

# Upfront Reading Success

Correlation with the  
Queensland Studies Authority  
Years 1 to 10 Syllabus

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**English**

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**Foundation level: Level Statement**

Students are developing an understanding of how to interpret and construct simple texts to communicate with others using signs, symbols or words.

**Foundation level: Example learning outcomes**

<b>Strand</b>	<b>Cultural: making meanings in contexts</b>	<b>Operational: operating language systems</b>	<b>Critical: evaluating and reconstructing meanings in texts</b>
<b>Reading and viewing</b>	Students follow a simple sequence of visual directions. Students respond to main characters and some key events in a story they have viewed. Students recognise familiar characters and places in visual images.	Students use word shape, initial letter or colour to recognise environmental print in familiar contexts. Students distinguish written words from visual images.	Students identify similarities between visual representations of people, places and things.
<b>Writing and shaping</b>	Students recount by selecting and sequencing visual images.	Students choose a picture or symbol to depict an object, action or feeling. Students type some familiar letters. Students sequence pictures and symbols to construct a message and order a series of events.	Students identify the picture that best represents the reaction to a given situation or experience.

## **Foundation level: Level-specific content**

### **Text types**

Students are developing an understanding:

- of some purposes for communication such as giving and receiving information and recounting experiences
- of some simple text types including stories, personal recounts, greetings/farewells, invitations, lists, labels, simple pictorial instructions and directions
- that different text types look and sound different

### **Subject matter**

Students are developing an understanding that:

- information about people, places, events, objects, actions and feelings can be communicated in different text types
- people, places, events, objects, actions and feelings have names and that signs, visual symbols, or words (spoken or written) can be used to represent them and that these names can be used in a variety of contexts

### **Roles and relationships**

Students are developing an understanding:

- about when to listen and when to respond
- of how to recognise and respond to questions

### **Mode and medium**

Students are developing an understanding:

- that ideas and information can be communicated through a variety of mediums, in this case through the computer, including the following forms of communication: spoken language, written language, pictorial task and response tasks to questions

### **Conventions**

Students are

- beginning to recognise and type familiar letters
- beginning to recognise some commonly used signs, visual symbols, written words and environmental print in a variety of simulated contexts

## Level 1: Level Statement

Students interpret simple texts that explore a vast range of subject matter by: incorporating a diverse range of sounds and graphics, many of which will engage the student with his or her own experience; using the context and textual resources including sentence patterns, words and letters and identifying different textual representations.

## Level 1: Core learning outcomes

<b>Strand</b>	<b>Cultural: making meanings in contexts</b>	<b>Operational: operating language systems</b>	<b>Critical: evaluating and reconstructing meanings in texts</b>
<b>Reading and viewing</b>	Students identify the text type and topic, and make connections between the information conveyed by the written and visual resources and their own experiences, when reading and/or viewing simple predictable narratives, personal recounts, rhymed verse, instructions and factual texts.	Students recognise meanings by having awareness of some of the stages of generic structure and by drawing on the whole text, repetitive sentence patterns, supportive visual resources and knowledge of letter-sound relationships, letter patterns and frequently used words.	Students identify the visual resources used to represent people, places, events and things in ways that differ from their own experiences and from representations in other texts.
<b>Writing and shaping</b>		Students show awareness of some of the stages of generic structure, use visual resources to convey information, and letter-sound relationships and letter patterns to spell frequently used words and attempt unknown words.	Students identify and use the visual resources chosen to represent people, places, events and things in particular ways.

## **Level 1: Level-specific core content**

### **Discourse**

Students know:

- people can be represented in texts and can be recognised by what they say, do, or look like

### **Text types**

- simple text types and their names including narratives, personal recounts, rhymes, instructions and factual texts
- different text types look and sound different
- some of the stages of the generic structure of each text type

### **Subject matter**

- texts are about people, places, events and/or things (familiar topics)
- the topic of the text influences the visual resources and words used in a text
- the visual resources, drawings and diagrams convey information
- a sentence is a group of words including a verb that conveys meaning and makes sense
- there are patterns in the ways words are put together to form sentences
- in written text a sentence is marked with punctuation
- some words indicate 'who' or 'what' in a sentence (participants)
- some words add to the information about the 'who' or 'what' in a sentence (attributes)
- some words give additional information about 'when' or 'where' in a sentence (circumstances)
- some words indicate actions in a sentence (processes)

### **Roles and relationships**

- statements are used to give information, and are marked with a full stop when written
- questions often begin with 'who', 'what', 'where', 'when', 'why' and 'how'

### **Conventions**

- there are patterns in the ways that letters are used to form words
- some letter patterns including common rimes, consonant diagraphs and two-letter consonant blends
- how to use their knowledge of letter-sound relationships and letter patterns when decoding and spelling
- words most frequently used in the texts that they read and recognise them in a variety of contexts
- how to spell words frequently used
- the names and main functions of full stops (to mark the end of a sentence), capital letters (to start a sentence, for names of people and places) and question marks (to signal a question)

**Level 2: Level statement**

Students interpret a small range of texts that develop familiar subject matter by: using basic textual resources in the questions to identify text types and directly stated information, develop and sequence ideas and information, and identify how some textual resources are used to construct particular textual representations.

**Level 2: Core learning outcomes**

<b>Strands</b>	<b>Cultural: making meanings in contexts</b>	<b>Operational: operating language systems</b>	<b>Critical: evaluating and reconstructing meanings in texts</b>
<b>Listening</b>	Students identify and interpret directly stated information related to familiar topics when listening to spoken and multimodal texts; include events in sequence.	Students recognise main stages of generic structure; use and respond to statements, questions and commands.	
<b>Reading and viewing</b>	Students identify purposes commonly associated with text types of well structured supportive texts; identify, interpret and make connections within the text from directly stated information when reading and viewing narratives, personal recounts, poems, instructions and information reports that develop familiar ideas and information.	Students use generic structures to identify text type and purpose; interpret ideas and information by drawing on the written and the visual resources in the text and the patterns of words in simple and compound sentence; and identify the referring words, repetition and visual resources that link ideas, and use common sound and visual patterns to decode words.	Students identify the attributes and visual resources used to represent people, places, events and things in particular ways.
<b>Writing and shaping</b>		Students accurately spell monosyllabic words with common spelling patterns.	

## **Level 2: Level-specific core content**

### **Text types**

- different types of texts are used to achieve different purposes
- names of a small range of text types including narratives, personal recounts, poems, instructions, simple factual texts and information reports
- there are different patterns in the ways that different text types are put together
- the generic structure associated with a small range of text types
- the names and functions of the basic stages of the generic structure of this small range of text types

### **Subject matter**

- the ideas and information in a text are developed through textual resources that describe people, places, events and/or things
- ideas and information are sequenced within texts
- attributes, circumstances and processes are used to develop ideas and information
- ideas and information are also developed through visual resources, using the clothing and expressions of characters/people, the appearance of things and places, and labels
- voice tone develop ideas
- conjunctions, such as 'and' and 'but', can combine simple sentences

### **Roles and relationships**

- texts are produced for different groups of known audiences
- statements are used to provide information, questions are used to ask about something and request information, commands give orders, and exclamations are used to emphasise or express surprise

### **Mode and medium**

- texts can be produced in a spoken, written, visual mode or a combination of modes (multimodal)
- ideas in written and visual texts can be linked by referring words, repetition of words, visual resources such as predictable layout and images that show continuity of setting and character appearance

### **Conventions**

- that conventional spelling is important so that others can read what is written
- that they can draw on knowledge of letter/sound relationships, visual patterns, word meanings and meaning chunks in words to decode and spell when reading and writing
- common letter/sound such as consonant digraphs, consonant blends and rimes
- common visual letter patterns and simple tense and plural endings
- that they can use base words to decode and spell related words
- the names and functions of basic punctuation marks including speech marks for direct speech (in texts read), commas between items in a list and exclamation marks

**Level 3: Level statement**

Students interpret a range of texts by: considering text type, commonly associated purpose and the subject matter selected to elaborate ideas and develop main ideas for known audiences and link ideas and information; and identifying positive and negative textual representations.

**Level 3: Core learning outcomes**

<b>Strands</b>	<b>Cultural: making meanings in contexts</b>	<b>Operational: operating language systems</b>	<b>Critical: evaluating and reconstructing meanings in texts</b>
<b>Reading and viewing</b>	Students interpret subject matter by making connections between directly stated information to identify main ideas in narratives, procedures, reports, expositions and formula verse.	Students identify the function of different stages of the generic structure, and draw on some sentence and clause patterns associated with particular text types; make meaning of a range of visual/written resources used to develop subject matter, signal relationships and organise and link ideas; and draw on sound, visual and meaning patterns to decode words.	Identify how attributes, processes and visual resources have been used to construct positive or negative representations of people, places, events and things.
<b>Writing and shaping</b>		Students become familiar with generic structure, text connectives and layout; including complex sentences, circumstances and visual resources; use of commas to mark clauses and apostrophes, and draw on sound, visual and meaning patterns to spell	

		unfamiliar words.	
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### **Level 3: Level-specific core content**

#### **Text types**

- a range of text types, including narratives, ballads, personal recounts, conversations, instructions, descriptions, information reports and explanations and formula verse
- the generic structure associated with this range of text types
- the names and functions of the common stages of the generic structure of a range of text types
- some of the patterns of textual resources commonly associated with this range of text types

#### **Subject matter**

- in narratives main ideas are developed through connections between plot, setting and descriptions of characters/people, places, events and things
- in other text types like reports and expositions, main ideas are developed by elaborating on ideas and information with supporting details
- a clause can represent what is happening, who or what is taking part and the circumstances surrounding the activity
- components of clause can be processes, participants, attributes and circumstances surrounding the activity

#### **Mode and medium**

- different textual resources are available when using different modes
- textual resources including text connectives, layout, graphics and colours, are used to link information in the text
- images and screen layout contain salient elements that draw the viewers' attention or lead the eye

#### **Conventions**

- how to draw on sound, visual and meaning patterns in words to decode and spell words
- the name and functions of punctuation marks, including commas to mark a clause and apostrophes in contractions and to show ownership

**Level 4: Level statement**

Students interpret texts, from a range of generic categories, that explore familiar and unfamiliar subject matter, by: considering text type, purposes, implied meanings; identifying and using a range of textual resources which structure texts, and which extend and elaborate ideas and information.

**Level 4 Core learning outcomes**

<b>Strands</b>	<b>Cultural: making meanings in contexts</b>	<b>Operational: operating language systems</b>	<b>Critical: evaluating and reconstructing meanings in texts</b>
<b>Reading and viewing</b>	Students make meaning from familiar and some unfamiliar subject matter, identify likely purposes and audiences of texts, interpret implied meanings and how construction of characters contributes to plot development in narratives, and summarise relevant information and draw conclusions from reports and expositions.	Students interpret use of patterns in generic structures, paragraphs, sentence and clause structures; and interpret simple figurative language as well as written and visual resources that evaluate and indicate modality; and use visual and meaning patterns to decode words and use contextual clues to work out word meanings.	Students identify how aspects of subject matter and textual resources construct representations of people, places, events and things.

## **Level 4: Level-specific core content**

### **Text type**

Students know:

- the names of genre categories including narratives, procedures and reports
- a range of text types within these categories including narrative, instructions, verse, biography, newspaper report

### **Subject matter**

- subject matter is organised differently according to text type and can be selected to appeal to different audiences
- the idea and information in a text are developed through textual resources that describe people, places, events and/or things that are not familiar to them
- texts can convey meanings that are not directly stated
- there are dependent and independent relationships among clauses, and that the clauses work together to extend and elaborate ideas and information
- figurative language, such as simile, metaphor and personification, can be used to develop imagery

### **Conventions**

- the use of conventional spelling and punctuation such as inverted commas adds to the meaning of texts
- sound, visual and meaning patterns as well as contextual clues can be used in a multi-strategy approach when decoding and spelling