

Parmesan, the Reluctant Racehorse - Links to the Australian National Curriculum

Prepared by Jacqui Halpin

Foundation Year - English

Language

Curriculum content descriptions

Explore the different contribution of words and images to meaning in stories and informative texts ([ACELA1786](#))

Elaborations

- talking about how a ‘different’ story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined
- exploring how the combination of print and images in texts creates meaning

Curriculum content descriptions

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes ([ACELA1430](#))

Elaborations

- sharing experiences of different texts and discussing some differences
- discussing the purpose of texts, for example ‘This text will tell a story’, ‘This text will give information’
- repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases

Literature

Curriculum content descriptions

Respond to texts, identifying favourite stories, authors and illustrators ([ACELT1577](#))

Elaborations

- talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories
- engaging with the humour in some stories and repeating favourite lines, jokes and ideas
- returning to preferred texts and commenting on reasons for selection

Curriculum content descriptions

Share feelings and thoughts about the events and characters in texts ([ACELT1783](#))

Elaborations

- talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories
- using art forms and beginning forms of writing to express personal responses to literature and film experiences
- talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted

Literacy

Curriculum content descriptions

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

Elaborations

- talking about what is 'real' and what is imagined in texts
- identifying and selecting texts for information purposes and commenting on how the text might help with a task

Curriculum content descriptions

Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge ([ACELY1649](#))

Elaborations

- navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word
- reading aloud with attempts at fluency and intonation

- attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge
- predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning

Curriculum content descriptions

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently ([ACELY1650](#))

Elaborations

- talking about the meanings in texts listened to, viewed and read
- visualising elements in a text (for example drawing an event or character from a text read aloud)
- providing a simple, correctly-sequenced retelling of narrative texts
- relating one or two key facts from informative texts
- finding a key word in a text to answer a literal question
- making links between events in a text and students' own experiences
- making an inference about a characters feelings
- discussing and sequencing events in stories
- drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical

Year 1 - English

Language

Curriculum content descriptions

Understand patterns of repetition and contrast in simple texts ([ACELA1448](#))

Elaborations

- identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)

- discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry

Curriculum content descriptions

Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances ([ACELA1451](#))

Elaborations

- knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase)
- understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example A kangaroo is a mammal. A mammal suckles its young)

Curriculum content descriptions

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning ([ACELA1453](#))

Elaborations

- talking about what is ‘real’ and what is imagined in texts, for example ‘This is the section about platypuses in the book about mammals’

Curriculum content descriptions

Use visual memory to read and write high-frequency words ([ACELA1821](#))

Elaborations

- learning an increasing number of high-frequency words recognised in shared texts and texts being read independently, for example ‘one’, ‘have’, ‘them’ and ‘about’

Literature

Curriculum content descriptions

Discuss how authors create characters using language and images ([ACELT1581](#))

Elaborations

- identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts

- identifying how spiritual beings are represented in Aboriginal and Torres Strait Islander stories
- identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous
- discussing the characters of fictional animals and how they relate to those of humans

Curriculum content descriptions

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582](#))

Elaborations

- discussing characters from books and films and whether these are life-like or imaginary (for example talking animals)
- comparing characters and events in texts to students' own experiences

Curriculum content descriptions

Express preferences for specific texts and authors and listen to the opinions of others ([ACELT1583](#))

Elaborations

- sharing favourite texts and authors and some reasons for preferences
- discussing different texts and considering what is entertaining or appealing and why
- using arts methods and role play to express personal responses to characters and events in stories
- identifying who is telling the story in different texts

Curriculum content descriptions

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ([ACELT1584](#))

Elaborations

- examining different types of literature including traditional tales, humorous stories and poetry
- discussing similarities and differences between texts (for example features of main characters in different stories)

- discussing features of book settings including time (year, season) and place (country or city, realistic or imagined)
- discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)

Curriculum content descriptions

Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary ([ACELT1832](#))

Elaborations

- imitating a characteristic piece of speech or dialogue, or the attitude or expression of favourite or humorous characters in texts

Literacy

Curriculum content descriptions

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

Elaborations

- comparing and discussing texts identifying some features that distinguish those that ‘tell stories’ from those that ‘give opinions’
- selecting texts for a particular purpose or task, for example a website that will give information about whales, a book that will tell a story about a possum

Curriculum content descriptions

Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading ([ACELY1659](#))

Elaborations

- using contextual and semantic knowledge to make predictions about a text’s purpose and content
- combining knowledge of context, meaning, grammar and phonics to decode text
- recognising most high frequency sight words when reading text
- self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge

- reading aloud with developing fluency and intonation

Curriculum content descriptions

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features ([ACELY1660](#))

Elaborations

- using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading
- making connections between the text and students' own experiences, and between information in print and images
- finding key information in a text
- making inferences about characters' feelings and motives
- building knowledge about the topic of the text and learning new vocabulary before and during reading
- making predictions from the cover, from illustrations and at points in the text before reading on
- retelling the events or key information in the text orally, in writing and/or through digital or arts media

Year 2 - English

Language

Curriculum content descriptions

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose ([ACELA1463](#))

Elaborations

- identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images
- becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions

Curriculum content descriptions

Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms ([ACELA1464](#))

Elaborations

- exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things
- mapping examples of word associations in texts, for example words that refer to the main character

Literature

Curriculum content descriptions

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591](#))

Elaborations

- describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters
- describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings
- identifying features of imaginary or fantasy texts, for example magic powers, shifts in time
- investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used
- comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view

Year 3 – English

Language

Curriculum content descriptions

Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments ([ACELA1483](#))

Elaborations

- noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture
- observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness

Years 1 & 2 - Health

Curriculum content descriptions

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities ([ACPPS015](#))

Elaborations

- describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities
- accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess
- participating in games and physical activities and describing how others' strengths contribute to successful outcomes