

### 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. This vocabulary will be combined with other collections (such as frequently occurring words) for a number of applications in the teaching and learning of spelling.

Students will develop and practise skills in producing informative texts, creating and delivering oral presentations and using interactions to question, disagree and provide feedback.

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. Classroom displays of students' toys from home (train sets, tracks etc.) will further embed the vocabulary and enhance student understanding of how safety features around tracks keep us safe.

Learning activities are provided for the following stages of writing development:

- Beginning writers (those who can differentiate between writing and drawing, assign messages to their writing, use a mix of letter-like symbols and letters)
- Emergent writers (those who rely on the most obvious sounds in words with spaces between, to record simple messages, have a growing bank of frequently occurring words to draw on and add drawings to enhance meaning)
- Early writers (those who are gaining skills in writing with a variety of text types which they plan, discuss and revise, have a good knowledge of frequently occurring words and spelling strategies and are beginning to consider audience in their writing)
- Fluent writers (those who can create extended pieces using a variety of text types with episodes and events in logical and chronological sequence, reflecting on their writing and editing and enhancing meaning, use conventional punctuation and an extended vocabulary of high frequency and high interest words)

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 as such, 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 following completion of English. 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.

### **Resources**

It is suggested that the resources provided are printed on A3 card and laminated and cut up ready for use. All provide practise in developing writing skills and can be used many times in a variety of contexts.

### **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 lessons will assist teachers in reporting progress and achievement of students.

### Australian Curriculum: English F-10 Applicable Content Descriptors

#### Foundation

**Language:** *Expressing and developing ideas*

- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school ([ACELA1437](#))

**Language:** *Phonics and word knowledge*

- Know how to read and write some high-frequency words and other familiar words ([ACELA1817](#))
- Understand how to use knowledge of letters and sounds including onset and rime to spell words ([ACELA1438](#))
- Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words ([ACELA1439](#))

**Literacy:** *Interacting with others*

- Use interactions skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ([ACELY1784](#))
- Deliver short oral presentations to peers ([ACELY1647](#))

**Literacy:** *Interpreting, analysing, evaluating*

- Identify some differences between imaginative and informative texts ([ACELY1648](#))

**Literacy:** *Creating texts*

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651](#))
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops ([ACELY1652](#))
- Construct texts using software including word processing programs ([ACELY1654](#))

### Year 1

**Language:** *Expressing and developing ideas*

- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts ([ACELA1454](#))

**Language:** *Phonics and word knowledge*

- Understand how to spell one and two syllable words with common letter patterns ([ACELA1778](#))
- Recognise and know how to use simple grammatical morphemes to create word families ([ACELA1455](#))
- Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words ([ACELA1457](#))

**Literacy:** *Interacting with others*

- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace ([ACELY1788](#))
- Make short presentations using some introduced text structures and language, for example opening statements ([ACELY1657](#))

**Literacy:** *Interpreting, analysing, evaluating*

- Describe some differences between imaginative, informative and persuasive texts ([ACELY1658](#))

**Literacy:** *Creating texts*

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ([ACELY1661](#))

- Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation ([ACELY1662](#))
- Write using unjoined lower case and upper case letters ([ACELY1663](#))
- Construct texts that incorporate supporting images using software including word processing programs ([ACELY1664](#))

### Year 2

#### **Language:** *Expressing and developing ideas*

- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose ([ACELA1470](#))
- Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words ([ACELA1471](#))

#### **Literacy:** *Interacting with others*

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ([ACELY1666](#))
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately ([ACELY1789](#))

#### **Literacy:** *Creating texts*

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ([ACELY1671](#))
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure ([ACELY1672](#))

- Write legibly and with growing fluency using unjoined upper case and lower case letters ([ACELY1673](#))
- Construct texts featuring print, visual and audio elements using software, including word processing programs ([ACELY1674](#))

### 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 train and track 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 practise 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 of this age and stage of development must be supervised by an adult at all times when around train tracks, whether on a platform or at a pedestrian level crossing. They should walk while holding hands and be given prompts by the supervising adult about safe places to walk and stand (e.g. behind the yellow line). They should practise procedures for crossing at a pedestrian level crossing (STOP, LOOK, LISTEN, THINK). Supervising adults should be aware that sudden occurrences may cause a student to act impulsively without consideration of the safety consequences, for example a dropped ball or other item onto tracks may cause the student to attempt to retrieve it. Procedures for how to manage these occurrences should be reinforced (e.g. ask for help from staff, press the emergency help button).

### 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



# English

## Foundation, Years 1 and 2

### **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.