Teacher Notes

English Teaching and Learning

This unit of work is a five lesson sequence designed using the Australian Curriculum: English Foundation to Year 10. It aims to further develop students' understanding and usage of subject specific vocabulary associated with TrackSAFE actions for a number of applications in the teaching and learning of spelling strategies. Students will develop and practise skills in producing well-structured reports with an emphasis on bullet points. These reports will be produced for a variety of audiences and will be based on practical and meaningful contexts.

It is intended that these lessons are used in the writing block of English teaching. It is recommended that teachers incorporate where possible reading materials that will support the use of TrackSAFE vocabulary through choice of appropriate shared and guided reading texts in their reading blocks.

Teachers of students with disability should adjust the following learning sequence and/or use appropriate learning activities included in other year levels' sequences to ensure that the learning is meaningful for their students' individual needs, strengths and interests. Further information is available in *Student Diversity and the Australian Curriculum Advice for principals, schools and teachers.* http://www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability

School proximity to trains and tracks, and student experiences will be varied. The TrackSAFE Education photos and video provided on our student site will allow teachers to extend and enrich lessons where a visual cue is needed. A glossary of terms has been provided. Teachers should be aware that infrastructure can vary across Australia, so a variety of images are available. The basic elements are consistent with the exception of platform line colour in South Australia. South Australian teachers should refer to the 'white line' whenever 'yellow line' is mentioned.

Teachers can use The Arts unit of work on its own, or following the English unit of work. These are dynamic lessons designed to draw out students' creativity once they have sufficient TrackSAFE vocabulary. This will be particularly valuable when catering for the different student learning styles within each classroom.

In some activities, students may be required to source information and images from internet searches. It is important to remind them of their obligations with regard to copyright and where they can source copyright free materials e.g. Creative Commons http://creativecommons.org.au/

Assessment – English

Lessons have been designed for teachers to be able to assess their students' achievement standards using the Australian Curriculum: English Foundation to Year 10. Opportunities for assessment of learning throughout the week's lessons will assist teachers in reporting progress and achievement of students.

Australian Curriculum: English F-10 Applicable Content Descriptions

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Year 5

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Language: *Text structure and organisation*

- Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
- Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

Language: *Expressing and developing ideas*

- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Language: *Phonics and word knowledge*

- Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)

Literacy: *Interacting with others*

- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

Literacy: *Interpreting, analysing, evaluating*

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Literacy: *Creating texts*

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- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

- Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)

- Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)

- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

Year 6

Language: *Text structure and organisation*

- Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

Language: *Expressing and developing ideas*

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)

Language: *Phonics and word knowledge*

- Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)

Literacy: *Interacting with others*

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Literacy: *Creating texts*

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and

experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

- Re-read and edit student's own and others' work using agreed criteria and explaining editing choices (ACELY1715)

- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)

- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

TrackSAFE Aims For This Unit of Work

The aim of this unit of work is for students to learn and engage in meaningful English lessons with a rail safety focus.

For all students, from those who have regular exposure to trains or tracks, to those who have no exposure to trains or tracks at all, it is important to learn and practice rail safety actions. All students should be well prepared so they know what to do to keep themselves safe around train tracks and why these safety actions are so important.

Students at this age and developmental stage are starting to take more responsibility for their own safety and to travel more independently, however should still be supervised when on a platform and particularly when crossing at a pedestrian level crossing. They are starting to develop reasoning skills and a deeper understanding of the importance of staying safe. Students of this age may engage in dangerous behaviour around tracks when external influences exist, e.g. running late, peer pressure, bullying or through dropping item on tracks. Procedures for how to manage these influences should be reinforced (e.g. take the next train, say no, ask for help from staff, press the emergency help button). They are starting to develop skills in keeping others safe, and influencing others to take responsibility for their own safety.

TrackSAFE Outcomes

By the end of this unit of work, students should be able to:

- identify and describe the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.) and their purpose

- describe how adults keep us safe near trains or train tracks, and why they do those things

- describe what they themselves need to do to stay safe on the train network, and why they need to do those things

- teach others how to stay safe near trains and tracks

Assessment of TrackSAFE Outcomes

Whilst the learning activities in this unit of work are focussed on the English achievement standards, it has ultimately been developed specifically to improve students' knowledge, skills and attitudes around train and track safety.

Measuring change in student understanding, skills, and attitudes against the TrackSAFE Outcomes will help you to track student progress and assess the benefits of completing this unit of work in your classroom from a train and track safety perspective.