Submission to the ACT Literacy and Numeracy Education Expert Panel

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MultiLit

About MultiLit

MultiLit is a leading provider of effective literacy instruction and intervention in Australasia. Our evidence-based work is grounded in extensive research and expertise in the science of learning, ensuring our programs deliver results with impact for the students and schools we work with.

Originating at Macquarie University, MultiLit has been providing effective literacy programs for over 25 years. We currently work with over 6,000 Australian schools, and train more than 9,000 teachers each year, as well as provide our Australian-developed programs and resources to schools all over the world. Our highly regarded professional development workshops provide the skills, knowledge and resources to support the effective implementation of all our programs.

MultiLit's work is guided by the MultiLit Research Unit, established by Emeritus Professor Kevin Wheldall AM and now led by Dr Robyn Wheldall. In total, MultiLit employs nine staff with doctorates, and many more staff (we employ approximately 180 staff in total) with relevant masters degrees (e.g., linguistics, speech pathology and special education) and relevant postgraduate specialist diplomas or certificates (e.g., learning difficulties, linguistics and literacy). Combined, these staff comprise experts in the field of reading and related skills, instructional science and behaviour management, and many are published widely in academic research journals. A large proportion of MultiLit's people have been teachers or leaders in schools or school systems in Australia and overseas.

MultiLit has a number of community education activities including the Five from Five project which provides free professional learning and teaching resources in effective evidence-based reading instruction for teachers, parents and the community. MultiLit also publishes a free periodical on reading research and related education issues called *Nomanis*. MultiLit staff are involved in professional organisations including Learning Difficulties Australia, as well as the researchED and Sharing Best Practice networks.

MultiLit has also established the Academy for the Science of Instruction, to be launched in the next couple of months. This initiative is designed to equip teachers with the essential skills they need to deliver evidence-based instruction in reading, writing and spelling.

Key points in this submission

As an organisation that has been working closely with Australian schools and school systems for more than 25 years to improve student outcomes, MultiLit welcomes the opportunity to respond to the Consultation Paper put forward by ACT's Literacy and Numeracy Education Expert Panel.

In developing this response paper, we have chosen to address the questions that relate most to the content and format of literacy instruction, intervention and assessment. All our responses align well with the Education Directorate's 'Key Teaching Strategies', listed on pages 13–14 of the Consultation Paper. The key points can be summarised below:

1. The Response to Intervention (RtI) framework was developed to provide all students in schools with the opportunity to access additional services if they do not respond to instruction received at a whole-class level.

2. High-quality, evidence-based instruction can easily and effectively be embedded into an RtI framework. Timely implementation of this learning content may enable teachers to respond equitably to the range of skills and backgrounds of students in their classrooms before learning gaps become entrenched and the associated negative impacts on wellbeing take effect.

3. Assessment (including ones that allow for screening and progress monitoring) should inform teachers' decisions around what instructional tier is most suitable for each student.

4. Mandating the provision of evidence-based instruction in ACT government schools represents another step towards more equitable learning outcomes for students, given that it will result in less variability in the quality of content received by students.

5. Prescribing evidence-based instruction and intervention will alleviate teacher workload by constraining the selection of materials to those that are most likely to be effective. Prescribing assessments and an assessment protocol that aligns with an RtI framework will be similarly cost- and time-effective if the measures are valid and reliable, and if they directly inform decisions around students' learning.

Question 1.

What supports are required to ensure the literacy and numeracy outcomes within the Australian Curriculum are met? Are there examples of system-wide or school-based supports that have been found to be particularly effective?

To ensure that strong literacy and numeracy outcomes are achieved, students must receive instruction that is evidence-based. That is, instruction should adhere to the most up-to-date scientific research on how children learn and what foundational skills must be acquired to reach the requisite level of mastery within each subject area. With specific regard to literacy, this means that the content should cover phonemic awareness, phonics, fluency, vocabulary and comprehension,[1] with attention given not only to reading, but also to spelling and written expression.[2] High-quality instructional materials support teachers in delivering content that covers all these areas, in both a format and dosage that is appropriate to the age and developmental stage of students.[3]

MultiLit publishes instructional programs that meet the above criteria for 'evidence-based' and 'high-quality'. MultiLit programs take at least five years to develop, and their content and design are informed by scientific reading research. They also undergo a rigorous research protocol involving field trials, pilots and randomised control trials in schools using standardised assessments and quantitative analysis. Independent reports on the programs by respected researchers have concluded that they have strong evidence of efficacy.[4, 5] MultiLit programs are best implemented within a Response to Intervention (RtI) framework, where students receive instruction in a whole-class (Tier 1), small-group (Tier 2) or individual (Tier 3) setting, depending on their level of need. Appendix 1 ('InitiaLit–F Links with the ACARA English Curriculum V9') shows the clear links between InitiaLit (i.e., Tier 1) teaching content and the Australian Curriculum learning objectives.

Yates Avenue Public School in New South Wales provides a useful school-based example of how InitiaLit can be implemented in early years' classrooms to maximise students' results. In 2018, two-thirds of Year 1 students at the school were assessed as needing reading intervention, which the leaders realised was because instruction in Foundation was not effective. So, that same year, the school began teaching InitiaLit – a Tier 1 program – in its Foundation Year classrooms. In 2019, InitiaLit was extended to Year 1 and, by 2020, it was in Year 2. In 2021, after the school had been implementing InitiaLit for three years, no student required Tier 2 reading intervention. In 2022 and 2023, even after COVID-19 lockdowns disrupted learning, only 8–10% of students required intervention. Results from NAPLAN 2022 provide further support for attributing the observed growth to the implementation of InitiaLit, in addition to Spelling Mastery and Explicit Direct Instruction, within an RtI framework (Table 1).

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[1] Wheldall, K., Wheldall, R., Buckingham, J., & Bell, N. (2023). Introduction to the science of reading. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.

[2] Ehri, L. C. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders*, 20(3), 19–36. https://doi.org/10.1097/00011363-200020030-00005

[3] Hunter, J., Stobart, A., & Haywood, A. (2024). *The Reading Guarantee: How to give every child the best chance of success*. Grattan Institute. https://grattan.edu.au/wp-content/uploads/2024/02/The-Reading-Guarantee-Grattan-Institute-Report.pdf

[4] Quach, J., Goldfeld, S., Clinton, J., & Serry, T. (2019, August 25). Finding the fundamentals of reading. *Pursuit*. University of Melbourne. https://pursuit.unimelb.edu.au/articles/finding-the-fundamentals-of-reading

[5] de Bruin, K. (2021). *Tier 2 literacy interventions in Australian schools: A review of the evidence version 2.0*. Catholic Education Melbourne. https://mtss.education/wp-content/uploads/2021/02/Tier-2-Interventions-in-Australian-Schools_CEM2021-copy.pdf

Figure 1. Yates Ave Public School Strategic Improvement Plan 2021–2024.

Table 1. Yates Avenue Public School NAPLAN scores 2018/2022.

	2018	2022	Growth
School's Year 3 mean reading score	396	434	+38
State's Year 3 mean reading score	437	438	+1

Catholic Education Archdiocese of Canberra & Goulburn provides a useful case study for system-wide implementation of MultiLit programs, since a large proportion of schools within this diocese began delivering InitiaLit within the last couple of years. A report by Equity Economics found that Catholic schools in the ACT improved strongly over the period in which the model that prescribed this implementation was in place. According to the Year 3 NAPLAN results, the number of students in ACT Catholic schools who performed below those in similar schools decreased significantly from 2019 to 2022 (Table 2).[6] That this occurred during a period of COVID-19 lockdowns is notable. The results can't be explained by demographics because the comparison schools have a similar socio-economic profile. Nor can they be explained by differences in the numbers of students with additional learning needs.[7]

Table 2. Students in ACT Catholic schools performing 'well below' or 'below' the national average for students in similar schools, according to Year 3 NAPLAN scores.

NAPLAN domain	2019	2022
Reading	42%	4%
Spelling	71%	13%
Writing	71%	21%

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[6] Equity Economics and Development Partners. (2023, June 19). *Raising the grade: How schools in the Australian Capital Territory can lift literacy outcomes for students and the economy.* https://www.equityeconomics.com.au/report-archive/raising-the-grade-how-schools-in-the-australian-capital-territory-can-lift-literacy-outcomes-for-students-and-the-economy

[7] Fox, R. (2023, July 15). Nothing superficial about scientific-base to effective teaching. *Pearls and Irritations.* https://johnmenadue.com/nothing-superficial-about-scientific-base-to-effective-teaching/

Question 2.

What teaching practices have been found to consistently improve literacy and numeracy outcomes?

Explicit instruction gives students a clear understanding of what to expect and how to respond during lessons. This type of instruction is typically fast-paced, interactive and engages all students in the learning task. Students are less likely to be distracted and more likely to be working at the right level, leading to a sense of success, which in turn motivates them to participate in their own learning. Explicit instruction is important in a literacy teaching context because written language is a cultural invention, and humans have not evolved to absorb its intricacies implicitly.[8] There is clear research evidence in support of literacy approaches that employ explicit instruction[9], particularly when the lessons are structured systematically (i.e., within a set scope and sequence).[10]

In addition to using explicit and systematic instruction, we recommend that teachers support their students by adhering to an RtI model. As has already been mentioned in our response to Question 1, RtI is a framework within which instructional content can be delivered to students in settings that align with their needs. The RtI model is based on a 'non-categorical' approach to intervention, meaning that students are provided with effective learning support irrespective of a diagnosis of learning difficulty of disability.[11] The premises of this approach are that (a) all students who are not making good progress in any area of the curriculum are entitled to support, and (b) the type of intervention is determined by the instructional need rather than the cause – struggling readers need an evidence-based reading intervention that targets the relevant subskills, no matter the reason for their difficulties.

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[8] Marslen, T. (2023, January 25). *Introduction to the science of reading*. Australian Education Research Organisation (AERO). https://www.edresearch.edu.au/summaries-explainers/explainers/introduction-science-reading

[9] Rastle, K., Lally, C., Davis, M. H., & Taylor, J. S. H. (2021). The dramatic impact of explicit instruction on learning to read in a new writing system. *Psychological Science, 32*(4), 471–484. https://doi.org/10.1177/0956797620968790

[10] Gersten, R., Haymond, K., Newman-Gonchar, R., Dimino, J., & Jayanthi, M. (2020). Meta-analysis of the impact of reading interventions for students in the primary grades. *Journal of Research on Educational Effectiveness, 13*(2), 401–427. https://doi.org/10.1080/19345747.2019.1689591

[11] Wheldall, K. (2009). Mona Tobias Award Winner, 2008 Effective instruction for socially disadvantaged low-progress readers: The Schoolwise Program, *Australian Journal of Learning Difficulties, 14*(2),151—170. https://doi.org/10.1080/19404150903264294

Question 4.

Does the Education Directorate's approach of suggesting but not mandating teaching approaches support improved learning outcomes or would a greater degree of evidence-based prescription be more effective?

From the outset, we would encourage that any arguments received in response to this question should be based on evaluating the impacts on students, rather than teachers. As with any other service industry, what matters most is the effect on the 'consumer' – in this case, the student and their family. The stakes in the context of the teaching profession are high as failure to acquire written literacy skills is associated with negative academic, vocational and general wellbeing outcomes.[12] Anything that can be done to reduce the number of students obtaining these outcomes must be done, irrespective of arguments focusing on the experiences of teachers.

While the science underpinning the teaching of literacy and numeracy is still evolving, there is enough research to mandate certain practices based on the best available empirical evidence. Mandating teaching approaches that are evidence-based would help to reduce the number of classrooms in which students are receiving low-quality instruction. This recommendation needn't conflict with teachers' positive experiences of working in the classroom or their professionalism. There is a vast number of curriculum materials and teaching resources available online, published by government education departments and agencies, not-for-profit organisations, commercial entities and individuals. This content varies in quality and adherence to research evidence, and receiving guidance that limits the selection of such materials to those with scientific support will help to alleviate teachers' workload and enhance their understanding of the content they are teaching.

Mandating evidence-based teaching approaches will necessarily involve detailing what these approaches look like in practice. Pre-prepared lessons (alongside explicit professional learning and ongoing support) may therefore be useful since this step further alleviates teacher workload and compensates for gaps in teacher knowledge. To this end, we recommend a transparent process to endorse a selection of high-quality, evidence-based programs, resources and materials to guide schools in their choices.

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[12] Cherry, G., & Vignoles, A. (2020). What is the economic value of literacy and numeracy? *IZA World of Labor*, 229. https://wol.iza.org/articles/what-is-economic-value-of-literacy-and-numeracy/long
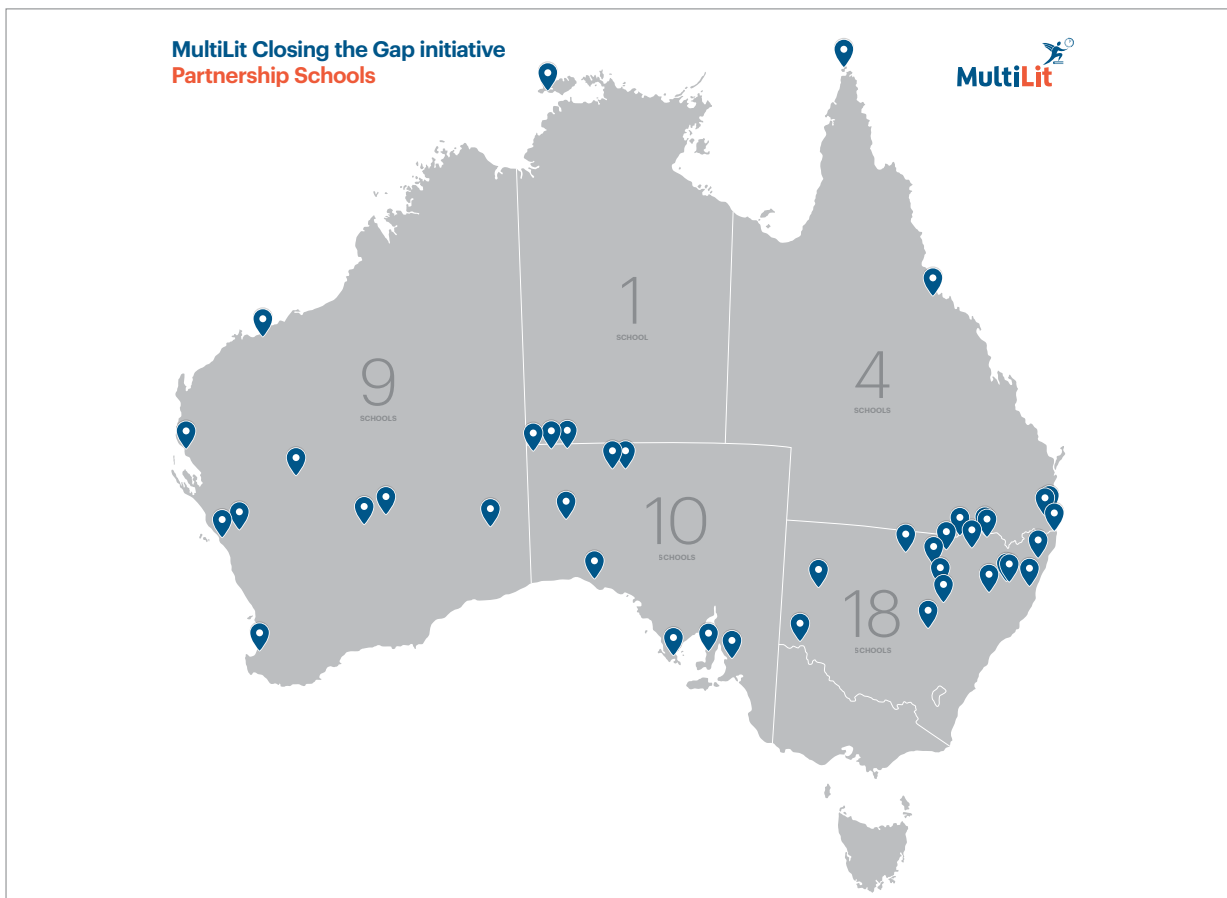
Question 5.

Are there examples of system-wide approaches to literacy and numeracy teaching in other jurisdictions that the Panel should examine?

The approach taken by the Catholic Education Archdiocese of Canberra & Goulburn has been briefly described in our response to Question 1. It is further described on page 41 of the Grattan Institute's recently published report on reading instruction.[13]

A second example wherein high-quality literacy instruction has been implemented at scale is the Closing the Gap project. In partnership with the Australian Government, MultiLit has been working with 42 majority Indigenous schools, many of which are in the most remote areas of the country. This project involves the delivery of Tier 1 and Tier 2 programs by teachers and education assistants. Tier 3 instruction is delivered through online tutoring with the MultiLit Literacy Centres. Remote and very remote schools were hit particularly hard by the immediate and ongoing effects of the COVID-19 pandemic, and the well-known existing challenges associated with remote schooling were amplified as a result. Nonetheless, schools that have been able to overcome these challenges to a sufficient extent to implement the programs, even if not always to 'textbook perfection', have been very positive about the changes they are seeing in student learning.

Figure 2. Map of MultiLit Closing the Gap schools.

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[13] Hunter, J., Stobart, A., & Haywood, A. (2023). *The Reading Guarantee: How to give every child the best chance of success*. Grattan Institute. https://grattan.edu.au/wp-content/uploads/2024/02/The-Reading-Guarantee-Grattan-Institute-Report.pdf

Question 7.

What approaches to assessment and screening would provide the most useful data to support educators and school leaders in understanding student progress, identifying need and ensuring consistent improvement in literacy and numeracy outcomes?

In addition to NAPLAN (National Assessment Program – Literacy and Numeracy) testing, we would recommend introducing the Year 1 Phonics Screening Check (PSC) to ACT government schools. This assessment would provide the necessary data to establish a systemic evidence-based early intervention plan in a whole-school RtI approach. Without a systemic early literacy assessment, many students are not identified as struggling readers until Year 3, by which time there are large gaps in student achievement that are more difficult to remediate than if they had been identified in Year 1.

The UK Government made the Year 1 PSC mandatory in English schools in 2012. There is good evidence for the PSC's strong validity,[14] with additional research suggesting that the PSC played a significant role in England's improved performance in the most recent PIRLS (Progress in International Reading Literacy Study) assessment.[15]

Beyond the PSC, we will limit ourselves here to briefly describing the assessment protocols that best support a cascading RtI approach to teaching reading. To track the termly progress of whole classes and identify students who would benefit from more intense instruction (i.e., screen students into Tier 2 intervention), we would recommend using curriculum-based measurement (CBM). Assessments that fall into this category are quick but sensitive, allowing teachers to readily gauge whether a student is reading at the expected level. Some examples of commonly used CBMs of reading include DIBELS-8, Acadience Reading K–6, and Wheldall Assessment of Reading Passages (WARP).

In addition to regularly administering CBMs of reading 3–4 times per year to whole classes, teachers (or support staff) should administer more frequent (i.e., fortnightly) progress monitoring checks with students in Tier 2 and Tier 3 settings. The CBM assessments listed above have parallel forms of equivalent difficulty for this purpose. Based on progress monitoring data, students who fail to make gains after receiving approximately six weeks of Tier 2 intervention may be moved to Tier 3 intervention. Those who plateau in a Tier 3 setting may benefit from a more in-depth assessment of their language and cognitive skills.

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[14] UK Department for Education Standards and Testing Agency. (2012). *Year 1 phonics screening check: Pilot 2011 technical report*. https://www.gov.uk/government/publications/phonics-screening-check-pilot-2011-technical-report

[15] Stainthorp, R. (2020). A national intervention in teaching phonics: A case study from England. *Educational and Developmental Psychologist, 37*(2), 114–122. https://doi.org/10.1017/edp.2020.14

With respect to assessment data that are not useful for teachers' decision-making, many schools are using out-dated and time-consuming assessments that should be removed or replaced. Examples are Running Records and benchmarking assessments like PM and Fountas & Pinnell. Conducting these assessments eats into teachers' valuable time and does not provide reliable data.[16] Prior to the implementation of an RtI framework, all systems should review the validity and reliability of the assessments that schools are required to use and make changes where necessary. Teachers often bemoan that too much time is taken up with assessing students, but if the purpose behind ongoing assessments is made clear, and teachers know what to do with the results, they will begin to see how beneficial it is and attitudes will change.

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[16] Barrett, C. A., Johnson, L. J., Truckenmiller, A. J., & VanDerHeyden, A. M. (2023). Comparing the cost–accuracy ratios of multiple approaches to reading screening in elementary schools. *Remedial and Special Education*. Advance online publication. https://doi.org/10.1177/07419325231190809

Question 10.

Are there any examples of effective system-wide and school-based assessment, data informed teaching, and reporting for literacy and numeracy that the Panel should examine?

Please refer to our response to Question 7 for an assessment protocol (and example assessments) that may be used within an RtI framework. Essentially, by screening and tracking the reading progress of students in each tier of the RtI model, teachers can readily respond to students' difficulties in a systematic and manageable way.

Appendix 1 of the Reading Pledge[17] provides a more comprehensive list of assessments of literacy that may be used at each tier in the RtI framework.

Question 11.

What evidence-based supports and interventions are most effective for supporting students who have not yet reached expected proficiency in literacy and numeracy? Are there any particular supports that are more effective for students from specific equity cohorts (e.g., EALD, Aboriginal and Torres Strait Islander Students)?

An RtI model that is predicated on evidence-based, effective instruction is universally applicable. It is a student-centred approach that is intentionally focused on instructional need and therefore can be implemented for all students, including those in identified equity cohorts.

In our response to Question 5, the Closing the Gap project was given as an example of how high-quality literacy instruction can be implemented at scale. In this case, the programs being implemented in majority Indigenous schools are the same as what is implemented elsewhere, with the same RtI approach guiding the allocation of each student to a suitable tier of instruction. That is, if students are not progressing in response to receiving whole-class instruction focused on English word-level decoding, then they move to a more intense instructional setting, regardless of the specific source of their difficulty in that area. The RtI model is both pedagogically and cost effective. Consequently, schools' human and financial resources can be devoted to the students who need them most.

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[17] Five from Five, AUSPELD, & Learning Difficulties Australia. (2024). *Reading Pledge*. MultiLit.

Question 12.

What specific supports would be most contextually appropriate for ACT public school students who have not yet reached expected proficiency in literacy or numeracy in the following learning phases: P-2, 3-6, 7-10, 11-12?

As has been made clear in our previous responses, the current research on literacy instruction supports the provision of explicit and systematic teaching, as delivered within an RtI framework. Below are some specific MultiLit programs that are suitable for the year level ranges referenced in this question. All MultiLit programs are explicit, systematic and intentionally designed to allow for RtI implementation.

- **Tier 1:** *InitiaLit* (comprising *InitiaLit–F, InitiaLit–1* and *InitiaLit–2*) is a three-year series of whole-class instruction in the five 'keys' to reading, using explicit and systematic teaching methods.

- **Tier 2:** *MiniLit Sage* is a small group reading intervention focusing on accurate and fluent decoding and word reading for students in Years 1 and 2.

  LanguageLift is a small group intervention focusing on oral language development for students from Foundation to Year 2.

  MacqLit is a small group reading intervention that includes phonics for reading and spelling, fluency, vocabulary and comprehension for students in Year 3 and up.

- **Tier 3:** *Reading Tutor Program* is a one-to-one reading intervention that includes phonics for reading and spelling, fluency, vocabulary and comprehension for students in Year 3 and up.

Question 13.

Should the Education Directorate consider targeted small group or individual tutoring to support students to improve literacy and numeracy? If so, what models should be adopted?

As per our responses to all previous questions, we strongly endorse the implementation of an RtI framework within which students with difficulties receive increasingly individualised instruction. This may be delivered in a small group (Tier 2) or individual (Tier 3) format, depending on the observed level of need (please refer to our responses to Question 7 for a brief description of assessment protocol that should guide decision-making). Importantly, to ensure there is no confusion or cognitive overload on the part of the student receiving intervention, instruction delivered via small group or individual formats must align with the instruction delivered in the whole-class (i.e., Tier 1) setting.

Conclusion

The Expert Panel may be interested in the 2023 MultiLit publication (via MRU Press), *Effective Instruction in Reading and Spelling*. This edited textbook has contributions from experts within the MultiLit Research Unit (MRU), as well as from other acknowledged Australian and international experts. It is an accessible, up-to-date guide to evidence-informed practices in teaching reading and spelling, grounded firmly in the Science of Reading and its application in classrooms. This is a practical reference book for any teacher of reading. Available in print and digital versions, this book is proving to be popular in schools and in universities in Australia and overseas. More information is available at https://bookshop.multilit.com/product/effective-instruction-in-reading-and-spelling/. MultiLit would be happy to provide a complimentary copy of this publication to the Expert Panel on request.

Thank you for the opportunity to have input into the ACT Literacy and Numeracy Inquiry via this submission. If the Expert Panel has questions, requires any clarification, or would like further information, we would be more than happy to elaborate on the information contained in this submission.

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Appendix 1: InitiaLit Links with the ACARA English Curriculum

InitiaLit–F Links with the ACARA English Curriculum V9

> **Note:** *This document was prepared in June 2022 in an endeavour to support teachers of InitiaLit who may be aligning their instruction with the ACARA English Curriculum V9. Please refer to the 'Note about …' each curriculum strand for specific information related to the InitiaLit program and curriculum delivery.*

Curriculum content 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.

ACARA Code	ACARA Content descriptions		InitiaLit–F lessons overview	InitiaLit–F content
Note about <u>Language: Language for interacting with others (oral language) in InitiaLit–F:</u> Oral language underpins all other component skills in literacy development and across all areas of learning across the curriculum. Curriculum content descriptors for the sub-strand: Language for interacting with others, 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. 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. Skills for interacting with others are further extended during the Storybook component of the program, where quality children's literature is used to develop vocabulary and listening comprehension skills, utilising the interactive reading and vocabulary instruction techniques.				
AC9EFLA01 AC9EFLA02	**Language**	**Language for Interacting with others** ▸ explore how language is used differently at home and school depending on the relationships between people ▸ explore different ways of using language to express preferences, likes and dislikes	Whole class explicit teaching ('On the mat') Small group and independent activities Storybook	
AC9EFLY02	**Literacy**	**Interacting with others** ▸ interact in informal and structured situations by listening while others speak and using features of voice including volume levels		
Note about <u>Literacy: Phonic and word knowledge (phonological awareness and phonemic awareness) in InitiaLit–F:</u> 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 lessons. 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.				
AC9EFLA05 AC9EFLA06	**Language**	**Language for expressing and developing ideas** ▸ recognise that sentences are key units for expressing ideas ▸ recognise that sentences are made up of groups of words that work together in particular ways to make meaning	**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
AC9EFLY10	**Literacy**	**Phonic and word knowledge** ▸ segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)		
AC9EFLY09 AC9EFLY10	**Literacy**	**Phonic and word knowledge** ▸ recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) ▸ segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	**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

ACARA Code	ACARA Content descriptions		InitiaLit–F lessons overview	InitiaLit–F content

Note about Language: Text structure and organisation (print conventions) in InitiaLit–F: Students learn about the conventions of print during the Storybook component of InitiaLit–F as well as during the whole-class lessons and small group work. Students learn these conventions alongside phonics instruction. Teachers should plan to include digital texts in addition to the use of printed materials.

| AC9EFLA04 | Language | **Text structure and organisation**
▸ understand conventions of print and screen, including how books and simple digital texts are usually organised | | Whole class explicit teaching ('On the mat')
Small group and independent activities
Storybook |

Reading in InitiaLit–F

Note about Literacy: Phonic and word knowledge (phonics) in InitiaLit–F: InitiaLit utilises a sound-by-sound synthetic phonics approach to teach students 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 students 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.

Writing in InitiaLit–F

General overview: Content from Literacy: Creating texts 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 utilisation of resources and suggested activities in the Storybook lessons.

Note about Literacy: Creating texts (writing) in InitiaLit–F: Students 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 students 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.

Note about Literacy: Phonic and word knowledge (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, students 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.

Note about Literacy: Creating texts (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 students to work on posture, pencil grip and correct letter formation. Students will be introduced to capital letters in lessons as well as during dictation. More formal instruction of capital letter formation takes place in InitiaLit–1.

AC9EFLY08	Literacy	**Creating texts** ▸ form most lower-case and upper-case letters using learnt letter formations	**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	▸ 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
AC9EFLY09	Literacy	**Phonic and word knowledge** ▸ recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)		
AC9EFLY10		▸ segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	**Phonic Set 2** Lessons 28–39: p, i, f, r	
AC9EFLY11		▸ recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents	▸ Beginning sound discrimination ▸ Concept of a letter: linking sound to letter; handwriting link	
AC9EFLY12		▸ write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	▸ Oral blending and segmenting – two and three sounds	
AC9EFLY13		▸ use knowledge of letters and sounds to spell words	▸ End sound discrimination	
AC9EFLY14		▸ read and write some high frequency words and other familiar words	▸ Read and spell VC, CVC words using all letters taught	
AC9EFLY15		▸ understand words are units of meaning and can be made of more than one meaningful part		
AC9EFLA05	Language	**Language for expressing and developing ideas** ▸ recognise that sentences are key units for expressing ideas		
AC9EFLA06		▸ recognise that sentences are made up of groups of words that work together in particular ways to make meaning		

ACARA Code	ACARA Content descriptions	InitiaLit–F lessons overview	InitiaLit–F content
		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 (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
		Phonic Sets 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 Sets 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)

ACARA Code	ACARA Content descriptions	InitiaLit–F lessons overview	InitiaLit–F content

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

Note about Literacy: Analysing, interpreting and evaluating (reading fluency) in InitiaLit–F: Fluency is achieved once students can accurately blend sounds together to read words with minimal effort. InitiaLit provides opportunities for students to work towards fluency as soon as there is evidence that they can 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. Students are supported to reach fluency at their own pace. Some students will become fluent in the Foundation year while most will need continuing practice to attain greater fluency in Year 1 and Year 2. Automatic word recognition leading to reading fluency is necessary for students to have good reading comprehension.

Note about Literacy: Analysing, interpreting and evaluating (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, 'check for understanding' questions and 'extra laps' for fluency practice. Additionally, with the Simple View of Reading in mind, language comprehension is supported through engagement with quality storybooks that are read to students promoting further development of comprehension skills and strategies. Descriptors below will apply to whole class, small group, and Shared Storybook lessons throughout the Foundation year.

ACARA Code	ACARA Content descriptions	InitiaLit–F lessons overview	InitiaLit–F content
AC9EFLA04	**Language** — **Text structure and organisation** ▸ understand conventions of print and screen, including how books and simple digital texts are usually organised **Language for expressing and developing ideas**	**Small group and independent activities component:** Teacher-led activities: Sounds and Words books – reading sounds, words sentences and stories Reading connected text – decodable readers	▸ 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 ▸ Review letter-sound correspondences and reading list of words in regular practice using the Sounds and Words books ▸ Explore the combination of print and images and the enhancement of text when combined with images
AC9EFLA05 AC9EFLA06 AC9EFLA07 AC9EFLA08 AC9EFLA09	▸ recognise that sentences are key units for expressing ideas ▸ recognise that sentences are made up of groups of words that work together in particular ways to make meaning ▸ explore the contribution of images and words to meaning in stories and informative texts ▸ recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school ▸ identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end		▸ Recognise that capital letters are used for names and at the beginning of sentences ▸ Preview and practise high-frequency and unfamiliar decodable words ▸ Apply and practice decoding skills to connected text using sentences, and stories ▸ Read decodable texts ▸ 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
AC9EFLE02	**Literature** — **Engaging with and responding to literature** ▸ respond to stories and share feelings and thoughts about their events and characters		▸ 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
AC9EFLY04 AC9EFLY05	**Literacy** — **Analysing, interpreting and evaluating** ▸ Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge ▸ use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently		▸ 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
AC9EFLY14 AC9EFLY15	**Phonic and word knowledge** ▸ read and write some high-frequency words and other familiar words ▸ understand that words are units of meaning and can be made of more than one meaningful part		▸ 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

ACARA Code		ACARA Content descriptions	InitiaLit–F lessons overview	InitiaLit–F content

Storybook lessons

Notes about Literature (<u>vocabulary</u> and <u>comprehension</u>) in InitiaLit–F: The Storybook lessons of InitiaLit are designed to encourage oral language comprehension and provide opportunities for students to speak while also fostering vocabulary growth. Vocabulary knowledge has been shown to be important to student'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 students in the early primary years by providing a rich oral language classroom environment which is not limited to the InitiaLit session.

Notes about Literacy (<u>creating texts</u>) in InitiaLit–F: In Session 4: 'Beyond the book', students engage in a 'Getting creative' activity with a writing task linked to the activity. The writing task increases gradually in complexity to fit with writing expectations for the beginning, middle and end of the Foundation year. Compositional skills move from writing a caption to a sentence to a short paragraph of two or more sentences. Teachers will need to include an additional focus on the shared editing of short written texts (AC9EFLY06) and the delivery of short spoken texts using features of voice such as appropriate volume (AC9EFLY07).

Language

Text structure and organisation
- AC9EFLA03 — ▸ understand that texts can take many forms such as signs, books and digital texts
- AC9EFLA04 — ▸ understand conventions of print and screen, including how books and simple digital texts are usually organised

Language for expressing and developing ideas
- AC9EFLA05 — ▸ recognise that sentences are key units for expressing ideas
- AC9EFLA06 — ▸ recognise that sentences are made up of groups of words that work together in particular ways to make meaning
- AC9EFLA07 — ▸ explore the contribution of images and words to meaning in stories and informative texts
- AC9EFLA08 — ▸ recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school
- AC9EFLA09 — ▸ identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end

Literature

Literature and contexts
- AC9EFLE01 — ▸ share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature
- AC9EFLE02 — ▸ respond to stories and share feelings and thoughts about their events and characters

Examining literature
- AC9EFLE03 — ▸ recognise different types of literary texts and identify features including events, characters, and beginnings and endings
- AC9EFLE04 — ▸ explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs

Creating literature
- AC9EFLE05 — ▸ retell and adapt familiar literary texts through play, performance, images or writing

Texts in context
- AC9EFLY01 — ▸ identify some familiar texts, such as stories and informative texts, and their purpose

Analysing, interpreting and evaluating
- AC9EFLY03 — ▸ identify some differences between imaginative and informative texts
- AC9EFLY05 — ▸ use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently

Literacy

Creating texts
- AC9EFLY06 — ▸ create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly
- AC9EFLY08 — ▸ form most lower-case and upper-case letters using learnt letter formations

Phonic and word knowledge
- AC9EFLY13 — ▸ use knowledge of letters and sounds to spell words
- AC9EFLY14 — ▸ read and write some high-frequency words and other familiar words

The Storybook lessons focus on listening comprehension, oral language and vocabulary:

- ▸ 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

InitiaLit–1 Links with the ACARA English Curriculum V9

Note: *This document was prepared in June 2022 in an endeavour to support teachers of InitiaLit who may be aligning their instruction with the ACARA English Curriculum V9. Please refer to the 'Note about …' each curriculum strand for specific information related to the InitiaLit program and curriculum delivery.*

Curriculum content 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.

ACARA Code	ACARA Content descriptions	InitiaLit–1 lessons overview	InitiaLit–1 content
Note about the Language strand including <u>language for interacting with others</u>, <u>text structure and organisation</u> and <u>language for expressing and developing ideas</u> in InitiaLit–1: Language underpins all other component skills in literacy development and across all areas of learning across the curriculum. Curriculum content elaborations for interactive language and communication, text structure and organisation and language for expressing and developing ideas 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. The Language strand is further developed during the Storybook component of the program where quality storybooks are used to develop rich vocabulary and language, reading comprehension and writing skills.			

ACARA Code		ACARA Content descriptions	InitiaLit–1 lessons overview
	Language	**Language for Interacting with others**	Whole class explicit teaching ('On the mat')
AC9E1LA01		▸ understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands	Small group and independent activities
AC9E1LA02		▸ explore language to provide reasons for likes, dislikes and preferences	Storybook
		Interacting with others	
AC9E1LA04		▸ explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs	
		Language for expressing and developing ideas	
AC9E1LA06		▸ understand that a simple sentence consists of a single independent clause representing a single event or idea	
AC9E1LA07		▸ understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	
AC9E1LA08		▸ compare how images in different types of texts contribute to meaning	
AC9E1LA10		▸ understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	

Reading in InitiaLit–1

Note about Literacy: Phonic and word knowledge (phonics) in InitiaLit–1: InitiaLit utilises a sound-by-sound synthetic phonics approach to teach students 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 students 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'.

ACARA Code	ACARA Content descriptions		InitiaLit–1 lessons overview	InitiaLit–1 content

Writing in InitiaLit–1

General overview: Content from AC9E1LA03, AC9E1LY06 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 students from a modelled example through to guided work and independent writing.

Note about Literacy: Creating texts (writing) in InitiaLit–1: Teachers should plan additional time for digital technology use, incorporating opportunities for the creation of multimodal texts and the use of digital tools into their class program (AC9E1LA05). To practise spelling words in context, short writing activities are integrated into the lessons, and these gradually increase in difficulty. At first, students 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 curriculum content when students do writing tasks within InitiaLit lessons e.g., dictation, spelling, storybook writing tasks, etc. Grammar concepts are taught and monitored in InitiaLit–1 and applied to writing tasks.

Note about Literacy: Phonic and word knowledge (spelling) in InitiaLit–F: Spelling and reading are taught alongside each other following the InitiaLit–1 phonic sequence. Students 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.

Note about Literacy: Creating texts (handwriting) in InitiaLit–1: Students are explicitly taught handwriting skills in InitiaLit–1 lessons throughout the year. 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 students will have already learned the correct formation for each letter they are writing. There will also be formal instruction in capital letter formation.

ACARA Code		ACARA Content descriptions	InitiaLit–1 lessons overview	InitiaLit–1 content
AC9E1LA07	**Language**	**Language for expressing and developing ideas** ▸ understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	**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
AC9E1LY08	**Literacy**	**Creating texts** ▸ Form most lower-case and upper-case letters using learnt letter formations **Phonic and word knowledge**		▸ 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
AC9E1LY09		▸ segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends words (phonological awareness)		▸ Review of terminology: syllable, vowel, digraph
AC9E1LY10		▸ orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)		▸ Introduction to new terminology: phoneme, consonant
AC9E1LY11		▸ use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one and two-syllable words		▸ Concept of a Super Sentence ▸ Review and practise handwriting of lower- and upper-case graphemes
AC9E1LY12		▸ understand that a letter can represent more than one sound and that a syllable must contain a vowel sound		introduced in InitiaLit–F
AC9E1LY13		▸ spell one- and two-syllable words with common letter patterns	**Lessons 19–38** ▸ Vowel digraphs (ai', 'ay', 'ee', 'ea', 'oa', 'ow'),	▸ Read and spell words using the long vowel digraphs: ai/ay, ee/ea and ow/oa
AC9E1LY14		▸ read and write an increasing number of high-frequency words	▸ Two-syllable words	▸ Read and spell two-syllable words (compound and VC/CV syllable pattern)
AC9E1LY15		▸ recognise and know how to use grammatical morphemes to create word families	▸ Nouns ▸ Verbs ▸ Homophones	▸ 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) ▸ Practise handwriting of graphemes using correct letter formations
			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) ▸ Practise handwriting of graphemes using correct letter formations

ACARA Code	ACARA Content descriptions	InitiaLit–1 lessons overview	InitiaLit–1 content
		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) ▸ Practise handwriting of graphemes using correct letter formations
		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) ▸ Practise handwriting of graphemes using correct letter formations
		Lessons 78–95 ▸ Digraphs: 'ow' (cow), 'ou' (cloud), 'aw', 'au' ▸ Suffix ('ed') ▸ Spelling rules: FLoSS doubling rule (f, l, s) 'ck' rule	▸ Reading and spelling words and sentences with 'ow-cow', 'ou', 'aw' and 'au'; split digraph (bossy 'e') review ▸ Doubling rule (FLoSS) and 'ck' (Zack) spelling rules ▸ 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) ▸ Practise handwriting of graphemes using correct letter formations
		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) ▸ Practise handwriting of graphemes using correct letter formations
		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' ▸ Practise handwriting of graphemes using correct letter formations ▸ 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 review

ACARA Code	ACARA Content descriptions		InitiaLit–1 lessons overview	InitiaLit–1 content

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

Note about Literacy: Analysing, interpreting and evaluating (reading fluency) in InitiaLit–1: Students 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.

Note about Literacy: Analysing, interpreting and evaluating (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 and in the small group sessions, developing the students' comprehension skills. Language and reading comprehension are also supported through engagement with quality storybooks that are read to the students promoting further development of comprehension skills and strategies. Descriptors below will apply to whole class, small group, and Shared Storybook lessons throughout Year One.

			Small group and independent activities component	

AC9E1LA03 — **Language** — **Text structure and organization**
- explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

AC9E1LE02 — **Literature** — **Engaging with and responding to literature**
- discuss literary texts and share responses by making connections with students' own experiences

AC9E1LE03
AC9E1LE04 — **Examining literature**
- discuss plot, character and setting, which are features of stories
- listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme

AC9E1LE05 — **Creating literature**
- orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

AC9E1LY01 — **Literacy** — **Texts in context**
- discuss different texts and identify some features that indicate their purposes

AC9E1LY02 — **Interacting with others**
- use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

AC9E1LY03 — **Analysing, interpreting and evaluating**
- describe some similarities and differences between imaginative, informative and persuasive texts

AC9E1LY04
- read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge

AC9E1LY05
- use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

Teacher-led activities:

1. Sounds and Words books- reading sounds, words, sentences and stories

2. Reading connected text- decodable readers
   - 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 and 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

ACARA Code	ACARA Content descriptions		InitiaLit–1 lessons overview InitiaLit–1 content

Storybook lessons

Notes about <u>Literacy: Creating texts</u> **and Language:** <u>Language for expressing and developing ideas</u> **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 students to speak while also fostering vocabulary growth. Vocabulary knowledge has been shown to be important to students' 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 build the language skills of students consciously and explicitly 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.
In 'Further Sessions'- Writing task, step by step instructions take students from a modelled example, through to guided and independent writing. The writing tasks cover the three main types of text: imaginative, persuasive and informative and are scaffolded by the utilisation of writing templates. Teachers will need to include additional focus on re-reading to edit created texts (AC9E1LY06) and the delivery of short oral and/or multimodal presentations using appropriate gesture, volume and pace (AC9E1LY07).

AC9E1LA09 AC9E1LA10	**Language**	**Language for expressing and developing ideas** ▸ recognise the vocabulary of learning area topics ▸ understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	The Storybook lessons focus on listening and reading comprehension, oral language and vocabulary and writing skills. Throughout the year, the varied activities of the Storybook lessons in InitiaLit–1 will address curriculum content for Language, Literacy and Literature, and will also reinforce other content 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
AC9E1LE01	**Literature**	**Literature and contexts** ▸ discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	
AC9E1LE02		**Engaging with and responding to literature** ▸ discuss literary texts and share responses by making connections with students' own experiences	
AC9E1LE03 AC9E1LE04		**Examining literature** ▸ discuss plot, character and setting, which are features of stories ▸ listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme	
AC9E1LE05		**Creating literature** ▸ orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools	
AC9E1LY01	**Literacy**	**Texts in context** ▸ discuss different texts and identify some features that indicate their purposes	
AC9E1LY02		**Interacting with others** ▸ use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	
AC9E1LY03 AC9E1LY05		**Analysing, interpreting and evaluating** ▸ describe some similarities and differences between imaginative, informative and persuasive texts ▸ use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures	
AC9E1LY06		**Creating texts** ▸ create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words	

InitiaLit–2 Links with the ACARA English Curriculum V9

> **Note:** This document was prepared in June 2022 in an endeavour to support teachers of InitiaLit who may be aligning their instruction with the ACARA English Curriculum V9. Please refer to the 'Note about …' each curriculum strand for specific information related to the InitiaLit program and curriculum delivery.

Curriculum content is addressed in the three components of the program: Spelling, Comprehension and Fluency and Grammar, and consolidated in the small group and independent activities. Additionally, shared storybook lessons address many aspects of language and reading comprehension that further progress students towards the achievement standard. It is not possible to perfectly align the InitiaLit–2 content description in this document with each of the relevant strands. This is because curriculum sub-strands are necessarily addressed across several areas of InitiaLit instruction throughout the year.

ACARA Code	ACARA Content descriptions		InitiaLit–2 lessons overview	InitiaLit–2 content

Note about Language and Literacy: Interacting with others (oral language) in InitiaLit–2: Oral language underpins all other component skills in literacy development and across all areas of learning across the curriculum. Curriculum content descriptors for the sub-strand: Language for interacting with others, 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. Skills for interacting with others are further extended during the Storybook component of the program, where quality storybooks are used to develop global oral language comprehension and production, utilising the interactive reading technique, vocabulary instruction and comprehension strategy practice.

ACARA Code		ACARA Content descriptions	InitiaLit–2 lessons overview
AC9E2LA01	**Language**	**Language for Interacting with others** ▸ investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions	**InitiaLit–2 components:** ▸ Spelling ▸ Comprehension and fluency ▸ Growing grammar ▸ Storybook lessons
AC9E2LA02		▸ explore how language can be used for appreciating texts and providing reasons for preferences	
AC9E2LY02	**Literacy**	**Interacting with others** ▸ use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions	

Reading

Note about Literacy: Analysing, interpreting and evaluating (reading fluency) in InitiaLit–2: By Year 2, most 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.

Note about Literacy: Analysing, interpreting and evaluating (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 idea 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 students 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.

Comprehension and Fluency

ACARA Code		ACARA Content descriptions	InitiaLit–2 lessons overview	
AC9E2LA03	**Language**	**Text structure and organisation** ▸ identify how texts across the curriculum are organised differently and use language features depending on purposes	**Lessons 1-12: Types of Text:** (imaginative, informative, persuasive)	
AC9E2LA04		▸ understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	**Introduction to imaginative text** **Lessons 1-4**	▸ Introduce and define imaginative text ▸ Discuss different examples of imaginative text ▸ Understand and explain the purpose and audience of imaginative text
AC9E2LA05		▸ navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links	▸ Identify imaginative texts ▸ Understand and explain the purpose and audience of imaginative text	▸ Explain features of imaginative text: title, characters, setting, images and sequence of events
		Language for expressing ideas	▸ Identify, understand and explain some features of imaginative text	▸ Describe plot development, including orientation, complication and resolution
AC9E2LA08		▸ understand that images add to or multiply the meanings of a text	▸ Read quickly and accurately, using appropriate expression	▸ Explain the use of punctuation in expressive reading and revise full stops, question marks, speech marks and commas.
AC9E2LA10		▸ recognise that capital letters are used in titles and commas are used to separate items in lists		▸ 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

ACARA Code		ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content
AC9E2LE01	Literature	**Literature and contexts** ‣ discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators	**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 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
AC9E2LE02		**Engaging with and responding to literature** ‣ identify features of literary texts, such as characters and settings, and give reasons for personal preferences		
AC9E2LY01	Literacy	**Texts in contexts** ‣ identify how similar topics and information are presented in different types of texts		
AC9E2LY02		**Interacting with others** ‣ use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions		
AC9E2LY03 AC9E2LY04 AC9E2LY05		**Analysing, interpreting and evaluating** ‣ identify the purpose and audience of imaginative, informative and persuasive texts ‣ read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting ‣ use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning	**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

ACARA Code	ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content
		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 a related subject ▸ 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 and imaginary texts ▸ 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

ACARA Code ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content
	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
	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 texts 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 texts by identifying and recording the main idea of each paragraph ▸ Summarise an 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

ACARA Code ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content
	Comprehension strategy 7 – Monitoring; Putting it all together **Lessons 48-56** ▸ 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

General overview: Note about <u>Literacy: Creating texts</u> **(writing) in InitiaLit–2:** 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 content (e.g., text structure knowledge, vocabulary, comprehension strategies) being taught explicitly. Teachers should plan additional time for creating texts with a focus on compositional skills, oral presentations and the use of digital technologies.

Note about <u>Literacy: Creating texts</u> **(handwriting) in InitiaLit–2:** There is a particular focus on the development of handwriting skills in InitiaLit–F and InitiaLit–1. Content from AC9E2LY08 will be addressed in InitiaLit–2 as students are given plenty of opportunities to practise their handwriting skills in written tasks to develop their automaticity in writing. This provides more working memory space for other aspects of writing such as composing texts and editing. Additional writing tasks using digital technology, including word processing applications, should also be included in teachers' class programs.

Spelling

Note about <u>Literacy: Phonic and word knowledge</u> **(phonic knowledge and spelling) in InitiaLit–2:** InitiaLit utilises a sound-by-sound synthetic phonics approach to teach students to read and spell. The approach in InitiaLit–2 is to teach students 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 students 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 their 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: k, 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.

ACARA Code		ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content
	Literacy	**Phonic and word knowledge**	**Lessons 1-24**	‣ Understand and explain terms: digraph, trigraph, homophone
AC9E2LY09		‣ manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	‣ Digraphs: 'ai' and 'ay'	‣ Read fluently and spell words containing 'ai', 'ay', 'ee', 'ea', 'oa', 'ow', 'igh', '_y', 'ue', 'ew'
AC9E2LY10		‣ use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words	‣ Digraphs: 'ee' and 'ea' ‣ Digraphs: 'oa' and 'ow' ‣ Trigraph: 'igh' and '_y' ‣ Digraphs: 'ue' and 'ew'	‣ Apply spelling rules: 'ai' and 'ay'; and 'ow' and 'oa' ‣ Spelling choices for / /: 'ai', 'ay', 'a_e' ‣ Spelling choices for / /: 'ee', 'ea', 'e_e' ‣ Spelling choices for / /: 'oa', 'ow', 'o_e'
AC9E2LY11		‣ use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words	‣ Review (long vowels) ‣ Split digraph (bossy e) ‣ Spelling choices: / /, / /, / /, / /, / /	‣ Spelling choices for / /: 'igh', '_y', 'i_e' ‣ Spelling choices for / /: 'ew', 'ue', 'u_e' ‣ Discriminate between long and short vowel sounds. Read and spell words with split digraph (bossy e)
AC9E2LY12		‣ build morphemic word families using knowledge of prefixes and suffixes	‣ Adding suffix 'ing' to verbs ‣ Suffix rule: drop 'e', add 'ing'	‣ Add suffix 'ing' to base word verbs ‣ Apply spelling rule: add suffix /ing/ to bossy 'e' words
AC9E3LY12 (Y3)		‣ recognise and know how to write most high-frequency words including some homophones	‣ Tricky words- until was, here, February, were, friend, woman, home, where, different, why, family, caught, who, people, something, ask, what, really, animal, because, bought, thought, work	‣ Practise target sounds using oral and written spelling: word sorts, syllable counting, rainbow writing, word building ‣ 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 25-48	‣ Read and spell words containing: 'ar', '_y', '_ey' ‣ Apply spelling rule: doubling the final consonant, add 'ing'
			‣ 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'	‣ 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') ‣ Review spelling choice: double, drop or just add?
			‣ 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	‣ Make spelling choices: 'ch': /ch/, /k/ ‣ 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
			‣ Tricky words- alright, always, said, already, their, they, across, mother, brother, lose, father, sister, build, house, about, tomorrow, school, cousin, through, every, only, surprise, there, where	

ACARA Code	ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content
		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- minutes, great, these, remember, other, another, decided, know, were, together, any, many, though, can't, don't, around, could, couldn't, favourite, should, shouldn't, interesting, would, wouldn't	▸ 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
		Lessons 73-84 ▸ _tch, _ch ▸ Words ending in 'tion' ▸ r-controlled vowel: 'or', 'ore' ▸ Digraphs: 'au', 'aw' ▸ Tricky words- women, after, laugh, believe, saw, before	▸ 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

Growing Grammar

Note about Language: Language for expressing and developing ideas (grammar) in InitiaLit–2: Grammar instruction in the context of reading and writing improves both writing quality and reading comprehension. InitiaLit–2 offers further explicit instruction in a range of grammatical concepts that were introduced in InitiaLit–1 to deepen the students' knowledge of these concepts as well as introducing new concepts in the Growing Grammar component. The lessons are designed to introduce students 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 provided 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 students from a modelled example through to guided work and independent writing as they produce quality written responses. Teachers will also need to include additional focus on re-reading to edit created texts and the delivery of short oral and/or multimodal presentations using appropriate gesture, volume and pace.

ACARA Code		ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content
AC9E2LA07	Language	**Language for expressing and developing ideas** ▸ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	**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
AC9E2LA04		**Text structure and organisation** ▸ understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	**Lessons 3-6** **Pronouns**	▸ Define the concept of a pronoun ▸ Identify and explain pronouns at word and sentence level ▸ Understand and recognise subject pronouns and object pronouns ▸ Identify pronouns and their referents in sentences ▸ Practise pronoun concept and usage in a variety of oral and written activities
AC9E2LA07		**Language for expressing and developing ideas** ▸ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	**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

ACARA Code	ACARA Content descriptions		InitiaLit–2 lessons overview	InitiaLit–2 content
AC9E2LA07		**Language for expressing and developing ideas** ▸ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	**Lessons 10-11** **Noun groups 1** **Lesson 12** *Grammar Review 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
AC9E2LA07 AC9E3LA07 (Y3)		**Language for expressing and developing ideas** ▸ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups ▸ understand how verbs represent different processes for doing, feeling, thinking, saying and relating	**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
AC9E2LA07		**Language for expressing and developing ideas** ▸ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	**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
AC9E2LE05	Literature	**Creating literature** ▸ create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools	**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 prepositions with noun groups in writing ▸ Practise preposition usage in a variety of oral and written activities
AC9E2LA06	Language	**Language for expressing and developing ideas** ▸ understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction	**Lessons 22-23** **Conjunctions** **Lesson 24** *Grammar Review 2*	▸ 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
AC9E3LA08 (Y3)		**Language for expressing and developing ideas** ▸ understand that verbs are anchored in time through tense	**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
AC9E2LE05	Literature	**Creating literature** ▸ create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools	**Lessons 28-30** **Speech** **Lessons 31 & 32** *Grammar Review 3 & 4*	▸ 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

ACARA Code		ACARA Content descriptions	InitiaLit–2 lessons overview	InitiaLit–2 content

Storybook lessons

Note about Literature (vocabulary and comprehension) in InitiaLit–2: The content descriptors for vocabulary and comprehension outlined in the *three interrelated strands of Language, Literature and Literacy* are addressed across the 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.

Language

Text structure and organisation

AC9E2LA03
- identify how texts across the curriculum are organised differently and use language features depending on purposes

AC9E2LA04
- understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred

AC9E2LA05
- navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links

Language for expressing ideas

AC9E2LA07
- understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups

AC9E2LA08
- understand that images add to or multiply the meanings of a text

AC9E2LA09
- experiment with and begin to make conscious choices of vocabulary to suit the topic

AC9E2LA10
- recognise that capital letters are used in titles and commas are used to separate items in lists

Literature

Literature and contexts

AC9E2LE01
- discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

AC9E2LE02
- identify features of literary texts, such as characters and settings, and give reasons for personal preferences

Examining literature

AC9E2LE03
- discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

AC9E2LE04
- identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs

Creating literature

AC9E2LE05
- create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

Literacy

Analysing, interpreting and evaluating

AC9E2LY03
AC9E2LY05
- identify the purpose and audience of imaginative, informative and persuasive texts
- use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

Creating texts

AC9E2LY06
- create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words

The 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 will address:

- 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