InitiaLit–F Curriculum Links with the new NSW K-2 English Syllabus and the National Literacy Learning Progression

Note: *This document was prepared in March 2022 in an endeavour to support NSW teachers of InitiaLit who may be aligning their instruction with the new English K-2 Syllabus ahead of mandatory implementation in 2023. Please refer to the 'Note about …' each syllabus outcome for specific information related to the InitiaLit program and curriculum delivery. It is anticipated that feedback from early adopters of the new syllabus will be addressed by NESA and then this document may be revised and updated in due course.*

Syllabus content, as tracked through the Literacy Progressions, is addressed in the whole-class ('On the Mat') lesson and further practised and consolidated in the small group and independent activities. Additionally, shared storybook lessons address many aspects of language comprehension that further progress children towards the outcomes below. It is important to note that Syllabus outcomes are the goal for the **end** of the Foundation year, and as such, the content statements are addressed throughout the year, tracking against the Literacy Progressions with reference to the InitiaLit–F Progress Monitoring and Cumulative Review assessments. It is not possible to perfectly align the InitiaLit–F content descriptions in this document with each of the relevant syllabus content descriptors. This is because a syllabus item is necessarily addressed across several areas of InitiaLit instruction throughout the year.

English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–F lessons overview	InitiaLit–F content
Oral language and communication **ENE-OLC-01** communicates effectively by using interpersonal conventions and language with familiar peers and adults	**Oral language and communication content in the K-2 English Syllabus:** **Listening for understanding** ▸ Orientate self to the speaker LiS1 ▸ Recognise how nonverbal language can contribute to meaning in spoken communication LiS3 ▸ Respond to spoken questions ▸ Follow up to 3-part spoken instructions LiS3 ▸ Understand how pronouns can be linked to nouns to support meaning ▸ Understand how the most common inflected word forms affect the meanings of words ▸ Listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings **Social and learning interactions** ▸ Contribute to group conversations InT3 ▸ Start a conversation with a peer and/or adult, staying on topic InT3 ▸ Take turns when speaking during structured and unstructured play InT3 ▸ Use oral language to make requests and express needs ▸ Use oral language to reason when speaking ▸ Use oral language to persuade, negotiate, give opinions or discuss ideas InT4 ▸ Use imaginative, verbal language in structured and unstructured activities ▸ Ask questions using who, what, when, where, why or how **Understanding and using grammar when interacting** ▸ Understand there are many languages that are used by family, peers and community ▸ Use short phrases and simple sentences when speaking SpK1 ▸ Use connectives such as *and*, *but* and *because* when speaking SpK2 ▸ Use regular past tense verbs when speaking ▸ Use irregular past tense verbs when speaking ▸ Use a combination of sentences to elaborate and connect ideas SpK3 **Oral narrative** ▸ Tell a story or information to peers or adults using oral language SpK3 ▸ Retell favourite stories, poems, songs and rhymes with some parts as exact repetition and some in their own words SpK2 ▸ Recall details of events or stories using *who*, *what*, *when*, *where*, *why* and *how* SpK2	**Note about oral language and communication in InitiaLit–F:** Oral language underpins all other component skills in literacy development and across all areas of learning across the curriculum. It is important to recognise that development of oral language skills can, and should, initially be done separately to the teaching of word recognition skills. Syllabus content descriptors for oral language and communication are addressed throughout the InitiaLit Foundation year starting in Lesson 1 of the explicit whole-class component as well as during the small-group activities. Oral language and communication skills are further developed during the Storybook Component of the program where quality storybooks are used to develop rich vocabulary and listening comprehension skills.	

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Phonological awareness **ENE-PHOAW-01** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts	**Note about <u>phonological awareness and phonemic awareness</u> in InitiaLit–F:** InitiaLit–F focuses on phonological awareness in the first 12 lessons to prepare students for phonics instruction and to teach the routines of 'On the Mat' explicit lesson. Phonological and phonemic awareness continues to be a focus throughout the year alongside the teaching of phonics. Phonemic awareness skills critical for reading and spelling become the primary focus as the year progresses. **<u>Phonological awareness</u> content in the K-2 English Syllabus:** **Words** ▸ Repeat words and phrases ▸ Complete familiar spoken phrases in texts, including chants, rhymes, songs and poems PhA1 ▸ Segment a spoken sentence of 3 to 5 words into separate spoken words PhA2 **Syllables** ▸ Orally blend and segment syllables in words comprising up to 3 syllables PhA2 ▸ Blend onset and rime to say a one-syllable word PhA2 **Phonemes** ▸ Provide a word when given a starting phoneme PhA2 ▸ Consistently say the first phoneme of a spoken one-syllable word PhA2 ▸ Listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme PhA2 ▸ Orally blend up to 4 phonemes together to make a one-syllable spoken word PhA4 ▸ Orally segment one-syllable words comprised of up to 4 phonemes into separate phonemes PhA4 ▸ Identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes PhA4 ▸ Identify the first, middle and final phonemes in a one-syllable word PhA4 ▸ Identify the difference between a voiced phoneme and an unvoiced phoneme ▸ Blend aloud all phonemes when asked to delete, add or substitute an initial phoneme PhA5 ▸ Blend aloud all phonemes when asked to delete, add or substitute a final phoneme ▸ Blend aloud all phonemes when asked to substitute a medial vowel phoneme	**Phonological awareness** (Lessons 1-2): ▸ Concept of a word: spoken words; written words	▸ Introduce differences between spoken and written words ▸ Link spoken words to written words in sentences ▸ Recognise spaces between words in print ▸ Learn the purpose of words as discrete units of meaning, to name and convey information ▸ Understand words as discrete units in sentences through word counting ▸ Segment spoken words in a sentence ▸ Communicate appropriately in pairs, groups, classroom interactions ▸ Respond to simple questions ▸ Follow verbal instructions
		Phonological awareness (Lessons 3-10): ▸ Rhyme ▸ Introduction to syllables ▸ Syllable clapping ▸ Syllable segmenting and counting	▸ Hear and recognise words through rhyming pairs and rhyming chains ▸ Join in rhymes and chants ▸ Segment, blend and count syllables ▸ Orally blend onset and rime in single syllable words ▸ Communicate appropriately in pairs, groups, classroom interactions ▸ Respond to simple questions ▸ Follow verbal instructions
		Phonological awareness (Lessons 11-12): ▸ Blending onset and rime	▸ Identify single sounds through onset and rime and phonemic blending and segmenting ▸ Recognise words that share the same pattern through onset and rime ▸ Communicate appropriately in pairs, groups, classroom interactions ▸ Respond to simple questions ▸ Follow verbal instructions
Print conventions **ENE-PRINT-01** tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print	**Note about <u>print conventions</u> in InitiaLit–F:** Children learn about the conventions of print during the Storybook Component of InitiaLit–F as well as during the whole-class lessons and reading groups. Children learn these conventions alongside phonics instruction. **<u>Print conventions</u> content in the K-2 English Syllabus:** **Features of print** ▸ Understand that written Standard Australian English uses letters to represent sounds ▸ Understand that print contains a message ▸ Identify pictures in texts PKW2 ▸ Identify words in a variety of situations in school, the classroom and the environment PKW1, UnT1 ▸ Know the difference between a letter and a word PKW1 ▸ Distinguish between punctuation, letters, words and numerals in texts PKW2 ▸ Identify spaces between words PKW2 ▸ Identify numerals in texts PKW2 ▸ Identify and name lower- and upper-case letters PKW4 ▸ Recognise symbols, icons and personally significant words in everyday situations and in texts UnT2 **Directionality of print** ▸ Show awareness of appropriate orientation of the text being read UnT2 ▸ Locate the front and back of a book and top and bottom of page UnT2 ▸ Turn pages one at a time UnT3 ▸ Begin reading at the top of the page and conclude reading at the bottom of the page UnT3 ▸ Track text left to right and use return sweep UnT4 ▸ Consistently read left page before right page UnT4	**Phonic Set 1** (Lessons 13-27): m, s, t, a ▸ Beginning sound discrimination ▸ Concept of a letter: linking sound to letter; handwriting link ▸ Oral blending and segmenting – two and three sounds ▸ End sound discrimination ▸ Read VC, CVC words using letters taught **Phonic Set 2** (Lessons 28-39): p, i, f, r ▸ Beginning sound discrimination ▸ Concept of a letter: linking sound to letter; handwriting link ▸ Oral blending and segmenting – two and three sounds ▸ End sound discrimination ▸ Read and spell VC, CVC words using all letters taught	▸ Recognise lower case letters (graphemes) and the most common sounds (phonemes) they represent ▸ Identify and write single sounds for vowels and consonant letters ▸ Write lower case letters correctly ▸ Orally blend and segment VC and CVC words through phonemic awareness activities ▸ Read and write VC and CVC words using the letters taught (synthetic phonic approach) ▸ Manipulate and discriminate beginning, middle and end sounds in words ▸ Understand the importance of sound and letter position through whole-class and small-group guided activities, e.g., word building ▸ Communicate appropriately in pairs, groups, classroom interactions ▸ Respond to simple questions ▸ Follow verbal instructions

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English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–F lessons overview	InitiaLit–F content
Phonic knowledge **ENE-PHOKW-01** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts	**Note about <u>phonic knowledge</u> in InitiaLit–F:** InitiaLit utilises a sound-by-sound synthetic phonics approach to teach children to read and spell. InitiaLit–F follows a prescribed sequence of phonic skills including all single letter-sound correspondences and some basic digraphs. To develop automatic word recognition, InitiaLit–F provides multiple opportunities for children to practise applying phonic skills to the reading of single words in isolation and in sentences. It explicitly teaches the following digraphs 'ee', 'ay', 'oo', 'ck', 'zz', 'll', 'ff', 'ss', 'sh', 'ch', 'wh', 'ng', 'th'. Split digraphs and the remaining alphabetic code will be explicitly taught in Year One, however, teachers should point out unknown graphemes incidentally and as needed when encountered in texts or in writing tasks. **<u>Phonic knowledge</u> content in the K-2 English Syllabus:** **Single-letter graphemes** ▸ Match a single-letter grapheme with a phoneme ▸ Say the most common phoneme for single-letter graphemes (graphs) PKW3 ▸ Blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts PKW3 ▸ Segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts PKW4 ▸ Blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts PKW5 ▸ Segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words PKW5 **Digraphs** ▸ Decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts PKW5 ▸ Segment and encode CVC words containing consonant digraphs PKW4 PKW5 ▸ Decode words containing split digraphs and vowel digraphs PKW5 ▸ Experiment with encoding high-frequency words containing split digraphs and vowel digraphs	**Phonic Set 3, 4, 5** (Lessons 40-75): o, c, d, h; e, n, g, l; k, u, b, j ▸ Beginning, middle and end sound discrimination ▸ Concept of a letter: linking sound to letter; handwriting link ▸ Oral blending and segmenting – two and three sounds ▸ Read VC, CVC words using all letters taught ▸ Learn 25 tricky words	▸ Recognise lower and upper case letters (graphemes) and the most common sounds (phonemes) they represent ▸ Identify and write single sounds for vowels and consonant letters ▸ Write lower case letters correctly ▸ Learn basic punctuation (capital letter and full stop) ▸ Write captions and sentences (dictation) using the sounds and letters taught ▸ Identify vowel sounds ▸ Orally blend and segment VC and CVC words through phonemic awareness activities ▸ Read and write VC and CVC words using the letters taught (synthetic phonic approach) ▸ Read stories using decodable readers ▸ Communicate appropriately in pairs, groups, classroom interactions ▸ Respond to simple questions ▸ Follow verbal instructions
Reading fluency **ENE-REFLU-01** reads decodable texts aloud with automaticity	**Note about <u>reading fluency</u> in InitiaLit–F:** Fluency is achieved once children are able to accurately blend sounds together to read words without effort. InitiaLit provides opportunities for children to work towards fluency as soon as there is evidence that they are able to blend and segment successfully. Skills to develop fluency are taught explicitly during 'On the Mat' lessons and regular opportunities for practice are essential within teacher-led small group sessions. Children are supported to reach fluency at their own pace. Some children will become fluent in the Foundation year while others will need continuing practice to attain greater fluency in Year 1 and Year 2. Automatic word recognition leading to reading fluency are necessary for students to have good reading comprehension. **<u>Reading fluency</u> content in the K-2 English Syllabus:** **Automaticity** ▸ Read words automatically then apply to texts ▸ Read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity ▸ Know that fluent reading involves recognising and reading words accurately and automatically **Prosody** ▸ Read phrases comprising 2 or 3 words aloud, in a rhythmic manner FlY2, FlY3 ▸ Know that pace and expression vary when reading, according to the audience and purpose ▸ Stop at the end of a sentence in response to a full stop FlY3 ▸ Regulate their voice to respond to punctuation such as question marks and exclamation marks FlY4	**Phonic Set 6, 7, 8** (Lessons 76-99): w, ck, ll, ff, ss; sh, qu, ee, z/zz; ch, v, x, y ▸ Beginning, middle and end sound discrimination ▸ Concept of a letter: linking sound to letter; handwriting link ▸ Concept of a digraph ▸ Read words and sentences using all graphemes taught ▸ Learn 20 new tricky words	▸ Recognise lower and upper case letters (graphemes) and the most common sounds (phonemes) they represent ▸ Identify and write single sounds for vowels and consonant letters ▸ Write lower and upper case letters correctly ▸ Learn basic punctuation (capital letter and full stop) ▸ Identify vowel sounds ▸ Orally blend and segment VC and CVC words through phonemic awareness activities ▸ Learn concept of a digraph ▸ Read and write words and sentences using the graphemes taught (synthetic phonic approach) ▸ Communicate appropriately in pairs, groups, classroom interactions ▸ Read and write tricky words ▸ Read stories using decodable readers ▸ Write simple sentences to generalise skills to own writing ▸ Respond to simple questions ▸ Follow verbal instructions
		Phonic Set 9 (Lessons 100-114): wh, th, oo, ng, ay ▸ Beginning, middle and end sound discrimination ▸ Concept of a letter: linking sound to letter; handwriting link ▸ Read words and sentences using all graphemes taught ▸ Read words with digraphs learned ▸ Learn 12 new tricky words	▸ Recognise and name lower case letters (graphemes) and the most common sounds (phonemes) they represent ▸ Identify and write single sounds for vowels and consonant letters ▸ Read and write high-frequency and familiar words ▸ Use letter and sound knowledge to write single-syllable words with consonant digraphs ▸ Write lower and upper case letters correctly ▸ Learn basic punctuation (capital letter, full stop and question mark) ▸ Identify vowel sounds
		Phonic Set 10, 11 (Lessons 115-126): (CVCC, CCVC words) ▸ Read words with beginning and end blends ▸ Plural 's' ▸ Learn 12 new tricky words	▸ Use letter and sound knowledge to write single-syllable words with consonant digraphs ▸ Identify and write letters for phonemes taught ▸ Orally blend and segment words with adjacent consonants ▸ Read and write words and sentences with adjacent consonants ▸ Introduce plural 's' (morphology)

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Reading comprehension ENE-RECOM-01
comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

Note about reading comprehension in InitiaLit–F:
Reading comprehension skills are developed along with the decoding of words and texts during whole-class lessons and are further developed when reading decodable InitiaLit readers in the small group sessions. InitiaLit readers have a 'before, during and after' reading guide, and 'check for understanding' questions at the back. Additionally, with the Simple View of Reading in mind, language comprehension is supported through engagement with quality storybooks that are read to the children promoting further development of comprehension skills and strategies. Descriptors below, and related literacy progression codes, will apply to whole class, small group, and Shared Storybook lessons throughout the Foundation year.

Reading comprehension content in the K-2 English Syllabus:

Activating word meaning

- Recognise familiar vocabulary in a text UnT4
- Use known vocabulary to build a mental model of the content of a text
- Use known vocabulary to work out or refine the meaning of unknown words
- Ask or pause to clarify meaning of unknown words UnT3

Understanding and connecting sentences

- Identify words that represent who, what, when, where and why in texts
- Identify conjunctions *(and, because, but, for, so)* in a compound sentence, their meaning and purpose
- Understand how adjectives describe a noun and verbs identify actions in a sentence
- Recognise how the position of words in a sentence changes its meaning

Understanding whole text

- Understand that informative and imaginative texts have different structures, features and forms UnT5

Monitoring comprehension

- Stop reading when a break in comprehension is registered UnT4
- Re-read to check if an error was made
- Self-correct error using phonic knowledge UnT5
- Ask a question or make a statement to clarify meaning UnT3, UnT4
- Predict purpose, type of text or topic from title, illustration, image and/or form UnT4
- Clarify own purpose for reading a text
- Use background knowledge when identifying connections between a text, own life, other texts and/or the world UnT4
- Use visual cues in multimodal texts to interpret meaning UnT5

Recalling details

- Recall key characters, events and/or information in text UnT5
- Recall the sequence of events/information in texts UnT5
- Recount the relevant ideas from the text UnT5
- Use information or events from different parts of the text to form an opinion

Sounds and Words Books and InitiaLit–F decodable readers Levels 1-9

- Discuss front cover and blurb on back
- Discuss title
- Predict what story may be about
- Practise sounds and word reading to warm up
- Preview difficult words for reading
- Preview words for vocabulary development
- Reading for accuracy, fluency and comprehension

- Read decodable texts
- Explore the differences between spoken and written words
- Link spoken words to written words in sentences
- Highlight the differences between spoken and written words and between words and images
- Explore the combination of print and images and the enhancement of text when combined with images
- Recognise that capital letters are used for names and at the beginning of sentences
- Preview and practise high-frequency and unfamiliar decodable words
- Use self-correction strategies such as re-reading and pausing
- Recognise and consolidate print conventions such as word spaces and page layout
- Recognise and engage with print conventions including directionality, front and back covers, title, author and blurb
- Discuss purpose of text and predict story events
- Discuss features of imaginative texts
- Recognise how feelings can be conveyed by visual representations
- Read aloud to practise fluent expression
- Retell a story in sequence and identify the main idea
- Summarise and sequence story events by retelling beginning, middle and end of the story
- Encourage personal responses to stories through comprehension and discussion questions
- Identify literal meanings in text, including character, events and setting
- Introduce and build vocabulary through discussion and reading
- Revise vocabulary using story context and with more detailed definitions during reading sessions
- Demonstrate an awareness that some words have multiple meanings
- Engage personally and respond to texts for enjoyment and pleasure, including shared reading
- Encourage students to respond to texts by relating and comparing own experiences to those depicted in stories
- Express feelings and opinions about texts, including characters, events and ideas in stories
- Communicate appropriately in pairs, groups, classroom interactions
- Learn active listening and contribute to class discussions; exchange ideas with peers
- Respond to simple questions and use questions and statements appropriately in class discussion
- Promote oral language through interactive reading techniques that elicit longer responses from students

Creating written texts ENE-CWT-01
creates written texts that include at least 2 related ideas and correct simple sentences

Creating written texts content in the K-2 English Syllabus:

Text features

- Create a text including at least 2 related ideas CrT5
- Sequence ideas in a text GrA4
- Include recognisable structural features for text purpose CrT5
- Create written texts that describe, give an opinion, recount an event, convey a story

Sentence-level grammar

- Identify and use verbs in simple sentences, including in own writing GrA2
- Know that a simple sentence makes sense by itself and is a complete thought represented by a subject and verb GrA3
- Write a simple sentence with correct subject–verb–object structure to convey an idea GrA2, GrA3, CrT4
- Recognise a simple sentence in own writing GrA3
- Identify and use nouns in simple sentences, including in own writing GrA3
- Use personal pronouns in own writing CrT7
- Use prepositional phrases to indicate time or place GrA2
- Identify and use time connectives to sequence information and events GrA4
- Experiment with writing compound sentences and recognise that each clause makes meaning by itself GrA4

Writing in InitiaLit–F

General overview:
Content from ENE-CWT-01, ENE-SPELL-01 and ENE-HANDW-01 will be addressed in explicit whole-class lessons throughout the year and within the small-group and independent activities. Teachers should plan additional time for writing lessons for composition and/or to extend the resources and suggested activities in the Storybook lessons.

Note about creating written texts in InitiaLit–F:
Children are explicitly taught the mechanical aspects of writing (handwriting, spelling, constructing an accurate sentence) in InitiaLit–F in lessons throughout the year. Compositional aspects of writing should be flexibly addressed in Foundation depending on the skill level and readiness of the class. Teachers should address the syllabus content when children do writing tasks within InitiaLit lessons e.g., dictation, spelling, storybook writing tasks, etc. InitiaLit teachers will provide a gentle introduction to some grammar in Foundation, however grammar concepts will be taught and monitored more formally in InitiaLit–1 and InitiaLit–2.

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	Punctuation ▸ Understand that punctuation is a feature of written language and how it impacts meaning ▸ Use a capital letter to start a sentence and a full stop to end a sentence PuN2, CrT5 ▸ Use capital letters when writing proper nouns PuN3, CrT5 ▸ Use question marks and exclamation marks PuN3 **Word-level language** ▸ Explain the purpose of a verb, a noun and an adjective in own writing GrA2, GrA3 ▸ Intentionally select nouns, verbs, adjectives and articles in own writing ▸ Use personal vocabulary, words on display and in mentor texts when constructing sentences **Planning and revising** ▸ Identify differences between spoken and written language ▸ Identify different purposes for writing CrT4 ▸ Use drawing, images or mind maps to support planning and writing CrT4 ▸ Understand they can improve their writing based on feedback from teachers ▸ Edit their texts after receiving feedback		
Spelling **ENE-SPELL-01** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high frequency words when creating texts.	**Spelling content in the K-2 English Syllabus:** **Integrated spelling components** ▸ Combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes SpG5 **Phonological component** ▸ Segment single-syllable words into phonemes as a strategy for spelling SpG4 ▸ Segment multisyllabic words into syllables and phonemes as a strategy for spelling **Orthographic component** ▸ Spell their own name SpG1 ▸ Know that the digraphs *zz*, *ss*, *ll*, *ff* and *ck* do not usually start a word in Standard Australian English ▸ Know that words do not usually end with the letter *v*, and that *ve* is commonly used ▸ Experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words **Morphological component** ▸ Add the plural-marking suffix (s) to base nouns that require no change when suffixed SpG5 ▸ Experiment with the tense-marking suffixes to spell familiar base verbs SpG5 ▸ Spell high-frequency compound words and homophones comprising taught graphemes**	**Note about spelling in InitiaLit–F:** Spelling and reading are taught alongside each other following the InitiaLit–F phonic sequence. Although the focus is on the accurate spelling of one-syllable words, children are encouraged to apply their phonic knowledge to any unfamiliar word they need in their writing. Phoneme blending for reading and phoneme segmentation for spelling are practised extensively. Word and sentence dictation occur in every lesson cycle.	
Handwriting **ENE-HANDW-01** produces all lower-case and upper-case letters to create texts	**Handwriting content in the K-2 English Syllabus:** ▸ Use a stable posture when handwriting or drawing by sitting comfortably with feet flat on the floor, the writing arm resting on a table, with the opposite hand resting on the paper, and shoulders relaxed ▸ Correctly produce a clockwise ellipse, anticlockwise ellipse and downward diagonal stroke when forming letter shapes ▸ Use writing implements with a stable and relaxed pencil grasp HwK2 ▸ Apply appropriate pressure when handwriting to produce legible writing HwK2 ▸ Form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction HwK4 ▸ Apply taught handwriting skills when creating texts	**Note about handwriting in InitiaLit–F:** InitiaLit–F teaches correct formation of all letters from the start, with an initial focus on lower case. Regular practice should be timetabled for children to work on posture, pencil grip and correct letter formation. Children will be introduced to capital letters during dictation and will be taught recognition of capitals ahead of more formal instruction of capital letter formation in InitaiLit–1.	

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English K-2 Syllabus NESA outcomes

Vocabulary
ENE-VOCAB-01
understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts

Understanding and responding to literature
ENE-UARL-01
understands and respond to literature read to them

Syllabus Content – Mapped to the National Literacy Learning Progression Version 3

https://curriculum.nsw.edu.au/learning-areas/english/english-k-10

Notes about vocabulary and understanding and responding to literature in InitiaLit–F:
The Storybook lessons of InitiaLit are designed to encourage oral language comprehension and provide opportunities for children to speak while also fostering vocabulary growth. Vocabulary knowledge has been shown to be important to children's later reading comprehension ability. Along with more general comprehension work, words are selected from each storybook for in-depth and explicit vocabulary instruction. Similar comprehension and vocabulary teaching strategies are also recommended when working with decodable readers during small-group reading time and in other parts of the day.

Teachers need to consciously and explicitly build the language skills of children in the early primary years by providing a rich oral language classroom environment which is not limited to the InitiaLit session.

Vocabulary content in the K-2 English Syllabus:

Learning and using words

- Understand that texts in Standard Australian English are made up of words and groups of words that convey meaning
- Recognise and understand taught Tier 1 and Tier 2 words PKW3, SpK3
- Understand words that have different meanings in different contexts
- Use vocabulary that is personal
- Use vocabulary that is specific to key learning areas SpK3, CrT3
- Use vocabulary to select, match and provide categories for groups of images or words
- Understand and use words to describe shape, size, texture, position, numerical order, time and seasons SpK2, CrT5
- Identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts GrA1
- Use specific word choice to clarify meaning
- Experiment with and create wordplay and poems
- Use and understand Tier 3 words that are of personal interest

Understanding and responding to literature content in the K-2 English Syllabus:

Context

- Identify aspects of their own world represented in texts UnT4
- Identify texts that are composed for specific audiences and purposes
- Identify and contrast features of texts that inform, persuade and/or entertain CrT3
- Create imaginative and/or informative texts relating to their own experience, the world and/or other texts

Narrative

- understand that narrative can be real or imagined
- identify narratives told through a range of modes and media
- identify, discuss and compare the beginning, middle and end in a range of narratives
- experiment with using parts and/or features of a narrative, innovating from a mentor text

Character

- Use background knowledge to support understanding of characters' actions in a text
- Reason using background knowledge as to why a character has acted in a certain way UnT4
- Identify and discuss character features and actions UnT3
- Identify and discuss language used to describe characters in narratives
- Share feelings and thoughts in response to characters and actions in texts
- Identify and compare characters in a range of texts
- Understand that characters in texts are represented by how they look, what they say and do, and their thoughts

Imagery, symbol and connotation

- Identify and discuss how creative language and/or symbols enhance enjoyment in texts
- Identify how visual cues contribute to the meaning of a text
- Identify how words and word order influence meaning in texts
- Experiment with creative play with language in own texts

Perspective

- Express likes and dislikes about a text UnT5
- Identify favourite stories and/or characters in texts using verbal and/or nonverbal modes
- Compare opinions of a text or characters with peers InT2

InitiaLit–F lessons overview — InitiaLit–F content

Shared Storybook lessons

The storybook lessons focus on listening comprehension, oral language and vocabulary.

Throughout the year, the varied activities of the Storybook lessons in InitiaLit–F will address syllabus outcomes for Vocabulary (ENE-VOCAB-01), Understanding and responding to literature (ENE-UARL-01) and Oral language and communication (ENE-OLC-01) and will also reinforce other outcomes addressed explicitly in whole-class lessons.

- Communicate appropriately in pairs, groups, classroom interactions
- Learn active listening and contribute to class discussions; exchange ideas with peers
- Respond to simple questions, and use questions and statements appropriately in class discussion
- Promote oral language through interactive reading techniques that elicit longer responses from students
- Learn that different languages exist
- Recognise different cultures, especially Australian and indigenous cultures and migrant experiences
- Explore cultural patterns of storytelling through fairy tales and traditional stories
- Engage personally and respond to a range of texts for enjoyment and pleasure, including shared reading
- Listen to texts that portray experiences that are both different and familiar
- Encourage students to respond to texts by relating and comparing own experiences to those depicted in storybooks
- Communicate personal experience and own knowledge to peers and familiar adults
- Respond to stories, including authors, feelings and preferences, humour, ideas and meaning through interactive reading and discussions
- Express feelings and opinions about texts, including characters, events and ideas in stories
- Discuss purpose of print text and storytelling and predict story events
- Learn to recognise text conventions, such as word spaces and page layout
- Recognise print conventions, including directionality, front and back covers, title, author and blurb
- Discuss features of imaginative texts
- Recognise how feelings can be conveyed by visual representations
- Discuss differences between what is 'real' and what is imagined in texts
- Identify and select texts that include stories where characters use their imagination
- Identify, listen and respond to, and repeat words, alliterative refrains, rhymes and chants
- Retell a familiar story in sequence and identify the main idea
- Summarise and sequence story events by retelling beginning, middle and end of the story
- Encourage personal responses to stories through comprehension and discussion questions
- Respond to literal, inferential, definitional and evaluative questions during interactive reading as part of text comprehension
- Identify literal meanings in text, including character, events and setting
- Encourage students to re-read preferred storybooks
- Introduce and build vocabulary through discussion and listening to stories
- Build vocabulary by making text-to-text connections
- Revise vocabulary using story context and with more detailed definitions during interactive reading sessions
- Revise vocabulary by encouraging students to say and act our words, and to use words in activity
- Demonstrate an awareness that some words have multiple meanings
- Use art forms, including drawing, craft and beginning writing to express personal responses to stories
- Write words and sentences in response to stories to describe characters and events and to express preferences

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InitiaLit–1 Curriculum Links with the new NSW K-2 English Syllabus and the National Literacy Learning Progression

Note: *This document was prepared in March 2022 in an endeavour to support NSW teachers of InitiaLit who may be aligning their instruction with the new English K-2 Syllabus ahead of mandatory implementation in 2023. Please refer to the 'Note about …' each syllabus outcome for specific information related to the InitiaLit program and curriculum delivery. It is anticipated that feedback from early adopters of the new syllabus will be addressed by NESA and then this document may be revised and updated in due course.*

Syllabus content, as tracked through the Literacy Progressions, is addressed in the whole-class ('On the Mat') lesson and further practised and consolidated in the small group and independent activities. Additionally, shared storybook lessons address many aspects of language and reading comprehension that further progress children towards the outcomes below. It is important to note that Syllabus outcomes are the goal for the **end** of Year 2, and as such, the content statements are addressed throughout both Year 1 and Year 2, tracking against the Literacy Progressions with reference to the InitiaLit–1 Progress Monitoring and Cumulative Review assessments. It is not possible to perfectly align the InitiaLit–1 content description in this document with each of the relevant syllabus content descriptors. This is because a syllabus item is necessarily addressed across several areas of InitiaLit instruction throughout the year.

English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–1 lessons overview	InitiaLit–1 content
Oral language and communication ENE-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions	**Oral language and communication content in the K-2 English Syllabus:** **Listening for understanding** ▸ Understand that oral language can be used in combination with nonverbal communication ▸ Understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification LiS4 ▸ Follow extended instructions that contain connectives and conjunctions LiS5 ▸ Listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts ▸ Respond to information by asking relevant questions to extend their own and others' knowledge LiS4 LiS6 **Social and learning interactions** ▸ Initiate, listen and/or respond in partner and group conversations InT3 InT5 ▸ Interact to evaluate ideas and refine meaning InT4 InT5 ▸ Use a range of strategies for effective dialogue and manage digression from a topic InT3 InT5 **Understanding and using grammar when interacting: Oral language** ▸ Incorporate extended sentences (simple, compound, complex) during dialogue SpK3 ▸ Organise key ideas in logical sequence ▸ Use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships SpK3 ▸ Use tense correctly to discuss past, present and future events ▸ Link or compare ideas when interacting **Oral narrative: Oral language** ▸ Recite poems and rhymes ▸ Recount narratives with key components SpK3 ▸ Adapt a narrative for a particular audience ▸ Deliver a planned narrative to an audience for specific contexts and purposes SpK4	**Note about oral language and communication in InitiaLit–1:** Oral language underpins all other component skills in literacy development and across all areas of learning across the curriculum. It is important to recognise that development of oral language skills was done separately to the teaching of word recognition skills in InitiaLit–F and continues to be revised in InitiaLit–1. Syllabus content descriptors for oral language and communication are addressed throughout the InitiaLit–1 year starting in Lesson 1 of the explicit whole-class component as well as during the small-group activities. Oral language and communication skills are further developed during the Storybook Component of the program where quality storybooks are used to develop rich vocabulary and language and reading comprehension skills.	
Phonic knowledge EN1-PHOKW-01 uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts	**Note about phonic knowledge in InitiaLit–1:** InitiaLit utilises a sound-by-sound synthetic phonics approach to teach children to read and spell. In InitiaLit–1, instruction is completed in most of the remaining phonemes of English and concentrates on teaching several alternative spellings for many of the phonemes already learnt. Alternative sounds are also introduced for a selection of single letters and digraphs. Trigraphs are also taught in InitiaLit–1, and quadgraphs are introduced in InitiaLit–2. InitiaLit–1 follows a prescribed sequence of phonic skills. The first 18 lessons revise phoneme-grapheme correspondences from InitiaLit–F. To develop automatic word recognition, InitiaLit-1 provides multiple opportunities for children to practise applying phonic skills to the reading of single words in isolation and in sentences. It explicitly teaches the following digraphs 'ai', 'ay', 'ee', 'ea', 'oa', 'ow''_y'(cry), 'igh' (light), 'ue', 'ew'(grew), 'ar', 'or/ore', 'ir', 'ur', 'er', split digraph, 'ow'(cow), 'ou'(cloud), 'aw', 'au', '_y', '_ey', 'oy', 'oi', 'eer', 'ear'(hear),'ear' (bear), 'air', 'are' (care), 'soft c', 'soft g', '_dge/_ge',' _tch' . **Phonic knowledge content in the K-2 English Syllabus:** **Single-syllable words** ▸ Segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts SpG6 ▸ Blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts PKW7	**Phonics** Lessons 1-18 **Revision of skills covered in InitiaLit Foundation**	▸ Orally blend and segment CVC words through phonemic awareness activities ▸ Segment, blend and count syllables ▸ Identify long and short vowel sounds ▸ Read and spell words and sentences using the most common letter-sound correspondences for the 26 letters of the alphabet ▸ Read and spell words and sentences using the digraphs 'ck', 'sh', 'wh', 'ch', 'th', 'oo', 'ng' ▸ Read and spell 20 tricky words (irregular high frequency words or high-frequency words with graphemes not yet taught) introduced in InitiaLit–Foundation ▸ Review of terminology: syllable, vowel, digraph ▸ Introduction to new terminology: phoneme, consonant ▸ Concept of a Super Sentence

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English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–1 lessons overview	InitiaLit–1 content
	▸ Segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts SpG6 ▸ Segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts SpG8 ▸ Blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts PKW6 PKW7 ▸ Segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts ▸ Decode words with less common consonant digraphs and apply this when reading texts ▸ Decode words with trigraphs and quadgraphs and apply this when reading texts **Multisyllabic words** ▸ Blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts PKW6 PKW7 ▸ Decode 2-syllable base words with common double consonants when reading texts PKW7 ▸ Segment multisyllabic words into syllables and phonemes as a strategy for spelling SpG5		
Spelling **EN1-SPELL-01** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts	**Note about spelling in InitiaLit–1:** Spelling and reading are taught alongside each other following the InitiaLit–1 phonic sequence. The children learn more complex phoneme-grapheme correspondences, morphology and the easier rules and conventions that govern the English written language. The spelling focus develops throughout the year, progressing from the accurate spelling of one-syllable words to multisyllable words where the children are encouraged to apply their phonic knowledge to any unfamiliar word they need in their writing. **Spelling content in the K-2 English Syllabus:** **Phonological component** ▸ Segment single-syllable words into phonemes as a strategy for spelling SpG4 ▸ Segment multisyllabic words into syllables and phonemes as a strategy for spelling SpG5 **Orthographic component** ▸ Explain when to use double consonants to spell 2-syllable base words and apply this when spelling SpG6 ▸ Spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs SpG6 ▸ Explain that the consonant trigraphs, *–tch* and *–dge*, can end a base word immediately following a short vowel and apply this when spelling ▸ Spell taught high-frequency contractions SpG6 ▸ Use extended phonic code for taught consonant phonemes **Morphological component** ▸ Use spelling conventions when adding plural-marking suffixes SpG9 ▸ Use spelling conventions when adding tense-marking suffixes SpG9 ▸ Spell nouns ending in the suffix –er to indicate a person SpG9 ▸ Use the comparative and superlative suffixes –er and –est SpG9 ▸ Use the suffixes –ful, –y and –ly to spell taught high-frequency words SpG9 ▸ Use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs SpG7 ▸ Use common prefixes such as un–, re– and dis– SpG9	Lessons 19-38 **Vowel digraphs** (ai', 'ay', 'ee', 'ea', 'oa', 'ow'), **Two-syllable words** **Nouns** **Verbs** **Homophones**	▸ Read and spell words using the long vowel digraphs: ai/ay, ee/ea and ow/oa ▸ Read and spell two-syllable words (compound and VC/CV syllable pattern) ▸ Terminology: compound word, homophone ▸ Grammatical concepts: nouns and verbs ▸ Reading and spelling 12 new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)
		Lessons 39-50 **Vowel digraphs** '_y'(cry), 'igh' (light), 'ue', 'ew'(grew) **adjectives**	▸ Reading and spelling words and sentences using the following graphemes: _y (cry)/igh and ue/ew ▸ Grammatical concept: adjectives ▸ Terminology: trigraph ▸ Reading and spelling six new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)
		Lessons 51-65 **Suffixes** ('s', 'ing', 'er'), **r-controlled vowels** (ar, or/ore, ir/ur/er)	▸ Reading and spelling words with r-controlled vowels: ar, or/ore, ir/ur/er ▸ Two-syllable words ending 'er' ▸ Grammar/morphology: suffix 's' (plurals and subject-verb agreement), suffix 'ing', suffix 'er' ▸ Terminology: base word, suffix, plural ▸ Reading and spelling six new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)
		Lessons 66-77 **Split digraph (bossy 'e')**	▸ Reading and spelling words and sentences with the split digraph spelling pattern (sometimes called bossy or magic 'e') ▸ Terminology: bossy 'e' (other descriptions may be used instead, including split digraph or magic 'e') ▸ Reading and spelling six new tricky words (irregular high-frequency words or high- frequency words with graphemes not yet taught)
		Lesson 78-95 **Digraphs:** 'ow' (cow), 'ou' (cloud), 'aw', 'au' **Suffix** ('ed) **Spelling rule:** FLoSS and Zack Doubling rule (f, l, s)	▸ Reading and spelling words and sentences with 'ow-cow', 'ou', 'aw' and 'au'; split digraph (bossy 'e') review ▸ FLoSS and Zack spelling rule ▸ Grammar/morphology: adding suffix 'ed' for past tense ▸ Terminology: grapheme ▸ Reading and spelling six new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)
Reading fluency **EN1-REFLU-01** sustains reading unseen texts with automaticity and prosody and self-corrects errors	**Note about reading fluency in InitiaLit–1:** In InitiaLit–1 the children are given lots of practice to ensure that they can move from overt sounding out to recalling permanently stored words. We want them to access words off the page accurately and with speed because they have a good understanding of the code. When an unfamiliar word is encountered, they should utilise their phonic knowledge quickly to work out the word, and then confirm the word by checking that it makes sense (not the other way round). Skills to develop fluency are taught explicitly during 'On the Mat' lessons and regular opportunities for practice are included within teacher-led small group sessions. **Reading fluency content in the K-2 English Syllabus:** **Automaticity** ▸ Apply grapheme–phoneme correspondence to read words with automaticity FlY1 ▸ Read aloud with an easy speech rhythm FlY3 ▸ Self-correct when fluency and/or meaning is interrupted **Prosody** ▸ Use sentence punctuation to enhance reading in a conversational manner FlY3 FlY4 ▸ Adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud FlY4 ▸ Vary pace when reading according to the audience and purpose FlY4	Lessons 96-113 **Digraphs & Trigraphs:** '_y/ey (ee)', oy/oi, 'ear', 'eer', 'air' and '_are' saying /air/ **Adjectives with suffix 'y'** **Adverb 'ly'** **Contractions**	▸ Reading and spelling words with 'ey' and '_y' saying /ee/, 'oy', 'oi', 'ear', 'eer', 'air' and '_are' saying /air/ ▸ Grammar/morphology: adding suffix 'y' to make adjectives, adding suffix 'ly' to make adverbs, contractions ▸ Terminology: adverbs, contractions ▸ Reading and spelling 12 new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)
		Lessons 114-131 **Soft 'c'** **Soft 'g'** **Alternate spellings:** 'dge', 'tch' Prefix **'un'** **Multisyllable words** **Final review**	▸ Reading and spelling words with soft 'c' and 'g', 'dge' and 'tch' ▸ Reading and spelling of multi-syllable words ▸ Morphology: adding prefix 'un' ▸ Terminology: prefix ▸ Reading and spelling 12 new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught) ▸ Final reviews

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English K-2 Syllabus NESA outcomes

Reading comprehension
EN1-RECOM-01
comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

Syllabus Content – Mapped to the National Literacy Learning Progression Version 3

https://curriculum.nsw.edu.au/learning-areas/english/english-k-10

Note about reading comprehension in InitiaLit–1:
Reading comprehension skills are developed along with the decoding of words and texts during whole class lessons and are further developed when reading decodable InitiaLit readers in the small group sessions. InitiaLit readers have a 'before, during and after' reading guide, and 'check for understanding' questions at the back. Fluency skills are also developed in both the explicit teaching part of the lesson as well as in the small group sessions, developing the children's comprehension skills. Language and reading comprehension are also supported through engagement with quality storybooks that are read to the children promoting further development of comprehension skills and strategies. Descriptors below, and related Literacy Progression codes, will apply to whole class, small group, and Shared Storybook lessons throughout Year One.

Reading comprehension content in the K-2 English Syllabus:

Activating word meaning

- Use known vocabulary to build a mental model of the content of the text
- Use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words UnT4
- Draw on sources to seek clarification for unknown words
- Understand vocabulary that signals humorous wordplay in texts

Understanding and connecting sentences

- Know that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message
- Know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence
- Recognise how the position of a clause in a complex sentence influences the important idea for the reader
- Identify pronouns linked to nouns within and across sentences and/or paragraphs
- Make an inference by connecting the meaning of words across sentences and/or paragraphs

Understanding whole text

- Combine multiple sources of information within a text to make meaning
- Use navigation pathways, including hyperlinks, to extract essential information to support reading fluency and enhance meaning when reading digital texts
- Identify how creative visual features are used to expand meaning
- Coordinate information or events from different parts of the text to form an overall opinion

Monitoring comprehension

- Register a break in comprehension when reading UnT5
- Identify when meaning is not complete and/or contradicts prior understanding
- Re-read words, phrases or sentences to check and clarify precise meaning
- Ask a clarifying question when more background knowledge is needed to make an inference
- Use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning UnT6
- Use a mental model to confirm predictions
- Make text-to-self, text-to-text or text-to-world connections when reading UnT6
- Use visual and/or auditory features in multimodal texts to build meaning UnT5
- Monitor understanding to ensure meaning is sustained and expanded through the whole text UnT6

Recalling details

- Use information read in texts to enhance learning across key learning areas
- Confirm meaning by sequencing and explaining events and information
- Recount relevant ideas from texts in the form of a written, visual or oral summary UnT6
- Interpret patterns in texts to enhance understanding

InitiaLit–1 lessons overview

InitiaLit–1 content

Sounds and Words Books and InitiaLit–1 decodable readers Levels 10-16

- Discuss front cover and blurb on back
- Discuss title
- Predict what story may be about
- Practise sounds and word reading to warm up
- Preview difficult words for reading
- Preview words for vocabulary development
- Reading for accuracy, fluency and comprehension

- Read decodable texts
- Use knowledge of sounds taught (as per scope and sequence of sounds) to read decodable texts or other age-appropriate texts for small group reading
- Use knowledge of phonemes, digraphs and trigraphs and letter-sound relationships to decode text whilst reading
- Use knowledge of 'tricky words' to read high frequency words
- Respond to punctuation whilst reading
- Apply self-correcting strategies whilst reading e.g.re-reading and pausing
- Predict and discuss ideas drawn from title, illustrations and blurb; predict author intent, series of events and possible endings
- Sequence a summary of events
- Respond to literal, inferential, definitional and evaluative questions during and after reading as part of text comprehension
- Use background knowledge to make inferences about character actions, ideas in a text
- Understand text by making connections using own experiences and knowledge of the world
- Apply comprehension strategies (prediction; making connections; summarising; questioning; visualising; monitoring) when discussing different aspects of the text after reading
- Identify type of text, briefly discuss structure and purpose
- Read aloud to develop oral reading fluency
- Develop reading fluency by using knowledge of sounds to decode words and read high frequency words with automaticity

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English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–1 lessons overview	InitiaLit–1 content
Creating written texts **EN1-CWT-01** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure	**Creating Written Texts content in the K-2 English Syllabus:** **Text features** ▸ Write texts that describe, explain, give an opinion, recount an event, tell a story CrT7 ▸ Use a logical order to sequence ideas and events in sentences across a text GrA4 ▸ Group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas CrT7 ▸ Select and use a range of conjunctions to create cohesive texts GrA5 ▸ Use noun/pronoun-referencing across a text CrT7 ▸ Use subject–verb agreement across a text GrA5 ▸ Use appropriate tense across a text GrA4 ▸ Use visual elements to expand meaning in own texts **Sentence-level grammar** ▸ Write compound sentences using coordinating conjunctions GrA4 CrT5 ▸ Recognise compound sentences in own writing, knowing that each clause has meaning by itself CrT5 CrT7 ▸ Use a combination of simple and compound sentences to engage the reader when creating written texts CrT6 GrA4 ▸ Use noun groups to build descriptions of people and things CrT6 ▸ Use action, saying, relating and sensing verbs to add detail and precision to writing GrA2 GrA5 ▸ Use adverbs to modify the meaning of verbs and adjectives GrA3 ▸ Use contextually precise prepositional phrases when creating texts GrA4 ▸ Accurately use articles and pronouns in own writing GrA3 ▸ Use time connectives to sequence information and events in texts GrA4 ▸ Experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message GrA5 **Punctuation** ▸ Use commas to separate ideas, lists and/or dependent clauses in a sentence PuN4 PuN6 ▸ Use punctuation, including question marks and exclamation marks, accurately and for effect PuN3 ▸ Use quotation marks for simple dialogue PuN5 ▸ Use possessive apostrophes in own writing PuN4 **Word-level language** ▸ Use modifying and qualifying words and words to indicate quantity ▸ Use creative wordplay to affect the reader ▸ Make intentional word choices to enhance precision of meaning and ideas in a text CrT5 **Planning and revising** ▸ Identify the context, audience and purpose for own texts CrT5 CrT6 ▸ Use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing ▸ Use a variety of planning strategies and tools for creating texts. Planning strategies may include making notes, drawing, concept maps, flow charts, graphic organisers, creating a storyboard. ▸ Understand that their own texts can be improved by incorporating feedback and editing ▸ Re-read and edit their own texts after receiving feedback ▸ Use different modes and media to enhance the presentation of texts they have created CrT5 CrT6	**Writing in InitiaLit–1** **General overview:** Content from EN1-CWT-01, EN1-SPELL-01 and EN1-HANDW-01 will be addressed in explicit whole-class lessons throughout the year and within the small-group and independent activities. Teachers should plan additional time for writing lessons for composition. More extended writing activities are given with each Storybook lesson. These writing tasks may be split over several sessions and cover three main types of text: imaginative, persuasive and informative. Step-by-step instructions take the children from a modelled example through to guided work and independent writing. **Note about creating written texts in InitiaLit–1:** Children are explicitly taught handwriting skills in InitiaLit–1 lessons throughout the year. To practise spelling words in context, short writing activities are integrated into the lessons, and these gradually increase in difficulty. At first, children are asked to write dictated sentences. As the year progresses, they are asked to write two or more sentences independently after a group discussion about a topic. Teachers should address the syllabus content when children do writing tasks within InitiaLit lessons e.g., dictation, spelling, storybook writing tasks, etc. Grammar concepts are taught and monitored in InitiaLit–1.
Handwriting **EN1-HANDW-01** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts	**Handwriting content in the K-2 English Syllabus:** ▸ Form all letters with consistent size and slope in NSW Foundation Style from memory HwK5 ▸ Position all letters correctly on the line with appropriate spacing between words HwK5 ▸ Use word-processing program functions, including text-editing applications HwK5 ▸ Recognise and use keys to show more complex punctuation or symbols HwK5 ▸ Type up to 5 familiar words per minute ▸ Use taught software functions to create texts in a range of modes for different contexts, audiences and purposes		**Note about handwriting in InitiaLit–1:** InitiaLit–1 continues to practise the correct formation of all letters that were introduced in InitiaLit–F. When learning new digraphs or trigraphs, they will have opportunities to practise the 2 or 3 letters while also saying the phoneme out loud. The children will have already learned the correct formation for each letter they are writing. There will also be formal instruction in capital letter formation. Teachers should plan additional time for digital technology use, incorporating word processing applications into their class program.

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English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–1 lessons overview InitiaLit–1 content
Vocabulary EN1-VOCAB-01 understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas	**Notes about vocabulary and understanding and responding to literature in InitiaLit–1:** Vocabulary development and comprehension strategies are taught in both the explicit part of the InitiaLit lesson as well as in the small group and independent activities time using the Sounds and Words Books and InitiaLit readers. Child-friendly definitions are provided for the new vocabulary as well as when working with decodable readers and age-appropriate texts for the more capable readers. The Storybook lessons of InitiaLit are designed to encourage listening and reading comprehension and provide opportunities for children to speak while also fostering vocabulary growth. Vocabulary knowledge has been shown to be important to children's later reading comprehension ability. Along with more general comprehension work, words are selected from each storybook for in-depth and explicit vocabulary instruction. Teachers need to consciously and explicitly build the language skills of children in the early primary years by providing a rich oral language classroom environment which is not limited to the InitiaLit session but is fostered throughout the day as well. **Vocabulary content in the K-2 English Syllabus:** **Learning and using words** ▸ Use taught morphemic knowledge to create word families ▸ Understand and use words that have different meanings in different contexts ▸ Understand and communicate jokes and riddles that play on words ▸ Identify, understand and use wordplay and rhyme in a range of texts ▸ Use vocabulary to express cause and effect SpK3 ▸ Understand and intentionally choose subject-specific vocabulary to enhance precision and for effect	**Shared Storybook lessons** The storybook lessons focus on listening and reading comprehension, oral language and vocabulary. Throughout the year, the varied activities of the Storybook lessons in InitiaLit–1 will address syllabus outcomes for Vocabulary (EN1-VOCAB-01), Understanding and responding to literature (EN1-UARL-01), Creating written texts (EN1-CWT-01) and Oral language and communication (EN1-OLC-01) and will also reinforce other outcomes addressed explicitly in whole-class lessons. ▸ Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction ▸ Contribute to group and class discussions about the story, characters and events ▸ Write words and sentences in response to stories to describe characters and events and to express preferences ▸ Draw on personal experiences and text knowledge to express opinions and compose sentences about varying aspects of the storybook ▸ Use a variety of planning strategies and tools for creating texts including graphic organisers ▸ Identify the purpose of different texts (imaginative, persuasive, informative, poetry) ▸ Show understanding of texts through appropriate written responses e.g., recounting events in stories or own similar events; writing poetry; using scaffolding to plan imaginative, informative and persuasive texts ▸ Apply knowledge of grammar concepts taught during the explicit part of the lesson to improve the quality of written texts ▸ Identify grammatical and figurative language features in texts that enhance meaning and purpose e.g., adjectives, synonyms, prepositions, time connectives, verbs, idioms, tense, alliteration, similes ▸ Express, discuss and compare opinions about characters, events and settings in text ▸ Identify concepts about print (directionality, front and back covers, title, author and blurb) ▸ Use comprehension strategies: predicting, making connections, questioning, summarising (identifying main idea) and visualising to show understanding of story books ▸ Retell stories and events in logical sequence to demonstrate understanding of the text ▸ Respond to literal, inferential, definitional and evaluative questions during and after reading to develop reading comprehension ▸ Discuss, define and investigate new vocabulary by deeper exploration e.g., definitions, synonyms, antonyms ▸ Classify new words into appropriate grammatical concepts using 'Helpful House of Words' poster ▸ Understand that choice of vocabulary adds to the effectiveness of the text ▸ Revise vocabulary by encouraging students to say and act out words and use words in context through sentences ▸ Recognise cultural representations in a variety of storybooks
Understanding and responding to literature EN1-UARL-01 understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose	**Understanding and responding to literature content in the K-2 English Syllabus:** **Context** ▸ Identify how the language and form of a text vary according to purpose, audience and mode UnT5 ▸ Identify representations of groups and cultures in a range of texts ▸ Recognise ways that settings and situations are represented within texts ▸ Create and re-create texts in a range of modes and media using understanding of context CrT5 **Narrative** ▸ Identify the sequence of events that make up a narrative in own and others' texts UnT6 ▸ Identify patterns in narratives that set up expectation and aid prediction of actions and attitudes ▸ Identify and appreciate how key messages in narratives evoke feelings ▸ Create and re-create narratives using understanding of narrative features CrT5 **Character** ▸ Identify how characters are constructed through different modes and media and through a combination of modes ▸ Identify how a character reflects their own or other lived experiences ▸ Compare and contrast characters in text ▸ Identify how characters can invite positive and negative responses ▸ Identify the language, dialogue, actions, images or music that create a reader response to a character ▸ Create and re-create characters in texts that demonstrate understanding of character traits **Imagery, symbol and connotation** ▸ Identify figurative language and wordplay in texts ▸ Identify symbols and images in texts, and how they bring deeper meaning ▸ Create texts that include symbols, wordplay and figurative language ▸ Innovate from studied texts using wordplay and figurative language **Perspective** ▸ Identify phrases in texts that project opinions ▸ Identify how structure and images reinforce ideas ▸ Identify and share how their own experience and interests influence opinions and/or interpretations of texts ▸ Identify arguments and the intended audience ▸ Express preferences for specific texts and authors and recognise the opinions of others UnT5 ▸ Create and re-create texts that include persuasive arguments, using knowledge of text and language features ▸ Create paragraphs that contain a single idea, beginning with a topic sentence and including supporting evidence with elaborations CrT7 **Representation** ▸ Identify cultural representations in a range of texts ▸ Express personal responses to the real and imagined worlds that are represented in texts ▸ Adapt a well-known text for a different audience and/or purpose	

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InitiaLit–2 Curriculum Links with the new NSW K-2 English Syllabus and the National Literacy Learning Progression

Note: *This document was prepared in March 2022 in an endeavour to support NSW teachers of InitiaLit who may be aligning their instruction with the new English K-2 Syllabus ahead of mandatory implementation in 2023. Please refer to the 'Note about …' each syllabus outcome for specific information related to the InitiaLit program and curriculum delivery. It is anticipated that feedback from early adopters of the new syllabus will be addressed by NESA and then this document may be revised and updated in due course.*

Syllabus content, as tracked through the Literacy Progressions, is addressed in the whole-class ('On the Mat') lesson and further practised and consolidated in the small group and independent activities. Additionally, shared storybook lessons address many aspects of language and reading comprehension that further progress children towards the outcomes below. It is important to note that Syllabus outcomes are the goal for the **end** of Year 2, and as such, the content statements are addressed throughout both Year 1 and Year 2, tracking against the Literacy Progressions with reference to the InitiaLit–2 Progress Monitoring and Cumulative Review assessments. It is not possible to perfectly align the InitiaLit–2 content description in this document with each of the relevant syllabus content descriptors. This is because a syllabus item is necessarily addressed across several areas of InitiaLit instruction throughout the year.

English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–2 lessons overview	InitiaLit–2 content
Oral language and communication **EN1-OLC-01** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions	**Oral language and communication content in the K-2 English Syllabus:** **Listening for understanding** ▸ Understand that oral language can be used in combination with nonverbal communication ▸ Understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification LiS4 ▸ Follow extended instructions that contain connectives and conjunctions LiS5 ▸ Listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts ▸ Respond to information by asking relevant questions to extend their own and others' knowledge LiS4 LiS6 **Social and learning interactions** ▸ Initiate, listen and/or respond in partner and group conversations InT3 InT5 ▸ Interact to evaluate ideas and refine meaning InT4 InT5 ▸ Use a range of strategies for effective dialogue and manage digression from a topic InT3 InT5 **Understanding and using grammar when interacting: Oral language** ▸ Incorporate extended sentences (simple, compound, complex) during dialogue SpK3 ▸ Organise key ideas in logical sequence ▸ Use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships SpK3 ▸ Use tense correctly to discuss past, present and future events ▸ Link or compare ideas when interacting **Oral narrative: Oral language** ▸ Recite poems and rhymes ▸ Recount narratives with key components SpK3 ▸ Adapt a narrative for a particular audience ▸ Deliver a planned narrative to an audience for specific contexts and purposes SpK4	**Note about oral language and communication in InitiaLit–2:** Oral language underpins all other component skills in literacy development and across all areas of learning across the curriculum. Syllabus content descriptors for oral language and communication are addressed throughout InitiaLit–2 across the three explicit whole-class components: Spelling, Comprehension and Fluency and Grammar. They are also developed during the small-groups and independent activities. Oral language and communication skills are further extended during the Storybook Component of the program where quality storybooks are used to develop rich vocabulary and comprehension skills.	
Phonic knowledge **EN1-PHOKW-01** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts	**Note about phonic knowledge and spelling in InitiaLit–2:** InitiaLit utilises a sound-by-sound synthetic phonics approach to teach children to read and spell. The approach in InitiaLit–2 is to teach children generative spelling strategies. This means that when they are taught to spell words using their knowledge of letter sound correspondences, or when they are taught morphology (for example, adding 'ing' to different types of words), it is intended that children will be able to apply these strategies both to taught and untaught words. It is also the intention that the skills taught in InitiaLit–2 will transfer to children's writing. Therefore, students should be provided with ample opportunities to use the words taught in different writing tasks. In InitiaLit–2, much of the content that was introduced in InitiaLit–1 will be revisited and expanded upon, in addition to the teaching of some new graphemes and spelling rules. This new content includes the suffix rules: drop final 'e', add ing; double, add ing; add suffix 'ful'; suffix 'es', 'ph' (phone), two syllable words-V/CV, prefix re, silent letters: kk, b, w, when to use c/k, consonant + le (candle, bubble, table), tion (action, station). The quadgraphs 'augh' and 'ough' are taught incidentally when teaching the reading and spelling of tricky words in InitiaLit–2. **Phonic knowledge content in the K-2 English Syllabus:** **Single-syllable words** ▸ Segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts SpG6 ▸ Blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts PKW7	**Spelling** (Lessons 1-24) ▸ Digraphs: 'ai' and 'ay' ▸ Digraphs: 'ee' and 'ea' ▸ Digraphs: 'oa' and 'ow' ▸ Trigraph 'igh' and '_y' ▸ Digraphs: 'ue' and 'ew' ▸ Review (long vowels) ▸ Split digraph (bossy e) ▸ Spelling choices: /ā/, /ē/, /ī/, /ō/, /ū/ ▸ Adding suffix 'ing' to verbs ▸ Suffix rule: drop 'e', add 'ing' ▸ Tricky words- one new and two revision tricky words are taught each week	▸ Understand and explain terms: digraph, trigraph, homophone ▸ Read fluently and spell words containing 'ai', 'ay', 'ee', 'ea', 'oa', 'ow', 'igh', '_y', 'ue', 'ew' ▸ Apply spelling rules: 'ai' and 'ay'; and 'ow' and 'oa' ▸ Spelling choices for /ā/: 'ai', 'ay', 'a_e' ▸ Spelling choices for /ē/: 'ee', 'ea', 'e_e' ▸ Spelling choices for /ō/: 'oa', 'ow', 'o_e' ▸ Spelling choices for /ī/: 'igh', '_y', 'i_e' ▸ Spelling choices for /ū/: 'ew', 'ue', 'u_e' ▸ Discriminate between long and short vowel sounds. Read and spell words with split digraph (bossy e) ▸ Add suffix 'ing' to base word verbs ▸ Apply spelling rule: add suffix /ing/ to bossy 'e' words ▸ Practise target sounds using oral and written spelling: word sorts, syllable counting, rainbow writing, word building ▸ Identify homophones and spell correctly

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	▸ Segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts SpG6 ▸ Segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts SpG8 ▸ Blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts PKW6 PKW7 ▸ Segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts ▸ Decode words with less common consonant digraphs and apply this when reading texts ▸ Decode words with trigraphs and quadgraphs and apply this when reading texts **Multisyllabic words** ▸ Blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts PKW6 PKW7 ▸ Decode 2-syllable base words with common double consonants when reading texts PKW7		▸ Read and spell high-frequency irregular (tricky) words ▸ Distinguish irregular and regular parts of tricky words ▸ Spell regular and irregular words in sentence dictation ▸ Use correct punctuation when writing sentences
Spelling **EN1-SPELL-01** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts	**Spelling content in the K-2 English Syllabus:** **Phonological component** ▸ Segment single-syllable words into phonemes as a strategy for spelling SpG4 ▸ Segment multisyllabic words into syllables and phonemes as a strategy for spelling SpG5 **Orthographic component** ▸ Explain when to use double consonants to spell 2-syllable base words and apply this when spelling SpG6 ▸ Spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs SpG6 ▸ Explain that the consonant trigraphs, *–tch* and *–dge*, can end a base word immediately following a short vowel and apply this when spelling ▸ Spell taught high-frequency contractions SpG6 ▸ Use extended phonic code for taught consonant phonemes **Morphological component** ▸ Use spelling conventions when adding plural-marking suffixes SpG9 ▸ Use spelling conventions when adding tense-marking suffixes SpG9 ▸ Spell nouns ending in the suffix –er to indicate a person SpG9 ▸ Use the comparative and superlative suffixes –er and –est SpG9 ▸ Use the suffixes –ful, –y and –ly to spell taught high-frequency words SpG9 ▸ Use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs SpG7 ▸ Use common prefixes such as un–, re– and dis– SpG9	(Lessons 25-48) ▸ r-controlled vowel: ‘ar’ ▸ ‘_y’ and ‘_ey’ ▸ Suffix rule: double final consonant and add ‘ing’ ▸ Base word suffix: ‘s’, ‘ing’, ‘er’ Base word prefix: ‘un’ ▸ Adding suffix ‘ful’ ▸ r-controlled vowels: ‘ir’, ‘er’, ‘ur’ ▸ Diphthongs: ‘ou’, ‘ow’ ▸ ‘ch’ saying /k/ ▸ Diphthongs: ‘oi’, ‘oy’ ▸ Digraph: ph ▸ Trigraphs: ‘ear’, ‘eer’ ▸ Trigraphs: ‘air’, ‘are’, ‘ear’ ▸ Two-syllable words: VC/CV ▸ Two-syllable words: V/CV ▸ Tricky words- one new and two revision tricky words are taught each week	▸ Read and spell words containing: ‘ar’, ‘_y’, ‘_ey’ ▸ Apply spelling rule: doubling the final consonant, add ing ▸ Review nouns, base words, suffixes (s, ing, er) and prefix (un) ▸ Read and spell words containing suffix ‘ful’ ▸ Read and spell words containing: ‘ir’, ‘er’, ‘ur’, ‘ou’, ‘ow’, ‘ch’ (saying /k/), ‘oi’, ‘oy’, ‘ph’, ‘ear’, ‘eer’, ‘air’, ‘are’ (as in ‘care’), ‘ear’ (as in ‘bear’) ▸ Practise reading and spelling words with two syllables: VC/CV - closed first syllable; V/CV – open first syllable ▸ Identify homophones and spell correctly ▸ Read and spell high-frequency irregular (tricky) words ▸ Distinguish irregular and regular parts of tricky words ▸ Spell regular and irregular words in sentence dictation ▸ Use correct punctuation when writing sentences
		(Lessons 49-72) ▸ Compound words ▸ Prefix: ‘re’ ▸ Soft ‘c’ (ce, ci, cy) ▸ Soft ‘g’ (ge, gi, gy) ▸ Silent letters: k, b, w ▸ Spelling choice: ‘k’ or ‘c’ ▸ Contractions ▸ Consonant + ‘le’ ▸ Suffix: ‘es’ ▸ _dge/_ge ▸ Tricky words- one new and two revision tricky words are taught each week	▸ Read and spell compound words ▸ Read and spell words with prefix ‘re’ ▸ Read and spell words containing: ‘ci’, ‘ce’, ‘cy’ (‘c’ saying /s/ or soft ‘c’); ‘ge’, ‘gi’, ‘gy’ (‘g’ saying /j/ or soft ‘g’) ▸ Read and spell words containing silent letters ‘k’, ‘b’, ‘w’ ▸ Make spelling choice: ‘k’ or ‘c’ ▸ Read and spell contractions ▸ Read and spell two-syllable (closed and open syllable) words ending in ‘le’ ▸ Read and spell nouns and verbs ending in suffix ‘es’ ▸ Read and spell words ending in ‘dge’ and ‘ge’ ▸ Read and spell high-frequency irregular (tricky) words ▸ Distinguish irregular and regular parts of tricky words ▸ Spell regular and irregular words in sentence dictation ▸ Use correct punctuation when writing sentences
Reading fluency **EN1-REFLU-01** sustains reading unseen texts with automaticity and prosody and self corrects errors	**Note about reading fluency in InitiaLit–2:** By Year 2, most of the students will have sound decoding skills and so the aim in InitiaLit–2 shifts to developing their fluency by providing many opportunities to practise these skills, having a positive impact on their reading comprehension skills. In addition to continuing to work on word-level fluency, InitiaLit–2 also includes instruction to increase fluency of reading connected text, using three main strategies: echo reading, paired/partner reading, and choral reading. **Reading fluency content in the K-2 English Syllabus:** **Automaticity** ▸ Apply grapheme–phoneme correspondence to read words with automaticity FlY1 ▸ Read aloud with an easy speech rhythm FlY3 ▸ Self-correct when fluency and/or meaning is interrupted **Prosody** ▸ Use sentence punctuation to enhance reading in a conversational manner FlY3 FlY4 ▸ Adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud FlY4 ▸ Vary pace when reading according to the audience and purpose FlY4	(Lessons 73-84) ▸ _tch, _ch ▸ Words ending in ‘tion’ ▸ r-controlled vowel: ‘or’, ‘ore’ ▸ Digraphs: ‘au’, ‘aw’ ▸ Tricky words- one new and two revision tricky words are taught each week	▸ Read and spell words ending in ‘tch’ and ‘ch’ ▸ Read and spell words ending in ‘tion’ ▸ Read and spell words with ‘or’, ‘ore’, ‘au’, ‘aw’ ▸ Read and spell high-frequency irregular (tricky) words ▸ Distinguish irregular and regular parts of tricky words ▸ Spell regular and irregular words in sentence dictation ▸ Use correct punctuation when writing sentences

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English K-2 Syllabus NESA outcomes

Reading comprehension EN1-RECOM-01
comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

Syllabus Content – Mapped to the National Literacy Learning Progression Version 3

https://curriculum.nsw.edu.au/learning-areas/english/english-k-10

Note about reading comprehension in InitiaLit–2:
InitiaLit–2 offers explicit instruction in the seven effective comprehension strategies: predicting, connecting, visualising, asking questions, inferring, finding the main and summarising and monitoring. These are developed in the Comprehension and Fluency whole class lessons and are also practised in the small group sessions using the Read and Discuss (RAD) reading book and other age-appropriate books. Language and reading comprehension skills are also supported through engagement with quality storybooks that are read to the children in the Shared Storybook sessions where the focus is on developing their oral language, vocabulary, world (or background) knowledge and literacy knowledge, including knowledge of different text structures.

Reading comprehension content in the K-2 English Syllabus:

Activating word meaning

- Use known vocabulary to build a mental model of the content of the text
- Use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words UnT4
- Draw on sources to seek clarification for unknown words
- Understand vocabulary that signals humorous wordplay in texts

Understanding and connecting sentences

- Know that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message
- Know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence
- Recognise how the position of a clause in a complex sentence influences the important idea for the reader
- Identify pronouns linked to nouns within and across sentences and/or paragraphs
- Make an inference by connecting the meaning of words across sentences and/or paragraphs

Understanding whole text

- Combine multiple sources of information within a text to make meaning
- Use navigation pathways, including hyperlinks, to extract essential information to support reading fluency and enhance meaning when reading digital texts
- Identify how creative visual features are used to expand meaning
- Coordinate information or events from different parts of the text to form an overall opinion

Monitoring comprehension

- Register a break in comprehension when reading UnT5
- Identify when meaning is not complete and/or contradicts prior understanding
- Re-read words, phrases or sentences to check and clarify precise meaning
- Ask a clarifying question when more background knowledge is needed to make an inference
- Use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning UnT6
- Use a mental model to confirm predictions
- Make text-to-self, text-to-text or text-to-world connections when reading UnT6
- Use visual and/or auditory features in multimodal texts to build meaning UnT5
- Monitor understanding to ensure meaning is sustained and expanded through the whole text UnT6

Recalling details

- Use information read in texts to enhance learning across key learning areas
- Confirm meaning by sequencing and explaining events and information
- Recount relevant ideas from texts in the form of a written, visual or oral summary UnT6
- Interpret patterns in texts to enhance understanding

InitiaLit–2 lessons overview	InitiaLit–2 content
Comprehension and Fluency	
Lessons 1-12: Types of Text: (imaginative, informative, persuasive) **Introduction to imaginative text** Lessons 1-4 ▸ Identify imaginative texts ▸ Understand and explain the purpose and audience of imaginative text ▸ Identify, understand and explain some features of imaginative text ▸ Read quickly and accurately, using appropriate expression ***Introduction to informative text*** Lessons 5-8 ▸ Identify and define informative texts ▸ Understand and explain the purpose and audience of informative texts ▸ Identify, understand and explain some features of informative text ▸ Read quickly and accurately, using appropriate expression	▸ Introduce and define imaginative text ▸ Discuss different examples of imaginative text ▸ Understand and explain the purpose and audience of imaginative text ▸ Explain features of imaginative text: title, characters, setting, images and sequence of events ▸ Describe plot development, including orientation, complication and resolution ▸ Explain the use of punctuation in expressive reading and revise full stops, question marks, speech marks and commas. Explain exclamation marks, italics and ellipsis ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume ▸ Introduce and define informative text ▸ Discuss different examples of informative text ▸ Understand and explain the purpose and audience of informative text ▸ Identify and explain features of informative text: facts, headings and subheadings, photographs or real-life drawings, captions, text boxes, graphs, diagrams, timelines, maps, table of contents, glossary, index ▸ Understand and interpret information contained in visual formats, including maps, picture captions, text boxes ▸ Gain and record new information and knowledge about specific subjects ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities
Introduction to persuasive text Lessons 9-12 ▸ Identify and define persuasive texts ▸ Understand and explain the purpose and audience of persuasive texts ▸ Identify the difference between fact and opinion ▸ Identify, understand and explain some features of persuasive text ▸ Read quickly and accurately, using appropriate expression	▸ Introduce and explain persuasive text ▸ Discuss different examples of persuasive text ▸ Understand the purpose and audience of persuasive text ▸ Explain the difference between fact and opinion ▸ Identify the author's purpose, opinion and supporting reasons in a persuasive text ▸ Understand the structure and features of persuasive text, including the use of personal pronouns, strong, emotive words, and use of repetition and emphasis ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed. Explain role of questions and exclamations in persuasive text ▸ Express opinions with supporting reasons on selected topics ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Understand how persuasive text is enhanced through expressive reading
Comprehension strategies: Lessons 13-56 **Comprehension Strategy 1 – Prediction** Lessons 13-16 ▸ Explain concept and purpose of strategy of prediction ▸ Practise predicting before and during reading ▸ Read quickly and accurately, using appropriate expression	▸ Introduce and explain the strategy of prediction before and during reading ▸ Use prior knowledge and understanding to make text predictions ▸ Review, compare and discuss predictions ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities

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		Comprehension strategy 2 – Connecting Lessons 17-22 ▸ Explain concept and purpose of strategy of connecting ▸ Make personal connections with text ▸ Make text to text connections ▸ Make text to world connections ▸ Read quickly and accurately, using appropriate expression	▸ Introduce and explain the strategy of connecting ▸ Understand the purpose of making connections in text ▸ Make personal, text-to-text and world connections to better understand text ▸ Compare an imaginative and an informative text on ▸ Compare two informative texts on a related subject ▸ Find and record new information from text and compare with existing knowledge ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategy of prediction ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities
		Comprehension strategy 3 – Visualising Lessons 23-26 ▸ Explain concept and purpose of the strategy of visualising ▸ Practise visualising during reading ▸ Explore the language of the five senses to imagine and describe text ▸ Activate prior knowledge to enhance visualisation and understanding ▸ Create visual representations of written text ▸ Read quickly and accurately, using appropriate expression	▸ Introduce and explain the concept of visualising ▸ Use the language of the five senses to enhance and express enjoyment and understanding of text ▸ Enhance understanding of characters, actions and settings through visualising ▸ Respond to text using descriptive language ▸ Use prior knowledge to visualise during reading ▸ Illustrate aspects of imaginative and informative texts ▸ Explore informative text newsletter format ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction and connecting ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading
		Comprehension strategy 4 – Asking questions Lessons 27-32 ▸ Explain purpose of strategy of asking questions ▸ Ask questions about the text before, during and after reading ▸ Understand question words and the information required ▸ Generate questions using a range of question words and phrases ▸ Read quickly and accurately, using appropriate expression	▸ Use a range of questioning approaches, including ‘I wonder …’, ‘I’m curious about …’, ‘I don’t understand …’, etc. ▸ Generate questions in response to a range of imaginative and informative texts ▸ Ask questions about the text title and pictures prior to reading ▸ Record ‘before’, ‘during’ and ‘after’ questions ▸ Review questions at the completion of text ▸ Discuss where to look for further information ▸ Explore diary format ▸ Explore reader’s theatre ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting and visualising ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading
		Comprehension strategy 5 – inferring Lessons 33-38 ▸ Explain strategy of inferring ▸ Make inferences during reading ▸ Infer actions, events, feelings and motivations, word and thematic meanings ▸ Practise inferencing skills at visual, word, sentence and passage level ▸ Read quickly and accurately, using appropriate expression	▸ Introduce the concept of inferring through pictures ▸ Explain the process of making inferences by looking for clues in the text and using prior knowledge ▸ Practise inferring by finding and recording clues in sentences, paragraphs and passages ▸ Infer meanings of unfamiliar vocabulary in context ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting, visualising and asking questions ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading

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English K-2 Syllabus NESA outcomes	Syllabus Content – Mapped to the National Literacy Learning Progression Version 3 https://curriculum.nsw.edu.au/learning-areas/english/english-k-10	InitiaLit–2 lessons overview	InitiaLit–2 content
		Comprehension Strategy 6 – finding the main idea and summarising Lessons 39-47 ▸ Explain concept and purpose of the main idea ▸ Identify the main idea of paragraphs and passages ▸ Differentiate between the main idea and details ▸ Identify main ideas of informative text to create a summary ▸ Identify key aspects of an imaginative text to create a summary	▸ Define and explain the concept of the main idea ▸ Practise identifying the main idea using pictures, word categories, short passages and longer text ▸ Practise finding the main idea using title, pictures, headings, first and last sentences, repeated words ▸ Define and explain details in text ▸ Identify and record details that support the main idea ▸ Define and explain the concept and purpose of summarising ▸ Summarise informative text by identifying and recording the main idea of each paragraph ▸ Summarise imaginative text using a summary plan. Identify and record the setting and characters, and retelling the most important ideas, events and stages of a story in the order in which they happened, using own words ▸ Use complete sentences and correct punctuation in summary plan ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting, visualising, asking questions and inferring ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading
		Comprehension strategy 7 – Monitoring; Putting It All Together Lessons 49-56 ▸ Explain concept and purpose of monitoring ▸ Monitor own understanding during and after reading ▸ Apply a range of strategies to assist in understanding text, including rereading, retelling, asking questions, inferring word meanings ▸ Practise monitoring steps: Read, Stop and Retell, Check, Fix ▸ Practise previously learnt comprehension strategies to help fully understand a range of texts (Revision lessons 54-56)	▸ Explain the concept and purpose of monitoring during and after reading ▸ Discuss various reasons for poor understanding of text ▸ Explain and practise monitoring steps: Read, Stop and Retell, Check, Fix ▸ Identify and highlight difficult aspects of text ▸ Understand word meanings by inferring from clues in text and/or using a dictionary ▸ Practise rereading text slowly or continuing to read to obtain further information ▸ Ask the question after sentence or paragraph: Did that make sense? ▸ Explore unfamiliar vocabulary in text ▸ Revise punctuation as needed ▸ Revise features of imaginative and informative text as needed ▸ Revise previous strategies of prediction, connecting, visualising, asking questions, inferring, finding the main idea and summarising ▸ Model fluent reading through echo reading and choral reading. Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume. Practise independent, fluent reading through paired reading activities. Practise silent reading
	Writing in InitiaLit–2 **General overview:** InitiaLit–2 places a strong emphasis on spelling and grammar to facilitate writing at a more sophisticated level. There is scope provided for extended writing tasks across all components of InitiaLit–2, to reinforce the material (e.g., text structure knowledge, vocabulary, comprehension strategies) being taught explicitly. Content from EN1-CWT-01 and EN1-SPELL-01 will be addressed in explicit whole-class lessons throughout the year and within the small-group and independent activities. Teachers should plan additional time for writing lessons for composition.	**Note about creating written texts in InitiaLit–2:** Grammar instruction in the context of reading and writing improves both writing quality and reading comprehension. InitiaLit–2 offers explicit instruction in a range of grammatical concepts that were introduced in InitiaLit–1 as well as introducing new concepts in the Growing Grammar component. The lessons are designed to introduce the children to the idea that sentences are made up of different kinds of words and that knowing about these will improve their reading and writing. There is also a short "Growing writing" task at the end of each lesson to apply these skills to their writing. Extended writing activities are also given with each Storybook lesson. These writing tasks may be split over several sessions and cover four main types of text: imaginative, persuasive, informative and poetry. Step-by-step instructions take the children from a modelled example through to guided work and independent writing as they produce quality written responses.	

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Creating written texts EN1-CWT-01 plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure	**Text features** ▸ Write texts that describe, explain, give an opinion, recount an event, tell a story CrT7 ▸ Use a logical order to sequence ideas and events in sentences across a text GrA4 ▸ Group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas CrT7 ▸ Select and use a range of conjunctions to create cohesive texts GrA5 ▸ Use noun/pronoun-referencing across a text CrT7 ▸ Use subject–verb agreement across a text GrA5 ▸ Use appropriate tense across a text GrA4 ▸ Use visual elements to expand meaning in own texts **Sentence-level grammar** ▸ Write compound sentences using coordinating conjunctions GrA4 CrT5 ▸ Recognise compound sentences in own writing, knowing that each clause has meaning by itself CrT5 CrT7 ▸ Use a combination of simple and compound sentences to engage the reader when creating written texts CrT6 GrA4 ▸ Use noun groups to build descriptions of people and things CrT6 ▸ Use action, saying, relating and sensing verbs to add detail and precision to writing GrA2 GrA5 ▸ Use adverbs to modify the meaning of verbs and adjectives GrA3 ▸ Use contextually precise prepositional phrases when creating texts GrA4 ▸ Accurately use articles and pronouns in own writing GrA3 ▸ Use time connectives to sequence information and events in texts GrA4 ▸ Experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message GrA5 **Punctuation** ▸ Use commas to separate ideas, lists and/or dependent clauses in a sentence PuN4 PuN6 ▸ Use punctuation, including question marks and exclamation marks, accurately and for effect PuN3 ▸ Use quotation marks for simple dialogue PuN5 ▸ Use possessive apostrophes in own writing PuN4 **Word-level language** ▸ Use modifying and qualifying words and words to indicate quantity ▸ Use creative wordplay to affect the reader ▸ Make intentional word choices to enhance precision of meaning and ideas in a text CrT5 **Planning and revising** ▸ Identify the context, audience and purpose for own texts CrT5 CrT6 ▸ Use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing ▸ Use a variety of planning strategies and tools for creating texts ▸ Understand that their own texts can be improved by incorporating feedback and editing ▸ Re-read and edit their own texts after receiving feedback ▸ Use different modes and media to enhance the presentation of texts they have created CrT5 CrT6	**Growing Grammar**	
		Lessons 1-2 **Nouns**	▸ Define the concept of a noun ▸ Identify and explain nouns at word and sentence level ▸ Understand and recognise common and proper nouns ▸ Use correct letter case for common and proper nouns ▸ Practise noun concept and usage in a variety of oral and written activities
		Lessons 7-9 **Adjectives**	▸ Define the concept of an adjective ▸ Identify and explain adjectives at word and sentence level ▸ Understand placement of adjectives in sentences and in relation to nouns ▸ Understand purpose and power of adjectives in texts and writing ▸ Identify multiple adjectives in a list ▸ Use multiple adjectives, separated by a comma ▸ Practise adjective concept and usage in a variety of oral and written activities
		Lessons 10-11 **Noun groups 1**	▸ Define the concept of a noun group ▸ Identify and explain noun groups in sentences ▸ Understand that a noun group can include an article, adjective(s) and a noun ▸ Build noun groups and use in sentences ▸ Practise concept and usage of noun groups in a variety of oral and written activities
		Lessons 13-15 **Verbs**	▸ Define the concept of a verb ▸ Identify and explain verbs at word and sentence level ▸ Understand placement of verbs in sentences ▸ Understand and identify different types of verbs: moving, saying, feeling, thinking ▸ Understand that verb choice and variety can improve text ▸ Use a variety of verbs in sentences ▸ Practise concept and usage of verbs in a variety of oral and written activities
		Lessons 16-18 **Adverbs**	▸ Define the concept of adverbs of manner and time ▸ Identify the suffix '_ly' ▸ Introduce some frequently used adverbs of time ▸ Identify and explain adverbs at word and sentence level ▸ Write adverbs with the suffix '_ly' ▸ Understand that adverbs can change and improve text ▸ Practise concept and usage of adverbs in a variety of oral and written activities
		Lessons 19-21 **Prepositions**	▸ Explain the concept of prepositions ▸ Explain and demonstrate prepositions that show where and when ▸ Understand and identify prepositions in preposition groups and sentences ▸ Use preposition with noun groups in writing ▸ Practise preposition usage in a variety of oral and written activities
		Lessons 22-23 **Conjunctions**	▸ Define the concept of a conjunction ▸ Explain and demonstrate the coordinating conjunctions 'and', 'but', 'or', 'so' ▸ Explain and demonstrate the subordinating conjunction 'because' ▸ Select correct conjunction when joining two sentences ▸ Practise conjunction usage in a variety of oral and written activities
		Lessons 25-27 **Verbs: present, past, irregular past, future**	▸ Explain present, past and future tense ▸ Recognise and use past tense suffix '_ed' ▸ Recognise and use irregular past tense ▸ Recognise and use future tense by adding 'will' to a verb ▸ Practise use of present, past and future tense in a variety of oral and written activities
		Lessons 28-30 **Speech**	▸ Explain the concept of speech marks ▸ Recognise speech marks in text ▸ Understand how to use speech marks when writing direct speech ▸ Understand how direct speech can improve a narrative text ▸ Practise using speech marks and adding a new line for each speaker in a variety of written activities
Handwriting EN1-HANDW-01 uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts	**Note about handwriting in InitiaLit–2:** There is a particular focus on the development of handwriting skills in InitiaLit– F and InitiaLit–1. In InitiaLit–2, the students are given plenty of opportunities to practise their handwriting skills in written tasks to develop their automaticity in writing. This then frees up their working memory for other aspects of writing such as composing texts and revising whole writing. Additional writing tasks using digital technology, including word processing applications, should be included into teachers' class programs. **Handwriting content in the K-2 English Syllabus:** ▸ Form all letters with consistent size and slope in NSW Foundation Style from memory HwK5 ▸ Position all letters correctly on the line with appropriate spacing between words HwK5 ▸ Use word-processing program functions, including text-editing applications HwK5 ▸ Recognise and use keys to show more complex punctuation or symbols HwK5 ▸ Type up to 5 familiar words per minute ▸ Use taught software functions to create texts in a range of modes for different contexts, audiences and purposes		

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English K-2 Syllabus NESA outcomes

Vocabulary
EN1-VOCAB-01
understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

Understanding and responding to Literature
EN1-UARL-01
understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

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Notes about vocabulary and understanding and responding to literature in InitiaLit–2:
The syllabus content descriptors for vocabulary and understanding and responding to literature are addressed throughout InitiaLit –2 across the three explicit whole-class components: Spelling, Comprehension and Fluency and Grammar. They are also developed during the small-groups and independent activities. These skills are further extended during the Storybook component of the program, where quality storybooks are used to develop rich vocabulary and comprehension skills.

Vocabulary content in the K-2 English Syllabus:

Learning and using words

- Use taught morphemic knowledge to create word families
- Understand and use words that have different meanings in different contexts
- Understand and communicate jokes and riddles that play on words
- Identify, understand and use wordplay and rhyme in a range of texts
- Use vocabulary to express cause and effect SpK3
- Understand and intentionally choose subject-specific vocabulary to enhance precision and for effect

Understanding and responding to literature content in the K-2 English Syllabus:

Context

- Identify how the language and form of a text vary according to purpose, audience and mode UnT5
- Identify representations of groups and cultures in a range of texts
- Recognise ways that settings and situations are represented within texts
- Create and re-create texts in a range of modes and media using understanding of context CrT5

Narrative

- Identify the sequence of events that make up a narrative in own and others' texts UnT6
- Identify patterns in narratives that set up expectation and aid prediction of actions and attitudes
- Identify and appreciate how key messages in narratives evoke feelings
- Create and re-create narratives using understanding of narrative features CrT5

Character

- Identify how characters are constructed through different modes and media and through a combination of modes
- Identify how a character reflects their own or other lived experiences
- Compare and contrast characters in text
- Identify how characters can invite positive and negative responses
- Identify the language, dialogue, actions, images or music that create a reader response to a character
- Create and re-create characters in texts that demonstrate understanding of character traits

Imagery, symbol and connotation

- Identify figurative language and wordplay in texts
- Identify symbols and images in texts, and how they bring deeper meaning
- Create texts that include symbols, wordplay and figurative language
- Innovate from studied texts using wordplay and figurative language

Perspective and argument

- Identify phrases in texts that project opinions
- Identify how structure and images reinforce ideas
- Identify and share how their own experience and interests influence opinions and/or interpretations of texts
- Identify arguments and the intended audience
- Express preferences for specific texts and authors and recognise the opinions of others UnT5
- Create and re-create texts that include persuasive arguments, using knowledge of text and language features
- Create paragraphs that contain a single idea, beginning with a topic sentence and including supporting evidence with elaborations CrT7

Representation

- Identify cultural representations in a range of texts
- Express personal responses to the real and imagined worlds that are represented in texts
- Adapt a well-known text for a different audience and/or purpose

InitiaLit–2 lessons overview — InitiaLit–2 content

Shared Storybook lessons

The Shared Storybook component of InitiaLit–2 is designed to encourage global oral language comprehension and production, while also fostering specific vocabulary growth. There is also a focus on the transference of oral skills to the written form.

Throughout the year, the varied activities of the Storybook lessons in InitiaLit-2 will address syllabus outcomes for Vocabulary (EN1-VOCAB-01), Understanding and responding to literature (EN1- UARL-01), Creating written texts (EN1-CWT-01), Spelling (EN1-SPELL-01) and Oral language and communication (EN1OLC-01) and will also reinforce other outcomes addressed explicitly in whole class lessons.

- Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
- Contribute to group and class discussions about the story, characters and events
- Write texts in response to stories to describe characters and events and to express preferences
- Draw on personal experiences, background knowledge and text knowledge to express opinions and compose texts about varying aspects of the storybook
- Use a variety of planning strategies and tools for creating texts including graphic organisers
- Identify the purpose of different texts (imaginative, persuasive, informative and poetry)
- Show understanding of texts through appropriate written responses e.g., recounting events in stories or own similar events; writing poetry; using scaffolding to plan imaginative, informative and persuasive texts
- Apply knowledge of grammar concepts taught during the explicit part of the lesson to improve the quality of written texts
- Identify grammatical and figurative language features in texts that enhance meaning and purpose e.g., adjectives, synonyms, prepositions, time connectives, verbs, idioms, tense, alliteration, similes
- Express, discuss and compare opinions about characters, events and settings in text
- Identify concepts about print (directionality, front and back covers, title, author and blurb)
- Use comprehension strategies: predicting, connecting, visualising, asking questions, inferring, finding the main and summarising and monitoring to show understanding of story books
- Retell stories and events in logical sequence to demonstrate understanding of the text
- Respond to literal, inferential, definitional and evaluative questions during and after reading to develop reading comprehension
- Discuss, define and investigate new vocabulary by deeper exploration e.g., definitions, synonyms, antonyms
- Understand that choice of vocabulary adds to the effectiveness of the text
- Sort vocabulary items into parts of speech (nouns, verbs, adjectives and adverbs)
- Identify and discuss the structure of different types of text
- Identify and record the main ideas and key parts of the text using relevant template
- Make links to writing plan, model and write own text using planning templates and following guidelines for type of text
- Recognise cultural representations in a variety of storybooks

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