Upfront Reading Success

Correlation with the

New South Wales Syllabus

English

Talking and Listening Outcomes and Indicators

EARLY STAGE 1	STAGE 1

Learning to Listen – Listening

TES1.2 Listens with reasonable attentiveness.

Listening Skills
- listens and follows one-step instructions
- repeats sounds in words in correct sequence
- recognises and identifies words that rhyme.

TS1.2 Interacts in more extended ways and generally listens attentively.

Listening Skills
- follows instructions on how to complete an activity.

Interaction Skills
- rephrases statements to increase their clarity.

EARLY STAGE 1	STAGE 1

Learning About Talking and Listening – Language Structures and Features

TES1.4 Identifies some basic language features of familiar spoken texts.

Text Structure and Features
- identifies oral texts using words such as 'recount', 'nursery rhyme', 'beginning', 'middle', 'end', 'retell'.

TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Grammar
- identifies the verbs in procedures, eg the action words that tell what to do.

STAGE 2	STAGE 3

Learning About Talking and Listening – Language Structures and Features

TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Text Structures and Features

• recognises the main organisational structures of spoken text types studied, eg recount, information report, procedure, discussion and narrative

• identifies the characteristics of an oral procedure, ie goal, materials, steps, use of detail, clear sequencing.

Reading Outcomes and Indicators

EARLY STAGE 1	**STAGE 1**

Learning to Read – Reading and Viewing Texts

RES1.5 **Demonstrates developing reading skills to read short, predictable written texts on familiar topics.**

RS1.5 **Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.**

Shared, Guided and Independent Reading

- recognises that written words have a meaning and can be read aloud
- spends time looking at text
- interprets pictorial procedures
- reads labels accompanying pictures
- recognises words during sound supported reading of literary and factual texts
- follows highlighted text and images in the guided reading of visual and written texts
- uses illustrations to assist reading
- constructs meaning from visual texts with familiar content
- reads a variety of texts matched to their instructional level
- finds meanings found in multimodal texts, eg illustrations, talking books.

Shared, Guided and Independent Reading

- follows the sound supported reading of poems, eg repetitive rhymes, chants
- enjoys electronic storybooks
- interprets story illustrations and simple diagrams
- draws on own knowledge to interpret characters and events in literary texts
- reads a variety of literary and factual texts
- develops reading independently for longer periods of time.

Responding to Texts

- reads descriptions of people, places and animals
- understands short, basic written procedures
- makes sense of brief explanations in diagrammatic form
- follows simple written instructions, eg instructions for using the classroom computer, a short recipe
- follows computer interactive directions
- finds specific information in factual texts
- comprehend simple expressions of point of view.

Subject Matter

- identifies and uses information found in factual texts

Subject Matter

- begins to read texts about less familiar topics.

• follows and responds to sound supported reading activities on familiar and imaginary topics.

STAGE 2

Learning to Read – Reading and Viewing Texts

RS2.5 **Reads independently a wide range of texts on increasingly challenging topics, interpreting ideas, information and events.**

Shared, Guided and Independent Reading

• makes some inferences about ideas implicit in a text
• interprets diagrams and graphics
• begins to read a range of simple poems.

Responding to Texts

• reads more complex recounts, eg biography of a famous person such as Napoleon Bonaparte
• identifies elements such as main characters, setting and events in a variety of literary texts
• follows written procedures
• interprets and follows short printed instructions or directions such as those in recipes, mazes, board games, safety guidelines
• finds information for specific purposes in factual texts
• understands simple sequential explanations.

STAGE 3

RS3.5 **Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.**

Shared, Guided and Independent Reading

• comprehends and interprets a variety of literary and factual texts

Responding to Texts

• enjoys more lengthy and challenging stories and poems
• reads longer, more involved recounts, eg historical, empathetic
• sorts and interprets more complex procedures
• understands more complex information reports
• understands causal explanations
• identifies and interprets ideas in literary texts.

Subject Matter

• reads texts demanding a degree of technicality and abstraction.

EARLY STAGE 1

Learning to Read – Skills and Strategies

RES1.6 **Demonstrates developing reading skills and strategies for reading books, dealing with print and**

STAGE 1

RS1.6 **Draws on an increasing range of skills and strategies when reading and comprehending**

comprehending texts.   **texts.**

Contextual and Semantic Information

• demonstrates awareness that print is an expression of meaning

• recognises that a series of words makes up a text

• expects text to make sense and can recall the sense of a text

• uses picture clues to predict a text's content and makes connections between illustrations and written text when reading

• consistently interprets some familiar written symbols in context, eg computer icons and commands, signs

• makes acceptable substitutions when reading simple literary and factual texts.

Grammatical Information

• identifies words that tell who or what in texts, eg nouns and noun groups, during sound supported reading

• identifies words that indicate when and where actions take place in sound supported reading

• identifies repetition of words in texts.

Graphological and Phonological Information

• distinguishes print from drawings

• shows an awareness of the horizontal nature of print in English and left to right direction

• recognises rhymes

• recognises spoken words with same sound or given sound

• recognises that words are made up of letters

• hears sound segments in words

• identifies some letters or sounds beyond those in own name

• recognises most sounds of the alphabet

• hears a sequence of sounds and blended single sounds in vowel-consonant (vc), consonant-vowel (cv) and consonant-vowel-consonant (cvc) words

• segments words into onset and rime (eg 'strip' - 'str' and 'ip'), etc

• recognises sight words in printed texts

Contextual and Semantic Information

• interprets pictorial procedures, eg simple instructions

• reads a variety of more complex literary and factual texts.

Grammatical Information

• identifies words in texts which have similar meaning

• recognises nouns and noun groups and pronouns in printed texts

• identifies noun-pronoun, subject-verb links in written texts

• identifies words that indicate where, why, when and how actions take place.

Graphological and Phonological Information

• recognises upper-case letters

• automatically recognises irregular words such as 'come', 'are', 'laugh'

• exchanges sounds-letters to create and modify words

• blends words ending and beginning with double consonants and consonant digraphs to work out unknown words

• blends long vowel sounds with consonants and consonant blends

• blends cvvc words, words with vowel digraphs (eg, 'rain - train'), double vowel sounds (eg, 'ee') and other common digraphs (eg, 'ar', 'ay')

• draws on knowledge of letter-sound relationships when trying to read unknown words, eg sounds out

• understands punctuation when reading

• identifies full stops and capital letters in printed texts.

Information Skills

• recognises and recalls parts of texts that have been read to them
• reproduces information gained from texts
• navigates through sections of computer software.

aloud, eg full stop, question mark, comma, exclamation mark, contractions.

Information Skills

• uses different parts of a text to access information, eg contents page
• locates information from a variety of texts.

STAGE 2	STAGE 3

Learning to Read – Skills and Strategies

RS2.6 **Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.**

RS3.6 **Uses a comprehensive range of skills and strategies appropriate to the type of text being read.**

Contextual and Semantic Information

• uses a range of automatic monitoring and self-correcting methods when reading, eg replaying voice recordings and sounds
• uses automatic monitoring in the form of answer screens and opportunities to self-correct
• draws on experience or knowledge of the topic or context to work out the meaning of unknown words
• relates information in text to accompanying graphics
• uses strategies to confirm predictions and to locate information (eg key words, headings, subheadings).

Contextual and Semantic Information

• draws on knowledge of word origins and word-building strategies to work out new words
• adjusts reading strategies for different texts and different purposes, eg scans information books for selected topics, looks for keys or symbols when reading a diagram, examines pictures and text when reading picture books.

Grammatical Information

• identifies how adjectives are used to provide information about nouns
• identifies words that indicate possibility, probability
• understands relationships in written sentences signalled by conjunctions and/or connectives
• identifies evaluative language in literary and factual texts.

Grammatical Information

• identifies words that may help readers to distinguish fact from opinion.

Graphological and Phonological

Graphological and Phonological

Information

- uses word-identification strategies
- reads two- and three-syllable words and contractions
- makes substitutions or omissions that maintain meaning when reading.

Information Skills

- uses the table of contents, index, page numbers, headings, captions and key words to find information
- locates information on a topic from a text
- makes judgements about the appropriateness of information.

Information

- uses a range of word-identification strategies to decode words in a text
- understands and uses various text layouts to access information.

Information Skills

- summarises key information.

EARLY STAGE 1	**STAGE 1**

Learning About Reading – Context and Text

ES1.7 **Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.**

RS1.7 **Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.**

Purpose

- identifies literary texts
- identifies factual texts.

Purpose

- identifies the purpose of organisational stages in familiar texts, eg procedures.

Audience

- talks about who might read a particular book or text
- identifies the possible audience of a particular text.

Audience

- makes predictions about the target audience of a text.

Subject Matter

- identifies subject matter of pictures.

Responding to Texts

- describes and gives opinion of characters in a variety of literary texts, both written and visual
- interprets pictures with labels, environmental print and logos, advertising
- begins to recognise points of view in texts

Responding to Texts

- begins to recognise how texts are created for different audiences.

read or viewed.

STAGE 2	STAGE 3

Learning About Reading - Context and Text

RS2.7 **Understands how writers use language to achieve a wide range of purposes.**

Purpose

• recognises the purpose of a narrative, recount, procedure, information report

Audience

• distinguishes between fact and opinion
• identifies writer's intended audience.

Responding to Texts

• identifies writer's viewpoint.

RS3.7 **Critically analyses techniques used by writers to create certain effects, to use language creatively.**

Purpose

• identifies typical structures used in different text types, such as narrative and exposition

Audience

• recognises reader response expected by the author
• considers events in a text from each character's point of view

EARLY STAGE 1	STAGE 1

Learning About Reading – Language Structures and Features

RES1.8 **Identifies some basic language structures and features of texts.**

Text Structure

• recognises the beginning and end of texts read, viewed or heard
• recognises a procedure and its main stages
• recognises speech marks and speech bubbles.

Grammar

• identifies sentences in a literary or factual text
• identifies the fact that stories are about

RS1.8 **Identifies the text structure and basic grammatical features of a limited range of text types.**

Text Structure

• responds to different types of simple stories
• identifies commands in a procedural text
• recognises an information report and how the information is organised into sections/paragraphs
• understands the use of reported and quoted speech.

Grammar

• identifies doing, thinking, feeling and saying verbs in a narrative
• identifies conjunctions, eg and, but, so, and

'characters' that are represented by nouns/noun groups
• identifies statements, questions, commands and exclamations and their functions in text types
• identifies when, where and how words that add information about actions in texts
• identifies words that name people, places, things in texts
• identifies different joining words in sentences in texts, eg and, but.

understands that they join clauses in sentences
• identifies words that name people, places and things.

Text Language

• recognises letters of the alphabet
• demonstrates emerging awareness of symbols and conventions when making meaning from texts
• identifies capital letters and full stops
• recognises conventions in the use of icons and written text in computer software.

STAGE 2   STAGE 3

Learning About Reading – Language Structures and Features

RS2.8   Understands the text structure of a range of text types and the grammatical features that are characteristic of those text types.

RS3.8   Identifies the text structure of a wider range of more complex text types and how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Text Structure

• recognises the structure of a range of more complex text types
• recognises cohesive links in a text, eg referring words/ pronouns.

Text Structure

• identifies different types of information report, eg historical, scientific
• identifies the structures and features of texts such as a biography (eg stages, evaluative language) or ballad (eg stanza, figurative language)

Grammar

• recognises the subject of a clause or simple sentence and the verb to which it is connected
• identifies quoted and reported speech in literary texts
• understands that subject–verb agreement in terms of person and number is essential for

Grammar

• identifies verbs in different text types
• identifies and distinguishes word chains in texts
• identifies figurative language such as simile, metaphor and personification, and interprets idioms.

accurate sentence structure, eg 'The boy ran', 'The girls laughed'

• identifies additional elements in noun groups, eg article ('the'), numbering adjective ('three'), describing adjective ('beautiful')

• identifies base words and understand how prefixes and suffixes change words and their meanings.

Text Language

• understand rhyme, when analysing a poem

• identifies types of visual information, eg. table.

Text Language

• identifies how certain literary devices are used in poems, eg simile, metaphor, alliteration.

Writing Outcomes and Indicators

EARLY STAGE 1	STAGE 1

Learning to Write – Producing Texts

WES1.9   Engages in constructing texts with the intention of conveying an

idea or message.

Joint and Independent Writing

- types letters
- groups letters into words
- copies print from models
- types some common words accurately without copying
- constructs a variety of texts from given information
- creates a sequence of visual images to illustrate a procedure.

Subject Matter

- chooses words to label drawings.

EARLY STAGE 1	STAGE 1

Learning to Write — Skills and Strategies

WES1.10 **Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.**

WS1.10 **Produces texts using the basic grammatical features and punctuation conventions of the text type.**

Grammar and Punctuation

- completes the construction of a simple sentence (ie a single clause), eg 'I made a cake'
- uses accurate word order in sentences
- copies grammatical patterns modelled by software
- uses adverbial phrases to indicate when, where, how actions occurred, eg last week, at home, on Sunday, today

Grammar and Punctuation

- uses adjectives to provide more information about nouns
- uses past tense relatively consistently in literary texts.

STAGE 2	STAGE 3

Learning to Write – Skills and Strategies

WS2.10 **Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation**

conventions of the text type.

Grammar and Punctuation

- uses accurate tense
- combines clauses by using conjunctions.

EARLY STAGE 1	STAGE 1

Learning to Write – Skills and Strategies

WES1.11 **Begins to use letters to represent known words when spelling.**

WS1.11 **Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.**

Spelling

- says beginning and ending sounds of spoken words, eg 'sit' ends with 't'
- uses groups of letters or symbols to represent words
- uses conventional spelling
- attempts to spell by listening carefully to the sounds in the word and using letters and abstract symbols to represent them accurately and in sequence
- copies the sequence of letters from models
- recognises and types beginning and ending sounds of spoken words
- uses cv, vc and cvc words that contain known letter–sound relationships.

Spelling

- segments word into individual sounds and typing letter/letters that relates to the sound
- isolates and writes the initial, medial and final sound of a word
- exchanges one letter in a written word with a different letter to make a new word
- writes words using blends, letter combinations and long vowel sounds
- writes letters for double consonants, as in hopping
- writes letters for double vowels, as in seed, dead
- draws on knowledge of common letter patterns and letter–sound correspondences constructing words.

STAGE 2	STAGE 3

Learning to Write – Skills and Strategies

WS2.11 **Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.**

WS3.11 **Spells most common words accurately and uses a range of strategies to spell unfamiliar words.**

Spelling

- uses known letter patterns when attempting

Spelling

- uses knowledge of word meanings as a

to spell unknown words
- writes words containing less common digraphs and letter combinations
- uses knowledge of familiar letter patterns when attempting to spell unknown words
- is exposed to strategies used for spelling difficult words
- uses second attempts to self-correct words that do not look right.

spelling strategy
- uses knowledge of word parts, eg prefixes, suffixes, compound words, to spell unknown words.

EARLY STAGE 1	STAGE 1

Learning to Write – Skills and Strategies

ES1.12 **Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.**

Using Computers

- experiments with using the computer mouse and keyboard and other specialised equipment
- produces some letters other than those in own name
- produces commonly used words
- moves the cursor using the mouse and keyboard and other specialised equipment
- associates the pressing of a key with the appearance of a character on the screen
- identifies the cursor on the screen
- recognises letters on the keyboard
- uses computer software programs to create texts.

Stage 4 Objectives and Outcomes

OBJECTIVES	STAGE 4 OUTCOMES
Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:	A student:
• read, write, view and represent	1. responds to and composes texts for understanding, interpretation, critical analysis and pleasure 2. uses a range of processes for

	responding to and constructing texts
• use language and communicate appropriately and effectively	4. uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts 5. makes informed language choices to shape meaning with accuracy, clarity and coherence
• think in ways that are imaginative, interpretive and critical.	6. draws on experience, information and ideas to interpretively respond to and compose texts 7. thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.

Life Skills Outcomes and Content

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to read, write, view and represent. **Outcome LS.3:** A student uses technology and aids to communicate with a range of audiences.	
Students learn to: 3.1 recognise technology and personalised aids for communication	**Students learn about:** 3. communicating for a range of purposes, audiences and contexts.

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to read, write, view and represent. **Outcome LS.7:** A student reads and responds to short written texts.

Students learn to:	
7.1 recognise and interpret single words or simple instructions in context to meet a need eg exit, no entry, out of bounds, danger, 'enter password', 'close program' 7.2 use skills and strategies to read texts with accuracy and understanding 7.3 read instructions for a variety of purposes eg instructions for operating an appliance, dosage labels on medication, instructions for completing a response to visual text 7.4 interpret written information eg software menu, movie titles, monitors on railway stations 7.5 predict meaning in written texts, eg advertising, back cover of a book, reviews 7.8 answer questions about texts to demonstrate understanding.	

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to read, write, view and represent.
Outcome LS.8: A student responds to increasingly complex written texts.

Students learn to:	**Students learn about:**
8.1 read a variety of texts for enjoyment and information 8.2 identify and use textual organisers eg index, title page, table of contents, menu tool bar 8.3 recognise the difference between types of texts eg cookbook, safety manual, drama scripts, web pages, novels, film and television 8.4 identify the main idea and specific information in texts 8.6 distinguish between fact and opinion in texts eg newspaper editorials, advertisements, sport results.	8.7 the language features of different texts 8.8 the structures of different texts 8.9 the purposes of different texts 8.10 the audiences of different texts 8.11 reading for literal and inferential meaning in text 8.12 genre models eg science fiction, horror, romance, tragedy, comedy, fantasy, myths and legends 8.13 the ways a writer's purpose affects their choice of language

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to read, write, view and represent.
Outcome LS.11: A student views and responds to a range of visual texts, media and multimedia.

Students learn to:	
11.1 view and respond to a range of visual texts, media and multimedia for personal enjoyment eg magazines 11.2 view and respond to a range of visual texts, media and multimedia for understanding	

and interpretation	

Objective: Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and the world. **Outcome LS.16:** A student explores social and cultural issues through texts.

Students learn to: 16.2 identify the use of non-literal language eg 'Get your act together', 'That CD is so cool'	