

Upfront Reading Success

Correlation with the
Western Australian Syllabus, Working Version
Scope and Sequence (Kindergarten to Year 3)

Strand
English/Reading

July 2007

Early Childhood: English/Reading – *Students read a wide range of texts with purpose, understanding and critical awareness.*

Overview: Examples of text types for use in teaching and learning programs.

Upfront Reading Success contains a range of imaginative and informative texts from a variety of sources, relevant to the phase of development, to consolidate and extend students' reading skills. The selection of specific texts reflects the phase and ability levels of students, while still offering challenging opportunities to experience text.

K/P	Year 1	Year 2	Year 3
<p>Imaginative</p> <ul style="list-style-type: none"> • picture books • nursery rhymes • fairy tales <p>Informative</p> <ul style="list-style-type: none"> • environmental print (signs, advertisements) 	<p>Imaginative</p> <ul style="list-style-type: none"> • picture books • traditional stories • cumulative stories <p>Informative</p> <ul style="list-style-type: none"> • messages • personal diaries 	<p>Imaginative</p> <ul style="list-style-type: none"> • picture books • virtual illustrated chapter books • limericks • nonsense poems <p>Informative</p> <ul style="list-style-type: none"> • lists • recipes • letters • reports 	<p>Imaginative</p> <ul style="list-style-type: none"> • picture books • fables • traditional and contemporary fairy tales • rhymed verses <p>Informative</p> <ul style="list-style-type: none"> • explanations • newsletters • newspaper articles • simple scientific reports

Typical sequence of content students will interact with, experience and develop an understanding of:

Contextual Understandings			
K/P	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through nursery rhymes ○ to explain through captions for paintings and drawings • readers interpret texts using illustrations 	<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through limericks and riddles ○ to recount through personal diaries ○ to explain through messages ○ to inquire through letters • readers interpret texts using directly-stated information and illustrations 	<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through nonsense poems ○ to describe through reports ○ to instruct through recipes ○ to inquire through letters ○ to communicate through posters • readers draw inferences from directly-stated descriptions and actions 	<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through fables and fairy tales ○ to recount through newspaper articles ○ to describe through product advertisements ○ to instruct through scientific diagrams and instructions for games • readers draw inferences from directly-stated descriptions and actions

Typical sequence of content students will interact with, experience and develop an understanding of:

Contextual Understandings (continued)			
K/P	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> readers may have favourite characters or serial stories <p>Imaginative Texts</p> <ul style="list-style-type: none"> readers identify events in a story <p>Informative Texts</p> <ul style="list-style-type: none"> the content has been designed so that the students will connect with informative subject matter 	<p>Imaginative Texts</p> <ul style="list-style-type: none"> stories have storylines and characters readers order events of a story in sequence <p>Informative and Argumentative Texts</p> <ul style="list-style-type: none"> readers identify facts in informative texts 	<p>Imaginative Texts</p> <ul style="list-style-type: none"> stories have plots, settings and characters and can represent real or imaginary experiences readers identify the main idea of a story and retell events in sequence readers can recognise main characters and general character traits <p>Informative and Argumentative Texts</p> <ul style="list-style-type: none"> readers identify key events, the order of events and some directly-stated supporting detail when interpreting texts 	<p>Imaginative Texts</p> <ul style="list-style-type: none"> stories have plots, settings and characters and can represent real or imaginary experiences readers identify the main idea of a story and order events in sequence readers can recognise main characters and general character traits <p>Information and Argumentative Texts</p> <ul style="list-style-type: none"> readers identify key events, the order of events and some directly-stated supporting detail when interpreting texts

Typical sequence of content students will interact with, experience and develop an understanding of:

Conventions			
K/P	Year 1	Year 2	Year 3
<p>Text Conventions</p> <p>Imaginative Texts</p> <ul style="list-style-type: none"> narratives are made up stories 	<p>Text Conventions</p> <p>Imaginative Texts</p> <ul style="list-style-type: none"> narratives have a problem that must be solved formulaic language used in imaginative texts such as 'once upon a time', 'a long time ago' and 'they lived happily ever after' vocabulary and grammatical 	<p>Text Conventions</p> <p>Imaginative Texts</p> <ul style="list-style-type: none"> the typical generic structure of imaginative texts (<i>eg orientation, complication, resolution</i>) vocabulary and grammatical structure used in imaginative texts such as adjectives to portray people, places, events and things in particular ways 	<p>Text Conventions</p> <p>Imaginative Texts</p> <ul style="list-style-type: none"> the typical generic structure of imaginative texts (<i>eg orientation, complication, resolution</i>) organisational features of rhymed verse are stanzas, rhyme and lines that rhyme in different ways (<i>eg AABB, ABAB</i>) vocabulary and grammatical

structure used in imaginative texts such as adjectives and how they add meaning to nouns

Phonological Awareness

- word awareness such as words contain letters, words can be long or short and words can be joined together to make sentences
- onset-rime awareness such as onset (any sound[s] before the vowel) and rime (any sounds from the vowel to the end of the word) of single syllable words with the same rime (eg *r-ot, l-ot*)
- phonemic awareness such as phonemes can be blended to make words (eg *d-o-g* is 'dog') and initial, final and medial phonemes can be identified (eg 'cat' and 'bit' end in the same phoneme or identify a word that ends with the phoneme 'd')

Graphophonic Knowledge

- letter symbols and their most common sounds
- beginning, medial and ending sounds in words of one syllable

Print Conventions

- print is read from left to right and

Phonological Awareness

- word awareness such as sentences can be segmented into words
- onset-rime awareness such as onset and rime can blend to make words and can separate words into two parts (eg *l-ight, p-ie*), can be deleted or manipulated to make new words (eg say 'sweep' without the 'w' or instead of 'w' in 'sweep' say 't')
- phonemic awareness such as phonemes in words can be deleted (eg say 'smoke' without the 'm') or manipulated (eg say 'smoke' but instead of 'k' say 't') and words can be segmented into phonemes (eg sound out 'bank' – b-a-n-k)

Graphophonic Knowledge

- initial and final two letter blends (eg *dr, bl, ft, lk*), three letter blends (eg *str, scr*) and consonant digraphs (eg *ch, sh, th, wh*)
- common spellings of short and long vowel sounds (eg *a, e, i, o, u, ai, ay, ee, ea, ie, y, oe, ow, ew, ue*) and the cvce patterns where the 'e' is used to create the long vowel sound (eg *cake, rope, rice, tube*), r-controlled vowels (eg *ar, er, ir, or, ur*) and diphthongs (eg *oi, oy, ou, ow, au, aw*)

Print Conventions

- punctuation symbols such as full

Phonological Awareness

- onset-rime awareness such as onsets of two words can be segmented and transposed to make new words (eg *spoonerisms* – *flag and tree becomes trag and flee*)
- phonemic awareness such as complex words can be manipulated by deleting phonemes (eg say *split* without the 'l') and substituting phonemes (eg *ccvc* say *bank* but instead of the first consonant say 's')

Graphophonic Knowledge

- the sound that a letter or group of letters represents depends on where the letter is in a word and what other letters surround it (eg *cat, city, Christmas, chop, choir*)
- other spellings of long vowel sounds (eg *eigh, ie, igh*), alternative spellings for the same sounds (eg *me, ski, key, thief, beach*) and alternative sounds for the same spelling (eg *hood, food, blood*)

Print Conventions

- the functions of statements,

structure used in imaginative texts such as adjectives to portray people, places, events and things in particular ways

Phonological Awareness

- onset-rime awareness such as onsets of two words can be segmented and transposed to make new words (eg *spoonerisms* – 'tease my ears' becomes 'ease my tears')
- phonemic awareness such as complex words can be manipulated by deleting phonemes (eg say *split* without the 'l') and substituting phonemes (eg *ccvc* say *street* but instead of the second consonant say 'k')

Graphophonic Knowledge

- the sound that a letter or group of letters represents depends on where the letter is in a word and what other letters surround it (eg *sand, sure, treasure*)
- other spellings of long vowel sounds (eg *ow, oe, ough*), alternative spellings for the same sounds (eg *for, four, door, ought*) and alternative sounds for the same spelling (eg *rough, cough, dough and plough*)

Print Conventions

- the functions of statements,

<p>top to bottom; is different from pictures and its message is constant</p> <ul style="list-style-type: none"> • concepts of letter, sound, word and sentence; there is a match between spoken and written words and that spaces indicate the boundaries of words in sentences <p>Word Conventions</p> <ul style="list-style-type: none"> • vocabulary, including environmental print (<i>eg labels, happy birthday</i>) 	<p>stops, capital letters, questions marks, exclamation marks, commas and quotation marks</p> <p>Word Conventions</p> <ul style="list-style-type: none"> • vocabulary, including high frequency words (<i>eg them, they, that, because, before</i>) and subject specific words 	<p>questions, commands and explanations</p> <ul style="list-style-type: none"> • readers use the sequence of ideas in texts to help predict what may come next in a story or informative text • information texts may have features such as contents, index, headings, captions and diagrams <p>Word Conventions</p> <ul style="list-style-type: none"> • vocabulary, including an extensive bank of sight words and ways to build on base words 	<p>questions, commands and explanations</p> <ul style="list-style-type: none"> • readers use the sequence of ideas in texts to help predict what may come next in a story or informative text • information books may have features such as contents, index, headings, captions and diagrams <p>Word Conventions</p> <ul style="list-style-type: none"> • vocabulary, including an extensive bank of sight words and ways to build on base words
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Typical sequence of content students will interact with, experience and develop an understanding of:

Processes and Strategies			
K/P	Year 1	Year 2	Year 3
<p>Learning to Read</p> <ul style="list-style-type: none"> • word identification strategies such as using picture cues • initial letter sounds can be used to decode new and familiar words • reading strategies such as using illustration as well as print to predict and construct meaning • reading strategies can be adjusted for different purposes and different texts such as using picture cues 	<p>Learning to Read</p> <ul style="list-style-type: none"> • phonemes, onset and rime can be used to decode new and familiar words • reading strategies such as using personal experience and knowledge to predict events and information in a text • reading strategies can be adjusted for different purposes and different texts such as pointing to the words (word highlighting) and replaying sound support 	<p>Learning to Read</p> <ul style="list-style-type: none"> • word identification strategies such as sounding out phonemes and reading around the word • common letter/sound relationships (<i>eg long vowels, consonant digraphs and consonant blends</i>) can be used to decode new and familiar words • reading strategies can be adjusted for different purposes and different texts such following word highlighting and replaying sound support 	<p>Learning to Read</p> <ul style="list-style-type: none"> • word identification strategies such as sounding out phonemes and reading around the word • common letter/sound relationships (<i>eg long vowels, consonant digraphs and consonant blends</i>) can be used to decode new and familiar words • reading strategies such as self-correcting, pausing, re-reading passages and substituting words in order to maintain meaning

- strategies for comprehending texts using knowledge of text types such as knowing fairy tales may end with 'happily ever after'

- text appeal such as attractive, colourful question graphics and layouts

Information Processes – Reading to Learn

- vocabulary for thinking about reading (*eg this word says 'dinosaur' because there is a dinosaur in the picture*)
- focus questions guide reading for information
- resources such as reports and posters are included in the content, covering a vast array of subject matter

- strategies for comprehending texts using knowledge of text types

- text appeal such as attractive, colourful question graphics and layouts

Information Processes – Reading to Learn

- focus questions guide reading for information
- strategies for recording information for a specific purpose

- strategies for comprehending texts using knowledge of text types such as identifying links between ideas that are directly stated and located close together and recalling key ideas from reading

- text appeal such as attractive, colourful question graphics and layouts, a vast array of fiction and non-fiction subject matter.

Information Processes – Reading to Learn

- reflecting on the usefulness of resources (*eg locating information*)
- strategies for processing and organising information

- strategies for comprehending texts using knowledge of text types such as identifying links between ideas that are directly stated and located close together and recalling key ideas from reading

- text appeal such as attractive, colourful question graphics and layouts, a vast array of fiction and non-fiction subject matter.

Information Processes – Reading to Learn

- focus questions can be used to guide reading for information
- strategies for locating information in a resource such as using pictures, diagrams and bold keywords
- strategies for processing and organising information

Upfront Reading Success

Correlation with the
Western Australian Syllabus, Working Version
Scope and Sequence (Year 4 to Year 7)

Strand
English/Reading

July 2007

Middle Childhood: English/Reading – *Students read a wide range of texts with purpose, understanding and critical awareness.*

Overview: Examples of text types for use in teaching and learning programs.

Upfront Reading Success contains a range of imaginative, informative and argumentative texts from a variety of sources, relevant to the phase of development to consolidate and extend students' reading skills. The selection of specific texts reflects the phase and ability levels of students, while still offering challenging opportunities to experience text.

Year 4	Year 5	Year 6	Year 7
<p>Imaginative</p> <ul style="list-style-type: none"> • stories • structured poems • simulated books <p>Informative</p> <ul style="list-style-type: none"> • letters requesting information 	<p>Imaginative</p> <ul style="list-style-type: none"> • legends • ballads and/or song lyrics <p>Informative</p> <ul style="list-style-type: none"> • letters to a friend • information texts • instructions including directions • interviews • newspaper articles <p>Argumentative</p> <ul style="list-style-type: none"> • opinions • posters, advertisement 	<p>Imaginative</p> <ul style="list-style-type: none"> • young adolescent fiction including adventure stories • narrative poems <p>Informative</p> <ul style="list-style-type: none"> • procedures • explanations <p>Argumentative</p> <ul style="list-style-type: none"> • excerpts from reviews, debates 	<p>Imaginative</p> <ul style="list-style-type: none"> • young adolescent fiction including fantasy stories • short stories • verse <p>Informative</p> <ul style="list-style-type: none"> • biographies • eyewitness accounts • instructions including simple manuals <p>Argumentative</p> <ul style="list-style-type: none"> • issue based advertisements

Typical sequence of content students will interact with, experience and develop an understanding of:

Contextual Understandings			
Year 4	Year 5	Year 6	Year 7
<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through structured poems ○ to recount through book reviews ○ to socialise through letters to a friend ○ to persuade through advertisements and book reviews 	<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through legends and ballads ○ to recount through newspaper articles ○ to describe through newspaper articles ○ to socialise through letters to a friend ○ to instruct through directions ○ to explain through newspaper articles ○ to inquire through interviews 	<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through narrative poems ○ to recount through eyewitness accounts and biographies ○ to describe through explanations ○ to instruct through procedures 	<ul style="list-style-type: none"> • readers read texts that have been written for different purposes such as: <ul style="list-style-type: none"> ○ to entertain and evoke emotion through short stories and verse ○ to recount through eyewitness accounts and biographies ○ to describe through eye witness accounts ○ to instruct through instruction manuals

- readers develop their own tastes in types and styles of texts through exposure

Imaginative Texts

- characters and plot are developed using dialogue and written and visual resources that describe appearance and actions
- readers infer characters' qualities, motives and actions
- authors use devices that describe settings and characters to influence the reader (*eg dialogue*)
- readers identify how language has been used to construct characters and events in particular ways
- authors and illustrators have particular audiences in mind when they construct texts and readers can identify audiences for different texts

Informative and Argumentative Texts

- informative texts contain facts and sometimes opinions
- readers make inferences about ideas, information and events in texts
- readers recognise main ideas by

- readers develop their own tastes in types and styles of texts through exposure

Imaginative Texts

- characters and plot are developed using dialogue and written and visual resources that describe appearance and actions
- readers infer characters' qualities, motives and actions
- authors use devices that describe settings and characters to influence the reader (*eg figurative language*)
- readers identify how language has been used to construct characters and events in particular ways
- authors and illustrators have particular audiences in mind when they construct texts and readers can identify audiences for different texts

Informative and Argumentative Texts

- informative texts contain facts and sometimes opinions
- readers make inferences about ideas, information and events in texts
- readers recognise main ideas by

- texts may contain stereotypes of certain groups in society
- readers draw on their knowledge, experience and values to make judgements of, and responses to, the portrayal of people and events
- readers expand their reading tastes through broad exposure

Imaginative Texts

- main ideas are developed through the interconnection of plot, character and setting
- readers identify how information included in the text contributes to representations of character, setting and plot
- authors use figurative language including similes, metaphors and personification to develop imagery and humour
- authors and illustrators use particular language, ideas and presentation to appeal to target audiences and readers can use this information to identify audiences for different texts

Informative and Argumentative Texts

- informative texts sometimes contain the writer's opinions and can be identified by the reader
- readers make inferences about ideas, information and events in texts
- informative and argumentative

- texts may contain stereotypes of certain groups in society
- readers draw on their knowledge, experience and values to make judgements of, and responses to, the portrayal of people and events
- readers expand their reading tastes through broad exposure

Imaginative Texts

- main ideas are developed through the interconnection of plot, character and setting
- readers identify how information included in the text contributes to representations of character, setting and plot
- authors use figurative language including similes, metaphors and personification to develop imagery and humour
- authors and illustrators use particular language, ideas and presentation to appeal to target audiences and readers can use this information to identify audiences for different texts

Informative and Argumentative Texts

- informative texts sometimes contain the writer's opinions and can be identified by the reader
- readers make inferences about ideas, information and events in texts
- informative and argumentative

identifying who, what, where, when and why <ul style="list-style-type: none"> readers locate supporting details 	identifying who, what, where, when and why <ul style="list-style-type: none"> readers locate supporting details 	texts usually have a point of view <ul style="list-style-type: none"> readers identify causes and effects in some informative texts 	texts usually have a point of view <ul style="list-style-type: none"> readers identify causes and effects in some informative texts
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Typical sequence of content students will interact with, experience and develop an understanding of:

Conventions

Year 4	Year 5	Year 6	Year 7
Text Conventions Imaginative Texts <ul style="list-style-type: none"> the functions of the different stages of imaginative texts (<i>eg a complication</i>) 	Text Conventions Imaginative Texts <ul style="list-style-type: none"> the functions of the different stages of imaginative texts (<i>eg a sequence of events can build up complications and resolutions to create tension and suspense</i>) 	Text Conventions Imaginative Texts <ul style="list-style-type: none"> the different stages of imaginative texts can be manipulated (<i>eg a narrative may begin with dialogue instead of a description of setting</i>) 	Text Conventions Imaginative Texts <ul style="list-style-type: none"> the different stages of imaginative texts can be manipulated (<i>eg in a narrative, some elements of the orientation may not be stated and need to be inferred from the events</i>)
<ul style="list-style-type: none"> organisational features of imaginative texts such as verses in a ballad 	<ul style="list-style-type: none"> organisational features of imaginative texts such as verses in a ballad 	<ul style="list-style-type: none"> organisational features of imaginative texts 	<ul style="list-style-type: none"> organisational features of imaginative texts
<ul style="list-style-type: none"> the chronological text structure of narratives 	<ul style="list-style-type: none"> the chronological text structure of narratives 	<ul style="list-style-type: none"> words that signal the structure of imaginative texts such as the compare and contrast structure might use 'different, similar, like, unlike' and the cause and effect structure might use 'because, so, if' 	<ul style="list-style-type: none"> words that signal the structure of imaginative texts such as the compare and contrast structure might use 'different, similar, like, unlike' and the cause and effect structure might use 'because, so, if'
<ul style="list-style-type: none"> words that signal the structure of imaginative texts such as a collection of details might use 'several' or 'for instance' and a sequence structure might use 'to begin with' or 'finally' 	<ul style="list-style-type: none"> words that signal the structure of imaginative texts such as a collection of details might use 'several' or 'for instance' and a sequence structure might use 'to begin with' or 'finally' 	<ul style="list-style-type: none"> vocabulary and grammatical structures used in imaginative texts such as verbs and adjectives that express opinions about characters, places, events and things and tense which might be past or present 	
<ul style="list-style-type: none"> vocabulary and grammatical structure used in imaginative texts such as use of adjectives and first or third person pronouns 	<ul style="list-style-type: none"> vocabulary and grammatical structure used in imaginative texts such as use of adjectives and first or third person pronouns 		
Informative and Argumentative Texts	Informative and Argumentative Texts	Informative and Argumentative Texts	Informative and Argumentative Texts
<ul style="list-style-type: none"> organisational features of informative texts such as captions, 	<ul style="list-style-type: none"> organisational features of informative and argumentative 	<ul style="list-style-type: none"> organisational features of complex informative texts such as 	<ul style="list-style-type: none"> organisational features of complex informative texts such as

diagrams, tables of contents and indexes	texts such as captions, diagrams, tables of contents and indexes	diagrams	diagrams
<ul style="list-style-type: none"> the text structure of informative texts and words that signal that structure such as a collection of details might use some, many, several; a logical or chronological sequence might use before, after, then, next 	<ul style="list-style-type: none"> the text structure of informative texts and words that signal that structure such as a collection of details might use some, many, several; a logical or chronological sequence might use before, after, then, next 	<ul style="list-style-type: none"> text structure of informative texts and words that signal that structure (such as comparison) might use similarly, instead, although 	<ul style="list-style-type: none"> text structure of informative texts and words that signal that structure (such as comparison) might use similarly, instead, although
<ul style="list-style-type: none"> the vocabulary and grammatical structures used in informative texts such as simple present tense and detailed factual descriptions for recipes 	<ul style="list-style-type: none"> the vocabulary and grammatical structures used in informative texts such as simple present tense and detailed factual descriptions for recipes 	<ul style="list-style-type: none"> the vocabulary and grammatical structures used in informative texts such as tense which might be past or timeless present and word choice which might include precise technical adjectives and frequent use of passives 	<ul style="list-style-type: none"> the vocabulary and grammatical structures used in informative texts such as tense which might be past or timeless present and word choice which might include precise technical adjectives and frequent use of passives
Sentence Conventions <ul style="list-style-type: none"> punctuation markers contribute to the meaning of a text (<i>eg capital letters and full stops signal the beginning and end of an idea</i>) 	Sentence Conventions <ul style="list-style-type: none"> punctuation markers contribute to the meaning of a text (<i>eg speech marks signal direct speech</i>) 	Sentence Conventions <ul style="list-style-type: none"> punctuation markers contribute to the meaning of a sentence (<i>eg colons preceding a list</i>) 	Sentence Conventions <ul style="list-style-type: none"> punctuation markers contribute to the meaning of a sentence (<i>eg commas signal clauses that contain additional information</i>)
<ul style="list-style-type: none"> a clause can represent what is happening (verbs), who and what is taking part (nouns) and the circumstances surrounding the action (prepositional phrases and adverbs) 	<ul style="list-style-type: none"> a clause can represent what is happening (verbs), who and what is taking part (nouns) and the circumstances surrounding the action (prepositional phrases and adverbs) 	<ul style="list-style-type: none"> cohesive devices (<i>eg so, though, but, however</i>) signal relationships between ideas, within and between sentences 	<ul style="list-style-type: none"> cohesive devices (<i>eg then, finally, meanwhile</i>) signal relationships between ideas, within and between sentences
Word Conventions <ul style="list-style-type: none"> vocabulary, including words that have different meanings (<i>eg run in a race, run a raffle</i>), different functions (<i>eg drive up the drive</i>) in different contexts 	Word Conventions <ul style="list-style-type: none"> vocabulary, including words that have different meanings (<i>eg book a holiday, read a book</i>), different functions (<i>eg work at work</i>) in different contexts 	Word Conventions <ul style="list-style-type: none"> vocabulary, including technical terms, and words that have different meanings in different contexts 	Word Conventions <ul style="list-style-type: none"> vocabulary, including technical terms, and words that have different meanings in different contexts
<ul style="list-style-type: none"> figurative language expresses images of settings and characters (<i>eg simple similes</i>) 	<ul style="list-style-type: none"> figurative language expresses images of settings and characters (<i>eg similes</i>) 	<ul style="list-style-type: none"> figurative language can be used to develop imagery and humour (<i>eg personification and alliteration</i>) 	<ul style="list-style-type: none"> figurative language can be used to develop imagery and humour
<ul style="list-style-type: none"> sound, visual and meaning patterns can be used to decode words 	<ul style="list-style-type: none"> sound, visual and meaning patterns can be used to decode words 	<ul style="list-style-type: none"> a multi-strategy approach including word origins, sound and visual patterns, syntax and semantics can be used to decode unfamiliar words 	<ul style="list-style-type: none"> a multi-strategy approach including word origins, sound and visual patterns, syntax and semantics can be used to decode unfamiliar words
<ul style="list-style-type: none"> the meaning of morphemes such as prefixes 	<ul style="list-style-type: none"> the meaning of morphemes such as prefixes 	<ul style="list-style-type: none"> the meaning of morphemes such as root words and prefixes (<i>eg anti – antidote</i>) 	<ul style="list-style-type: none"> the meaning of morphemes such as root words and prefixes (<i>eg archi – architect</i>)

Typical sequence of content students will interact with, experience and develop an understanding of:

Processes and Strategies

Year 4	Year 5	Year 6	Year 7
<p>Reading Processes – Learning to Read</p> <ul style="list-style-type: none"> strategies for identifying unknown words in texts such as predicting using the context, knowledge of phonics, grammar, sentence structure 	<p>Reading Processes – Learning to Read</p> <ul style="list-style-type: none"> strategies for identifying unknown words in texts such as predicting using the context, knowledge of phonics, grammar, sentence structure 	<p>Reading Processes – Learning to Read</p> <ul style="list-style-type: none"> grapheme/phoneme correspondence and visual and meaning patterns can be used to decode words 	<p>Reading Processes – Learning to Read</p> <ul style="list-style-type: none"> grapheme/phoneme correspondence and visual and meaning patterns can be used to decode words
<ul style="list-style-type: none"> letter/sound relationships, common visual patterns, simple tense, plural endings and base words can be used to decode words 	<ul style="list-style-type: none"> letter/sound relationships, common visual patterns, simple tense, plural endings and base words can be used to decode words 	<ul style="list-style-type: none"> reading strategies, such as inferring 	<ul style="list-style-type: none"> reading strategies such as inferring
<ul style="list-style-type: none"> reading strategies such as predicting, re-reading, reading on to clarify or correct for meaning 	<ul style="list-style-type: none"> reading strategies such as predicting, re-reading, reading on to clarify or correct for meaning 	<ul style="list-style-type: none"> reading strategies can be adjusted for different purposes and different texts such as inferring characters' qualities and feelings, differentiating between literal and figurative meanings and distinguishing between claims of fact and opinion 	<ul style="list-style-type: none"> reading strategies can be adjusted for different purposes and different texts such as inferring characters' qualities and feelings, differentiating between literal and figurative meanings and distinguishing between claims of fact and opinion
<ul style="list-style-type: none"> reading strategies can be adjusted for different purposes and different texts such as looking for keys or symbols when reading diagrams and examining both pictures and text 	<ul style="list-style-type: none"> reading strategies can be adjusted for different purposes and different texts such as looking for keys or symbols when reading diagrams and examining both pictures and text 	<ul style="list-style-type: none"> strategies for comprehending texts using knowledge of organisational frameworks such as in stories, an orientation includes descriptions of characters 	<ul style="list-style-type: none"> strategies for comprehending texts using knowledge of organisational frameworks such as in stories, an orientation includes descriptions of characters
<ul style="list-style-type: none"> strategies for comprehending texts using knowledge of organisational frameworks such as in stories, a complication usually has a resolution and in reports, an introduction is followed by descriptions of features or events 	<ul style="list-style-type: none"> strategies for comprehending texts using knowledge of organisational frameworks such as in stories, a complication usually has a resolution and in reports, an introduction is followed by descriptions of features or events 		
<p>Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> strategies for identifying and defining information needs such as sorting 	<p>Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> strategies for identifying and defining information needs such as sorting 	<p>Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> strategies for locating information in a resource such as scanning for keywords and main ideas that support the purpose for reading 	<p>Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> strategies for locating information in a resource such as scanning for keywords and main ideas that support the purpose for reading

		and answer focus questions	and answer focus questions
<ul style="list-style-type: none"> strategies for locating information in a resource such as skimming the organisational features of a text using a table of contents and scanning for specific information using keywords 	<ul style="list-style-type: none"> strategies for locating information in a resource such as skimming the organisational features of a text using a table of contents, and scanning for specific information using keywords 		
<ul style="list-style-type: none"> strategies for recording information for a specific purpose such as sorting into tables 	<ul style="list-style-type: none"> strategies for recording information for a specific purpose such as sorting into tables 		
<ul style="list-style-type: none"> strategies for processing and organising information for a specific purpose such as identifying gaps in information 	<ul style="list-style-type: none"> strategies for processing and organising information for a specific purpose such as identifying gaps in information 		