

## Teacher Notes

### English Teaching and Learning

This unit of work is a three lesson sequence designed using the Australian Curriculum: English Foundation to Year 10. It aims to develop students' understanding and usage of subject specific vocabulary associated with TrackSAFE actions and to develop effectiveness with a range of spelling strategies.

Students will develop and practise skills in producing and editing procedures and providing feedback to others so they can improve their writing in this text type. The students will create a safety slogan for a target audience of their choice, exploring vocabulary selection and rhyme.

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 eg 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 Descriptors

### Year 3

**Language:** *Language for interaction*

- Examine how evaluative language can be varied to be more or less forceful ([ACELA1477](#))

**Language:** *Text structure and organisation*

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ([ACELA1478](#))

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

- Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ([ACELA1482](#))
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([ACELA1484](#))

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

- Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word ([ACELA1827](#))

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

- Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678](#))

**Literacy:** *Creating texts*

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose ([ACELY1682](#))
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation ([ACELY1683](#))
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements ([ACELY1685](#))

#### Year 4

**Language:** *Text structure and organisation*

- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([ACELA1490](#))
- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([ACELA1491](#))

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

- Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts ([ACELA1496](#))
- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ([ACELA1498](#))

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

- Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes ([ACELA1828](#))

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

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text ([ACELY1690](#))

**Literacy:** *Creating texts*

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([ACELY1694](#))
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure ([ACELY1695](#))
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1697](#))

## 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 should be supervised by an adult at all times when around train tracks, whether on a platform or pedestrian level crossing. They should be able to walk independently and be able to demonstrate where the safe places to walk and stand are, but may need to be given occasional prompts from the supervising adult about safe places to walk and stand (e.g. behind the yellow line). They should be able to competently demonstrate the procedure 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

## **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.