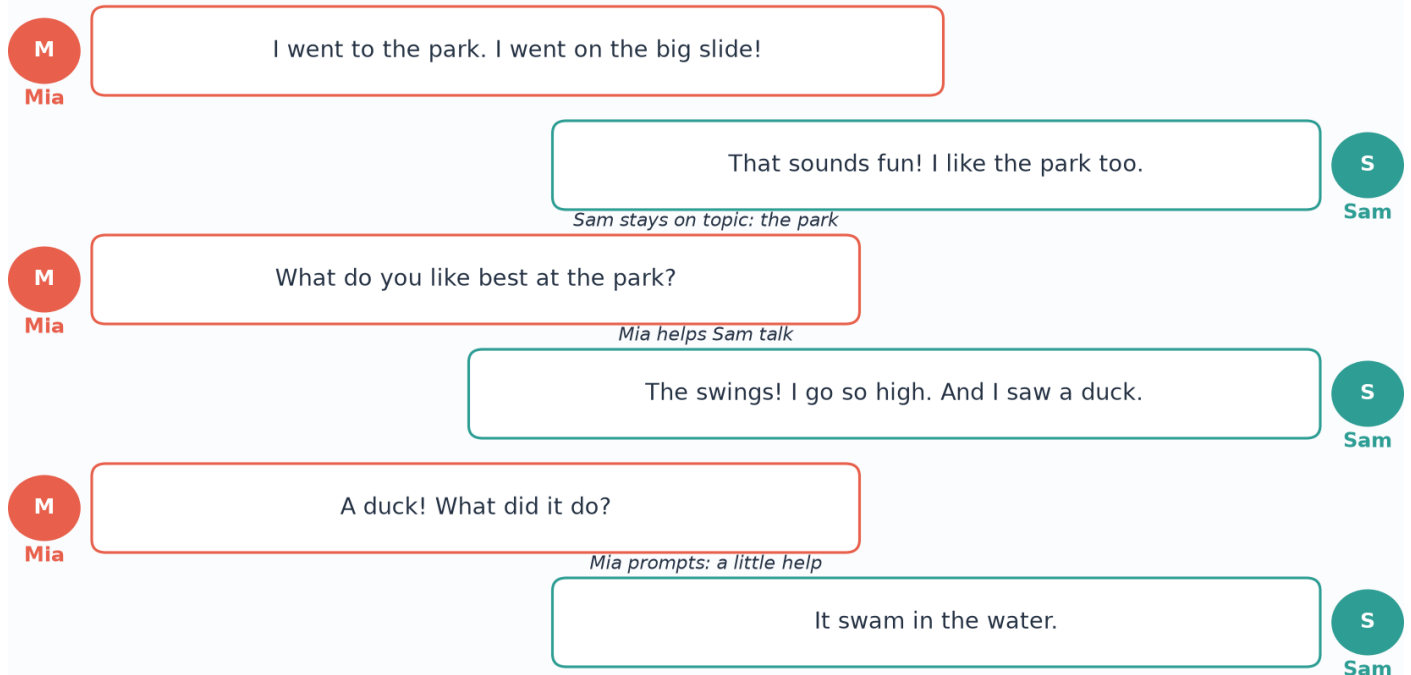
Feedback says what was good and what to try next. **A prompt** is a little help that keeps the talk going.

A chart of seven ways to build a talk. Stay on topic, support the speaker, help others talk, listen with care, ask questions, give useful feedback, and prompt

Model talk 1 — friends at lunch. Mia and Sam talk at lunch. It is an **informal** talk — an easy talk with friends, and no set jobs. Watch how the two friends build the talk.

Model talk 1 — friends at lunch

An informal talk



They take turns. They stay on topic. They ask questions and prompt each other. That is how a talk grows!

A talk track of two friends at lunch. Mia and Sam take turns, stay on topic, prompt each other, and give kind feedback

- Mia: “I went to the park. I went on the big slide!”
- Sam: “That sounds fun! I like the park too.”
- Mia: “What do you like best at the park?”
- Sam: “The swings! I go so high. And I saw a duck.”
- Mia: “A duck! What did it do?”
- Sam: “It swam in the water.”

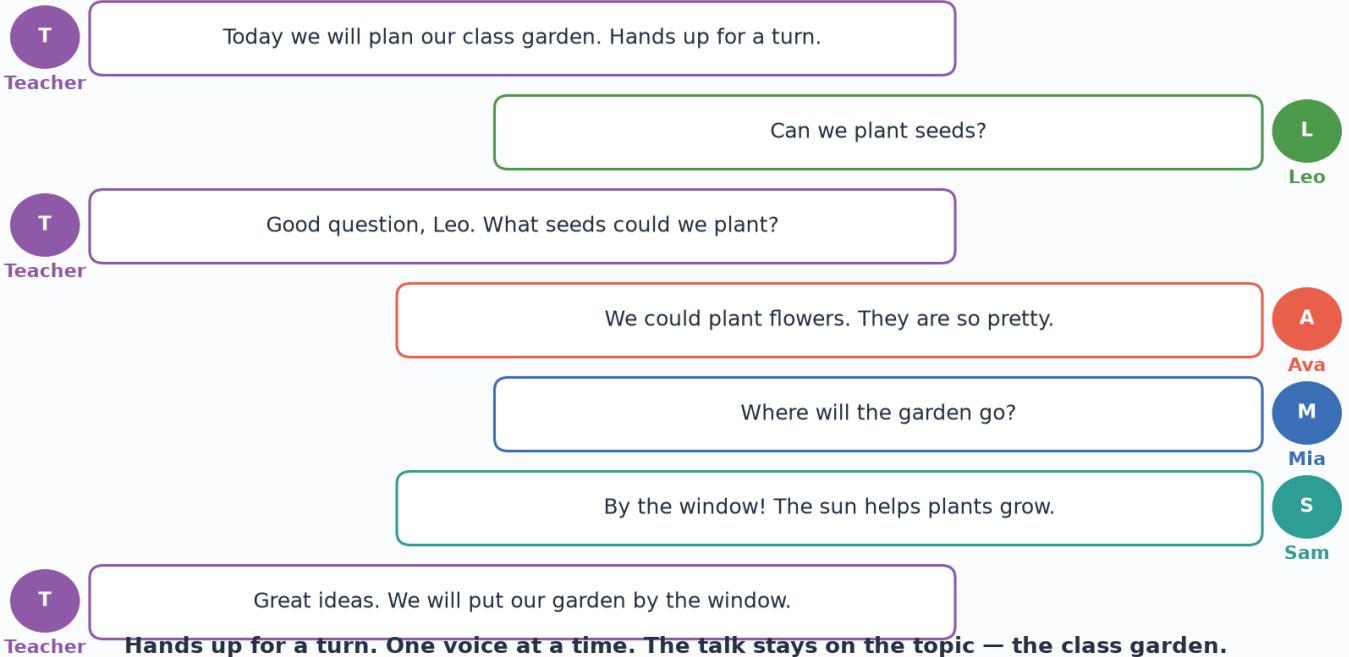
Mia and Sam stayed on topic (the park). They asked questions. They prompted each other: “What did it do?” That is how a talk grows.

Model talk 2 — a class talk. Our class is planning a class garden. This talk is **structured** — the teacher runs it, and it has rules: hands up, one voice at a time, stay on topic.

Model talk 2 — a structured class talk

The teacher runs this talk

Rules: hands up · one voice at a time · stay on topic



A talk track of a structured class talk. The teacher runs the talk, children put their hands up for a turn, and the talk stays on the topic of the class garden

- Teacher: “Today we will plan our class garden. Hands up for a turn.”
- Leo: “Can we plant seeds?”
- Teacher: “Good question, Leo. What seeds could we plant?”
- Ava: “We could plant flowers. They are so pretty.”
- Mia: “Where will the garden go?”
- Sam: “By the window! The sun is there. The sun helps plants grow.”
- Teacher: “Great ideas. We will put our garden by the window.”

And what if a talk goes off topic? We bring it back, in a kind way:

- Sam: “Do you like my new shoes?”
- Teacher: “Cool shoes, Sam! First, let’s stay on our topic — the garden.”

Part 4 — Talks with different people

At school we talk with different people. We use kind words and good listening with all of them.

Peers	Teachers	Visitors
 the children in your class, just like you	 the people who help us learn	 people who come to see our school
"Do you want a turn?"	"Can you help me, please?"	"Hello! Welcome to our class."
Share turns. Stay kind.	Listen and do as they ask.	Smile and speak clearly.

Kind words work with everyone — peers, teachers and visitors.

Three people we talk with at school. Peers are the children in our class. Teachers help us learn. Visitors come to see our school

Who they are

We might say and do ...

Peers — the children in your class, just like you

"Do you want a turn?" · share turns, stay kind

Teachers — the people who help us learn

"Can you help me, please?" · listen and do as they ask

Visitors — people who come to see our school

"Hello! Welcome to our class." · smile and speak clearly

In Part 1A we learned polite asks with "please" and "Can I...?" Kind words work with everyone — peers, teachers and visitors.

Part 5 — Making questions

Questions help a talk grow. In Part 1A we met two kinds of questions. Here they are again:

- A **closed question** has a short answer: "yes" or "no". "Do you like flowers?" is closed.
- An **open question** has many big answers. "What could we plant in our garden?" is open.

In this book, closed means a short answer and open means many answers — the same as Part 1A.

We can also make questions with question words:

Question word	What it asks	We might ask ...
When?	about time	"When do we water the plants?"
Why?	for a reason	"Why do plants need the sun?"
How?	about the way	"How do seeds grow?"

Closed questions

a short answer: yes or no

"Do you like our class garden?"

"Is the seed big?"

"Do you like flowers?"

Open questions

many big answers

"What should we plant?"

"How will we look after our plants?"

"Why do plants need the sun?"

Closed is fast. Open makes the talk grow. We use both!

Open and closed questions in two boxes. Closed questions have short yes-or-no answers, and open questions have many big answers

When?

asks about time

"When do we water the plants?"

Why?

asks for a reason

"Why do plants need the sun?"

How?

asks about the way

"How do seeds grow?"

Ask your questions to the speaker — or to the person reading out loud to you.

Three question-word cards. *When* asks about time, *Why* asks for a reason, and *How* asks about the way, each with a model question

We can ask our questions to a speaker, or to someone reading out loud to us. After story time, we can ask: "Why did the fox hide the lamp?" (*The Fox and the Lamp*, Part 3A). "How did Ruby feel when the rain came?" (*Ruby's Big Wet Day*, Part 3B).

We do it together

Try 1 — with help: who has the turn?

Look at the turn circle again. Four friends sit in a circle. Mia has the talk card, so Mia is talking. What are the others doing?

Who	What are they doing?
Mia	talking — she has the talk card
Sam	listening — eyes on Mia, quiet mouth
Ava	listening — still hands
Leo	listening — and he is next!

When Mia is done, the card moves on: Mia, then Sam, then Ava, then Leo — and back to Mia. One voice at a time.

Try 2 — with help: whole-body listening

The teacher reads about three children. Which one is doing whole-body listening?

- (a) Mia looks at the speaker. Her mouth is quiet. Her hands are still.
- (b) Sam looks at the floor. His hands play with his pencil.
- (c) Ava looks at the speaker — but she talks at the same time.

We pick (a)! Eyes on the speaker, quiet mouth, still hands, body turned to the speaker. That is whole-body listening.

Try 3 — with help: build the talk

The teacher says: “Our topic is the class garden.” Does each idea build the talk, or does it go off topic?

The idea	On topic or off topic?	Why?
“We could plant flowers.”	on topic ✓	it adds an idea about the garden
“I saw a big dog this morning.”	off topic	dogs are fun — but our topic is the garden
“Why do plants need water?”	on topic ✓	it asks a question about the garden

Try 4 — with help: two kinds of questions

Closed or open? Say your answer out loud.

- (a) “Do you like our class garden?”
- (b) “What should we plant?”
- (c) “Is the seed big?”
- (d) “How will we look after our plants?”

Try 5 — with help: ask the reader

The teacher reads our story, *The Class Garden*:

Our class has a garden. It is by the window. We put seeds in the ground. We give them water. The sun helps them grow. Now we can see small green plants. What will they be?

Now we make questions for the reader. Use when, why and how:

- **When?** “When will the plants be big?”
- **Why?** “Why do the plants need the sun?”
- **How?** “How do we help the plants grow?”

Now you try

Teacher note. Read each task out loud. Children answer by talking, listening, acting, drawing or writing with help. The talk tasks work best where children can see each other.

With help

Q1. Pair talk with a talk card. Sit in pairs with one talk card. Pass the card on after each turn. Take five turns each. Topic: what you like to play.

Q2. Show whole-body listening. One child talks about a thing they love. The other child shows whole-body listening. Then swap.

Q3. On topic or off topic? The topic is our class pet. Say “on topic” or “off topic” for each one.

- (a) “What does our class pet like to eat?”
- (b) “I can jump really high!”
- (c) “Can we make a soft bed for our pet?”

Q4. Prompt your friend. Your friend is telling the class about a day at the park. They stop. Give a prompt to help the talk go on. Start with “And then...?”

Q5. Give useful feedback. Leo says: “I think we should put the garden by the window. The sun is there.” Say one good thing and one new idea. Start with: “I like ... What if ...?”

Q6. A visitor comes to our class! What do we say and do? Put these in order: smile · say hello · speak clearly · listen.

On your own

Q7. Group talk. In a group of four, plan play time for lunch. Use one talk card. Each child takes a turn. Stay on topic.

Q8. Be the teacher! Run a structured talk about the weather. Your friends put their hands up for a turn. Ask two friends for ideas. Then ask a question.

Q9. Make questions. Make one closed question and one open question about our class garden.

Q10. Ask the reader. After the teacher reads a story, make a when question, a why question and a how question.

Q11. My good talk page. Draw a picture of whole-body listening. Write or say: “I listen with my ...” Then draw a picture of taking turns with a talk card.

My good talk page

Draw and write

Draw: whole-body listening

Draw: taking turns with a talk card

I listen with my

Tell your teacher about your pictures:

My good talk page. A box to draw whole-body listening, a line to write on, and a box to draw taking turns with a talk card

Q12. Fix the talk. Two friends are talking about what to play at lunch. Sam goes off topic: “Do you like my new shoes?” What can Mia say to bring the talk back to the topic? Say it in a kind way.

Answers

Q1, Q2, Q4, Q7, Q8, Q10. Answers will be different — see *How the answers work*. **Q3.** (a) on topic; (b) off topic; (c) on topic. **Q5.** One way: “I like your idea, Leo. The sun will help our plants. What if we add a little watering can too?” **Q6.** Smile, say hello, speak clearly, listen. **Q9.** One way: closed — “Do you like flowers?”; open — “What should we plant?” **Q11, Q12.** Answers will be different — see *How the answers work*. One way for Q12: “Cool shoes, Sam! First, let’s pick our game — then you can show me your shoes.”

How the answers work

Q1. Look for one voice at a time: the child with the card talks, the other listens with their whole body, and the card moves after each turn. Five turns each means ten turns in all.

Q2. Whole-body listening looks like this: eyes on the speaker, quiet mouth, still hands and feet, body turned to the speaker, and a nod now and then. The speaker gets the first turn, then the listener swaps in.

Q3. We asked: is it about our class pet? (a) asks about the pet’s food — on topic. (b) is about jumping — fun, but not about the pet, so off topic. (c) is about the pet’s bed — on topic. Off topic ideas are not bad ideas. We just keep them for another talk.

Q4. A prompt is a little help that keeps the talk going. “And then...?” or “What did you do next?” helps your friend keep telling about the day at the park.

Q5. Useful feedback says what was good and what to try next. “I like ...” supports the speaker. “What if ...?” adds a new idea. Both keep the talk growing.

Q6. A smile comes first — it says “we are glad you are here.” Then we say hello, speak clearly so the visitor can hear, and listen to what they say. That is how we interact with visitors.

Q7. Look for the rules of a structured talk: hands up or talk card for a turn, one voice at a time, staying on the topic of play time, and kind words.

Q8. Your jobs as the teacher: say the topic, give turns, listen to the ideas, and ask a question — like “What games can we play when it is wet?”

Q9. A closed question has a short answer — “yes” or “no”. An open question has many big answers. Both kinds are good. Closed is fast. Open makes the talk grow.

Q10. When asks about time: “When does the story start?” Why asks for a reason: “Why was Ruby sad?” How asks about the way: “How did the fox share the light?” We ask our questions to the person who read to us.

Q11. The listening drawing can show eyes on the speaker, a quiet mouth and still hands. The turn drawing can show two children and one talk card.

Q12. Kind fixes bring the talk back without putting the idea down: “Cool shoes, Sam! First, let’s pick our game.” We say something kind, and we go back to the topic.

Everything in VC2E1LY01 is in this part. Children use interaction skills: they take turns in pair, group and class work (VC2E1LY01.E01); they build a conversation by staying on topic, supporting speakers, helping others talk, listening with care, asking questions about the topic, giving useful feedback and prompting (VC2E1LY01.E02); they join in informal talks and structured discussions about the ideas and information they meet in class (VC2E1LY01.E03); they interact in the right way with peers, teachers and visitors (VC2E1LY01.E04); and they make open and closed questions and ‘when’, ‘why’ and ‘how’ questions for a speaker or someone reading aloud, coming back to what Part 1A started (VC2E1LY01.E05).

Short talks to an audience: using the voice

English 1 · Part 6 · 6B

Owens: VC2E1LY02 **Draws on:** VC2E1LY02.E01 · VC2E1LY02.E02 · VC2E1LY02.E03 · VC2E1LY02.E04 · VC2E1LY02.E05

VC2E1LY02, word for word: “*deliver short spoken texts to an audience using features of voice*”

Giving reasons starts in 1B (VC2E1LA02) and comes back here. Being a good audience is 6A (VC2E1LY01) work. Rhymes and poems are 3D (VC2E1LE04) work. Topic words are 2D (VC2E1LA09) work. Putting steps in order is 1C (VC2E1LA03) work.

Teacher note. Read every line out loud to the children. They listen, talk, act, point and draw. No child needs to read the words here. Every talk in this part is spoken — children give talks with the voice, not on paper. New words are said out loud and explained out loud the first time they come up. The questions at the end show what to look for.

What we are learning

You, at the front. Sometimes you stand at the front of the room and talk to the whole class. The people who look at you and listen to you are your **audience**. Your audience is the people who watch and listen. A talk you give to an audience is called a **presentation**. We will say it the easy way most of the time: a talk. But when you hear “presentation”, you will know it means a talk to an audience.

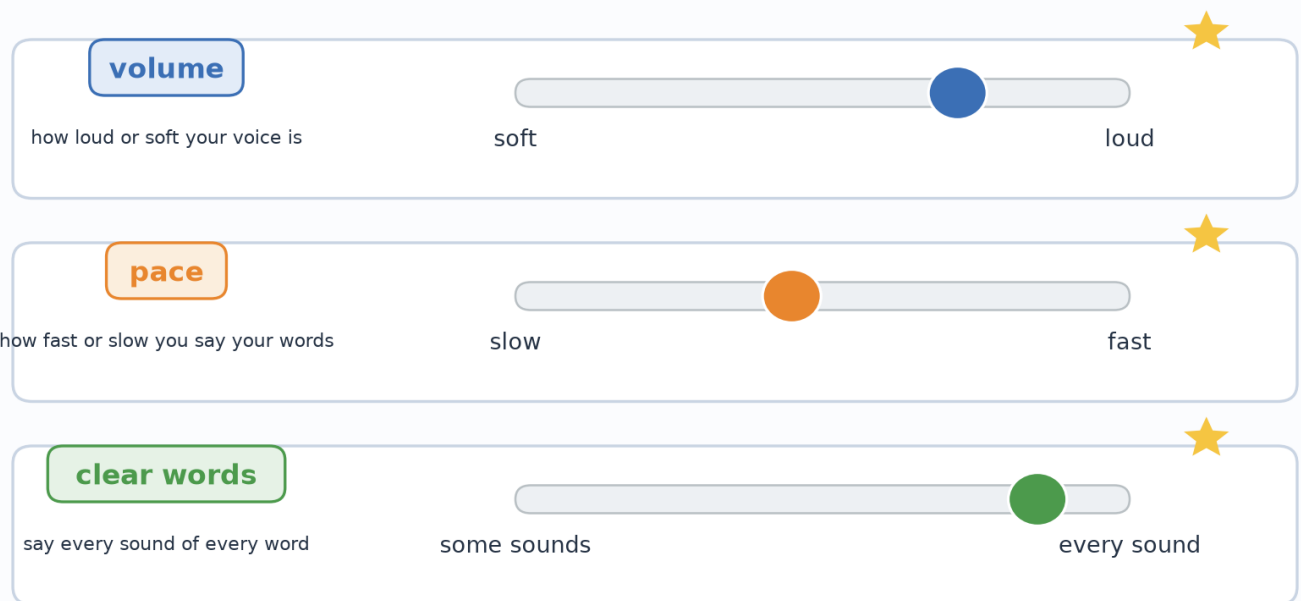
Talking to an audience

English 1 · 6B

The diagram shows a speaker at the front of a room. The speaker is a stick figure with a blue body, standing on a yellow oval rug. Above the speaker is a yellow star and a speech bubble containing the text "Hello, class!". Four arrows point to the speaker with labels: "use a big, clear voice" (with a star icon), "look at your audience", "stand up tall", and "smile". To the right of the speaker, separated by a dashed vertical line, is the audience. The audience consists of 15 stick figures arranged in three rows of five. Above the audience is a blue rounded rectangle containing the text "the audience — they listen and look". Below the audience is the text "the front".

A child standing on a rug at the front, saying hello to the class, with labels: use a big, clear voice; look at your audience; stand up tall; smile. Three rows of children sit and face the speaker, labelled the audience — they listen and look.

When you give a talk, your voice does a big job. And your voice can change! It has three tools you can move.

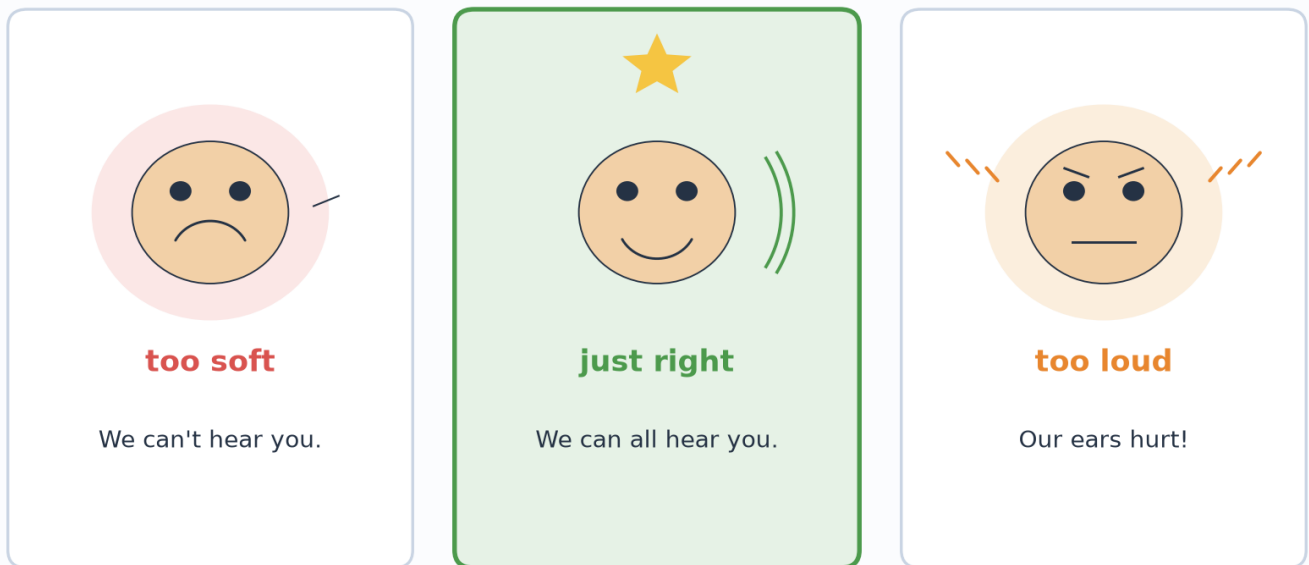


You can change your voice to help your talk!

The three voice tools: volume goes from soft to loud, pace goes from slow to fast, and clear words goes from some sounds to every sound.

- **Volume** is how loud or soft your voice is. A whisper is soft. A shout is loud.
- **Pace** is how fast or slow you say your words.
- **Clear words** means you say every sound of every word, so your audience hears every word.

How loud for a class talk? Look at the three faces.

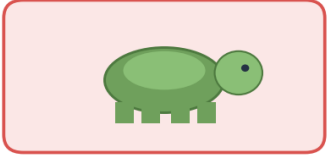
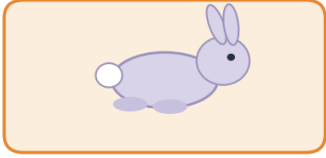


Use your just-right big voice so everyone can hear.

Three faces: too soft with the words We can't hear you, just right with the words We can all hear you, and too loud with the words Our ears hurt. The just-right face has a star.

- Too soft: your audience cannot hear you.
- Too loud: ears hurt!
- Just right: a big, clear voice, so everyone can hear. That is the voice for a class talk.

How fast? Your pace can change too.

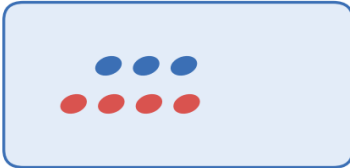
 too slow We wait ... and wait ...	 just right We can hear every word.	 too fast The words run away!
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Say: “The sun is out.” Now say it at a just-right pace.

Three cards: too slow with a turtle and the words We wait ... and wait ..., just right with a star and the words We can hear every word., and too fast with a rabbit and the words The words run away!

- Turtle pace is too slow. Your audience waits ... and waits.
- Rabbit pace is too fast. The words run away!
- Star pace is just right. Every word lands with your audience.

Three talk jobs. In this part, we will give three kinds of talks.

		
Tell what we found “We counted the beans. We found ...”	Show how to do it “I will show you how to build a tall tower.”	Tell why “We should learn this game because ...”
<i>a report talk</i>	<i>a show-how talk</i>	<i>a reasons talk</i>
start: “Our group found ...”	use: First ... Next ... Last ...	use: “because”

Which talk job will you do today?

Three talk job cards. Tell what we found, with beans and the start Our group found ..., called a report talk. Show how to do it, with a block tower and the words First ... Next ... Last ..., called a show-how talk. Tell why, with a hopping game and the word because, called a reasons talk.

1. A **report talk** tells what your group did and what you found. It starts: “Our group found ...”
2. A **show-how talk** shows how to do or make something. It uses “First ... Next ... Last ...”
3. A **reasons talk** tells why. It uses the word “because”.

Model talk 1 — a report talk. Listen as your teacher reads this talk. A model is a good one we can copy.

1. hello + what we did

2. what we found

3. thank you

Our Bean Count

Good morning! Our group counted the beans.

There were 8 red beans and 5 blue beans.

There were more red beans.

That is what we found.

Thank you!



A report talk tells what you did and what you found.

A model report talk on a paper card, titled Our Bean Count: Good morning! Our group counted the beans. There were 8 red beans and 5 blue beans. There were more red beans. That is what we found. Thank you! Labels name the parts: 1. hello + what we did, 2. what we found, 3. thank you. Red and blue beans sit at the bottom.

Hear how it goes: hello, then what we did, then what we found, then thank you. Three parts and a hello and a thank you. That is a report talk!

Model talk 2 — a show-how talk.

1. say what you show

How to Build a Tall Tower

I will show you how to build a tall tower.

First, get the big blocks.

Next, put two blocks on the mat.

Then, put blocks on top, one by one.

Last, put the star block on top.

Now you can build one too!

A show-how
talk shows
the steps,
one by
one.

2. the steps, one by one

3. have a go!



A model show-how talk on a paper card, titled How to Build a Tall Tower: I will show you how to build a tall tower. First, get the big blocks. Next, put two blocks on the mat. Then, put blocks on top, one by one. Last, put the star block on top. Now you can build one too! Labels name the parts: 1. say what you show, 2. the steps, one by one, 3. have a go!

Hear the steps, one by one: First ... Next ... Then ... Last ... Now your audience can have a go too!

Model talk 3 — a reasons talk.

1. say your idea

2. use “because”

3. say it again, big!

A Game for Our Class

I think our class should learn Hop and Freeze.

It is fun because you hop like a rabbit.

You can play with a friend.

You can play in the sun or the rain.

Let's all learn Hop and Freeze!



hop!



sun or rain — we can play!

A model reasons talk on a paper card, titled A Game for Our Class: I think our class should learn Hop and Freeze. It is fun because you hop like a rabbit. You can play with a friend. You can play in the sun or the rain. Let's all learn Hop and Freeze! Labels name the parts: 1. say your idea, 2. use “because”, 3. say it again, big! A rabbit, a sun and a rain cloud sit at the side.

Hear the word “because”. Reasons talks love “because”! And hear the big ending — the idea comes back one more time.

Topic words. Some words go with your topic. If your talk is about the weather, words like “sunny” and “rain” are its **topic words**. The big name for these is content-specific vocabulary — the words that belong to what you are talking about. A good talk uses its topic words. In the bean talk, “counted” and “more” are topic words. In the tower talk, “build” and “blocks” are topic words.

Your voice for different jobs. The same words can do different jobs — giving news, telling a story, saying a rhyme. Your volume and pace change to fit the job.



Giving news

clear words, a just-right pace

"Today it is sunny."



Telling a story

slow down at the big parts

"And then ... a huge dinosaur!"



Saying a rhyme

loud and soft, with a beat

"Sun is up and sky is blue. I can run and jump with you!"

Try the same words with a news voice, a story voice, then a rhyme voice!

Three cards for three voice jobs: Giving news with a sun and the line *"Today it is sunny."*, told with clear words and a just-right pace; Telling a story with a book and the line *"And then ... a huge dinosaur!"*, slowing down at the big parts; Saying a rhyme with stars and the line *"Sun is up and sky is blue. I can run and jump with you!"*, loud and soft, with a beat.

That rhyme is new — it was made for this book. Say it three ways: a news voice, a story voice, a rhyme voice. Hear how the volume and pace change!

Let's try together

Try 1 — we do it together

The teacher stands at the front and says *"The sun is out."* three ways: as a tiny whisper, as a huge shout, and with a big, clear just-right voice. Which one is right for a class talk?

What we do	Why
Whisper it. Can the class hear?	No — too soft. The back row hears nothing.
Shout it. Do the class's ears like it?	No — too loud. Ears hurt!
Say it big and clear.	Yes — everyone can hear, and no ears hurt.
The just-right big voice wins.	✓

Try 2 — we do it together

The teacher says *"Good morning, class!"* at rabbit pace — so fast the words run away. Then at turtle pace — so slow we wait ... and wait. How do we fix it?

What we do	Why
Rabbit pace: can the audience hear every word?	No — the words run away.
Turtle pace: how does the audience feel?	They wait ... and wait.

What we do	Why
Say it again at star pace.	Yes — every word lands.
Fix the pace to just right.	✓

Try 3 — we do it together

The teacher says “*I have a red hat.*” but leaves some sounds out. Can the audience hear every word? No! Say it together the clear way: “*I have a red hat.*” — every sound of every word. Now the audience hears it all.

Try 4 — you have a go

Look at the bean talk (Model talk 1). Say it together with your teacher. When you say “Good morning!”, wave. When you say “Thank you!”, smile. Then point: which part is the hello part? Which part is the what-we-found part? Which part is the thank-you part?

Have a go

Teacher note. Read each question out loud. Children answer by talking, pointing, acting or drawing. Answers are at the end of this part.

With help

Q1. The teacher says “*Our group found six red beans.*” three ways: (a) a whisper, (b) a shout, (c) a big, clear just-right voice. Which one is right for a class talk? Why are the other two not right?

Q2. Say “*The sun is out.*” three ways: at turtle pace, at rabbit pace, and at star pace. Which pace helps your audience hear every word?

Q3. The teacher says “*We can play in the sun.*” with some sounds left out. Say it back the clear way, with every sound of every word.

Q4. Look at the bean talk (Model talk 1). What did the group count? How many red beans? How many blue beans? Were there more red or more blue? What does the talk say at the end?

Q5. These show-how steps are mixed up. Put them in order with First, Next, Then, Last.

- (a) Then, put blocks on top, one by one.
- (b) First, get the big blocks.
- (c) Last, put the star block on top.
- (d) Next, put two blocks on the mat.

Q6. Which sentence gives a reason why we should learn Hop and Freeze?

- (a) “The game is called Hop and Freeze.”
- (b) “It is fun because you hop like a rabbit.”

On your own

Q7. Give a report talk! Your group counted the blocks in the room (or tell what your group did today). Stand at the front, look at your audience, and use a big, clear voice. Start with “Our group ...” and end with “Thank you!”

Q8. Give a show-how talk! Show the class how to pack your bag, or how to make a paper hat. Say what you will show. Then say the steps, one by one, with First ... Next ... Last ...

Q9. Give a reasons talk! Pick a game you love. Tell the class why they should learn it. Use “because” — “We should learn it because ...” Say your idea again at the end, big!

Q10. Same words, three voices! Say “*The sun is out.*” with a news voice, then a story voice, then a rhyme voice. What changed? (Your volume and your pace!) Now say the new rhyme — “Sun is up and sky is blue. I can run and jump with you!” — with a beat.

Q11. Your friend gives a talk. You are the audience. What do you do to be a good audience? (Think: eyes, ears, body.)

Q12. Give your best talk — a report, a show-how, or a reasons talk. Then look at the good-talk list and tick the boxes after your talk.

My good-talk list

English 1 · 6B

- ☐

I stand up tall.

1
- ☐

I look at my audience.

2
- ☐

My voice is big and clear.

3
- ☐

My pace is just right.

4
- ☐

I say every word.

5
- ☐

I use topic words.

6
- ☐

I smile.

7



Tick the boxes after your talk. Well done!

A list titled My good-talk list with an empty tick box next to each line: I stand up tall. I look at my audience. My voice is big and clear. My pace is just right. I say every word. I use topic words. I smile. Under the list it says: Tick the boxes after your talk. Well done!

Answers

Q1. (c) — the big, clear just-right voice. (a) is too soft, so the class cannot hear. (b) is too loud, so ears hurt. **Q2.** Star pace — just right. At turtle pace the audience waits too long. At rabbit pace the words run away. At star pace, every word lands. **Q3.** “We can play in the sun.” — with every sound of every word. **Q4.** The group counted beans. 8 red beans and 5 blue beans. More red. At the end: “That is what we found. Thank you!” **Q5.** First (b), Next (d), Then (a), Last (c). **Q6.** (b) — it uses “because” to tell why. **Q7.** Answers will be different. Listen for: a hello or a start, what the group did or found, and a thank you — said with a big, clear voice to the audience. **Q8.** Answers will be different. Listen for: “I will show you how to ...”, then the steps in order with First ... Next ... Last ... **Q9.** Answers will be different. Listen for: the idea, at least one “because”, and the idea said again at the end. **Q10.** News voice: clear words, just-right pace. Story voice: slower at the big parts. Rhyme voice: loud and soft, with a beat. The same words — the volume and pace changed. **Q11.** Look at the speaker. Listen with your ears. Sit still and quiet. (That is 6A work — good audience, good talk!) **Q12.** Ticks will be different. A good talk ticks most or all of the boxes: stand tall, look at the audience, big clear voice, just-right pace, every word, topic words, smile.

How we worked it out

- Q1.** A class talk needs a just-right volume: loud enough for everyone to hear, not so loud that ears hurt. The whisper and the shout both miss.
- Q2.** A just-right pace lets every word land. Too slow makes the audience wait; too fast sends the words running away.
- Q3.** Clear words means every sound of every word. When sounds are left out, the audience does not hear every word. Saying it again the clear way fixes it.
- Q4.** A report talk has its parts in order: hello and what we did, what we found, thank you. We found each part in the model talk and read off the counts.
- Q5.** A show-how talk puts the steps in order: First (get the blocks), Next (two on the mat), Then (more on top), Last (the star block). The order words First, Next, Then and Last keep the steps in order.
- Q6.** A reason tells WHY. “Because” is the reason word. (a) only says the game’s name; (b) tells why it is fun.
- Q7–Q9.** The three talk jobs each have their shape: report (hello, what we found, thank you), show-how (say what you show, steps in order, have a go), reasons (idea, because, idea again). A good talk keeps its shape and uses a big, clear voice.
- Q10.** Volume and pace are voice tools. The same words do different jobs when the volume and pace change to fit — news, story or rhyme.
- Q11.** A talk needs two sides: a speaker and an audience. The audience helps the speaker by looking, listening and sitting still.
- Q12.** The good-talk list names what a good talk looks and sounds like: stand tall, look at the audience, big clear voice, just-right pace, every word, topic words, smile. Ticking it after your talk shows you what to keep doing.
-

Everything in VC2E1LY02 is in this part. Reporting group results runs in the bean-count model talk, Q4 and Q7 (VC2E1LY02.E01); explaining how to do or make something runs in the tower model talk, Q5 and Q8 (VC2E1LY02.E02); speaking clearly and with appropriate volume, and using content-specific vocabulary (topic words), runs through all the talks (VC2E1LY02.E03); experimenting with volume and pace — presenting information, retelling a story and reciting a rhyme — runs in the voice work (VC2E1LY02.E04); and giving reasons why the class should learn a game runs in the Hop and Freeze model talk, Q6 and Q9 (VC2E1LY02.E05). §2A has no cut bits for this part.

Creating short narrative and informative texts — spoken and written

English 1 · Part 6 · 6C

Owens: VC2E1LY13 (Creating texts) **Draws on:** VC2E1LY13.E01 · VC2E1LY13.E02 · VC2E1LY13.E03

VC2E1LY13, word for word: “*create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion*”

Last year, we made short texts with help (VC2EFLY13). In Part 1C, we met the two text jobs: a story (a **narrative**) and a facts text (an **informative** text). In this part, we **make** our own texts — on paper, out loud and on a screen. Every text we make has an opening, a middle and a conclusion. Part 6D comes next: we re-read our own texts and make them better (VC2E1LY14). Part 6E looks after our letters (VC2E1LY15). Making persuasive texts waits for Year 2 (VC2E2LY11) — it is not here.

Teacher note. Read every line of this part out loud. Children listen, talk, draw and write with you — no child reads this page alone. The two model texts (*Sam’s Red Hat* and *Windy Days*) were made for this book. Read each one two times, slowly, and let the children join in on the second read. A spoken text counts as a text: a story told aloud is a spoken narrative, and a weather talk is a spoken informative text. The on-screen tasks use a class tablet or computer, with you.

What we are learning

Two making jobs. In Part 1C we learnt that texts have jobs. Two jobs live in this part:

Big word box — narrative. A **narrative** is a text that tells a story. It can be written on a page, or told out loud. (You met this word in Part 1C.)

Big word box — informative. An **informative** text is a text that gives **facts**. A **fact** tells about something real. (You met this word in Part 1C too.)

1

narrative

tells a story



like our story

Sam's Red Hat

opening · middle · conclusion

2

informative

tells facts



like our facts text

Windy Days

opening · middle · conclusion

Both jobs use the same three parts!

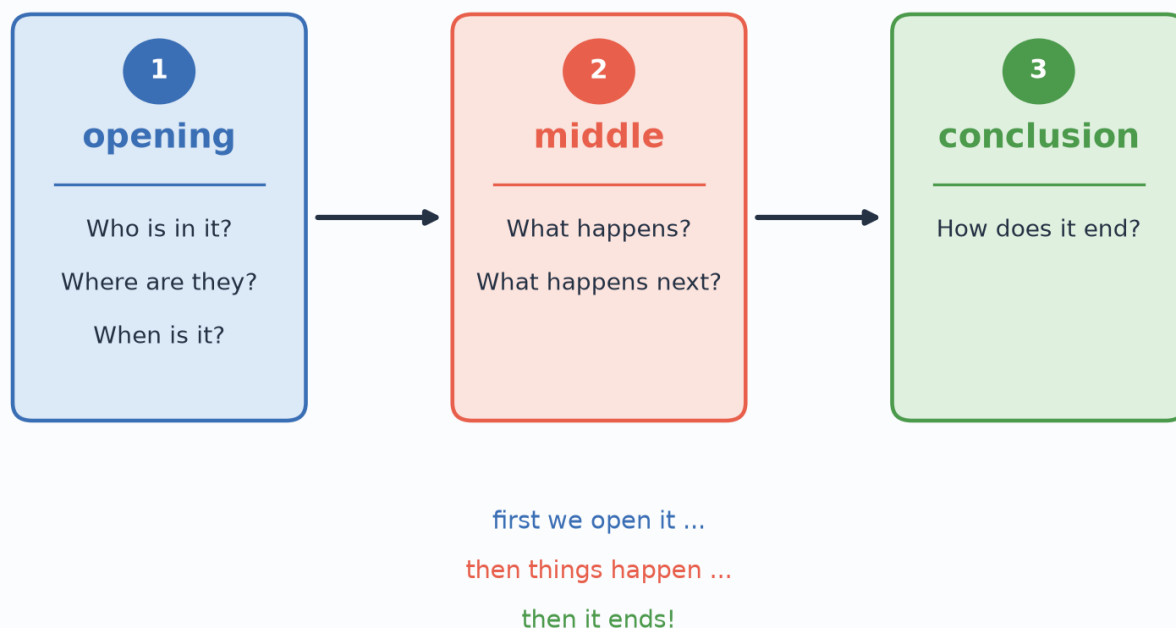
Two making jobs side by side. Card 1 is narrative, tells a story, like our story Sam's Red Hat. Card 2 is informative, tells facts, like our facts text Windy Days. Both cards show the same three parts: opening, middle, conclusion.

Every text we make has three parts.

Big word box — opening, middle, conclusion. The **opening** starts the text: who is in it, where are they, when is it. The **middle** is where things happen. The **conclusion** is how the text ends.

Every text we make has three parts

English 1 · 6C



Every text we make has three parts, in order. Part 1 is the opening: who is in it, where are they, when is it. Part 2 is the middle: what happens, what happens next. Part 3 is the conclusion: how does it end. Under the cards: first we open it, then things happen, then it ends.

What can our texts be about? The big word here is **topic**.

Big word box — topic. A **topic** is what a text is about. A topic can be **personal** — about you, like your pet or your fun day out. A topic can be **learnt** — something we learn at school, like weather and seasons.

Big word box — topic words. **Topic words** are the words that belong to a topic. Our weather topic words come from Part 2D: wind, rain, sunny, cold, warm. The long name for topic words is *topic-specific vocabulary* — same idea, big name!

topics about me

things I know and love

 me and my family

 my pet

 games I like

 a fun day out

topics we learn at school

topic words from other parts of school

 weather and seasons words
wind · rain · sunny · cold · warm

 counting and comparing words
one · two · three · more · most

 places words
school · park · beach · farm · hill

What can our texts be about? Two cards. Topics about me: me and my family, my pet, games I like, a fun day out. Topics we learn at school: weather and seasons words (wind, rain, sunny, cold, warm), counting and comparing words (one, two, three, more, most), and places words (school, park, beach, farm, hill).

Words and pictures together. Two more big words: **multimodal** and **caption**.

Big word box — multimodal. The Victorian Curriculum uses the word *multimodal* but does not tell us what it means. So this part treats it as: **more than one way to make meaning**. A text is multimodal when its words and its pictures work together. *Windy Days* is multimodal — the words tell the facts, and the picture shows the wind!

Big word box — caption. A **caption** is the words under a picture. The caption tells about the picture.

Our model texts

Our story — Sam's Red Hat (*made for this book*)

Sam has a new red hat. Sam goes out to play. Whoosh! A big wind comes. The wind takes the hat! Up, up, up. It sits high in a tree. Sam jumps. Sam can't get it! Then the wind blows again. Whoosh! Down comes the hat. It lands on Sam's head! "Thanks, wind!" says Sam.

made for this book

opening

middle

conclusion

Sam's Red Hat

— Sam has a new red hat. —

— Sam goes out to play. —

— Whoosh! A big wind comes. —

— The wind takes the hat! —

— Up, up, up. It sits high in a tree. —

— Sam jumps. Sam can't get it! —

— Then the wind blows again. Whoosh! —

— Down comes the hat. —

— It lands on Sam's head! —

— "Thanks, wind!" says Sam. —



whoosh!

The teacher reads it. We listen for the three parts.

Our story Sam's Red Hat on a ruled page, with the three parts marked at the side. Opening: Sam has a new red hat. Sam goes out to play. Middle: Whoosh! A big wind comes. The wind takes the hat! Up, up, up. It sits high in a tree. Sam jumps. Sam can't get it! Conclusion: Then the wind blows again. Whoosh! Down comes the hat. It lands on Sam's head! "Thanks, wind!" says Sam.

Our facts text — Windy Days *(made for this book)*

Wind is air that moves. The wind can be soft. The wind can be strong. On a windy day the trees move. The leaves fly. Wind helps kites fly high. Windy days are fun!

A kite flies high in the wind. ← the **caption**

made for this book

Windy Days

—Wind is air that moves. —

—The wind can be soft. The wind can be strong. —

—On a windy day the trees move. The leaves fly. —

—Wind helps kites fly high. —




A kite flies high in the wind.

← **title**

← **facts — the words**

← **picture**

← **caption**

The words and the picture work together to inform us.

Our facts text *Windy Days* on a ruled page, with four parts marked: the title, the facts (the words), the picture of a windy sky with a kite, and the caption under the picture. The caption says: *A kite flies high in the wind.*

Listen for the three parts in *Windy Days* too. The opening says what wind is. The middle tells what the wind can do. The conclusion ends with how we feel about windy days. Facts texts have an opening, a middle and a conclusion as well!

We do it together

Try 1 — with help: plan a class story on the mat

Let's make a story together about our bean plants from Part 1C! First we plan. We use the **planning mat** — one box for each part of the story.

Part	Our plan for <i>Our Bean Day</i>
1 · opening	Who: our class. Where: the school garden. When: one sunny morning.
2 · middle	What happens: we plant our beans. What happens next: we water them every day.
3 · conclusion	How it ends: look — a little green plant! We cheer.

1 · opening Who is in it? Where are they? When is it? _____ _____ _____	2 · middle What happens? What happens next? _____ _____ _____	3 · conclusion How does it end? _____ _____ _____
Draw your picture here _____ _____ _____		

Plan it first — then write it or tell it!

My planning mat. Three boxes in order: 1 opening (who is in it, where are they, when is it), 2 middle (what happens, what happens next), 3 conclusion (how does it end), each with lines to write on. Under the boxes a big space says draw your picture here. At the bottom: plan it first, then write it or tell it.

Try 2 — with help: write our story together

Now we write our sentences, one idea at a time (Part 2A). We pick good naming words and doing words (Part 2B). We start with a capital letter and end with a full stop (Part 2E).

Part	Our sentence
opening	We go to the school garden.
middle	We plant our beans. We water them every day.
conclusion	Look! A little green plant! We cheer.

Now say the whole story out loud together — that makes it a spoken narrative too!

Try 3 — with help: add a fact to Windy Days

Our topic is **wind** — a topic we learnt at school (Part 2D). We use our topic words. Children say one new fact each; the teacher writes it. Is it a fact? Does it use a topic word?

- We wear our coats on a cold day.
- The rain falls on the garden.

That is us using learning area words when we make a text (VC2E1LY13.E02)!

Try 4 — with help: say it out loud — a spoken informative text

A text can be spoken! We make a **news talk** about the weather today.

1. Pick your topic.

2. Say three facts.
3. Use topic words.
4. Friends listen.

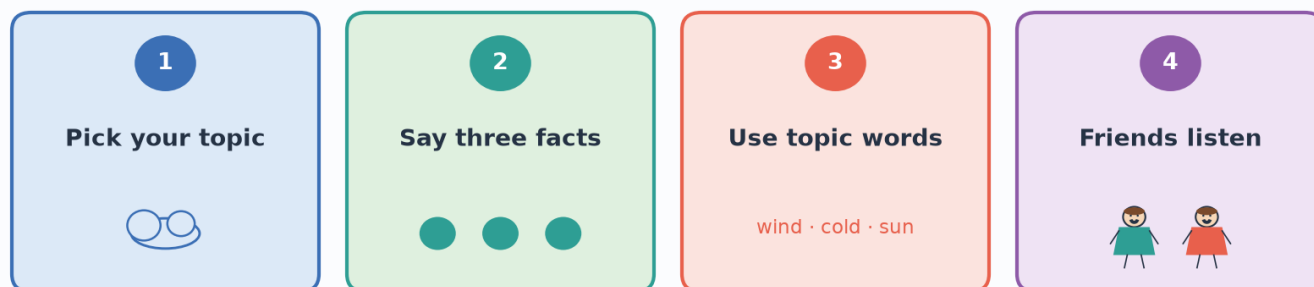
My weather talk

Today is _____. I can see _____. The wind is _____.

Say it in a clear voice — like Part 6B!

A news talk — a spoken informative text

English 1 · 6C



My weather talk

Today is _____.

I can see _____.

The wind is _____.

Say it in a clear voice — like Part 6B!

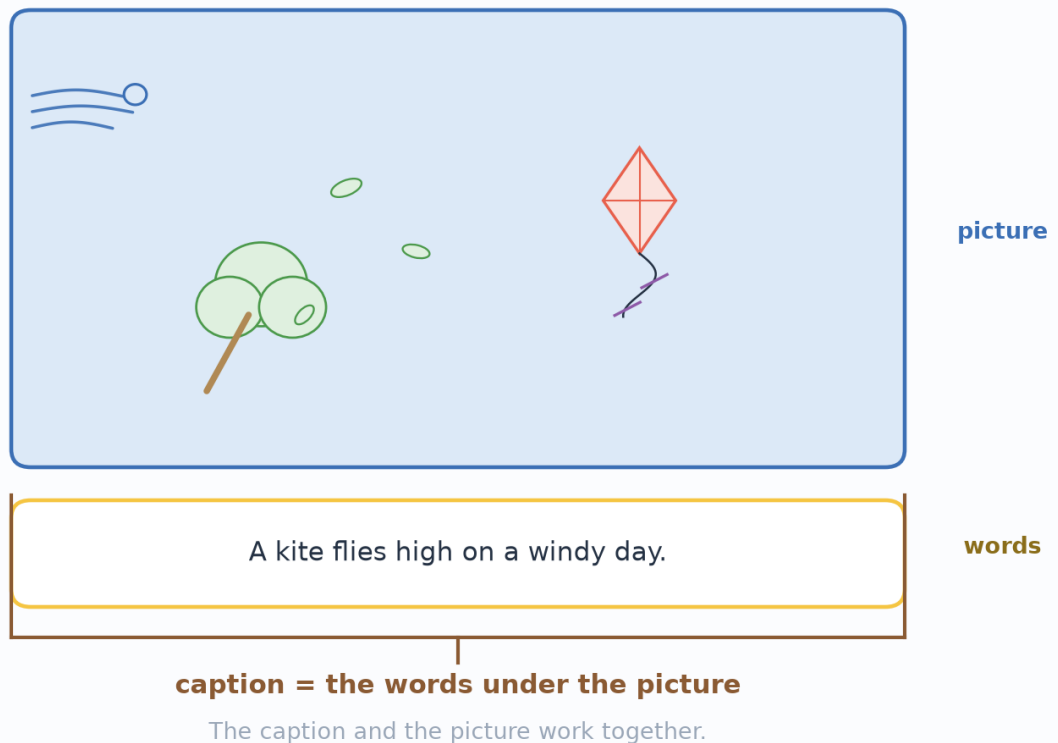
A news talk, a spoken informative text, in four steps: 1 pick your topic, 2 say three facts, 3 use topic words, 4 friends listen. Under the steps a talk box called My weather talk: Today is, I can see, The wind is, each with a space to fill in. At the bottom: say it in a clear voice, like Part 6B.

Try 5 — with help: pictures and captions, on paper and on screen

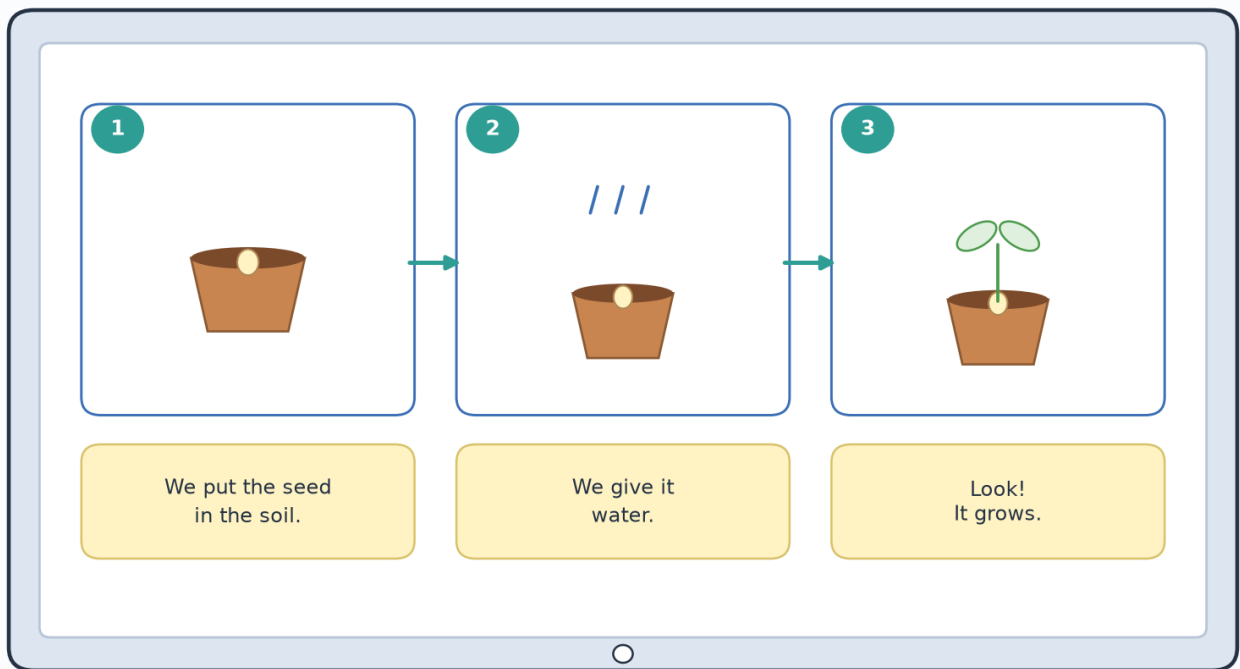
Words and pictures together make our texts multimodal. We add a picture and a caption to our class story. Then we go on screen: three pictures of our bean, in order, with a caption for each.

A caption tells about the picture

English 1 · 6C



A caption tells about the picture. A big picture shows a tree moving in the wind with leaves flying, and a kite up high. Under the picture are the words: A kite flies high on a windy day. The picture is marked picture, and the words are marked words. Under them: caption = the words under the picture. The caption and the picture work together.



On screen: pictures in order, with a caption for each

Our Bean, pictures and captions on screen. A tablet shows three pictures in order: 1 a seed in a pot of soil, 2 water falls on the pot, 3 a little plant grows from the pot. Under each picture is a caption: We put the seed in the soil. We give it water. Look! It grows. At the bottom: on screen, pictures in order, with a caption for each.

Now you try

Teacher note. Read each task to the children. Children answer by talking, drawing or writing with help.

With help

Q1. The story cards are mixed up. Put them in order: opening, middle, conclusion. Then tell the story to a friend.

Put the story in order

English 1 · 6C



A

I throw the stick. Splash!
It lands in the pond.
Spot jumps in to get it.

B

Spot is all wet.
We go home happy.

C

One sunny day I go to
the park with my dog Spot.

1

opening

2

middle

3

conclusion



Which card is the opening? The middle? The conclusion?

Three mixed-up story cards about a day at the park with a dog called Spot. Card A: I throw the stick. Splash! It lands in the pond. Spot jumps in to get it. Card B: Spot is all wet. We go home happy. Card C: One sunny day I go to the park with my dog Spot. Under the cards are three boxes in order: 1 opening, 2 middle, 3 conclusion.

Q2. Listen to *Sam's Red Hat* again. Name one thing from the opening, one thing from the middle and one thing from the conclusion.

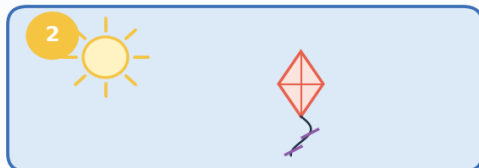
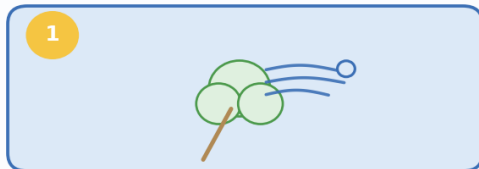
Q3. Circle the words that fit a cold, windy day:

cold · snow · coat · wind · beach · sand

Q4. Match each picture to its caption. Draw a line.

Match the picture to its caption

English 1 · 6C



A

Tap, tap, tap goes the rain.

B

The trees move in the wind.

C

A kite flies high in the sky.

Which caption goes with which picture?

Match the picture to its caption. Three pictures: 1 a tree moving in the wind with leaves flying, 2 a sun and a kite flying high, 3 a rain cloud with rain falling. Three captions: A Tap, tap, tap goes the rain. B The trees move in the wind. C A kite flies high in the sky.

Q5. Use your order from Q1. Tell the Spot story together — one child says the opening, one says the middle and one says the conclusion.

Q6. Do a weather talk with a partner. Use the three starts: Today is _____. I can see _____. The wind is _____.

On your own

Q7. Plan and write your own story. Use the planning mat. You can start like this: One day I go to the _____.

Q8. Make a facts text about weather you love. Write three facts. Add a picture and a caption. Use your topic words!

Q9. Check job! Look at *Sam's Red Hat*. Tick each check on the chart.

My making check

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Is there an opening?☐

Is there a middle?☐

Is there a conclusion?☐

Are there topic words?☐

Is there a picture?☐

Check your text, then show your teacher!

My making check, a chart with five checks, each with a tick box: Is there an opening? Is there a middle? Is there a conclusion? Are there topic words? Is there a picture? At the bottom: check your text, then show your teacher.

Q10. With your teacher, make an on-screen page: three pictures in order, with a caption for each. Draw the pictures on a tablet or computer, or take a photo of your own drawings.

Q11. Make *My Book*. The cover: your name and a picture. Page 1: your title and your story or facts. Page 2: a picture and a caption.

My book

English 1 · 6C

My Book

a book by _____

draw your picture here

the cover

Page 1

My title: _____

write your story or facts

Page 2

draw here

picture and caption

Fold it, make it, then tell it to the class!

My book. The cover says My Book, a book by, with a space for your name and a box to draw your picture. Page 1 has a space for your title and lines to write your story or facts. Page 2 has a box to draw in and lines for a caption. At the bottom: fold it, make it, then tell it to the class.

Q12. Tell your book to the class in a clear voice. Point to the opening, the middle and the conclusion as you tell.

Answers

Q1. C is the opening (one sunny day, at the park with Spot). A is the middle (the stick, the pond, the splash). B is the conclusion (Spot is wet, we go home happy). **Q3.** cold, snow, coat, wind — beach and sand are for a hot day at the beach. **Q4.** 1–B, 2–C, 3–A. **Q2, Q5–Q12.** Answers will be different — see *How the answers work*.

How the answers work

Q1. We listened for the three parts. The opening tells who, where and when (me, the park, one sunny day). The middle is where things happen (the stick lands in the pond, Spot jumps in). The conclusion is how it ends (wet Spot, happy home). Putting the parts in order is using what we know about text structure (VC2E1LY13.E01).

Q2. One way: opening — Sam has a new red hat; middle — the wind takes the hat up a tree; conclusion — the hat lands back on Sam’s head. Any true thing from each of the three parts is good.

Q3. cold, snow, coat and wind fit a cold, windy day. beach and sand belong to a hot day at the beach. Weather words are our Part 2D topic words (VC2E1LY13.E02).

Q4. The tree picture goes with “The trees move in the wind.” The kite picture goes with “A kite flies high in the sky.” The rain picture goes with “Tap, tap, tap goes the rain.” A caption tells about its picture.

Q5. One way: child 1 says “One sunny day I go to the park with my dog Spot.” Child 2 says the middle. Child 3 says “Spot is all wet. We go home happy.” A story told out loud is a spoken narrative.

Q6. One way: “Today is sunny. I can see leaves flying. The wind is strong.” Three facts with topic words make a spoken informative text.

Q7. One way: opening — “One day I go to the beach.” Middle — “I build a sand hill. A wave comes.” Conclusion — “My hill is gone! I laugh.” Three parts, in order.

Q8. One way: “The cold days are here. We wear our coats. Snow can fall.” Plus a picture of a snow day and the caption “We play in the snow.” Topic words and a caption make the text multimodal.

Q9. *Sam’s Red Hat* ticks every box: opening (Sam and the new hat), middle (the wind takes the hat), conclusion (the hat comes back), topic words (wind, tree), and our picture on the page. The check chart is a quick way to look at a text you made.

Q10. One way: three drawings of our bean — seed in soil, water, a little plant — each with a caption, in order on a tablet. Pictures in order with captions on a screen — that is VC2E1LY13.E03!

Q11. One way: cover — *My Book*, a book by Ada, a picture of a dog; page 1 — the title *Spot’s Day* and a story in three parts; page 2 — a picture of Spot and the caption “Spot is all wet.” A book you make is a text you made!

Q12. Listen for: a clear voice (like Part 6B), the three parts in order, and topic words. When you tell your book out loud, you make a spoken text.

Everything in VC2E1LY13 is in this part. Children create short narrative and informative texts, written and spoken, on personal and learnt topics — the class story and news talk, and their own story, facts text and book — “applying emerging knowledge of text structure and grammar when creating text” (VC2E1LY13.E01) — the planning mat and the shared writing use the opening–middle– conclusion shape and one-idea sentences with capitals and full stops; “using learning area vocabulary when creating text” (VC2E1LY13.E02) — weather and seasons topic words from Part 2D; and “creating digital images and composing a story or information sequence on-screen using images and captions” (VC2E1LY13.E03) — the Our Bean screen page and Q10.

Re-reading and improving our own texts

Teacher, please read this page out loud. Every task here can be done by talking, listening, drawing and writing with help. The children read their own writing with you — the texts they made in Part 6C work well, and a big shared text at the front of the room works well too. Keep pencils, paper and the class dictionary close by.

What we are learning

Owns	VC2E1LY14
We learn to	re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation
Draws on	VC2E1LY14 .E01 adding or deleting words on a page or screen to improve meaning; for example, adding an adjective to add meaning to a noun VC2E1LY14 .E02 beginning to use dictionaries and resources to check and correct spelling VC2E1LY14 .E03 identifying words that might not be spelt correctly
From last year	we made short texts and fixed them up together with our teacher (VC2EFLE13–VC2EFLE15)
On to next year	we will make our spelling, our end marks and our texts even better (VC2E2LY12)

In our words: when we write, we are not done! We read our writing again. We look for spots to change. We can add a word. We can take a word out. We can fix a word. Our writing gets better and better!

Adjectives and nouns come back from Part 2B. Capital letters and end marks come back from Part 2E. The sounds and letter patterns from Part 4D help us check our words.

The big idea

Part 1 — Read it again!

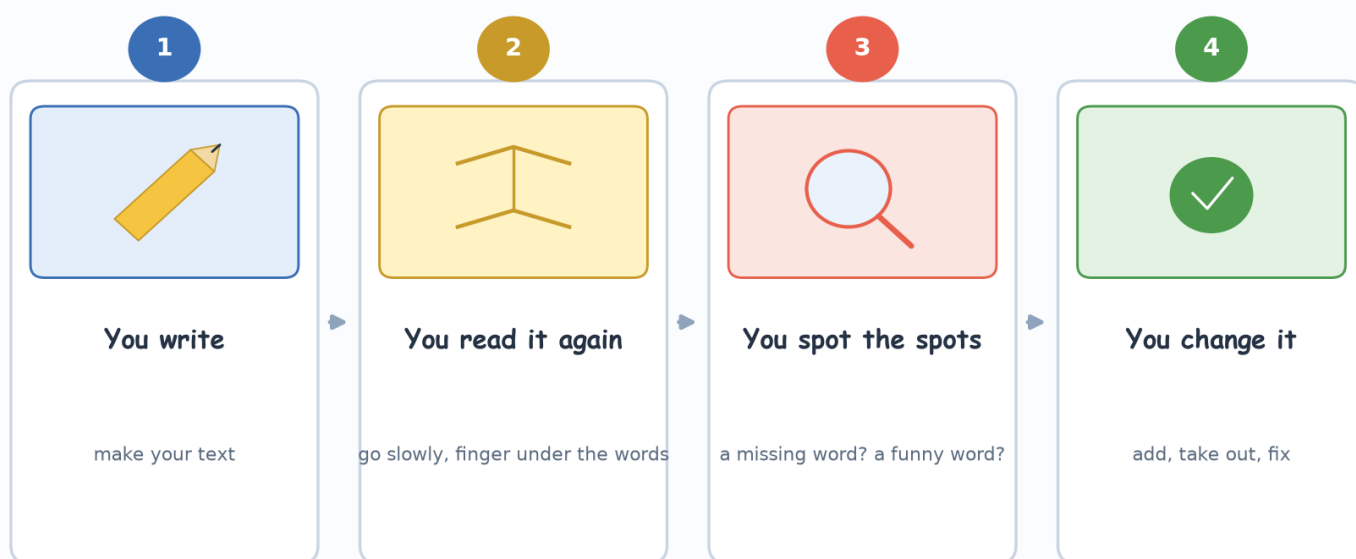
When you write, you think hard. You put your ideas into words. And then... wait! Do not put your pencil down just yet.

When we read our writing again, we find things we did not see the first time:

- a missing word
- a word that does not look right
- a missing full stop

Here are the four steps:

1. **You write.** You make a story or a fact text, like the ones in Part 6C.
2. **You read it again.** Go slowly. Put your finger under each word. You can say the words in a quiet voice.
3. **You spot the spots.** Is a word missing? Does a word look funny? Is there no end mark?
4. **You change it!** Add a word. Take a word out. Fix a word. Now your writing says just what you want it to say!



When we read our writing again, we find spots to make it better!

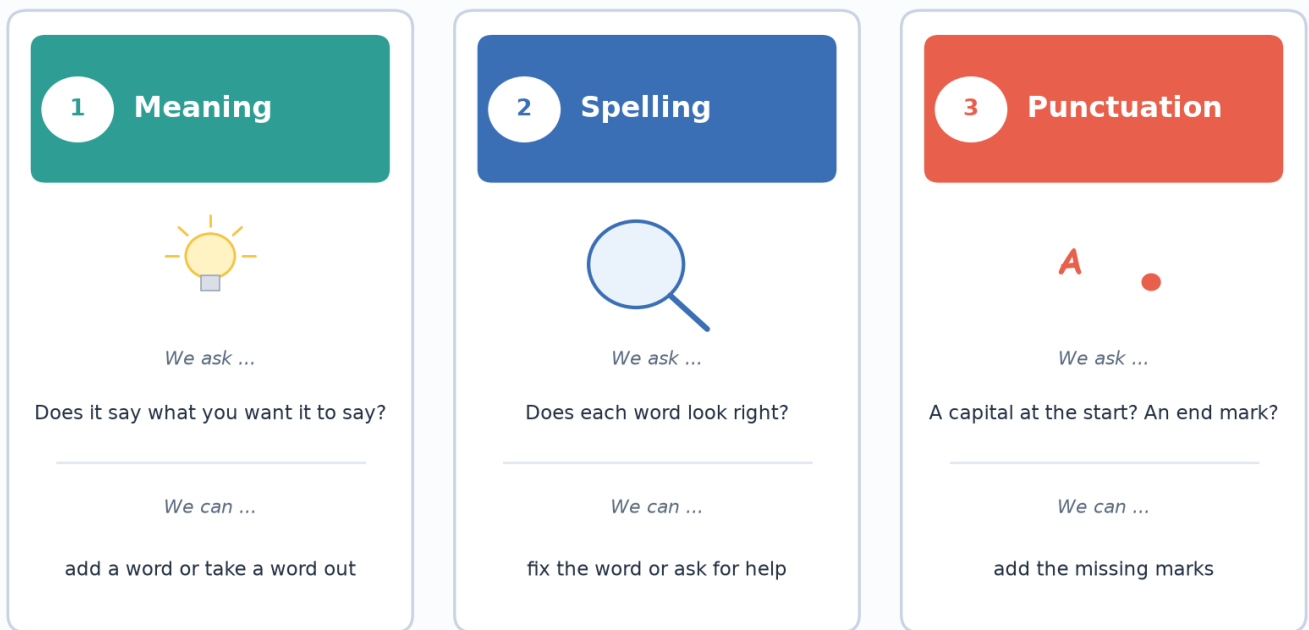
A path with four steps for reading our writing again. Step one is write. Step two is read it again slowly with a finger under the words. Step three is spot the spots to change. Step four is change them, and the writing gets better

Part 2 — The three checks

When we read our writing again, we look for three things. They are our three checks: **meaning**, **spelling** and **punctuation**. **Punctuation** means the marks in writing, like capital letters and full stops. We met them in Part 2E.

Check	We ask ...	We can ...
1. Meaning	Does it say what I want it to say?	add a word or take a word out
2. Spelling	Does each word look right?	fix the word or ask for help
3. Punctuation	Is there a capital at the start and an end mark?	add the missing capital or end mark

The three end marks are the full stop, the question mark and the “!” mark, just like Part 2E.



Read it again and do all three checks: meaning, spelling, punctuation.

A chart of the three checks for reading our writing again. Check one is meaning, check two is spelling and check three is punctuation. Each check has a question to ask and a way to fix it

Part 3 — Add a word, take a word out

One way to change our writing is to **add** a word. In Part 2B we met **adjectives**. An adjective is a word that tells us more about a **noun**. A noun is a naming word, like *rabbit*.

Look at this sentence:

The rabbit can hop.

It is a good sentence. But we can add an adjective in front of *rabbit*:

The **fluffy** rabbit can hop.

Now we can picture the rabbit! One little word did a big job.

On paper, we use a small mark to show where the new word goes. The mark looks like this: $\wedge$. We put it under the line, and we write the new word up top.

The diagram illustrates the process of adding a new word to a sentence on lined paper. At the top, the word "fluffy" is written above the top line. A green arrow points from the text "new word up top" to the word "fluffy". Below this, the sentence "The rabbit can hop." is written on a set of three lines. A green mark, consisting of a small triangle and a line, is placed under the word "rabbit". A green arrow points from the text "this mark shows where" to this mark.

Before:

The rabbit can hop.



After:

The fluffy rabbit can hop.

An adjective tells us more about the noun. One little word, big job!

A sentence on lines of paper. The new word fluffy is up top with a small mark under the line, so the sentence changes from the rabbit can hop to the fluffy rabbit can hop

We can also **take out** a word. Sometimes a word comes in two times:

It can hop hop fast.

One *hop* is enough! We cross it out with a line. The sentence still says what we want it to say — and now it says it one time.

It can hop ~~hop~~ fast.

One hop is enough!

Now it says:

It can hop fast.



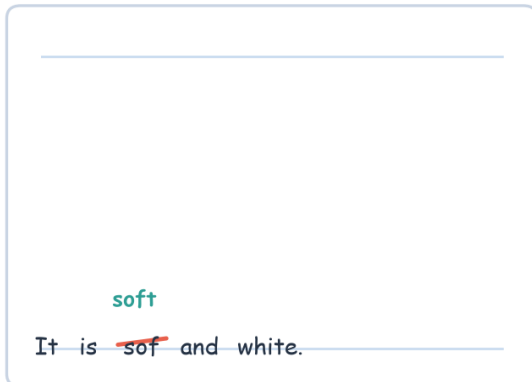
When a word comes in two times, cross one out.

A sentence on paper with one word crossed out. The sentence it can hop hop fast has a line through the second hop, so now it says it can hop fast

On paper and on a screen. We can make changes on a page or on a screen:

- **On paper** — cross the word out with your pencil. Write a new word up top.
- **On a screen** — tap to take the letters out. Then type the new word in.

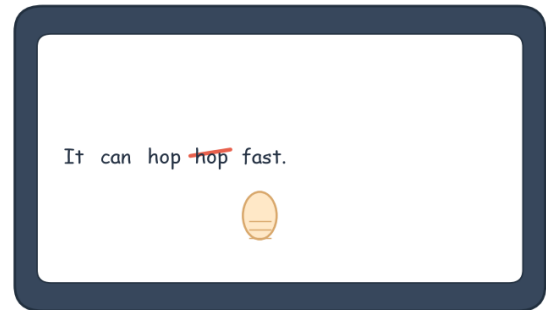
On paper



cross it out, write the new word up top



On a screen



tap to take the letters out,

then type the new word in

We can make changes on a page or on a screen.

Two ways to change our writing. On paper, a pencil crosses a word out and writes a new word up top. On a screen, a finger taps to take letters out and types a new word in

Part 4 — Spot the word

Our second check is spelling. Sometimes we spot a word that might not be right. It looks funny. It does not look like a word we know.

How do we spot these words?

1. Read slowly. Look at each letter.
2. Say the sounds in the word. We know our sounds from Part 4D! Is there a sound with no letters for it?
3. Circle the word. Then fix it, ask for help, or check in a dictionary.

Look at these sentences. One word in each might not be right:

- (a) The hen sits on the **nes**.
- (b) My dog can **jumb** fast.
- (c) I saw a **blak** cat.

We circle the funny words: *nes*, *jumb* and *blak*. Then we fix them: *nest*, *jump* and *black*. The sounds we know from Part 4D help us — *nest* ends with *st*, *jump* ends with *mp*, and *black* ends with *ck*.



The hen sits on the **nes**.

nest



My dog can **jumb** fast.

jump



I saw a **blak** cat.

black



Say the sounds. Fix the word. Or ask for help!

Three sentences, each with one word circled because it might not be right. The circled words are *nes*, *jumb* and *blak*, and the fixed words are *nest*, *jump* and *black*

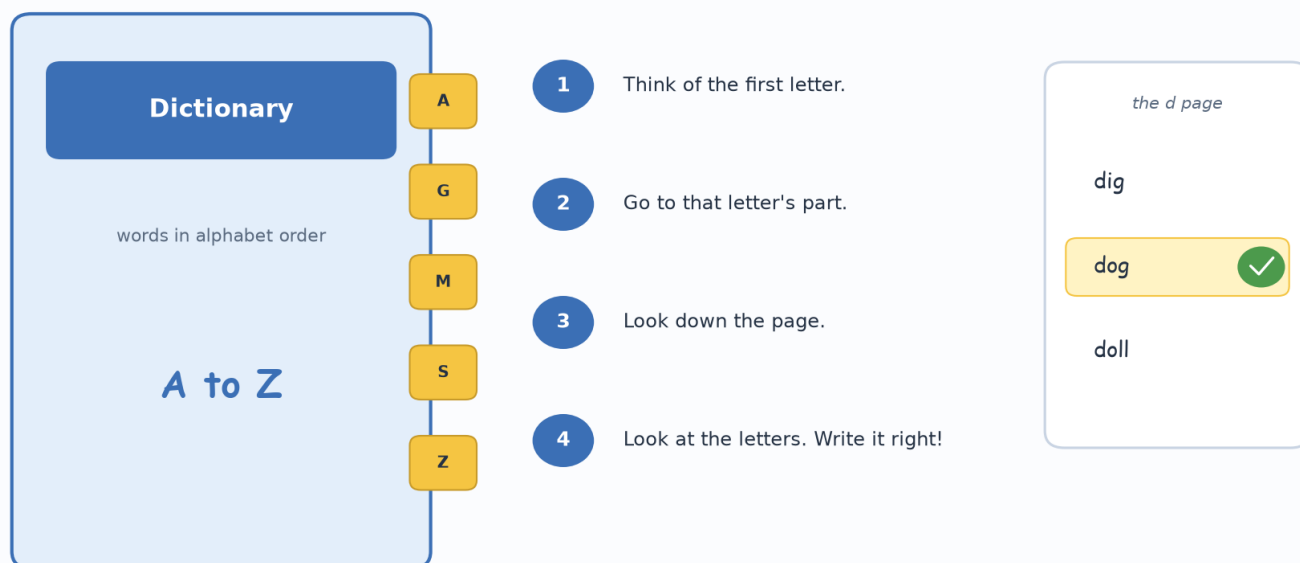
Part 5 — Check it in a dictionary

How do we find the right way to write a word? We can check in a **dictionary**. A dictionary is a big book full of words. There are dictionaries on the class computer too.

The words in a dictionary live in **alphabet order** — from A to Z. Here is how we find a word:

1. Think of the first letter of your word.
2. Go to that letter's part of the dictionary. Your teacher can help.
3. Look down the page and find your word.
4. Look at the letters in the word. Now you can write your word right!

We are just starting with dictionaries, and that is a good start! Our teacher helps us. Other things can help too: the words we know from Part 4E, and our friends.



Words live in alphabet order — from A to Z.

A dictionary, a big book of words in alphabet order. Four steps show how to find a word. Think of the first letter, go to that letter's part, look down the page, and check the letters in the word

Our model text

Sam made a text about our class pet in Part 6C. Let us read Sam's text again and make it better together.

Sam's first go:

our pet is a rabbit. it is sof and white. it can hop hop fast. we like to play with it.

Now the three checks:

- **Check 1 — meaning.** *hop hop* — one *hop* is enough! Cross one out. And what kind of rabbit is it? Let us add an adjective: *a fluffy rabbit*.
- **Check 2 — spelling.** *sof* — say the sounds: s-o-f-t. Four sounds! The word needs a *t*: **soft**.
- **Check 3 — punctuation.** A capital letter goes at the start of each sentence. *our* → **Our**. *it* → **It**. *we* → **We**.

Sam did some things well too! There is a full stop at the end of each sentence. Good, Sam!

Sam's better go:

Our pet is a fluffy rabbit. It is soft and white. It can hop fast. We like to play with it.

fluffy

~~our~~ pet is a rabbit.

soft

~~it~~ is ~~sof~~ and white.

~~it~~ can hop ~~hop~~ fast.

~~we~~ like to play with it.

1 Meaning

✓

add fluffy, take out one hop

2 Spelling

✓

sof becomes soft

3 Punctuation

✓

capitals at the start

Three checks make Sam's text better!

Sam's text about the class pet with change marks on it. Capital letters are circled at the starts of sentences, the word soft is up top, the word fluffy is added with a small mark, and one of the two hop words is crossed out

We do it together

Try 1 — with help: read it again

The teacher puts Sam's text up for all to see. We read it together, slowly, with our fingers under the words. Then we look for a word that comes in two times. Can you spot it?

We spot *hop hop*! One *hop* is enough, so we cross one out.

Try 2 — with help: add a word

Look at the first sentence: "our pet is a rabbit." What adjective could we add in front of *rabbit*? We pick from a word bank:

big · little · soft · fluffy · white

We pick **fluffy**: "Our pet is a fluffy rabbit." We put the ^ mark under the line and write *fluffy* up top.

Try 3 — with help: take a word out

"It can hop hop fast." Which word do we cross out, and why?

We cross out one *hop*. The word came in two times. One *hop* still says what we want it to say.

Try 4 — with help: spot the word

The teacher puts three sentences up. We circle the word that might not be right. Then we say the fixed word.

The sentence	We circle ...	We fix it to ...
(a) The hen sits on the nes.	nes	nest — it ends with <i>st</i>

The sentence	We circle ...	We fix it to ...
(b) My dog can jumb fast.	jumb	jump — it ends with <i>mp</i>
(c) I saw a blak cat.	blak	black — it ends with <i>ck</i>

Try 5 — with help: dictionary time

Which word comes first in alphabet order: *rabbit*, *hen* or *dog*?

We look at the first letters: r, h and d. In the alphabet, d comes before h, and h comes before r. So **dog** comes first! We find *dog* first in a dictionary.

Now you try

Teacher note. Read each task out loud. Children answer by talking, listening, drawing and writing with help. For Q7 and Q10, children need their own texts from Part 6C.

With help

Q1. A star and a wish. Sit with a partner. Take turns to read your Part 6C texts to each other. Give your partner a star — one good thing — and a wish — one thing to change.

Q2. Add an adjective. Fill in a word that tells us more:

- the _____ hen
- a _____ bus

Say your new sentences to a friend. Word help: little · red · big · wet

Q3. Take out a word. One word comes in two times in this sentence. Cross it out, then read the sentence again:

“I like to to play in the sun.”

Q4. Spot the word. Circle the word that might not be right. Then say the fixed word:

“I can see a white rabit.”

Q5. Paper or screen? Where do you do each one?

- (a) cross a word out with your pencil
- (b) tap to take the letters out
- (c) write a new word up top
- (d) type a new word in

Q6. Alphabet order. Put these words in alphabet order:

cup · bus · hen

On your own

Q7. Do the three checks. Get the text you made in Part 6C. Read it again, slowly. Do the three checks. Tick each one you did:

- meaning — I looked for spots to add a word or take a word out
- spelling — I looked for words that might not be right
- punctuation — I looked for capitals and end marks

Q8. Make a sentence better. Write this sentence:

“The hen can run.”

Now add an adjective and write the sentence again.

Q9. Be the teacher! Find the three things to fix in this text, and fix them:

“i saw a white rabbit. it can hop hop fast.”

Q10. My change page. Write two sentences about a pet — a pet you have, or a pet you want. Read them again. Then tick the three checks.

My change page

English 1 · 6D

My pet:

☐ 
meaning

☐ 
spelling

☐ 
punctuation

Write two sentences about a pet. Read them again. Tick the three checks.

My change page. Two lines to write two sentences about a pet, and three tick boxes for the three checks, meaning, spelling and punctuation

Q11. Dictionary hunt. With your teacher, find the word *hen* in a dictionary or on the class computer. What word do you see next to it?

Q12. Talk about it. Why do we read our writing again? Say your idea to your partner. Then listen to their idea.

Answers

Q1, Q7, Q10, Q11, Q12. Answers will be different — see *How the answers work*. **Q2.** Model answers: “the little hen”; “a red bus”. Any adjective works. **Q3.** Cross out the second *to*: “I like to play in the sun.” **Q4.** Circle *rabit*; the fixed word is *rabbit*. **Q5.** (a) paper; (b) screen; (c) paper; (d) screen. **Q6.** bus, cup, hen. **Q8.** Model answer: “The little hen can run.” **Q9.** “I saw a white rabbit. It can hop fast.”

How the answers work

Q1. A star says what was good: “I liked your part about the sun.” A wish says what to change: “You could add a word to tell me what kind of pet it is.” Both friends get a turn to read and a turn to listen.

Q2. An adjective tells us more about a noun. It goes in front of the noun. “the little hen” and “a red bus” both work — and so do “the big hen” and “a wet bus”!

Q3. The word *to* came in two times. We take one out. The sentence says the same thing with one *to*.

Q4. *Rabit* looks funny — it does not look like a word we know. The fix is *rabbit*. The sounds are r-a-b-b-i-t.

Q5. On paper we use our pencil: we cross words out and write new words up top. On a screen we use our fingers: we tap to take letters out and type new words in.

Q6. We look at the first letters: c, b and h. In the alphabet, b comes first, then c, then h. So the order is bus, cup, hen.

Q7. Look for the child reading slowly, with a finger under the words, and checking one thing at a time: meaning first, then spelling, then punctuation. Three ticks means all three checks were done.

Q8. The adjective goes in front of *hen*: “The little hen can run.” Other good tries: “The red hen can run.” “The fluffy hen can run.”

Q9. Three fixes: the *i* needs a capital — **I**. The word *rabit* needs fixing — **rabbit**. The word *hop* came in two times — take one out. The better text is: “I saw a white rabbit. It can hop fast.”

Q10. The two sentences can be about any pet. Look for the child reading their own sentences again before they tick the boxes.

Q11. In a dictionary, words live in alphabet order. Next to *hen* the children might see words like *here* or *hens* — the words will be different in different dictionaries, and that is good.

Q12. Good ideas sound like: “So we can find spots to make it better.” “So our writing says what we want it to say.” “So other people can read it.” Both partners get a turn to talk and a turn to listen.

Everything in VC2E1LY14 is in this part. Children re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation. They add or delete words on a page or screen to improve meaning — for example, adding an adjective to add meaning to a noun (VC2E1LY14.E01). They begin to use dictionaries and other resources to check their spelling (VC2E1LY14.E02). They spot words that might not be spelt correctly and fix them, with help from the sounds they know (VC2E1LY14.E03). This part builds on the adjectives of Part 2B, the end marks of Part 2E, the letter patterns of Part 4D and the texts of Part 6C, and it gets the children ready for the deeper spelling, punctuation and text work of Year 2 (VC2E2LY12).

Forming letters: unjoined lower-case and upper-case

Teacher, please read this page out loud. Every task here can be done by watching, saying, moving and writing with help. No child has to read this page on their own. This part is about our writing hands: how we sit, how we hold our pencil, and how we make every letter the same way, every time.

What we are learning

Owns	VC2E1LY15
We learn to	write words using unjoined lower-case and upper-case letters
Draws on	VC2E1LY15 .E01 continuing to develop a functional pencil grip/grasp
From last year	we learned our letter shapes and sounds, and had a go at writing letters and our name (VC2EFLY13–VC2EFLY15)
On to next year	we will write so everyone can read our words, every time, and a little faster (VC2E2LY13)

In our words: letters are made, not just put down. We get our body ready, we hold our pencil so it can move, and we make each letter the same way every time. Big or small, every letter knows where it sits!

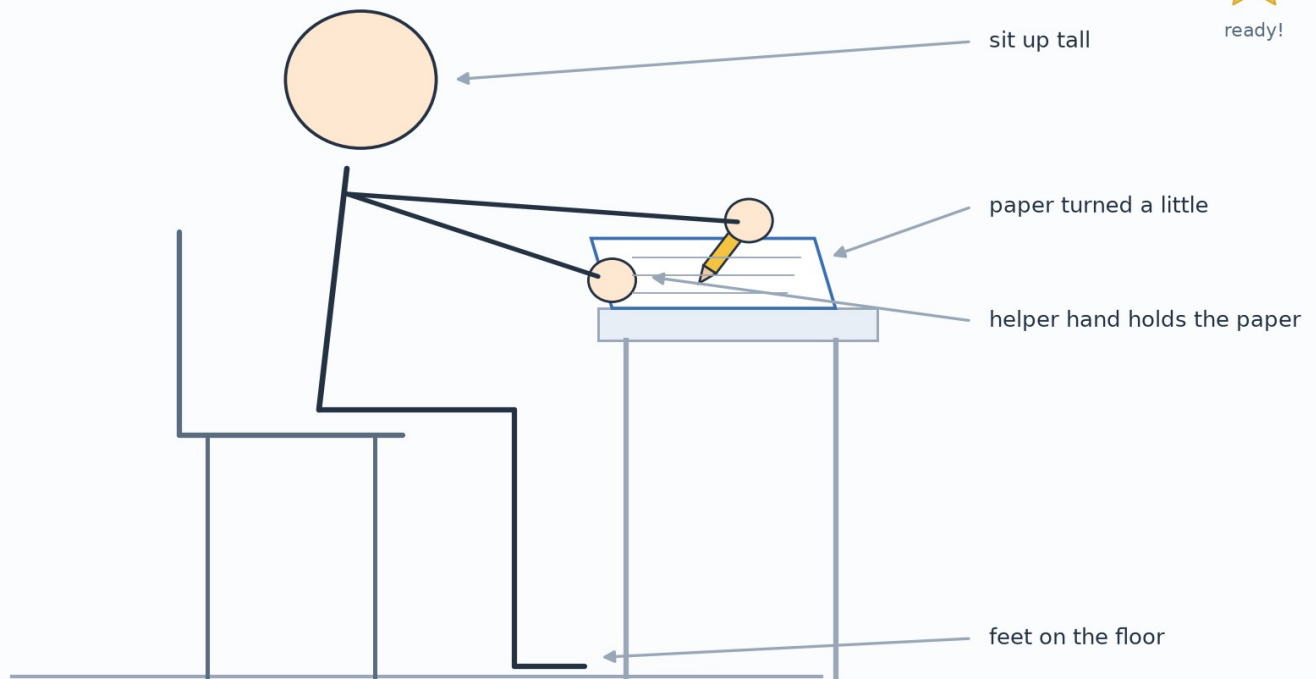
Names and capitals began in Part 2E, and our word bank lives in Part 4E. Here they come back, as we learn to make every letter.

The big idea

Part 1 — Ready to write

Before we write, we get our body ready. Four jobs:

- **Sit up tall** on your chair.
- **Feet on the floor**, nice and flat.
- **Paper turned a little**, so it is easy to see your words.
- **Helper hand on the paper** — the helper hand is the hand that does not write. It holds the paper still.

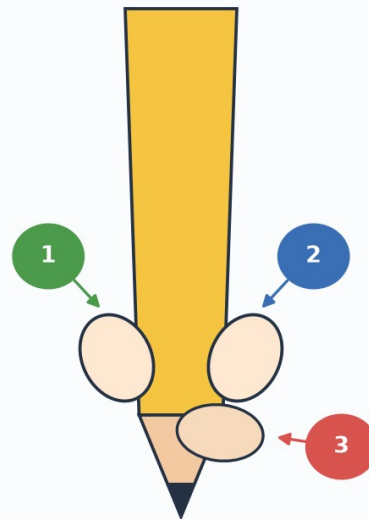


A child sitting at a desk, seen from the side. The child sits up tall with feet flat on the floor. The paper is turned a little on the desk. One hand holds the paper still and the other hand holds a pencil on the paper. Labels: sit up tall, paper turned a little, helper hand holds the paper, feet on the floor

Now the pencil. A grip that works is called a **functional grip**. “Functional” is a big word that just means “it works”. In a grip that works:

1. the **thumb** — the short finger on the side of your hand — holds one side,
2. the **first finger** holds the other side,
3. and the pencil **rests on the middle finger**.

Hold and rest — the pencil moves, and the hand stays happy. We are still growing our grip this year, and that is okay. A grip that works is a grip that is good!



1 the thumb

2 the first finger

3 rests on the middle finger

hold and rest —
the pencil moves nicely

a grip that works = a functional grip

the pencil moves, the hand stays happy

A big pencil, point down, held by three fingers. Number dot 1 points to the thumb, number dot 2 points to the first finger, and number dot 3 points to the middle finger resting under the pencil. Words: hold and rest, the pencil moves nicely. A grip that works is a functional grip

Part 2 — The four lines

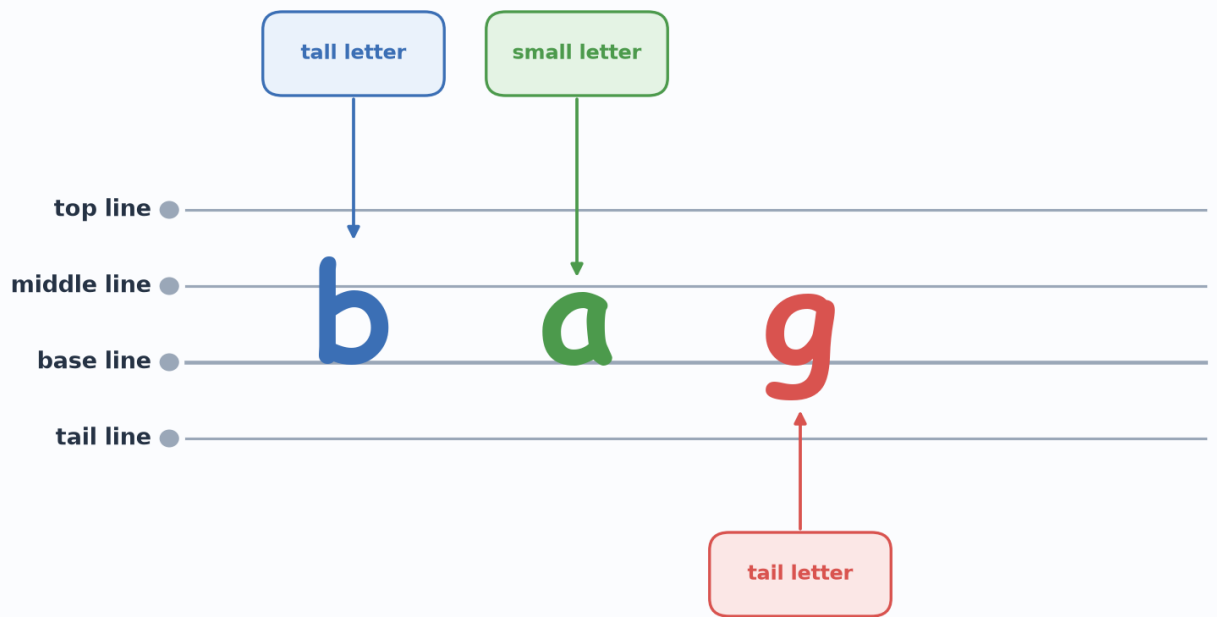
Our writing page has four lines, and they have names:

- the **top line**
- the **middle line**
- the **base line** — the line every letter sits on
- the **tail line** — the line tails go down to

Letters come in three sizes:

- **Tall letters**, like b, climb up from the base line to the top line.
- **Small letters**, like a, sit in the middle space.
- **Tail letters**, like g, go down to the tail line.

And every letter — tall, small or tail — sits on the base line. Every letter, every time!



letters sit on the base line — every letter, every time

*Four writing lines named top line, middle line, base line and tail line. A tall letter *b* climbs up, a small letter *a* sits in the middle space, and a tail letter *g* goes down. Every letter sits on the base line*

Part 3 — The lower-case families

The small letters we use in our words are called **lower-case letters**. Lower-case is just the name for the small letters. Every lower-case letter belongs to a family — a team of letters that start the same way.

In our letter pictures, the green dot shows where your pencil starts, and the little arrow shows the way it goes.

The round family starts at the top and goes around to the left: a, c, d, g, o, q.



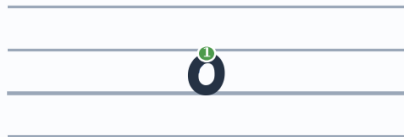
around, then down



around



around, then tall down



around, then down low



around



around, then down low

round letters start at the top and go around to the left

The round family of lower-case letters on writing lines: a, c, d, g, o, q. Each letter has a green start dot and a little arrow showing the first move. Round letters start at the top and go around to the left

The line-down family starts at the top and pulls right down: b, f, h, i, j, k, l, t.

The line-down family

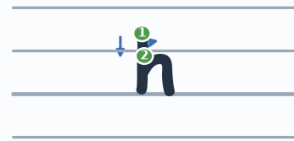
English 1 · 6E



down tall, then around



down, then across



down tall, then hump



down short



down, then hook



down tall, then kicks



down tall



down, then across

line letters start at the top and pull right down

The line-down family of lower-case letters on writing lines: b, f, h, i, j, k, l, t. Each letter has a green start dot at the top and a down arrow. Line letters start at the top and pull right down

The hump and round family goes down first, then back up and over: e, m, n, r, s, u.

The hump and round family

English 1 · 6E



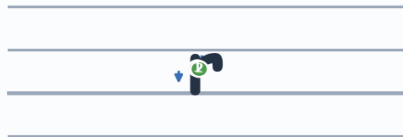
across, then around



down, then two humps



down, then one hump



down, then a small arm



around in, around out



down and up, then down

hump letters go down first, then back up and over

The hump and round family of lower-case letters on writing lines: e, m, n, r, s, u, with start dots and arrows. Hump letters go down first, then back up and over

The slanty family is made of slanty lines: v, w, x, y, z.



down, then up



down up, down up



one way, then the other



down, up, then a tail



across, down, across

slanty letters are made of slanty lines

The slanty family of lower-case letters on writing lines: v, w, x, y, z, with start dots and arrows. Slanty letters are made of slanty lines

b and d — the tricky pair! These two look the same in a mirror, but we make them a different way, so we never mix them up:

- **b** — 1 down tall, 2 then around. b is the bat and the ball.
- **d** — 1 around first, 2 then tall down. d is the round part, then the line.

b and d — made differently

English 1 · 6E

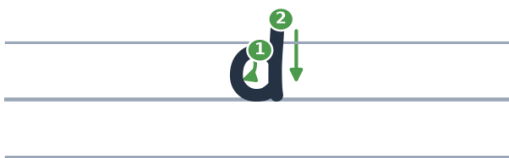
b



1 down tall
2 then around

b is the bat and the ball

d



1 around first
2 then tall down

d is the round part, then the line

we make them a different way, so we never mix them up

Two cards on writing lines. The b card shows move 1 down tall and move 2 then around. The d card shows move 1 around first and move 2 then tall down. We make them a different way, so we never mix them up

And one more rule: we write each letter on its own. The pencil lifts between letters. Letters do not hold hands! That is what **unjoined** means — every letter on its own.

Part 4 — The upper-case letters

The big letters are called **upper-case letters**. We also call them **capitals**. Capital is just our short name for an upper-case letter. Capitals start our names — Mia, Sam and your name too — just like we learned in Part 2E.

Capitals are always tall. They stand from the top line to the base line, and they never have a tail. We can put them into four teams by how we make them: lines, big round lines, round and line, and slanty lines.

lines	big round lines	round and line	slanty lines
E F H	C G O	B D J	A K M
I L T	Q S	P R U	N V W
			X Y Z

capitals are always tall — top line to base line, no tail

Four team cards of upper-case letters on two writing lines. Lines: E F H I L T. Big round lines: C G O Q S. Round and line: B D J P R U. Slanty lines: A K M N V W X Y Z. Capitals are always tall, top line to base line, no tail

Every small letter has a capital friend. Some look the same, big and small: C and c, O and o, S and s, U and u, V and v, W and w, X and x, Z and z. Some wear different clothes: A and a, B and b, D and d, E and e, G and g, H and h, M and m, N and n, Q and q, R and r, T and t, Y and y.

some look the same, big and small

C c O o S s U u V v W w X x Z z

some wear different clothes

A a B b D d E e G g H h M m N n Q q R r T t Y y

every small letter has a capital friend

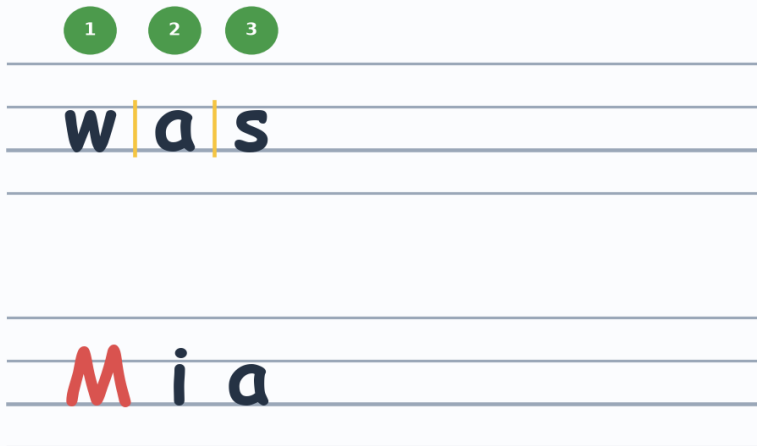
Upper-case letters next to their lower-case friends. Some look the same, big and small, like C and c, O and o, S and s. Some wear different clothes, like A and a, M and m, R and r. Every small letter has a capital friend

Part 5 — Writing words

When we write a word, we say the word out loud. Then we write its letters one at a time, with a little space between. The pencil lifts between letters — unjoined!

Look at the word **was** from our Part 4E word bank: w, then a, then s, with a little space between. And look at the name **Mia**: names start with a capital, then lower-case letters after.

a little space between letters



Mia is a name — it starts with a capital (Part 2E)

unjoined!

**every letter
on its own**

the pencil lifts
between letters

letters do not
hold hands

say the word, then write the letters one by one

The word was on writing lines, letter by letter, with number dots 1, 2 and 3 and a little space between the letters. Below it, the name Mia starts with a red capital M. A card says: unjoined — every letter on its own, the pencil lifts between letters, letters do not hold hands

We do it together

Try 1 — with help: ready body

Look at the Ready to write picture. Say the four ready jobs together: sit up tall · feet on the floor · paper turned a little · helper hand on the paper. Now show me a ready writing body — everyone, sit ready!

Try 2 — with help: grip check

Pick up your pencil. Say the three jobs with me: thumb · first finger · rests on the middle finger. A grip that works is a functional grip. Now check the grip of the friend next to you. Is the pencil resting nicely?

Try 3 — with help: tall, small or tail?

The teacher says a letter. Say **tall**, **small** or **tail**, and show it with your hand in the air.

- l — tall! It climbs up.
- a — small! It sits in the middle space.
- g — tail! It goes down.

Try 4 — with help: say the move

The teacher shows a letter. Say the family and the move words:

- c — “round family — around!”
- m — “hump family — down, then two humps!”
- v — “slanty family — down, then up!”

Try 5 — with help: b or d?

The teacher says “bat and ball” or “round part, then line”. Write the right letter in the air: b or d? Bat and ball is **b** — down tall, then around. Round part, then line is **d** — around first, then tall down.

Now you try

Teacher note. Read each task out loud. Children answer by saying, moving, air-writing and writing with help. Writing tasks need paper, and a pencil with a grip that works.

With help

Q1. Air writing. Write these letters big in the air, saying the move words: c, l, m, s. Then write them on paper, and a friend watches. Do the letters sit on the base line?

Q2. Ready body, grip check. Get ready to write. Say the four ready jobs as you do them, then the three grip jobs.

Q3. Tall, small or tail? Say it for each letter: (a) t (b) m (c) y (d) h.

Q4. b or d? The teacher says “bat and ball” or “round part, then line”. Write the right letter: b or d.

On your own

Q5. My letter page. Go over the light letters, then write them on your own. Then write the word was, and your name.

My letter page

English 1 · 6E

1 the line-down letters

l t b h

now two of your own

2 the hump letters

n m r

now two of your own

3 the word was — then your name

w a s

your name here

go over the light letters, then write them on your own

A writing page with three rows of writing lines. Row 1 has light letters l, t, b, h to go over. Row 2 has light letters n, m, r. Row 3 has the light word was and room for your name. Go over the light letters, then write them on your own

Q6. Write the word was on your page — three letters, a little space between, all on the base line. Then write your name. Names start with a capital!

Q7. Word-bank pick. Choose two green words from the Part 4E word bank (and, it, get, can, him, back, in, on). Write them unjoined — every letter on its own.

Q8. Capital friends. Write the capital friend for each small letter: s, o, m, t. Circle the pairs that look the same, big and small.

Answers

Q1, Q2. Answers will be different — see *How the answers work*. **Q3.** (a) tall; (b) small; (c) tail; (d) tall. **Q4.** “bat and ball” = b; “round part, then line” = d. **Q5, Q6, Q7.** Answers will be different — see *How the answers work*. **Q8.** S, O, M, T. The same-looking pairs are S and s, and O and o.

How the answers work

Q1. Look for the start and the move: c starts at the top and goes around to the left; l starts at the top and pulls right down; m goes down, then two humps; s goes around in, then around out. Every letter sits on the base line.

Q2. Ready body: sit up tall, feet on the floor, paper turned a little, helper hand on the paper. Grip: thumb and first finger hold, and the pencil rests on the middle finger. A grip that works is a functional grip.

Q3. t and h are tall — they climb up. m is small — it sits in the middle space. y is a tail letter — it goes down. Tall, small or tail, every letter sits on the base line.

Q4. We keep b and d different by how we make them. b is the bat and the ball: down tall, then around. d is the round part, then the line: around first, then tall down.

Q5. Go over each light letter the right way: l and t and b and h are line-down letters; n, m and r are hump letters; was is w, a, s one at a time. Then write them with no help. Names start with a capital.

Q6. Three letters in was — w, a, s — with a little space between, and every letter sitting on the base line. Your name starts with a capital, then lower-case letters after.

Q7. Every letter on its own — the pencil lifts between letters. That is unjoined writing. And every letter sits on the base line.

Q8. The capital friends are S, O, M and T. S and s look the same, big and small, and so do O and o. M and T wear different clothes.

Everything in VC2E1LY15 is in this part. Children write words using unjoined lower-case and upper-case letters: they get ready to write and keep growing a functional pencil grip/grasp (VC2E1LY15.E01); they place every letter on the base line; they make the lower-case letters family by family — round, line-down, hump and round, and slanty — keeping b and d different by how they make them; they make the upper-case letters tall, from the top line to the base line with no tail; they match every lower-case letter to its capital; and they write short words and names letter by letter, unjoined, with a little space between.

English Level 1 — Chapter 6 check (C6)

Chapter check C6 · Chapter 6 — Literacy: interacting, presenting, creating texts and forming letters (sections 6A–6E)
· 15 marks

English Level 1 (Year 1) · Victorian Curriculum 2.0

Chapter coverage: Chapter 6 — interacting with others (turn-taking, whole-body listening, building a talk, asking questions); delivering short spoken texts using features of voice; creating short narrative and informative texts with an opening, a middle and a conclusion; re-reading and improving texts; forming unjoined lower-case and upper-case letters.

This check is the **on-screen half of production**. It checks what children know about talks, texts and letters. Giving a talk to an audience (the speaking behaviour) and forming letters by hand (the motor behaviour) are observed in checklists O1 and O2, not on screen.

Content descriptions assessed:

- VC2E1LY01 — use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions (section 6A)
- VC2E1LY02 — deliver short spoken texts to an audience using features of voice (section 6B)
- VC2E1LY13 — create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion (section 6C)
- VC2E1LY14 — re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation (section 6D)
- VC2E1LY15 — write words using unjoined lower-case and upper-case letters (section 6E)

Marks and structure: 15 marks over 12 items — **Sitting 1:** items 1–5 (7 marks) · **Sitting 2:** items 6–12 (8 marks).

Timing: untimed. No time pressure at all. Guidance: two sittings of 8–10 minutes each, once the teacher has read the stems aloud (about 1 minute per mark).

Permitted materials: none needed. At Level 1 the aids are the teacher’s voice and the pictures. Answers are given on screen.

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 1 achievement standard, not against a mark on this check.

Conditions

- The teacher reads every stem aloud, and every sentence, card and caption in the items. The children may read along with the teacher. Every item also works as a listening item: the child listens, then answers on screen. Reading is not what is being checked, and the teacher will not help with answers.
- No student sits for more than 15 minutes at once. This check is given in **two sittings** (sitting 1, then sitting 2 on another day). The two sittings are independent.
- There is no time limit within a sitting.

Words you need (read these with the children before starting):

- **turn** — your time to talk
- **topic** — what a talk or a text is about
- **opening** — the first part of a text; it says who or what the text is about
- **middle** — the part of a text where things happen
- **conclusion** — how a text ends
- **caption** — the words under a picture

- **volume** — how loud or soft your voice is
 - **pace** — how fast or slow you say your words
-

Sitting 1 — items 1–5 (7 marks)

Item 1 — What does a good listener do? [1 mark]

The teacher reads the item aloud.

Four friends sit in a circle. There is one talk card. Mia has the talk card. It is Mia's turn to talk. What do the other friends do?

- A. Wait and listen with eyes on Mia
- B. Talk at the same time as Mia
- C. Look at the floor and play

Item 2 — Choose the question that stays on topic. [1 mark]

The teacher reads the item aloud.

The class is talking about the class garden. Which question stays on the topic?

- A. "When will the plants be big?"
- B. "Do you like my red hat?"
- C. "Can we go and play now?"

Item 3 — Choose the right voice for a class talk. [1 mark]

The teacher reads the item aloud.

You give a talk to the class. Which voice is the right one?

- A. A big clear voice so everyone can hear
- B. A soft voice like a whisper
- C. A loud voice like a shout

Item 4 — Choose the right pace for a class talk. [1 mark]

The teacher reads the item aloud.

Which pace helps your friends hear every word?

- A. Not too fast and not too slow
- B. Very fast so the words run away
- C. Very slow so we wait and wait

Item 5 — Put the text in order. [3 marks]

The teacher reads each sentence card aloud. This is a facts text with three parts. Put each sentence in its blank. One mark for each sentence in the right blank.

1. the opening: _____
2. the middle: _____
3. the conclusion: _____

Sentence cards:

- Card A: “The beach is by the sea.”
 - Card B: “We can swim and play in the sand.”
 - Card C: “The beach is a fun place.”
-

Sitting 2 — items 6–12 (8 marks)

Item 6 — Choose the best opening sentence. [1 mark]

The teacher reads the item aloud.

You write a facts text about snow. Which is the best opening sentence?

- A. “Snow is soft and white.”
- B. “One day a snowman went for a walk.”
- C. “I think snow is the best!”

Item 7 — Choose the best opening sentence. [1 mark]

The teacher reads the item aloud.

You write a facts text about the farm. Which is the best opening sentence?

- A. “One day the hen went for a walk.”
- B. “A farm is a place where animals live.”
- C. “I think farms are the best!”

Item 8 — Finish the caption. [1 mark]

Look at the picture. The teacher reads the caption aloud. Type the missing word. Word cards: high · wet · slow

[Picture: a kite up high in the sky]

“A kite flies _____ in the sky.”

Item 9 — Finish the caption. [1 mark]

Look at the picture. The teacher reads the caption aloud. Type the missing word. Word cards: cold · hot · fast

[Picture: children in coats on a white snow day]

“We wear our coats when it is _____.”

Item 10 — Mark the word that might not be spelt right. [1 mark]

The teacher reads the sentence aloud. Read the sentence. One word might not be spelt right. Mark the word.

The bus will sotp here.

Item 11 — Choose the better edit. [1 mark]

The teacher reads the item aloud.

The word **sotp** is not right. Which word should it be?

- A. stop
- B. step
- C. stamp

Item 12 — Match each big letter to its small letter friend. [2 marks]

The teacher reads the item aloud. Match each upper-case letter to its lower-case letter friend. One mark for each correct match.

1. M

A. m

2. S

B. s

End of Chapter 6 check (C6). The solutions and marking key start on the next page.

English Level 1 — Chapter 6 check (C6) — Solutions and marking key

Teacher copy · 15 marks · Keep this block with the check. The check is auto-marked on screen; this key is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E1LY01 (6A), VC2E1LY02 (6B), VC2E1LY13 (6C), VC2E1LY14 (6D), VC2E1LY15 (6E) — Chapter 6.

Stimulus texts: the three-part beach facts text (item 5), the kite and snow-day caption pictures (items 8–9) and the editing sentence (item 10) are all original compositions written for this book.

This is the marking key for a school-designed check. It is not a VCAA instrument.

How to administer. Give the check in two sittings. Sitting 1: items 1–5. Sitting 2 (another day): items 6–12. Read every stem, every sentence card and every caption aloud at a normal pace; repeat any item once if a child asks. For item 5 read each sentence card aloud as the children place it. For items 8–9 the word cards stay on screen while the child types (a child may point at the word instead of typing; the selection is the mark). For item 10 the child marks one word on screen. Read-aloud delivery is the administration decision recorded on the title page (TOC D4/D5); nothing in this check depends on a child reading anything the teacher has not read with or to them.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	F1 Multiple Choice	VC2E1LY01	A. Wait and listen with eyes on Mia — whole-body listening and turn-taking: when it is not your turn, you wait and listen (6A Parts 1–2). B and C are not listening behaviours.	1
2	F1 Multiple Choice	VC2E1LY01	A. “When will the plants be big?” — the question stays on the topic of the class garden, and it is a ‘when’ question (VC2E1LY01.E0 5). B (red hat) and C (go and play) are off topic.	1
3	F1 Multiple Choice	VC2E1LY02	A. A big clear voice so everyone can hear — the just-right volume for a class talk (6B: too soft, the audience cannot hear; too loud, ears hurt).	1
4	F1 Multiple Choice	VC2E1LY02	A. Not too fast and not too slow — the just-right	1

Item	Family (H5P)	CD	Answer	Mark
			pace; every word lands with the audience (6B star pace). B is rabbit pace; C is turtle pace.	
5	F3 Drag Text	VC2E1LY13	Blank 1 (the opening) → Card A “The beach is by the sea.” · Blank 2 (the middle) → Card B “We can swim and play in the sand.” · Blank 3 (the conclusion) → Card C “The beach is a fun place.” 1 mark per sentence in the right blank, up to 3 marks.	3
6	F1 Multiple Choice	VC2E1LY13	A. “Snow is soft and white.” — the opening of a facts text tells a fact about the topic. B starts a story (‘One day ...’); C tells an opinion (‘I think ...’).	1
7	F1 Multiple Choice	VC2E1LY13	B. “A farm is a place where animals live.” — a fact that opens the topic. A starts a story; C tells an opinion.	1
8	F2 Fill in the Blanks	VC2E1LY13	high — “A kite flies high in the sky.” Accepted answer: <i>high</i> only (case-insensitive). The caption tells about the picture.	1
9	F2 Fill in the Blanks	VC2E1LY13	cold — “We wear our coats when it is cold .” Accepted answer: <i>cold</i> only.	1
10	F4 Mark the Words	VC2E1LY14	sotp — in “The bus will sotp here.” the word <i>sotp</i> might not be spelt correctly: it does	1

Item	Family (H5P)	CD	Answer	Mark
			not look like a word we know. <i>bus</i> , <i>will</i> and <i>here</i> are known words.	
11	F1 Multiple Choice	VC2E1LY14	A. stop — the fixed word. <i>step</i> and <i>stamp</i> are real words but they are not the word the sentence needs.	1
12	F5 Matching	VC2E1LY15	1. M → m · 2. S → s . 1 mark per correct match. On screen the columns shuffle; the pairs are what count.	2
			Total	15

No capped rows. Every §7.3 C6 row names exactly as many purposes as its marks, and each purpose has its own item: LY01's listener/question pair (items 1–2), LY02's voice/pace pair (items 3–4) and LY14's mark/edit pair (items 10–11). Nothing is capped.

CD marks on this check: VC2E1LY01 2 · VC2E1LY02 2 · VC2E1LY13 7 (3 + 2 + 2 over its three rows) · VC2E1LY14 2 · VC2E1LY15 2 — as scheduled in TOC §7.3 (15 marks). The §7.2 headline of 3 marks per CD balances at the instrument level (15 marks over 5 CDs); VC2E1LY13 carries 7 because its row gives it three distinct creation purposes (ordering, opening-sentence choice, caption composition).

Model answers — construction items (P2)

Item 5 (ordering the opening, middle and conclusion of a simple informative text). Model placement: opening → Card A, middle → Card B, conclusion → Card C. The shape is the one section 6C teaches for informative texts: the opening says what the topic is and where it is (the beach, by the sea); the middle tells what happens there (swimming and playing); the conclusion ends with a closing feeling (the beach is a fun place) — the same shape as the *Windy Days* model in 6C, on a fresh topic with fresh sentences. On screen each blank accepts exactly one card; every card is used once.

Items 8–9 (caption cloze). Model completions: *high* and *cold*. A caption is the words under a picture, and the completed caption must tell about its picture: the kite picture shows the kite up high in the sky, and the snow-day picture shows coats on a cold day. Accepted-alternatives list: exactly *high* for item 8 and *cold* for item 9 (case-insensitive); the other word cards (*wet/slow*, *hot/fast*) make true sentences about other things but not about the pictured scene. This is the image-and-caption composition half of VC2E1LY13 .E03 at Level 1: the words and the picture work together.

Item 12 (upper-case ↔ lower-case matching). Model matches: M–m and S–s. M and m ‘wear different clothes’ (6E), while S and s look the same big and small — the two pair types taught in section 6E. Accepted-match list: exactly M→m and S→s; each letter is used once. This item checks letter-form knowledge on screen; the motor half — actually writing the letters unjoined with a functional grip — is recorded in O2 (VC2E1LY15 .E01).

Per-item content-description mapping

Item	CD	Elaborations drawn on
1	VC2E1LY01	.E01 (turn-taking in group work), plus the CD's own active-listening behaviours
2	VC2E1LY01	.E02 (building a conversation by

Item	CD	Elaborations drawn on
		staying on topic and asking relevant questions), .E05 (formulating ‘when’ questions)
3	VC2E1LY02	.E03 (speaking clearly and with appropriate volume)
4	VC2E1LY02	.E04 (experimenting with pace for particular purposes)
5	VC2E1LY13	.E01 (applying emerging knowledge of text structure — opening, middle, conclusion — when creating text)
6–7	VC2E1LY13	.E01 (text structure: the opening tells the topic), .E02 (learning-area vocabulary — weather and place topic words from 2D)
8–9	VC2E1LY13	.E03 (composing an information sequence using images and captions)
10	VC2E1LY14	.E03 (identifying words that might not be spelt correctly)
11	VC2E1LY14	.E03 (identifying the misspelt word), .E02 (checking and correcting spelling)
12	VC2E1LY15	the CD’s own wording — unjoined lower-case and upper-case letters (letter-form knowledge; the motor half sits in O2)

Exclusions honoured: Chapter 6 has no §2A exclusion (the four excluded elaborations — VC2E1LA01.E02, VC2E1LA09.E02, VC2E1LE01.E02, VC2E1LE04.E01 — all sit in Chapters 1 and 3; TOC §3 chapter totals). All five CDs are drawn on in full. The spoken half of VC2E1LY02 and the motor half of VC2E1LY15 are not under-tested here — they sit where §7.5 places them, in O1 and O2; C6 is the knowledge half, exactly as the §7.3 C6 heading says.

Level discipline check (TOC §6): every sentence on this check is a simple sentence; ‘and’ joins words only (item 4, Card B); boundary punctuation only; no commas; sentence-case titles. The opinion sentences in items 6–7 (“I think ...”) are distractors to be *recognised*, per the 5C recognition ceiling — no persuasive or opinion text is produced or edited. No joined script anywhere; letter matching is shape knowledge, with formation reserved to O2. No monitoring strategy; the five-strategy list of 5D is untouched. ‘facts’ (Yr2) appears in stems only; child-read strings sit at or below the Yr1 ceiling.

Spelling-edit compliance (D11). The editing sentence “The bus will sotp here.” is built to the Level 1 phonics scope: *bus*, *will* and *here* are known high-frequency and decodable words, and *sotp* is an intentional transposition of the letters of *stop* (a beginning blend and a short vowel, both in scope). It carries no new pattern — no vowel digraph, no silent letter. The item 11 fixes (*stop*, *step*, *stamp*) are all real in-scope words, so the child edits by sound-letter knowledge (4B/4D), not by memory of a rule beyond Level 1. *sotp* is listed in the gate’s ADJUDICATED_NONWORDS and adjudicated here.

Sourcing: the beach text, the caption pictures and their descriptions, the editing sentence and every item sentence are original compositions written for this book (TOC D7, §6; P3 context-first; P5). No published or NAPLAN/VCAA content is reproduced. No section teaching text is reused: ‘Sam’s Red Hat’, ‘Windy Days’, the Spot park story, ‘Our Bean Count’, ‘How to Build a Tall Tower’, ‘Hop and Freeze’ and Sam’s pet text all stay in section 6.

End of C6 solutions. This block is removable as a whole page unit (L1).

