InitiaLit–F Links with the Western Australian Curriculum

Curriculum content is addressed in the whole-class ('On the mat') lesson and Shared Storybook lesson components of InitiaLit–F and further developed and consolidated in the teacher-led small group and independent activities component. InitiaLit–F does not directly address some aspects of the English curriculum, for example, digital and visual literacy. Areas not directly covered within InitiaLit–F are as follows:

▸ WAPELYC2 – Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features such as appropriate voice modulation
▸ WAPELYC4 – Explore the use of digital tools to create or add to a visual or spoken text

These areas of the curriculum will need to be accommodated in the teacher's broader literacy plan.

Program component: Oral Language

Note about Language for interacting with others (oral language) in InitiaLit–F: Oral language underpins all other component skills in literacy development and 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 interactive reading techniques to develop listening comprehension and active processing tasks for vocabulary development.

Program component: Whole-class scripted lesson (Lessons 1–12)

Note about Literacy: Phonic and word knowledge (phonological and phonemic awareness) in InitiaLit–F: InitiaLit–F focuses on phonological awareness in the first 12 lessons to prepare students for phonics instruction and to teach the routines of the whole-class scripted lesson. Phonological and phonemic awareness continues to be a focus throughout the year alongside the teaching of phonics. Phonemic awareness skills critical for reading and spelling become the primary focus as the year progresses.

Program component: Whole-class scripted lesson (Lessons 13–126)

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 scripted lessons and teacher-led 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.

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 InitiaLit–1, however, teachers should point out unknown graphemes incidentally and as needed when encountered in texts or in writing tasks.

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 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 three-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 before moving on to capital letters. 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 continues in InitiaLit–1.

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Program component: Teacher-led small-group activities

Sounds and Words Book:

Note about <u>Literacy: Analysing, interpreting and evaluating</u> (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 whole-class scripted lessons and regular opportunities for practice are essential within teacher-led small group sessions. Students are supported to develop 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 fluent reading is necessary for students to have good reading comprehension.

Note about <u>Literacy: Analysing, interpreting and evaluating</u> (reading comprehension) in InitiaLit–F: Reading comprehension skills are developed along with the decoding of words and texts during whole-class scripted lessons and are further developed when reading InitiaLit decodable readers in the teacher-led 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.

Decodable Readers:

Note about <u>Literacy: Analysing, interpreting and evaluating</u> (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 whole-class scripted lessons and regular opportunities for practice are essential within teacher-led small group sessions. Students are supported to develop 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 fluent reading is necessary for students to have good reading comprehension.

Note about <u>Literacy: Analysing, interpreting and evaluating</u> (reading comprehension) in InitiaLit–F: Reading comprehension skills are developed along with the decoding of words and texts during whole-class scripted lessons and are further developed when reading InitiaLit decodable readers in the teacher-led 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 Storybook lessons throughout the Foundation year.

Shared Storybook Lesson

Storybook Lessons encourage the development of global oral language comprehension and production and focus specifically on building new vocabulary and world knowledge in a way that fosters rich connections for later reading comprehension. InitiaLit provides a guided four-day framework for working with each storybook. The lessons also include more in-depth work on new words and world knowledge linked to each book.

For schools looking specifically for lessons to link with units of work on First Nations stories, there is a collection of Storybook Lessons available in the Members Area of the MultiLit website for this purpose. Some of the lessons have been included as alternative titles for the main book list, and others have been created as additional resources.

Notes about <u>Literature</u> (vocabulary and comprehension) 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 <u>Literacy</u> (creating texts) 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 creation of written and multimodal texts for a range of purposes (WAPELYC1), the creation and delivery of short, spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation (WAPELYC2) and exploring the use of digital tools to create or add to a visual or spoken text (WAPELYC4).

InitiaLit–F Links with the Western Australian Curriculum

Program component: Oral Language				
Strands: Language, Literacy				
Sub-strands: Language for interacting with others, Interacting with others				
Code	**Content descriptions**	**Elaborations**	**InitiaLit–F lessons**	**InitiaLit–F content**
WAPELAI1	**Language for interacting with others** Explore how language is used differently at home and school depending on the relationships between people	▸ interacting with adults and peers in a range of situations, such as play, role play and partner, group and whole class activities, to experiment with language ▸ using the home languages of the diverse cultures represented to explore how languages build social and personal connection, such as greetings and songs		
WAPELAI2	**Language for interacting with others** Explore different ways of using language to express preferences, likes and dislikes	▸ participating in informal discussions during the day about their interests and curiosities ▸ using connecting words, such as *when* and *but*, when exploring the language of opinion ▸ experimenting with comparative language, such as *good*, *better*, *best*		▸ Whole-class explicit teaching ('On the Mat') ▸ Teacher-led small-group and independent activities ▸ Storybook lessons
WAPELYI1	**Interacting with others** Interact in informal and structured situations by listening when others speak, including turn-taking, and using features of voice, including volume levels			

Program component: Whole-class scripted lesson (Lessons 1–12)				
Strand: Language				
Sub-strands: Language for expressing and developing ideas, Phonic and word knowledge				
Code	**Content descriptions**	**Elaborations**	**InitiaLit–F lessons**	**InitiaLit–F content**
WAPELALA1	**Language for expressing and developing ideas** Recognise that sentences are key units for expressing ideas	▸ exploring how oral sentences express meaning, such as in questions or statements ▸ exploring how sentences in written texts contain a full idea and make sense ▸ responding to who, when, what and where questions to add information to sentences when needed	Lessons 1–2	▸ 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
WAPELALA2	**Language for expressing and developing ideas** Recognise that sentences are made up of groups of words that work together in particular ways to make meaning	▸ communicating the ideas represented in sentences, such as identifying that the sentence *The cat ate its dinner* is about a *cat* that *ate*	Lessons 1–2	▸ Understand words as discrete units in sentences through word counting ▸ Segment spoken words in a sentence

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WAPELAP1	**Phonic and word knowledge** Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	▸ listening for, identifying and generating rhyming pairs, such as *funny/money* ▸ using alliteration, such as *happy Harry*, to explore phonemes	Lessons 3–10	▸ 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
WAPELAP2	**Phonic and word knowledge** Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	▸ clapping and counting the words in sentences ▸ segmenting and blending words orally, such as *mat*, *ship*, *with*, *truck* ▸ identifying, deleting or substituting beginning, medial and final sounds in single-syllable words, such as *hot – pot, hot – hit, hot – hop*	Lessons 11–12	▸ 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

Program component: Whole-class scripted lesson (Lessons 13–126)

Strands: Language, Literacy

Sub-strands: Text structure, organisation and features, Phonic and word knowledge, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–F lessons	InitiaLit–F content
WAPELAT3	**Text structure, organisation and features** Explore conventions of print and screen, including how books and simple digital texts are usually organised	▸ identifying English text direction of left to right and top to bottom ▸ developing print awareness by exploring the ways words and images are placed in texts ▸ using navigation features to read a digital text, such as using the scroll bar to continue viewing a text on a website	from Lesson 1	▸ Recognise that print has meaning and identify print on the page ▸ 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
WAPELALA1	**Language for expressing and developing ideas** Recognise that sentences are key units for expressing ideas	▸ exploring how oral sentences express meaning, such as in questions or statements ▸ exploring how sentences in written texts contain a full idea and make sense ▸ responding to who, when, what and where questions to add information to sentences when needed	from Lesson 42 (reading and/or writing captions) from Lesson 57 (reading and/or writing sentences)	▸ Understand the concept of a spoken word ▸ Understand the difference between a word and a sentence ▸ Understand the concept of written words ▸ Link spoken words to written words in sentences ▸ Identify the number of words in a sentence
WAPELALA2	**Language for expressing and developing ideas** Recognise that sentences are made up of groups of words that work together in particular ways to make meaning	▸ communicating the ideas represented in sentences, such as identifying that the sentence *The cat ate its dinner* is about a *cat* that *ate*	from Lesson 42 (reading and/or writing captions) from Lesson 57 (reading and/or writing sentences)	▸ Understand the structure of a sentence ▸ Understand how to read and write sentences in the correct order
WAPELALA5	**Language for expressing and developing ideas** 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	▸ sorting letters into upper- and lower-case ▸ identifying full stops, question marks and exclamation marks in texts and experimenting with their use when writing	from Lesson 56	▸ Capital letters are introduced (Lesson 56) ▸ Standard punctuation is applied to writing of captions and sentences from Lesson 57

WAPELAP2	**Phonic and word knowledge** Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	▸ clapping and counting the words in sentences ▸ segmenting and blending words orally, such as *mat*, *ship*, *with*, *truck* ▸ identifying, deleting or substituting beginning, medial and final sounds in single-syllable words, such as *hot – pot, hot – hit, hot – hop*	from Lesson 13	▸ Orally blend and segment VC and CVC words through phonemic awareness activities (from Lesson 13 – blending, from Lesson 18 – segmenting) ▸ Orally blend sounds to read words (from Lesson 27) ▸ Orally segment words into individual sounds (from Lesson 18) ▸ Manipulate sounds including adding, deleting or substituting sounds in words to create new words (from Lesson 76)
WAPELAP3	**Phonic and word knowledge** Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents	▸ exploring phoneme–grapheme correspondences discovered in meaningful contexts, such as shared reading or in environmental print ▸ identifying and recalling phoneme–grapheme correspondences, such as • common initial sounds (phonemes) • common consonant digraphs, such *as* <sh>, <ch>, <th> (voiced/ unvoiced) • common phoneme–grapheme correspondences, such as when <s> makes the [z] sound in the final position in words such as *is, was, his* • short vowel sounds (a, e, i, o, u) presented early in the sequence to combine with consonants	from Lesson 13	▸ Recognise lower-case letters (graphemes) and the most common sounds (phonemes) they represent (Phonic sets 1–5) ▸ Recognise upper- and lower-case letters (graphemes) and the most common sounds (phonemes) they represent (Phonic sets 6–9)
WAPELAP4	**Phonic and word knowledge** Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words		from Lesson 13	▸ Identify and write single sounds for vowels and consonant letters ▸ Read and write VC and CVC words using letters taught (synthetic phonic approach)
WAPELAP5	**Phonic and word knowledge** Use knowledge of letters and sounds to spell words	▸ using knowledge of letter names when spelling words such as *mi* (my) and *hape* (happy) ▸ using knowledge of sounds to spell words, such as *yung* (young) and *workt* (walked)	from Lesson 41	▸ Use knowledge of sounds to spell simple words using sound boxes ▸ Make plausible spelling choices using knowledge of letter–sound correspondences ▸ Use letter names to write tricky words in captions and sentences from a modelled example
WAPELAP6	**Phonic and word knowledge** Read and write some high-frequency words and other familiar words	▸ reading and writing familiar words, such as names or environmental words ▸ reading and writing frequently occurring words such as *a*, *and*, *for*, *he*, *in*, *is*, *it*, *of*, *that*, *the*, *to*, *was*, *you*	from Lesson 42 (reading) from Lesson 45 (writing)	▸ Attempt to read tricky words in isolation and in connected text ▸ Write tricky words in captions and sentences from a modelled example
WAPELAP7	**Phonic and word knowledge** Explore how words are units of meaning and can be made of more than one meaningful part	▸ recognising when an <s> is added to a base word, such as ball, it makes a plural ▸ exploring how <ed> indicates past tense when added to a word, such as *talk*, *talked* ▸ recognising that an antonym of a word can be made by adding a prefix, such as in <un> in *unhappy*	Lessons 121–123	▸ Apply knowledge of the plural 's' to orally change the meaning of a word from one to more than one of something ▸ Identify the letter 's' at the end of a word as changing the meaning to more than one of something
WAPELYC3	**Creating texts** Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality		from Lesson 14	▸ Practise forming lower-case letters including correct starting points and the direction of the strokes (Phonic sets 1–5) ▸ Practise forming both upper- and lower-case letters including correct starting points and the direction of the strokes (Phonic Set 6–9)

MultiLit

Program component: Teacher-led small-group activities – Word building and Word transformation

Strands: Language, Literacy

Sub-strands: Phonic and word knowledge, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–F lessons	InitiaLit–F content
WAPELAP2	**Phonic and word knowledge** Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	▸ clapping and counting the words in sentences ▸ segmenting and blending words orally, such as *mat*, *ship*, *with*, *truck* ▸ identifying, deleting or substituting beginning, medial and final sounds in single-syllable words, such as *hot – pot, hot – hit, hot – hop*	from Lesson 27 (whole class) from Lesson 28 (teacher-led small group)	▸ Orally blend sounds to read words (from Lesson 27) ▸ Orally segment words into individual sounds (from Lesson 18) ▸ Manipulate sounds including adding, deleting or substituting sounds in words to create new words (from Lesson 76)

WAPELAP3	**Phonic and word knowledge**
	
	Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents
		▸ exploring phoneme–grapheme correspondences discovered in meaningful contexts, such as shared reading or in environmental print
		▸ identifying and recalling phoneme–grapheme correspondences, such as
		  • common initial sounds (phonemes)
		  • common consonant digraphs, such as <sh>, <ch>, <th> (voiced/ unvoiced)
		  • common phoneme–grapheme correspondences, such as when <s> makes the [z] sound in the final position in words such *as is, was, his*
		  • short vowel sounds (a, e, i, o, u) presented early in the sequence to combine with consonants
			from Lesson 27 (whole class)
			
			from Lesson 28 (teacher-led small group)
				▸ Recognise lower-case letters (graphemes) and the most common sounds (phonemes) they represent

WAPELAP4	**Phonic and word knowledge** Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words		from Lesson 27 (whole class) from Lesson 28 (teacher-led small group)	▸ 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 (from Lesson 76) ▸ Understand the importance of sound and letter position in a word
WAPELYC3	**Creating texts** Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality		from Lesson 28 (teacher-led small group)	*At teacher's discretion:* ▸ After each word is built, children can write the word in their exercise books and then re-read their list of words ▸ Monitor pencil grip, letter formation and spelling

MultiLit

Program component: Teacher-led small-group activities – Sounds and Words Book

Strands: Language, Literacy

Sub-strands: Text structure, organisation and features, Language for expressing and developing ideas, Phonic and word knowledge, Analysing, interpreting and evaluating

Code	Content descriptions		InitiaLit–F lessons	InitiaLit–F content
WAPELAT3	**Text structure, organisation and features** Explore conventions of print and screen, including how books and simple digital texts are usually organised	▸ identifying English text direction of left to right and top to bottom ▸ developing print awareness by exploring the ways words and images are placed in texts	from Lesson 41 Sounds and Words Book	▸ Understand directionality, how we read from left to right and return sweep
WAPELALA1	**Language for expressing and developing ideas** Recognise that sentences are key units for expressing ideas	▸ exploring how oral sentences express meaning, such as in questions or statements ▸ exploring how sentences in written texts contain a full idea and make sense ▸ responding to who, when, what and where questions to add information to sentences when needed	from Lesson 42 Sounds and Words Book (sentence reading)	▸ Review letter–sound correspondences and reading lists of words in regular practice using the Sounds and Words Book
WAPELALA2	**Language for expressing and developing ideas** Recognise that sentences are made up of groups of words that work together in particular ways to make meaning	▸ communicating the ideas represented in sentences, such as identifying that the sentence *The cat ate its dinner* is about a *cat* that *ate*	from Lesson 42 Sounds and Words Book (sentence reading)	▸ Apply and practise decoding skills to connected text using sentences
WAPELALA4	**Language for expressing and developing ideas** Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school		from Lesson 41 Sounds and Words Book	▸ Discuss and revise vocabulary during teacher-led Sounds and Words Book sessions ▸ Demonstrate an awareness that some words have multiple meanings
WAPELALA5	**Language for expressing and developing ideas** 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	▸ sorting letters into upper- and lower-case ▸ identifying full stops, question marks and exclamation marks in texts and experimenting with their use when writing	from Lesson 42 Sounds and Words Book	▸ Recognise that capital letters are used for names and at the beginning of sentences
WAPELAP6	**Phonic and word knowledge** Read and write some high-frequency words and other familiar words	▸ reading and writing familiar words, such as names or environmental words ▸ reading and writing frequently occurring words such as *a*, *and*, *for*, *he*, *in*, *is*, *it*, *of*, *that*, *the*, *to*, *was*, *you*	from Lesson 42 Sounds and Words Book	▸ Read tricky words in isolation and in connected text
WAPELAP7	**Phonic and word knowledge** Explore how words are units of meaning and can be made of more than one meaningful part	▸ recognising when an <s> is added to a base word, such as ball, it makes a plural ▸ exploring how <ed> indicates past tense when added to a word, such as *talk*, *talked* ▸ recognising that an antonym of a word can be made by adding a prefix, such as in <un> in *unhappy*	Lessons 121–123 Sounds and Words Book (extension passages)	▸ Apply knowledge of the plural 's' to comprehend the meaning of words within the context of connected text (Sounds and Words Book extension passages Lessons 121–123)

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Code	Content descriptions	Elaborations	InitiaLit–F lessons	InitiaLit–F content
WAPELYA2	**Analysing, interpreting and evaluating** Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge	▸ using decoding knowledge to read regular VC and CVC words in phonic (decodable) readers ▸ identifying some high-frequency words and other known words during shared and independent reading ▸ developing strategies, such as pausing or asking for help, when needing to clarify a sound or word ▸ beginning to use punctuation when reading, such as pausing at a full stop	from Lesson 76 Sounds and Words Book (extension passage reading)	▸ Read small passages of connect text that include regular CVC words and tricky words taught to this point ▸ Apply understanding of basic punctuation

Program component: Teacher-led small-group activities – InitiaLit–F decodable readers (Levels 1–9: Series 1 and 2)

Strands: Language, Literacy

Sub-strands: Text structure, organisation and features, Language for expressing and developing ideas, Phonic and word knowledge, Engaging with and responding to literature, Analysing, interpreting and evaluating

Code	Content descriptions	Elaborations	InitiaLit–F lessons	InitiaLit–F content
WAPELAT1	**Text structure, organisation and features** Understand that texts can take many forms, such as signs, books and digital texts	▸ exploring different text forms and engaging with their features, such as commenting on the purpose of a sign or discussing a photograph in an informative book ▸ exploring how different texts affect an audience, and can prompt emotional reactions, such as picture books can be shared for enjoyment	from Lesson 45 Decodable readers	▸ Discuss features of narrative texts
WAPELAT3	**Text structure, organisation and features** Explore conventions of print and screen, including how books and simple digital texts are usually organised	▸ identifying English text direction of left to right and top to bottom ▸ developing print awareness by exploring the ways words and images are placed in texts	from Lesson 45 Decodable readers	▸ Recognise that print has meaning ▸ 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
WAPELALA1	**Language for expressing and developing ideas** Recognise that sentences are key units for expressing ideas	▸ exploring how oral sentences express meaning, such as in questions or statements ▸ exploring how sentences in written texts contain a full idea and make sense ▸ responding to who, when, what and where questions to add information to sentences when needed	from Lesson 45 Decodable readers	▸ Understand the difference between a word and a sentence
WAPELALA2	**Language for expressing and developing ideas** Recognise that sentences are made up of groups of words that work together in particular ways to make meaning	▸ communicating the ideas represented in sentences, such as identifying that the sentence *The cat ate its dinner* is about a *cat* that *ate*	from Lesson 45 Decodable readers	▸ Understand the structure of a sentence ▸ Understand how to read sentences in the correct order
WAPELALA3	**Language for expressing and developing ideas** Explore the contribution of images and words to meaning in stories and informative texts	▸ interacting with images in picture books, short films and other multimodal texts and discussing what they are communicating to the reader or why they were included	from Lesson 45 Decodable readers	▸ Recognise how feelings can be conveyed by visual representations
WAPELALA4	**Language for expressing and developing ideas** Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school		from Lesson 45 Decodable readers	▸ Introduce and build vocabulary through discussion and reading ▸ Revise vocabulary using story context and with more detailed definitions during reading sessions ▸ Demonstrate an awareness that some words have multiple meanings

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WAPELALA5	**Language for expressing and developing ideas** 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	‣ sorting letters into upper- and lower-case ‣ identifying full stops, question marks and exclamation marks in texts and experimenting with their use when writing	from Lesson 45 Decodable readers	‣ Recognise that capital letters are used for names and at the beginning of sentences ‣ Identify that full stops signal the end of a sentence
WAPELAP6	**Phonic and word knowledge** Read and write some high-frequency words and other familiar words	‣ reading and writing familiar words, such as names or environmental words ‣ reading and writing frequently occurring words such as *a*, *and*, *for*, *he*, *in*, *is*, *it*, *of*, *that*, *the*, *to*, *was*, *you*	from Lesson 45 Decodable readers (Ready – Set – Go pages)	‣ Preview and practise high-frequency and unfamiliar decodable words
WAPELAP7	**Phonic and word knowledge** Explore how words are units of meaning and can be made of more than one meaningful part	‣ recognising when an <s> is added to a base word, such as ball, it makes a plural ‣ exploring how <ed> indicates past tense when added to a word, such as *talk*, *talked* ‣ recognising that an antonym of a word can be made by adding a prefix, such as in <un> in *unhappy*	from Lesson 45 Decodable readers e.g. 5.3a *Hot Cross Buns* 9.1a *Swim in the Flags* 9.1b *The Black Shells* 9.3b *Fish Snacks*	‣ Apply knowledge of the plural 's' to comprehend the meaning of words within the context of connected text
WAPELIEN1	**Engaging with and responding to literature** Respond to stories and share feelings and thoughts about their settings, events and characters	‣ sharing thoughts and ideas about a story, such as orally discussing favourite storybook characters or by drawing pictures of a favourite event	from Lesson 45 Decodable readers	‣ Recognise how feelings can be conveyed by visual representations ‣ Provide a personal response to stories through comprehension and discussion questions ‣ Engage personally and respond to texts for enjoyment and pleasure ‣ 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
WAPELYA2	**Analysing, interpreting and evaluating** Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge	‣ using decoding knowledge to read regular VC and CVC words in phonic (decodable) readers ‣ identifying some high-frequency words and other known words during shared and independent reading ‣ developing strategies, such as pausing or asking for help, when needing to clarify a sound or word ‣ beginning to use punctuation when reading, such as pausing at a full stop	from Lesson 45 Decodable readers	‣ Recognise and engage with print conventions including directionality, front and back covers, title and blurb ‣ Apply knowledge of concepts about print when reading decodable or authentic texts ‣ Practise target sounds in isolation and in words when preparing to read decodable texts ‣ Apply phonic knowledge when reading decodable texts ‣ Attempt to read unknown words in connected text using phonic decoding and knowledge of high-frequency words ‣ Use self-correction strategies such as pausing and re-reading

WAPELYA3	**Analysing, interpreting and evaluating** Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to understand and discuss texts listened to, viewed or read	▸ previewing a text by looking at the images to activate prior knowledge ▸ asking questions to clarify understanding of a text listened to or viewed ▸ participating in 'think alouds' ▸ summarising a story by recalling some key events in an oral story or film ▸ visualising a character or setting when listening to a story or poem ▸ making a connection to a setting in a text to predict what events may occur there	from Lesson 45 Decodable readers	▸ Discuss purpose of text and predict story events ▸ Provide personal responses to stories by responding to comprehension and discussion questions ▸ Express feelings and opinions about texts including characters, ideas and events in stories ▸ Respond to texts by relating and comparing own responses to those depicted in stories ▸ Identify literal meanings in texts, including character, events and setting ▸ Respond to simple questions and use questions and statements appropriately

Program component: Shared Storybook Lesson (commencing from Handbook lesson 1)

Strands: Language, Literature, Literacy

Sub-strands: Language for interacting with others, Text structure, organisation and features, Language for expressing and developing ideas, Phonic and word knowledge, Literature and contexts, Engaging with and responding to literature, Examining literature, Creating Literature, Texts in context, Interacting with others, Analysing, interpreting and evaluating, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–F lessons	InitiaLit–F content
WAPELYAl2	**Language for interacting with others** Explore different ways of using language to express preferences, likes and dislikes	▸ participating in informal discussions during the day about their interests and curiosities ▸ using connecting words, such as *when* and *but*, when exploring the language of opinion ▸ experimenting with comparative language, such as *good, better, best*	Storybook titles 1–25 (Sessions 1–4)	▸ Communicate appropriately in pairs, small groups and classroom interactions
WAPELAT1	**Text structure, organisation and features** Understand that texts can take many forms, such as signs, books and digital texts	▸ exploring different text forms and engaging with their features, such as commenting on the purpose of a sign or discussing a photograph in an informative book ▸ exploring how different texts affect an audience, and can prompt emotional reactions, such as picture books can be shared for enjoyment	Storybook titles 1–25 (Session 4: Making connections)	▸ Discuss features of narrative texts ▸ Compare different types of texts and identify similarities and differences
WAPELAT2	**Text structure, organisation and features** Recognise that some language in written texts is unlike everyday spoken language	▸ knowing words and phrases like *Once upon a time, said the boy* and *the end* that are commonly used in stories but are not typically used in everyday language ▸ identifying some subject-specific language in informative texts ▸ exploring repetition and rhyme in texts	Storybook titles 1–25 (Sessions 1–4)	▸ Discuss features of narrative texts ▸ Compare different types of texts and identify similarities and differences
WAPELAT3	**Text structure, organisation and features** Explore conventions of print and screen, including how books and simple digital texts are usually organised	▸ identifying English text direction of left to right and top to bottom ▸ developing print awareness by exploring the ways words and images are placed in texts	Storybook titles 1–25 (Sessions 1–2)	▸ Recognise that print has meaning ▸ 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

WAPELALA1	**Language for expressing and developing ideas** Recognise that sentences are key units for expressing ideas	▸ exploring how oral sentences express meaning, such as in questions or statements ▸ exploring how sentences in written texts contain a full idea and make sense ▸ responding to who, when, what and where questions to add information to sentences when needed	Storybook titles 1–25 (Sessions 1–2)	▸ Understand the difference between a word and a sentence
WAPELALA2	**Language for expressing and developing ideas** Recognise that sentences are made up of groups of words that work together in particular ways to make meaning	▸ communicating the ideas represented in sentences, such as identifying that the sentence *The cat ate its dinner* is about a *cat* that *ate*	Storybook titles 1–25 (Sessions 1, 2, 4)	▸ Understand the structure of a sentence ▸ Understand how to read and write sentences in the correct order
WAPELALA3	**Language for expressing and developing ideas** Explore the contribution of images and words to meaning in stories and informative texts	▸ interacting with images in picture books, short films and other multimodal texts and discussing what they are communicating to the reader or why they were included	Storybook titles 1–25 (Sessions 1–2)	▸ Recognise how feelings can be portrayed by visual representations
WAPELALA4	**Language for expressing and developing ideas** Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school		Storybook titles 1–25 (Sessions 1–4 but explicitly addressed in Session 3)	▸ 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, act out words, and use words in different contexts ▸ Demonstrate an awareness that some words have multiple meanings
WAPELALA5	**Language for expressing and developing ideas** 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	▸ sorting letters into upper- and lower-case ▸ identifying full stops, question marks and exclamation marks in texts and experimenting with their use when writing	Storybook titles 1–25 (Sessions 1, 2, 4)	▸ Recognise that capital letters are used for names and at the beginning of sentences
WAPELAP4	**Phonic and word knowledge** Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words		Storybook titles 1–25 (Session 4: Getting creative)	▸ Write words and sentences in response to stories to describe characters and events and to express preferences
WAPELAP6	**Phonic and word knowledge** Read and write some high-frequency words and other familiar words	▸ reading and writing familiar words, such as names or environmental words ▸ reading and writing frequently occurring words such as *a*, *and*, *for*, *he*, *in*, *is*, *it*, *of*, *that*, *the*, *to*, *was*, *you*	Storybook titles 1–25 (Session 4)	▸ Recognise high-frequency words in connected text ▸ Write high-frequency words in captions and sentences from a modelled example or with support

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WAPELICO1	**Literature and contexts** 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 Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	▸ listening to a literary text, such as a poem set in the Australian bush, and talking about connections to their own experiences ▸ re-enacting scenarios of a favourite story, poem or experience in a role-play environment	Storybook titles 2 – *Sharing* 6 – *The River* 10 – *I Want to Be a Superhero* 13 – *Two Mates* 17 – *Baby Business* 13, 15, 25, 6 (replacement titles) Refer also to: Alternate storybooks by First Nations creators	▸ Learn that different languages exist ▸ Recognise different cultures, especially Australian and indigenous cultures and migrant experiences
WAPELIEN1	**Engaging with and responding to literature** Respond to stories and share feelings and thoughts about their settings, events and characters	▸ sharing thoughts and ideas about a story, such as orally discussing favourite storybook characters or by drawing pictures of a favourite event	Storybook titles 1–25 (Sessions 1–2)	▸ 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 ▸ Recognise how feelings can be conveyed by visual representations ▸ Provide a personal response to stories through comprehension and discussion questions ▸ Engage personally and respond to texts for enjoyment and pleasure ▸ Respond to texts by relating and comparing own experiences to those depicted in stories
WAPELIEX1	**Examining Literature** Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings	▸ identifying and discussing features common to specific literary texts, such as real and imaginary characters who may be found in stories about the Australian bush, events that typically occur in fiction stories, such as fairytales, or typical beginnings and endings in fables or cultural stories	Storybook titles 10, 22 (fairytales)	▸ Explore cultural patterns of storytelling through fairy tales and traditional stories
WAPELIEX2	**Examining Literature** Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs		Storybook titles 21 Refer also to: Alternate storybooks by First Nations creators	▸ Identify, listen to and respond to, and repeat words, alliterative refrains, rhymes and chants
WAPELICR1	**Creating literature** Retell and adapt literary texts through play and performance	▸ retelling or performing a story changing the characters, setting or order of events ▸ participating in role-play to retell and adapt favourite texts	Storybook titles 1–25 (Session 1)	▸ Retell a familiar story in sequence and identify the main idea (e.g. storybook 22 *Little Red Riding Hood* Session 4) ▸ Summarise and sequence story events by retelling the beginning, middle and end of the story
WAPELYT1	**Texts in context** Identify some familiar texts, such as stories and informative texts, and their purpose	▸ recognising how a non-fiction text contains information about the real world ▸ identifying some texts in the environment and recognising their purpose, such as using a poster that explains how to wash your hands	Storybook titles 1–25 (Session 1–4)	▸ Discuss the difference between what is 'real' and what is imagined in texts ▸ Compare images in narrative texts with images in informative texts ▸ Discuss purpose of print text

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WAPELYI1	**Interacting with others** Interact in informal and structured situations by listening when others speak, including turn-taking, and using features of voice, including volume levels		Storybook titles 1–25 (Sessions 1–4)	▸ Demonstrate active listening and contribute to class discussions, exchange ideas with peers ▸ Respond to simple questions and use questions and statements appropriately in class discussions
WAPELYA1	**Analysing, interpreting and evaluating** Identify some differences between imaginative and informative texts	▸ recognising features that are imaginative in fiction texts and real-world information in informative texts, such as talking animals in stories compared to an animal encyclopedia ▸ discussing language typical to a specific text type, such as *Once upon a time in fairytales*	Storybook titles 1–25 (Session 4: Making connections)	▸ Discuss differences between what is 'real' and what is imagined in texts ▸ Compare images in narrative texts with images in informative texts ▸ Discuss features of narrative texts
WAPELYA3	**Analysing, interpreting and evaluating** Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to understand and discuss texts listened to, viewed or read	▸ previewing a text by looking at the images to activate prior knowledge ▸ asking questions to clarify understanding of a text listened to or viewed ▸ participating in 'think alouds' ▸ summarising a story by recalling some key events in an oral story or film ▸ visualising a character or setting when listening to a story or poem ▸ making a connection to a setting in a text to predict what events may occur there	Storybook titles 1–25 (Sessions 1–2)	▸ Respond to literal, inferential, evaluative and definitional questions during interactive reads as part of text comprehension ▸ Provide personal responses to stories by responding to comprehension and discussion questions ▸ Identify literal meanings in texts, including character, events and setting ▸ Discuss purpose of text and predict story events ▸ Summarise and sequence story events by retelling the beginning, middle and end of the story
WAPELYC1	**Creating texts** Create written and multimodal texts for a range of purposes, including: ▸ giving a message ▸ expressing an opinion ▸ sending a greeting ▸ recounting an experience		Storybook titles 1–25 (Session 4: Getting creative)	▸ Write words and sentences in response to stories to describe characters and events and to express preferences ▸ Use art forms, including drawing, craft and beginning writing to express personal responses to stories
WAPELYC3	**Creating texts** Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality		Storybook titles 1–25 (Session 4: Getting creative)	▸ Appropriately form both upper- and lower-case letters including correct starting points and the direction of the strokes

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InitiaLit–1 Links with the Western Australian Curriculum

Curriculum content is addressed in the whole-class ('On the mat') lesson and Shared Storybook lesson components of InitiaLit–1 and further developed and consolidated in the teacher-led small group and independent activities component. InitiaLit–1 does not directly address some aspects of the English curriculum, for example digital and visual literacy. Areas not directly covered within InitiaLit–1 are as follows:

- WA1ELYC2 – Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace
- WA1ELYC4 – Explore features of familiar digital tools to create or add to texts

These areas of the curriculum will need to be accommodated in the teacher's broader literacy plan.

Program component: Oral Language

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: Oral 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.

Program component: Whole-class scripted lesson

Note about <u>Literacy: Phonic and word knowledge</u> (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'.

Writing overview: Content from WA1ELAT1 and WA1ELYC1 will be addressed throughout the year within the independent activities and Storybook lesson components of the program. However, teachers should plan additional time for writing lessons that provide greater opportunities 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 <u>Language: Text structure and organisation</u> (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 (WA1ELAT3). 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 <u>Literacy: Phonic and word knowledge</u> (spelling) in InitiaLit–1: 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 <u>Literacy: Creating texts</u> (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, students will have opportunities to practise 2 or 3 letters while also saying the phoneme aloud. 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.

Program component: Teacher-led small-group activities

Note about <u>Literacy: Analysing, interpreting and evaluating</u> (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. 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 <u>Literacy: Analysing, interpreting and evaluating</u> (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 teacher-led 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 whole-class scripted 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.

Shared Storybook lesson

Storybook lessons encourage the development of global oral language comprehension and production and focus specifically on building new vocabulary and world knowledge in a way that fosters rich connections for later reading comprehension. InitiaLit provides a guided four-day framework for working with each storybook. The lessons also include more in-depth work on new words and world knowledge linked to each book.

For schools looking specifically for lessons to link with units of work on First Nations stories, there is a collection of Storybook lessons available in the Members' Area of the MultiLit website for this purpose. Some of the lessons have been included as alternatives titles for the main book list, and others have been created as additional resources.

Notes about <u>Language: Language for expressing and developing ideas</u> and <u>Literacy: Creating texts</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 component 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 the '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 (WA1ELYC1) and the delivery of short oral and/or multimodal presentations using appropriate gesture, volume and pace (WA1ELYC2). The use of digital tools to create or add to texts (WA1ELYC4) is also something that teachers can incorporate into these sessions or accommodate into their broader literacy plan.

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InitiaLit–1 Links with the Western Australian Curriculum

Lesson component: Oral Language				
Strands: Language, Literacy				
Sub-strands: Language for interacting with others, Language for expressing and developing ideas, Interacting with others				
Code	**Content descriptions**	**Elaborations**	**InitiaLit–1 lesson**	**InitiaLit–1 content**
WA1ELAI1	**Language for interacting with others** Explore 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	▸ asking and answering questions in planned and unplanned discussions and conversations ▸ identifying emotions expressed in film or picture books and discussing what the characters may be feeling or thinking		
WA1ELAI2	**Language for interacting with others** Explore language to provide reasons for likes, dislikes and preferences	▸ using conjunctions such as *because*, when giving reasons ▸ communicating and experimenting with words to express likes and dislikes, such as *fabulous*, *excellent*, *terrible*, *awful* ▸ using adjectives and intensifiers, such as *really like*, *like very much*, *extremely angry*		
WA1ELALA1	**Language for expressing and developing ideas** Understand that a simple sentence consists of a single independent clause representing a single event or idea	▸ identifying the subject and verb in clauses, such as *the seagulls* (subject) *were flying* (verb) ▸ responding to prompts to generate sentences that contain a subject and a verb		▸ Whole-class explicit teaching ('On the Mat') ▸ Teacher-led and independent activities ▸ Storybook lessons
WA1ELALA2	**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)	▸ identifying nouns and verbs in simple sentences ▸ experimenting with the use of adverbs to enhance sentences ▸ sorting words into categories such as noun, adjective, verb depending on the context they are used in		
WA1ELALA3	**Language for expressing and developing ideas** Compare how images in different types of texts contribute to meaning	▸ interacting with and comparing images in picture books, short films or other multimodal texts ▸ discussing the meaning of complementary images or diagrams in a range of informative and imaginative texts		
WA1ELALA5	**Language for expressing and developing ideas** Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	▸ identifying a range of punctuation marks when reading and beginning to use them to guide expression, such as using a question intonation ▸ writing their own name and those of some familiar places starting with a capital letter		
WA1ELYI1	**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			

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Program component: Whole-class scripted lesson

Strands: Language, Literacy

Sub-strands: Language for expressing and developing ideas, Phonic and word knowledge, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–1 lesson	InitiaLit–1 content
WA1ELALA1	**Language for expressing and developing ideas** Understand that a simple sentence consists of a single independent clause representing a single event or idea	▸ identifying the subject and verb in clauses, such as *the seagulls* (subject) *were flying* (verb) ▸ responding to prompts to generate sentences that contain a subject and a verb	from Lesson 3	▸ Understand the concept of a 'super sentence' ▸ Demonstrate understanding of the basic structure of a sentence including the use of nouns, verbs and adjectives and how these elements come together through sentence writing and dictation activities ▸ Identify who, what, where, when or how in a sentence
WA1ELALA2	**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)	▸ identifying nouns and verbs in simple sentences ▸ experimenting with the use of adverbs to enhance sentences ▸ sorting words into categories such as noun, adjective, verb depending on the context they are used in	from Lesson 21	▸ Identify and use nouns to demonstrate understanding that they represent people, place or things ▸ Identify and use verbs to demonstrate understanding that sentences require a verb and that they represent an action ▸ Identify adjectives in text and understand that they describe or give further information about a noun ▸ Recognise that suffix 'y' can change a word into an adjective, e.g. boss/bossy ▸ Identify adverbs in text and understand that they describe a verb ▸ Recognise that suffix 'ly' can change words into adverbs, e.g. loud/loudly, neat/neatly
WA1ELAP1	**Phonic and word knowledge** Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	▸ breaking spoken words into their individual phonemes, such as p-o-t, sh-o-t, th-r-ow, b-e-n-d, b-r-a-n-d	Lessons 1–18 (review of InitiaLit–F)	▸ Orally blend and segment CVC words through phonemic awareness activities ▸ Manipulate and discriminate beginning, middle and end sounds in words – word transformation ▸ Identify long and short vowel sounds ▸ Read and spell words and sentences using the most common letter– sound correspondences for the 26 letters of the alphabet ▸ Read and spell words and sentences using the digraphs 'ck', 'sh', 'wh', 'ch', 'th', 'oo', 'ng' ▸ Review of terminology: syllable, vowel, digraph ▸ Review rhyme, syllables and phonemes in spoken words by clapping syllables, blending onset and rime, oral segmenting and blending ▸ Understand that many words have more than one vowel and every syllable must have a vowel sound ▸ Add a phoneme to the beginning or end of a word to make a new word

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WA1ELAP2	**Phonic and word knowledge** Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	▸ generating new words such as *spot* – deleting the [s] to make *pot,* changing the [o] in *pot* to [e] to make *pet*, changing the [t] in *pet* to [n] to make *pen*	Lessons 1–18 (review of InitiaLit–F)	▸ Orally blend and segment CVC words through phonemic awareness activities ▸ Manipulate and discriminate beginning, middle and end sounds in words – word transformation ▸ Identify long and short vowel sound ▸ Read and spell words and sentences using the most common letter–sound correspondences for the 26 letters of the alphabet ▸ Read and spell words and sentences using the digraphs 'ck', 'sh', 'wh', 'ch', 'th', 'oo', 'ng' ▸ Review of terminology: syllable, vowel, digraph ▸ Review rhyme, syllables and phonemes in spoken words by clapping syllables, blending onset and rime, oral segmenting and blending ▸ Understand that many words have more than one vowel and every syllable must have a vowel sound ▸ Add a phoneme to the beginning or end of a word to make a new word
WA1ELAP3	**Phonic and word knowledge** Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	▸ blending, segmenting, reading and writing one-and two-syllable words that contain • short vowels in the medial position: a, e, i, o, u • have common long vowels such as <a_e> make <ai> train, <ay> say, <ea> sea, <ee> need, <e> me; <i> tiny, <ie> pie, <i_e> life, <y> my; <o_e> bone, <oa> boat; <u_e> tube • start with common consonant blends (clusters), such as <bl>, , <cl>, <cr>, <dr>, <fl>, <gr>, <pl>, <pr>, <sl>, <st>, <tr> • end with common blends (clusters), such as <st>, <ld>, <nd>, <lf>, <nt> • start with consonant digraphs such as <wh>, <ph> • end with consonant digraphs, such as <ck>, <ng>, <ff>, <ll>, <ss>, <zz>	from Lesson 1	▸ Single sounds and CVC words (from Lesson 1) ▸ CVCC, CCVC, and CCVCC words (from Lesson 5) ▸ The floss rule and consonant digraph 'ck' (from Lesson 8) ▸ Consonant digraphs 'sh' and 'wh' (from Lesson 9) ▸ Consonant digraph 'ch' (from Lesson 11) ▸ Consonant digraph 'th' (from Lesson 12) ▸ Consonant digraph 'oo' (from Lesson 14) ▸ Two-syllable words with a VC/CV syllable pattern, including writing words with consonant blends (from Lesson 23) ▸ Long vowel digraphs 'ai' and 'ay' (from Lesson 25) ▸ Long vowel digraphs 'ee' and 'ea' (from Lesson 30) ▸ Long vowel digraphs 'oa' and 'ow' (from Lesson 33) ▸ Long vowel sound /ī/ spelled with 'y' and 'igh' (from Lesson 39) ▸ Split digraph 'a_e' (from Lesson 66) ▸ Split digraph 'i_e' (from Lesson 68) ▸ Split digraph 'o_e' (from Lesson 71) ▸ Split digraph 'e_e', 'u_e' (from Lesson 73)
WA1ELAP4	**Phonic and word knowledge** Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	▸ identifying letters that represent a sound different to its common grapheme–phoneme correspondence, such as that <c> can also make an [s] sound as in *circus* or *cent* or that <s> at the end of words, such as *is, was*, and *his*, is pronounced as [z] ▸ recognising that sometimes <y> can be a substitute vowel, such as in *why* or *happy*	from Lesson 2 (InitiaLit–F review) from Lesson 23 (InitiaLit–1 content)	▸ Identify and use alternate graphemes to represent the same phonemes e.g. 'c', 'k', 'ck' to represent /k/ or 'y' and 'igh' to represent /ī/ ▸ Apply an understanding that the same letter/s can represent different phonemes, e.g. 'oo' as in 'book' and 'oo' as in 'moon' ▸ Demonstrate an understanding that each syllable in a word must contain a vowel ▸ Two-syllable words with a VC/CV syllable pattern, including writing words with consonant blends

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Code	Content descriptions	Elaborations	InitiaLit–1 lesson	InitiaLit–1 content
WA1ELAP5	**Phonic and word knowledge** Spell one- and two-syllable words with common letter patterns	▸ spelling CVC, CVCC, CCVCC and CVVC words with common letter patterns, including spelling words that contain common r-controlled vowels such as <ar> far, and common diphthongs such as <ow> cow, <ou> house ▸ drawing on a range of strategies and resources when writing to spell words with common letter patterns	from Lesson 1	▸ Spell words using the most common letter–sound correspondences for the 26 letters of the alphabet (from Lesson 1) ▸ Spell words using the digraphs 'ck', 'sh', 'wh', 'th', 'ch', 'oo', 'ng' (from Lesson 8) ▸ Spell two-syllable words (compound and VC/CV syllable pattern) (from Lesson 19) ▸ Spell words using the graphemes _y as in 'cry'/'igh' and ue/ew (from Lesson 39) ▸ Spell two-syllable words with r-controlled vowels: 'ar', 'or'/'ore', 'ir'/'er'/'ur' (from Lesson 51) ▸ Spell words using the split digraph spelling pattern (from Lesson 66) ▸ Spell words using 'ow' as in 'cow', 'ou', 'aw' and 'au' (from Lesson 78) ▸ Spell words with 'ey' and '_y' saying /ee/; 'oy', 'oi'; 'ear', 'eer', 'air' and '_are' saying /air/ (from Lesson 96) ▸ Spell words with the soft 'c' and soft 'g', 'dge' and 'tch' (from Lesson 114)
WA1ELAP6	**Phonic and word knowledge** Read and write an increasing number of high-frequency words	▸ reading high-frequency words encountered in texts read independently ▸ drawing on a range of sources to write and increasing number of high-frequency words	from Lesson 3	▸ Review InitiaLit–F high frequency words ▸ Introduce 60 high frequency words (reading and spelling)
WA1ELAP7	**Phonic and word knowledge** Recognise and know how to use grammatical morphemes to create word families	▸ adding suffixes to a base word to make grammatical word families, such as *jump, jumped, jumper, jumping* ▸ categorising words	from Lesson 51	▸ Suffix 's' (plurals and subject/verb agreement) ▸ Add suffix 'ed' for past tense ▸ Add suffix 'y' to make adjectives ▸ Add suffix 'ly' to make adverbs ▸ Add prefix 'un'
WA1ELYC3	**Creating texts** Write words using unjoined lower- and upper-case letters		from Lesson 1	▸ Practise handwriting of graphemes using correct letter formation

Program component: Teacher-led small-group component – Word Building and Word Transformation (as required)

Strand: Language

Sub-strands: Phonic and word knowledge

Code	Content descriptions	Elaborations	InitiaLit–1 lesson	InitiaLit–1 content
WA1ELAP1	**Phonic and word knowledge** Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	▸ breaking spoken words into their individual phonemes, such as p-o-t, sh-o-t, th-r-ow, b-e-n-d, b-r-a-n-d	from Lesson 9 (words provided at end of whole-class scripted lesson and front of Handbook from Lesson 39)	▸ Orally blend and segment words

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WA1ELAP2	**Phonic and word knowledge** Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	▶ generating new words such as *spot* – deleting the [s] to make *pot*, changing the [o] in *pot* to [e] to make *pet*, changing the [t] in *pet* to [n] to make *pen*	from Lesson 9 (words provided at end of whole-class scripted lesson and front of Handbook from Lesson 39)	▶ Manipulate and discriminate beginning, middle and end sounds in words (word transformation activities)
WA1ELAP3	**Phonic and word knowledge** Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	▶ blending, segmenting, reading and writing one-and two-syllable words that contain • short vowels in the medial position: a, e, i, o, u • have common long vowels such as <a_e> make <ai> train, <ay> say, <ea> sea, <ee> need, <e> me; <i> tiny, <ie> pie, <i_e> life, <y> my; <o_e> bone, <oa> boat; <u_e> tube • start with common consonant blends (clusters), such as <bl>, , <cl>, <cr>, <dr>, <fl>, <gr>, <pl>, <pr>, <sl>, <st>, <tr> • end with common blends (clusters), such as <st>, <ld>, <nd>, <lf>, <nt> • start with consonant digraphs such as <wh>, <ph> • end with consonant digraphs, such as <ck>, <ng>, <ff>, <ll>, <ss>, <zz>	from Lesson 9 (words provided at end of whole-class scripted lesson and front of Handbook from Lesson 39)	▶ Single sounds and CVC words (from Lesson 1) ▶ CVCC, CCVC, and CCVCC words (from Lesson 5) ▶ The floss rule and consonant digraph 'ck' (from Lesson 8) ▶ Consonant digraphs 'sh' and 'wh' (from Lesson 9) ▶ Consonant digraph 'ch' (from Lesson 11) ▶ Consonant digraph 'th' (from Lesson 12) ▶ Consonant digraph 'oo' (from Lesson 14) ▶ Two-syllable words with a VC/CV syllable pattern, including writing words with consonant blends (from Lesson 23) ▶ Long vowel digraphs 'ai' and 'ay' (from Lesson 25) ▶ Long vowel digraphs 'ee' and 'ea' (from Lesson 30) ▶ Long vowel digraphs 'oa' and 'ow' (from Lesson 33) ▶ Long vowel sound /ī/ spelled with 'y' and 'igh' (from Lesson 39) ▶ Split digraph 'a_e' (from Lesson 66) ▶ Split digraph 'i_e' (from Lesson 68) ▶ Split digraph 'o_e' (from Lesson 71) ▶ Split digraph 'e_e', 'u_e' (from Lesson 73)
WA1ELAP4	**Phonic and word knowledge** Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	▶ identifying letters that represent a sound different to its common grapheme–phoneme correspondence, such as that <c> can also make an [s] sound as in *circus* or *cent* or that <s> at the end of words, such as *is*, *was*, and *his*, is pronounced as [z] ▶ recognising that sometimes <y> can be a substitute vowel, such as in *why* or *happy*	from Lesson 9 (words provided at end of whole-class scripted lesson and front of Handbook from Lesson 39)	▶ Identify and use alternate graphemes to represent the same phonemes e.g. 'c', 'k', 'ck' to represent /k/ or 'y' and 'igh' to represent /ī/ ▶ Apply an understanding that the same letter/s can represent different phonemes, e.g. 'oo' as in 'book' and 'oo' as in 'moon' ▶ Demonstrate an understanding that each syllable in a word must contain a vowel

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| WA1ELAP5 | **Phonic and word knowledge**

Spell one- and two-syllable words with common letter patterns | ▶ spelling CVC, CVCC, CCVCC and CVVC words with common letter patterns, including spelling words that contain common r-controlled vowels such as <ar> far, and common diphthongs such as <ow> cow, <ou> house

▶ drawing on a range of strategies and resources when writing to spell words with common letter patterns | from Lesson 9 (words provided at end of whole-class scripted lesson and front of Handbook from Lesson 39) | ▶ Spell words using the most common letter–sound correspondences for the 26 letters of the alphabet (from Lesson 1)

▶ Spell words using the digraphs 'ck', 'sh', 'wh', 'th', 'ch', 'oo', 'ng' (from Lesson 8)

▶ Spell two-syllable words (compound and VC/CV syllable pattern) (from Lesson 19)

▶ Spell words using the graphemes '_y' as in 'cry'/'igh' and 'ue'/'ew' (from Lesson 39)

▶ Spell two-syllable words with r-controlled vowels: 'ar', 'or /'ore', 'ir'/'er'/'ur' (from Lesson 51)

▶ Spell words using the split digraph spelling pattern (from Lesson 66)

▶ Spell words using ow as in 'cow', 'ou', 'aw' and 'au' (from Lesson 78)

▶ Spell words with 'ey' and '_y' saying /ee/; 'oy', 'oi'; 'ea'r,' eer', 'air' and '_are' saying /air/ (from Lesson 96)

▶ Spell words with the soft 'c' and soft 'g', dge and tch (from Lesson 114) |

Program component: Teacher-led small-group component – Sounds and Words Book

Strands: Language, Literacy

Sub-strands: Text structure, organisation and features, Language for expressing and developing ideas, Phonic and word knowledge, Analysing, interpreting and evaluating

Code	Content descriptions		InitiaLit–1 lesson	InitiaLit–1 content
WA1ELAT1	**Text structure, organisation and features** Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	▶ sequencing of events in recounts ▶ headings, images and diagrams in multimodal texts ▶ following a written or multimodal recipe to participate in a shared activity, such as exploring the purpose of the headings in a recipe	from Lesson 11 ('Words are everywhere' pages and extension passages)	▶ Identify the purpose of different texts ▶ Identify the type of text, briefly discuss structure and purpose
WA1ELAT3	**Text structure, organisation and features** Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images		from Lesson 11 ('Words are everywhere' pages and extension passages)	▶ Explore and understand the organisational features of printed texts such as labelled diagrams, headings, titles and tables
WA1ELALA3	**Language for expressing and developing ideas** Compare how images in different types of texts contribute to meaning	▶ interacting with and comparing images in picture books, short films or other multimodal texts ▶ discussing the meaning of complementary images or diagrams in a range of informative and imaginative texts	from Lesson 11 ('Words are everywhere' pages and extension passages)	▶ Demonstrate an understanding of the meaning of a text gathered from images and text ▶ Link written information to a labelled diagram
WA1ELALA5	**Language for expressing and developing ideas** Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	▶ identifying a range of punctuation marks when reading and beginning to use them to guide expression, such as using a question intonation ▶ writing their own name and those of some familiar places starting with a capital letter	from Lesson 11 (sentence reading, 'Words are everywhere' pages, extension passages)	▶ Respond appropriately to punctuation whist reading

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WA1ELAP1	**Phonic and word knowledge** Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	▸ breaking spoken words into their individual phonemes, such as p-o-t, sh-o-t, th-r-ow, b-e-n-d, b-r-a-n-d	from Lesson 11	▸ Segment words to assist with building accuracy and fluency
WA1ELAP3	**Phonic and word knowledge** Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	▸ blending, segmenting, reading and writing one-and two-syllable words that contain • short vowels in the medial position: a, e, i, o, u • have common long vowels such as <a_e> make <ai> train, <ay> say, <ea> sea, <ee> need, <e> me; <i> tiny, <ie> pie, <i_e> life, <y> my; <o_e> bone, <oa> boat; <u_e> tube • start with common consonant blends (clusters), such as <bl>, , <cl>, <cr>, <dr>, <fl>, <gr>, <pl>, <pr>, <sl>, <st>, <tr> • end with common blends (clusters), such as <st>, <ld>, <nd>, <lf>, <nt> • start with consonant digraphs such as <wh>, <ph> • end with consonant digraphs, such as <ck>, <ng>, <ff>, <ll>, <ss>, <zz>		▸ Orally blend words with increasing automaticity when reading
WA1ELAP4	**Phonic and word knowledge** Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	▸ identifying letters that represent a sound different to its common grapheme–phoneme correspondence, such as that <c> can also make an [s] sound as in *circus* or *cent* or that <s> at the end of words, such as *is*, *was*, and *his*, is pronounced as [z] ▸ recognising that sometimes <y> can be a substitute vowel, such as in *why* or *happy*	from Lesson 11	▸ Use knowledge of phonemes taught to read words, sentences and extended texts ▸ Use knowledge of phonemes, digraphs and trigraphs and letter–sound knowledge to decode whist reading
WA1ELAP6	**Phonic and word knowledge** Read and write an increasing number of high-frequency words	▸ reading high-frequency words encountered in texts read independently ▸ drawing on a range of sources to write and increasing number of high-frequency words	from Lesson 11	▸ Use existing and new knowledge to recognise and read high-frequency words in texts
WA1ELAP7	**Phonic and word knowledge** Recognise and know how to use grammatical morphemes to create word families	▸ adding suffixes to a base word to make grammatical word families, such as *jump*, *jumped*, *jumper, jumping* ▸ categorising words	from Lesson 11	▸ Suffix 's' (plurals and subject/verb agreement) ▸ Add suffix 'ed' for past tense ▸ Add suffix 'y' to make adjectives ▸ Add suffix 'ly' to make adverbs ▸ Add prefix 'un'
WA1ELYA1	**Analysing, interpreting and evaluating** Describe some similarities and differences between imaginative, informative and persuasive texts	▸ discussing and comparing different types of texts on a similar topic such as illustrations in a fictional book about the Australian bush and diagrams in an informative text on the same topic	from Lesson 11 (sentence reading, 'Words are everywhere' pages, extension passages)	▸ Identify the purpose of different texts *While this is not an explicit focus of the lesson it is something that can be incorporated into the group discussion after reading.*

WA1ELYA2	**Analysing, interpreting and evaluating** Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge	▶ drawing on phonic knowledge to read regular CV, VC, CVC and CCVC and CVCC and CCCVC words in phonic (decodable) readers ▶ use phonic and vocabulary knowledge to read some authentic texts, such as environmental print, shared and personally chosen texts ▶ using strategies such as self-monitoring for meaning, or re-reading when meaning breaks down ▶ using punctuation, such as full stops and commas to develop fluency and prosody	from Lesson 11 (sentence reading, 'Words are everywhere' pages, extension passages) 'Just say it' drills can also be used to develop fluent reading of commonly encountered words	▶ Develop reading fluency by using knowledge of sounds to decode words and read high-frequency words with automaticity ▶ Respond to punctuation whilst reading ▶ Read aloud to develop oral reading fluency ▶ Apply self-correcting strategies whilst reading, e.g. re-reading and pausing
WA1ELYA3	**Analysing, interpreting and evaluating** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures	▶ previewing texts to draw on prior knowledge of text structure to help navigate the text ▶ making connections to other texts to help build literal and inferred meaning ▶ listening for and drawing on vocabulary, such as topic-specific words to help summarise an informative text ▶ monitoring understanding by participating in discussions and reflecting on other people's ideas about texts ▶ visualising a character and/or setting using the author's descriptions to help build inferred meaning ▶ searching for information to clarify questions or misunderstandings about the text	from Lesson 11 (sentence reading, 'Words are everywhere' pages, extension passages)	▶ Apply comprehension strategies when discussing different aspects of the text after reading ▶ Respond to literal and inferential questions after reading ▶ Use background knowledge to make inferences about ideas in a text

Program component: Teacher-led small-group component – InitiaLit–1 decodable readers (Levels 10–16: Series 1 and Wattle Series)

Strands: Language, Literature, Literacy

Sub-strands: Text structure, organisation and features, Language for expressing and developing ideas, Phonic and word knowledge, Engaging with and responding to literature, Examining literature, Creating literature, Texts in context, Analysing, interpreting and evaluating

Code	Content descriptions	Elaborations	InitiaLit–1 lesson	InitiaLit–1 content
WA1ELAT1	**Text structure, organisation and features** Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	▶ sequencing of events in recounts ▶ headings, images and diagrams in multimodal texts ▶ following a written or multimodal recipe to participate in a shared activity, such as exploring the purpose of the headings in a recipe	from Lesson 13 (teacher-led groups)	▶ Identify the purpose of different texts ▶ Identify the type of text and briefly discuss structure and purpose
WA1ELAT3	**Text structure, organisation and features** Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images		from Lesson 13 (teacher-led groups)	▶ Explore and understand the organisational features of printed texts such as labelled diagrams (12.5 *Under the Sea*), captioned images (15.11 *The Daintree Rainforest*) and tables of contents (16.5 *The Blue Whale*)

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WA1ELALA1	**Language for expressing and developing ideas** Understand that a simple sentence consists of a single independent clause representing a single event or idea	▶ identifying the subject and verb in clauses, such as *the seagulls* (subject) *were flying* (verb) ▶ responding to prompts to generate sentences that contain a subject and a verb	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▶ Demonstrate understanding of the basic structure of a sentence including the use of nouns, verbs, and adjectives and how these elements come together through sentence writing and dictation activities ▶ Identify who, what, where, when or how in a sentence ▶ Respond to literal questions during and after reading to demonstrate the ability to qualify a specific detail within a sentence
WA1ELALA3	**Language for expressing and developing ideas** Compare how images in different types of texts contribute to meaning	▶ interacting with and comparing images in picture books, short films or other multimodal texts ▶ discussing the meaning of complementary images or diagrams in a range of informative and imaginative texts	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▶ Demonstrate an understanding of the meaning of a text gathered from images and text, e.g. captioned images (15.11 *The Daintree Rainforest*) ▶ Link written information to a labelled diagram, e.g. 12.5 *Under the Sea*
WA1ELALA5	**Language for expressing and developing ideas** Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	▶ identifying a range of punctuation marks when reading and beginning to use them to guide expression, such as using a question intonation ▶ writing their own name and those of some familiar places starting with a capital letter	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▶ Respond appropriately to punctuation whist reading
WA1ELAP1	**Phonic and word knowledge** Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	▶ breaking spoken words into their individual phonemes, such as p-o-t, sh-o-t, th-r-ow, b-e-n-d, b-r-a-n-d	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▶ Segment words to assist with building accuracy and fluency
WA1ELAP3	**Phonic and word knowledge** Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	▶ blending, segmenting, reading and writing one-and two-syllable words that contain • short vowels in the medial position: a, e, i, o, u • have common long vowels such as <a_e> make <ai> train, <ay> say, <ea> sea, <ee> need, <e> me; <i> tiny, <ie> pie, <i_e> life, <y> my; <o_e> bone, <oa> boat; <u_e> tube • start with common consonant blends (clusters), such as <bl>, , <cl>, <cr>, <dr>, <fl>, <gr>, <pl>, <pr>, <sl>, <st>, <tr> • end with common blends (clusters), such as <st>, <ld>, <nd>, <lf>, <nt> • start with consonant digraphs such as <wh>, <ph> • end with consonant digraphs, such as <ck>, <ng>, <ff>, <ll>, <ss>, <zz>	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▶ Use knowledge of phonemes taught to read words, sentences and extended texts ▶ Use knowledge of phonemes, digraphs and trigraphs and letter–sound knowledge to decode whilst reading ▶ Develop reading fluency by using knowledge of sounds to decode words and read high-frequency words with increasing automaticity
WA1ELAP4	**Phonic and word knowledge** Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	▶ identifying letters that represent a sound different to its common grapheme-phoneme correspondence, such as that <c> can also make an [s] sound as in *circus* or *cent* or that <s> at the end of words, such as *is*, *was*, and *his*, is pronounced as [z] ▶ recognising that sometimes <y> can be a substitute vowel, such as in *why* or *happy*	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▶ Use knowledge of phonemes taught to read words, sentences and extended texts ▶ Use knowledge of phonemes, digraphs and trigraphs and letter–sound knowledge to decode whilst reading

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WA1ELAP6	**Phonic and word knowledge** Read and write an increasing number of high-frequency words	▸ reading high-frequency words encountered in texts read independently ▸ drawing on a range of sources to write and increasing number of high-frequency words	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▸ Use existing and new knowledge to recognise and read high-frequency words in texts
WA1ELAP7	**Phonic and word knowledge** Recognise and know how to use grammatical morphemes to create word families	▸ adding suffixes to a base word to make grammatical word families, such as *jump*, *jumped*, *jumper, jumping* ▸ categorising words	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▸ Suffix 's' (plurals and subject/verb agreement) ▸ Add suffix 'ed' for past tense ▸ Add suffix 'y' to make adjectives ▸ Add suffix 'ly' to make adverbs ▸ Add prefix 'un'
WA1ELIEN1	**Engaging with and responding to literature** Discuss literary texts and share responses by making connections with children's own experiences	▸ listening to a text, such as a poem about families and making connections to own experiences	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▸ Express, discuss and compare opinions about characters, events and settings in texts ▸ Understand text by making connections using own experiences and knowledge of the world ▸ Contribute to group and class discussions about characters and events in texts read
WA1ELIEX2	**Examining literature** Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme		from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▸ Show understanding of sound patterns and rhyme within texts through appropriate responses such as reciting a poem, e.g. 'The Jam' at the end of *Baby Elephant* – book 10.7
WA1ELICR1	**Creating literature** Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	▸ participating in yarning circles that tell stories based on familiar texts ▸ adapting a story to perform as a play	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▸ Write words and sentences in response to stories to describe characters and events and to express preferences (Members' Area sequencing activities and More to Explore book (optional resource)) ▸ Show understanding of texts through appropriate written responses, e.g. recounting events (Members' Area sequencing activities and More to Explore book (optional resource)) ▸ Retell stories and events in logical sequence to demonstrate understanding of the text (Members' Area sequencing activities and More to Explore book (optional resource))
WA1ELYT1	**Texts in context** Discuss different texts and identify some features that indicate their purposes	▸ identifying features of texts which are specific to the text type, such as the purpose of indexes in non-fiction texts, images that help make meaning in a story, or rhyme in a poem and how it helps readers remember the words	from Lesson 13 (teacher-led groups)	▸ Recognise different types of texts and discuss structure and purposes *While this is not an explicit focus of the lesson it is something that can be incorporated into the group discussion after the book has been read.*
WA1ELYA1	**Analysing, interpreting and evaluating** Describe some similarities and differences between imaginative, informative and persuasive texts	▸ discussing and comparing different types of texts on a similar topic, such as illustrations in a fictional book about the Australian bush and diagrams in an informative text on the same topic	from Lesson 13 (teacher-led groups)	▸ Identify the purpose of different texts *While this is not an explicit focus of the lesson it is something that can be incorporated into the group discussion after the book has been read.*

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WA1ELYA2	**Analysing, interpreting and evaluating** Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge	▶ drawing on phonic knowledge to read regular CV, VC, CVC and CCVC and CVCC and CCCVC words in phonic (decodable) readers ▶ using phonic and vocabulary knowledge to read some authentic texts, such as environmental print, shared and personally chosen texts ▶ using strategies such as self-monitoring for meaning, or re-reading when meaning breaks down ▶ using punctuation, such as full stops and commas to develop fluency and prosody	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading) Extra laps grids at the back of each book can also be used for fluency development	▶ Develop reading fluency by using knowledge of sounds to decode words and read high-frequency words with automaticity ▶ Respond to punctuation whilst reading ▶ Read aloud to develop oral reading fluency ▶ Apply self-correcting strategies whilst reading, e.g. re-reading and pausing
WA1ELYA3	**Analysing, interpreting and evaluating** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures	▶ previewing texts to draw on prior knowledge of text structure to help navigate the text ▶ making connections to other texts to help build literal and inferred meaning ▶ listening for and drawing on vocabulary, such as topic-specific words to help summarise an informative text ▶ monitoring understanding by participating in discussions and reflecting on other people's ideas about texts ▶ visualising a character and/or setting using the author's descriptions to help build inferred meaning ▶ searching for information to clarify questions or misunderstandings about the text	from Lesson 13 (teacher-led groups) from Lesson 19 (partner reading)	▶ Apply comprehension strategies when discussing different aspects of the text after reading ▶ Respond to literal and inferential questions after reading ▶ Use background knowledge to make inferences about ideas in a text ▶ Predict and discuss ideas drawn from the title, illustrations, blurb; predict author intent, series of events and possible endings

Program component: Shared Storybook Lesson (commencing from Handbook lesson 1)

Strands: Language, Literature, Literacy

Sub-strands: Language for interacting with others, Text structure, organisation and features, Language for expressing and developing ideas, Literature and contexts, Engaging with and responding to literature, Examining literature, Creating literature, Texts in context, Analysing, interpreting and evaluating, Creating texts

WA1ELAI2	**Language for interacting with others** Explore language to provide reasons for likes, dislikes and preferences	▶ using conjunctions, such as *because*, when giving reasons ▶ communicating and experimenting with words to express likes and dislikes such as *fabulous*, *excellent*, *terrible* and *awful* ▶ using adjectives and intensifiers, such as *really like*, *like very much*, *extremely angry*	Storybook titles 1–25 (Sessions 1 and 2)	▶ Explain personal opinion orally using supporting reasons, simple inferences and reasonable predictions ▶ Identify grammatical and figurative language features in texts that enhance meaning and purpose, e.g. adjectives, synonyms, prepositions, time connectives, verbs, idioms, tense, alliteration and similes
WA1ELAT1	**Text structure, organisation and features** Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	▶ sequencing of events in recounts ▶ headings, images and diagrams in multimodal texts ▶ following a written or multimodal recipe to participate in a shared activity, such as exploring the purpose of the headings in a recipe	Storybook titles 1–25 (Session 1, 2, 4)	▶ Identify the purpose of different texts ▶ Identify the type of text and briefly discuss structure and purpose
WA1ELAT2	**Text structure, organisation and features** Explore how repetition, rhyme and rhythm create cohesion on simple poems, chants and songs	▶ experimenting with repeated patterns, such as *In the dark, dark woods*…, when constructing texts	Storybook title 12 (Sessions 1–4)	▶ Use knowledge of sounds taught to identify words that sound similar ▶ Discuss features of poems such as lines grouped into verses, rhyming pairs, figurative elements like personification

WA1ELALA1	**Language for expressing and developing ideas** Understand that a simple sentence consists of a single independent clause representing a single event or idea	▸ identifying the subject and verb in clauses, such as *the seagulls* (subject) *were flying* (verb) ▸ responding to prompts to generate sentences that contain a subject and a verb		▸ Respond to literal questions during and after reading to demonstrate the ability to qualify a specific detail within a sentence ▸ Identify who, what, where, when or how in a sentence
WA1ELALA2	**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 (adverb)	▸ identifying nouns and verbs in simple sentences ▸ experimenting with the use of adverbs to enhance sentences ▸ sorting words into categories, such as noun, adjective, verb depending on the context they are used in	Storybook titles 1–25 (Session 2)	▸ Classify new words into appropriate grammatical concepts using the 'Helpful House of Words' poster
WA1ELALA4	**Language for expressing and developing ideas** Recognise the vocabulary in everyday contexts as well as learning area topics		Storybook titles 1–25 (Sessions 1–4 but most explicitly in Session 3)	▸ Discuss, define and investigate new vocabulary by deeper exploration, e.g. definitions, synonyms and antonyms ▸ Classify new words into appropriate grammatical concepts using the 'Helpful House of Words' poster ▸ Understand that choice of vocabulary adds to the effectiveness of the text ▸ Revise vocabulary by saying, acting out words and using words in context
WA1ELICO1	**Literature and contexts** Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	▸ generating vocabulary to describe images from picture books or movies ▸ listening to, viewing and reading a wide range of literary texts and identifying events that make them exciting, such as problems or unexpected happenings ▸ describing interpretations of literary texts, such as images, characters, settings and events	Storybook titles such as 2, 4, 10, 11, 14, 17, 18, 19, 20, 21, 23, 25 Refer also to alternate storybooks by First Nations creators available in the Members' Area	▸ Recognise cultural representations in a variety of storybooks ▸ Identify and discuss animal characters in stories and the human characteristics they represent ▸ Engage with books featuring Australian animals and/or written by Australian authors
WA1ELIEN1	**Engaging with and responding to literature** Discuss literary texts and share responses by making connections with children's own experiences	▸ listening to a text, such as a poem about families and making connections to own experiences	Storybook titles 1–25 (Sessions 1, 2, 4)	▸ Contribute to group and class discussions about the story, characters and events ▸ Draw on personal experiences and text knowledge to express opinions and record written responses to storybooks ▸ Express, discuss and compare opinions about characters, events and settings in texts ▸ Understand text by making connections using own experiences and knowledge of the world
WA1ELIEX1	**Examining literature** Discuss plot, character and setting in stories	▸ discussing personal thoughts about favourite characters, whether a setting is real or how the problem in a story was resolved	Storybook titles 1–25 (Sessions 1, 4)	▸ Retell stories and events in a logical sequence to demonstrate understanding of the text ▸ Summarise and sequence events in a story by identifying and retelling the beginning, middle and end ▸ Discuss differences between what is imagined and what is 'real' in texts

WA1ELICR1	**Creating literature** Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	▸ participating in yarning circles that tell stories based on familiar texts ▸ adapting a story to perform as a play	Storybook titles 1–25 (Sessions 1, 2, 4)	▸ Show understanding of texts through appropriate verbal and/or written responses ▸ Retell stories and events in logical sequence to demonstrate understanding of a text ▸ Write words, sentences and extended text in response to stories to describe characters and events and to express preferences
WA1ELYT1	**Texts in context** Discuss different texts and identify some features that indicate their purposes	▸ identifying features of texts which are specific to the text type, such as the purpose of indexes in non-fiction texts, images that help make meaning in a story, or rhyme in a poem and how it helps readers remember the words	Storybook titles 1–25 (Session 1, 2, 4)	▸ Identify the purpose of different texts ▸ Identify the type of text and briefly discuss structure and purpose
WA1ELYA1	**Analysing, interpreting and evaluating** Describe some similarities and differences between imaginative, informative and persuasive texts	▸ discussing and comparing different types of texts on a similar topic, such as illustrations in a fictional book about the Australian bush and diagrams in an informative text on the same topic	Storybook titles 1–25 (Session 4 and/or Further sessions)	▸ Identify the purpose of different texts
WA1ELYA3	**Analysing, interpreting and evaluating** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures	▸ previewing texts to draw on prior knowledge of text structure to help navigate the text ▸ making connections to other texts to help build literal and inferred meaning ▸ listening for and drawing on vocabulary, such as topic-specific words to help summarise an informative text ▸ monitoring understanding by participating in discussions and reflecting on other people's ideas about texts ▸ visualising a character and/or setting using the author's descriptions to help build inferred meaning ▸ searching for information to clarify questions or misunderstandings about the text	Storybook titles 1–25 (Sessions 1, 2)	▸ Apply comprehension strategies when discussing different aspects of the text after reading ▸ Respond to literal and inferential questions after reading ▸ Use background knowledge to make inferences about ideas in a text ▸ Predict and discuss ideas drawn from title, illustrations, blurb; predict author intent, series of events and possible endings
WA1ELYC1	**Creating texts** Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words	▸ creating written texts, using words, punctuation and images for different purposes such as a recount of a shared experience or an informative text about a favourite hobby	Storybook titles 1–25 (Session 4 and/or Further sessions)	▸ Create texts that use learned vocabulary and appropriate structure ▸ Demonstrate understanding of different types of texts through appropriate written responses ▸ Use a scaffold to plan imaginative, informative and persuasive texts ▸ Apply knowledge of grammar concepts learned in the whole-class scripted lesson to enhance the quality of written texts

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InitiaLit–2 Links with the Western Australian Curriculum

Note: This document was prepared in 2025 to support teachers of InitiaLit who may be aligning their instruction with the Western Australian English Curriculum. 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: Comprehension and Fluency, Spelling 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.

InitiaLit–2 does not directly address some aspects of the English curriculum, for example digital and visual literacy. Areas not directly covered within InitiaLit–2 are as follows:

▸ WA2ELYC2 – Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary
▸ WA2ELYC4 – Use features of digital tools to create or add to texts

These areas of the curriculum can be incorporated into the InitiaLit–2 program, but will also need to be accommodated in the teacher's broader literacy plan.

Program component: Oral Language

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 group 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.

Note about Handwriting

Note about Literacy: Creating texts (handwriting) in InitiaLit–2: There is a particular focus on the development of handwriting skills in InitiaLit–F and InitiaLit–1. Content from WA2ELYC3 will be addressed throughout 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.

Program component: Whole-class scripted lesson

Note about 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 practice 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 lessons where the focus is on developing their oral language, vocabulary, world (or background) knowledge and literacy knowledge, including knowledge of different text structures.

Note about Literacy: Phonic and word knowledge (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.

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 introduce 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.

For maximum gain from the Grammar component, we strongly encourage teachers to include the writing activities provided with the lessons. Grammar instruction is more effective when its application to children's own writing is directly demonstrated. These tasks will not only allow children to consolidate the particular grammatical concept taught, but it will provide them with valuable writing practice time. Writing is a complex skill requiring the simultaneous integration of both more basic (e.g. spelling, handwriting) and more complex skills (e.g. sentence construction, choice of vocabulary, organisation of ideas). The more children practise, the more automatic their basic skills will become, allowing them to devote more attentional resources to producing interesting and coherent texts.

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Upon completion of the 32 lessons, a final extended writing task, 'Look at my writing now!', demonstrates to children how they can bring together and apply all the grammatical concepts they have learned to a paragraph or story-writing activity.

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

Program component: Teacher-led small-group activities

Reading and comprehension activities: In InitiaLit–2, with the ability to 'lift words off the page' largely in place, the focus on comprehension is taken to the next level as teacher-led groups offer targeted instruction and practice in comprehension strategies. Although these strategies are explicitly taught and modelled in the whole-class lesson, the teacher's guidance in this is key, as many children are unlikely to apply these strategies to new text without assistance and support.

Read and Discuss (RAD) Reading Book: The RAD Reading Book is an essential resource. Not only does it contain the texts for whole-class instruction, but it also has a number of practice passages for teacher-led small groups. This gives children the chance to apply the comprehension strategies taught in the program to a variety of new texts as they work towards becoming fluent readers.

Readers and books: Opportunities to read widely and abundantly will ensure that all children have sufficient exposure to print. Children need to practise their fluency and comprehension skills using a variety of readers and books. Where possible, help children to use the comprehension strategy or skill they are currently learning about. Children should also be encouraged to use the other strategies that they have learned to demonstrate their ability to actively engage with the text.

Choose books that are of high interest to the children. As a rule of thumb, children should be able to read the book with 80–85% accuracy. This means that the text will be slightly challenging for the group but not overwhelming.

Some groups will still need to have access to decodable readers to consolidate the alphabetic code. At the start of the year, InitiaLit readers are a good resource for children who need this decoding practice. There may be a period when children are given both decodable readers and other books as they learn to generalise their skills.

Reading groups using the RAD Reading Book or a suitable reader/book: This is teacher-led and should focus on the application of comprehension strategies, using appropriate text. The RAD Reading Book contains practice passages tailored to each strategy. Each practice text is accompanied by teacher notes to guide the session. Discussion questions for before, during and after reading are included.

These passages can be read and discussed as a whole class or in small groups, followed by completion of the accompanying worksheet or writing task. The first half of the year will likely need to include more whole-class discussion before children attempt the questions independently.

Children who still struggle to read should use decodable readers, and there should be a joint focus on decoding and comprehension. Those who are confident readers should be given a variety of texts, including text that is more challenging. Partner reading is one way of ensuring that all children have an opportunity to read more regularly.

Teachers may choose to partner a more confident reader with a less confident reader, using text at the less confident reader's level. Alternatively, teachers can partner children with similar reading ability. Children may read from the RAD Reading Book or any other appropriate reader/book.

Spelling activities: After the whole-class spelling lesson, children should be given opportunities to consolidate any new concepts, or revise previously learned concepts, through a variety of literacy activities. While children are working independently, the teacher works with small groups on a rotational basis. This teacher-led group is an opportunity to offer targeted reading or spelling instruction and practice at the appropriate level. There is a list of possible activities listed at the end of each lesson. This list should be used to guide planning.

Ensure that children are getting a mix of spelling, writing and reading tasks over the week. The activities can support any of the program components and should be differentiated as needed.

The following suggested activities can be used as starting points for planning and may be adapted as required:
- spelling tasks
- worksheets for regular words – the 'a' worksheet is easier than the 'b' worksheet (download from MultiLit website)
- worksheets for tricky words (download from MultiLit website)
- Word Sorts when relevant (download word cards from MultiLit website)
- sentence writing.

Shared Storybook Lesson

Storybook lessons encourage the development of global oral language comprehension and production and focus specifically on building new vocabulary and world knowledge in a way that fosters rich connections for later reading comprehension. InitiaLit provides a guided four-day framework for working with each storybook. The lessons also include more in-depth work on new words and world knowledge linked to each book.

For schools looking specifically for lessons to link with units of work on First Nations stories, there is a collection of Storybook lessons available in the Members Area of the MultiLit website for this purpose. Some of the lessons have been included as alternatives titles for the main book list, and others have been created as additional resources.

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 teacher-led small-group 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.

InitiaLit–2 Links with the Western Australian Curriculum

Lesson component: Oral Language

Strands: Language, Literacy

Sub-strands: Language for interacting with others, Interacting with others

Code	Content descriptions	Elaborations	InitiaLit–2 lesson	InitiaLit–2 content
WA2ELAI1	**Language for interacting with others** Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions	▸ exploring culturally appropriate greetings or conventions from different home languages		
WA2ELAI2	**Language for interacting with others** Explore how language can be used for appreciating texts and providing reasons for preferences	▸ using verbs to describe a range of responses to a text, such as *prefer*, *enjoy* ▸ experimenting with conjunctions, such as *since*, *although*, or *except for* to explain their response		▸ Whole-class explicit teaching ▸ Teacher-led and independent activities ▸ Storybook lessons
WA2ELYI1	**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			

Program component: Whole-class scripted lesson – Comprehension and Fluency

Strands: Language, Literacy

Sub-strands: Language for interacting with others, Text structure, organisation and features, Language for expressing and developing ideas, Texts in context, Interacting with others, Analysing, interpreting and evaluating

Code	Content descriptions	Elaborations	InitiaLit–2 lesson	InitiaLit–2 content
WA2ELAI2	**Language for interacting with others** Explore how language can be used for appreciating texts and providing reasons for preferences	▸ using verbs to describe a range of responses to a text, such as *prefer*, *enjoy* ▸ experimenting with conjunctions, such as *since*, *although*, or *except for* to explain their response	**Types of texts:** narrative, persuasive, informative (from Lesson 1) narrative texts (from Lesson 1) informative texts (from Lesson 5) persuasive texts (from Lesson 9) **Comprehension strategies:** Prediction (from Lesson 13)	▸ Introduce and define imaginative, informative and persuasive texts ▸ Discuss different examples of imaginative, informative and persuasive texts ▸ Understand and explain the purpose and audience of imaginative, informative and persuasive texts ▸ Explain features of imaginative text: title, characters, setting, images and sequence of events ▸ Describe plot development, including orientation, complication and resolution ▸ Explain the use of punctuation in expressive reading and revise full stops, question marks, speech marks and commas ▸ Explain exclamation marks, italics and ellipsis ▸ Model fluent reading through echo reading and choral reading ▸ Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume ▸ Identify and explain features of informative text: facts, headings and
WA2ELAT1	**Text structure, organisation and features** Explore how texts across learning areas are organised differently and use language features depending on purposes	▸ locating information using the subheadings in a non-fiction text ▸ identifying language features in texts, such as action verbs in a procedural text		

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WA2ELAT3	**Text structure, organisation and features** Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links	
WA2ELALA3	**Language for expressing and developing ideas** Understand that images add to or multiply the meanings of a text	▸ discussing the detail that is included in the images but not present in the words ▸ identifying and describing the way images are used to expand meaning, such as a character's facial expression to communicate emotion, or graphs, diagrams and maps to communicate facts and details
WA2ELYT1	**Texts in context** Identify how similar topics and information are presented in different types of texts	▸ exploring and identifying different features in texts of the same text type which vary in their organisation, such as different types of procedures ▸ comparing two or more texts on a common topic
WA2ELYI1	**Interacting with others** Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions	
WA2ELYA1	**Analysing, interpreting and evaluating** Identify the purpose and audience of imaginative, informative and persuasive texts	▸ describing the purpose and audience of some child-friendly advertisements
WA2ELYA2	**Analysing, interpreting and evaluating** Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies	▸ blending and segmenting new words using known letter patterns and phonic knowledge ▸ reading high-frequency words with increasing automaticity to develop fluency ▸ drawing on topic word knowledge to make meaning in informative texts ▸ recognising a base word within a larger word to aid decoding ▸ using knowledge of sentence structure, including punctuation and word order to read with phrasing and fluency ▸ drawing on personal knowledge and experiences to construct and monitor meaning
WA2 ELYA3	**Analysing, interpreting and evaluating** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes	▸ making connections to own experiences to understand the motives and feelings of a character ▸ making predictions about the type of characters who are likely to be in a text, such as a fable or Aboriginal tale ▸ participating in conversations to share ideas, and ask and answer questions about texts ▸ sharing clues from the text when discussing inferences during shared reading ▸ monitoring understanding by asking questions and/or checking information in another text

Connecting (from Lesson 17)

Visualising (from Lesson 23)

Asking questions (from Lesson 27)

Inferring (from Lesson 33)

Finding the main idea and summarising (from Lesson 39)

Monitoring and putting it all together (from Lesson 49)

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

▸ Practise independent, fluent reading through paired reading activities

▸ 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

▸ Understand how persuasive text is enhanced through expressive reading

▸ 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

▸ 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

▸ Revise learned comprehension strategies

▸ Model fluent reading through echo reading and choral reading

▸ 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

▸ Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume

▸ Practise silent reading

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▸ 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

▸ 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

▸ 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 texts

▸ 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 retell 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

▸ 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 re-reading text slowly or continuing to read to obtain further information

▸ Ask the question after sentence or paragraph: did that make sense?

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Program component: Whole-class scripted lesson – Spelling

Strands: Language, Literacy

Sub-strands: Phonic and word knowledge, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–2 lesson	InitiaLit–2 content
WA2ELAP1	**Phonic and word knowledge** Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	▸ blending and segmenting spoken words to • identify the phonemes in spoken words, such as *proud*, *scratch* and *stick* • delete initial phonemes, such as [s] in *snail* • substitute final sounds, such as [g] in *flag* for [p]	from Lesson 1	▸ Clap the syllables in words to break them down into smaller sound units ▸ Say the sounds in words (e.g. /b/ /r/ /i/ /j/ for 'bridge') and identify the vowel sounds and the sounds at the end of words ▸ Spell words by saying the sounds and using their knowledge of phonics rules (e.g. using 'dge' for /j/ after a short vowel sound) ▸ Read words by breaking them into base words and suffixes or prefixes and then blending the sounds together to read the whole word
WA2ELAP2	**Phonic and word knowledge** Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables	▸ reading and writing words that contain • less common long vowel patterns, such as <ey> they, <eigh> eight, <ea> break, <ie> chief, <y> funny, <igh> right, <o> cold, <oe> toe, <ow> flow, <ew> new • r-controlled vowels, such as <ar> star, <er> herd, <ir> bird, <ur> fur • diphthongs such as <oi> boil, <ow> now, <oy> boy • consonant clusters, such as <qu>, <spl>, <str>, <spr>, <tw>, <gh> laugh, <tch> ▸ blending and segmenting phonemes in words, such as *cloudy* or *brother*, as decoding or encoding strategy ▸ decoding or encoding using onset and rime (initial phoneme substitution or rime substitution)	from Lesson 1	▸ Read and spell words containing 'ai', 'ay', 'ee', 'ea', 'oa', 'ow', 'igh', '_y', 'ue', 'ew' (from Lesson 1) ▸ Apply spelling rules: 'ai' and 'ay'; and 'ow' and 'oa' (from Lesson 1) ▸ Spelling choices for /ā/: 'ai', 'ay', 'a_e' (from Lesson 10) ▸ Spelling choices for /ē/: 'ee', 'ea', 'e_e' (from Lesson 13) ▸ Spelling choices for /ō/: 'oa', 'ow', 'o_e' (from Lesson 17) ▸ Spelling choices for /ī/: 'igh', '_y', 'i_e' (from Lesson 15) ▸ Spelling choices for /ū/: 'ew', 'ue', 'u_e' (from Lesson 19) ▸ Discriminate between long and short vowel sounds ▸ Read and spell words with split digraph (bossy 'e') ▸ Add suffix 'ing' to base word verbs ▸ Apply spelling rule: add suffix /ing/ to bossy 'e' words
WA2ELAP3	**Phonic and word knowledge** Understand that a sound can be represented by various letter combinations	▸ identifying that <ee>, <ea>, <y> and <ie> can all make the long [e] sound ▸ recognising that the sound [s] can be represented with various letter combinations such as <s>, <c>, <sc>, <ce> and <ss>		▸ 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

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| WA2ELAP4 | **Phonic and word knowledge**

Use phoneme–grapheme(sound–letter) 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 | ▸ reading and writing words of more than one syllable with

• vowel digraphs, such as <ee>, <oo>, <ai>, <ay>, <ey>, <ea>, <au>, <oi>, <ou>, <ow>, <ui>

• less common long vowel patterns, such as <igh> high, <ie> chief

• consonant clusters, such as <tch>, <spl>, <scr>, <ph>, <tw>, <gh>

• silent letters, such as <k> know, <g> gnome, <t> whistle, <h> hour, <l> walk

▸ reading and writing compound words, such as *motorcycle whiteboard*, *rainbow*, *breakfast* | **from Lesson 25**

from Lesson 49

from Lesson 73 | ▸ Read and spell words containing: 'ar', '_y', '_ey'
▸ Apply spelling rules: doubling the final consonant, add 'ing'
▸ Review nouns, base words, suffixes ('s', 'ing', 'er') and prefix ('un')
▸ Read and spell words containing suffix 'ful'
▸ Read and spell words containing: 'ir', 'er', 'ur', 'ou', 'ow', 'ch' (saying /k/), 'oi', 'oy', 'ph', 'ear', 'eer', 'air', 'are' (as in 'care'), 'ear' (as in 'bear')
▸ 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 and spell homophones 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

▸ 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

▸ 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 |

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WA2ELAP5	**Phonic and word knowledge** 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	▸ using spelling patterns for words, such as *would*, *could*, *should* and *walk*, *chalk*, *talk* ▸ spelling words using morphemic knowledge for words, such as *once*, *only*, *one*, *lonely* and *two*, *twelve*, *twenty*, *twin*, *twist*	from Lesson 1	▸ Segment high-frequency words into phonemes and spell them using letter names ▸ Spell the tricky parts of words by recalling a mnemonic, for example, 'a woman is not a man' for the spelling of 'woman' ▸ Break words into syllables and place emphasis on the tricky syllable, for example, diff/ er/ ent. ▸ Use a 'spelling voice' to pronounce words in an exaggerated or memorable way, such as breaking up 'together' into 'to/ get/ her' ▸ Use learned songs or chants to memorise letter strings, like 'the because song' ▸ Identify morphological features, such as recognising that 'minute' plus the suffix 's' is 'minutes' ▸ Recall spelling of words with similar patterns together, such as 'any' and 'many'
WA2ELAP6	**Phonic and word knowledge** Build morphemic word families using knowledge of prefixes and suffixes	▸ recognising that a base word is a morpheme that holds meaning ▸ building word families that are linked to meaning by adding prefixes and suffixes to words, such as *cover*, *covers*, *covered*, *uncover*, *uncovered*, *uncovering*, *discover*, *discovered*, *discovering*	from Lesson 21	▸ Apply morphemic knowledge of words, such as suffixes and prefixes to spell unknown words, these include adding suffix 'ing' to verbs ▸ Suffix rule: double, add 'ing' ▸ Base word, suffix ('s', 'ing', 'er'), prefix 'un' ▸ Add suffix 'ful' ▸ Prefix 're' ▸ Suffix 'es' ▸ Morphographs review ▸ Suffix 'tion' ▸ Spell high-frequency words by focusing on their common morphological patterns, e.g. 'ought' as in 'bought' and 'thought'
WA2ELYC1	**Creating texts** Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words	▸ creating a written text, selecting and including elements appropriate to purpose and audience, such as including diagrams in an informative text and detailed descriptions in a narrative	from Lesson 1 (sentence dictation in whole-class scripted lesson)	▸ Re-read and edit dictated sentence for spelling, punctuation and grammar ▸ Utilise the spelling concept posters to check and correct spelling

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Program component: Whole-class scripted lesson – Growing Grammar

Strands: Language, Literature, Literacy

Sub-strands: Text structure, organisation and features, Language for expressing and developing ideas, Creating literature, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–2 lesson	InitiaLit–2 content
WA2ELAT2	**Text structure, organisation and features** Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	▸ replacing repeated nouns with pronouns, such as *Jack was hungry.* ~~Jack~~ *He bought some magic beans but* ~~Jack's~~ *his mother threw* ~~the beans~~ *them out.* ▸ omitting words in a sentence, such as *I thought my cat was hungry but he was not* ~~hungry~~.	from Lesson 3 (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
WA2ELALA1	**Language for expressing and developing ideas** Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction	▸ identifying and using the coordinating conjunctions found in compound sentences: *for*, *and*, *nor*, *but*, *yet*, *so*	from Lesson 22 (conjunctions)	▸ Define the concept of a conjunction ▸ Explain and demonstrate the coordinating conjunctions 'and', 'but', 'or', 'so' ▸ Explain and demonstrate the subordinating conjunction 'because' ▸ Select correct conjunction when joining two sentences ▸ Practise conjunction usage in a variety of oral and written activities
WA2ELALA2	**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	▸ adding words to nouns to make a noun group, such as changing the noun *cat* into a noun group, *one* (article) *very old*, *lazy* (adjectives) *cat* ▸ adding words to verbs to make a verb group, such as changing *walked* into *walked along the road slowly*	from Lesson 1 (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
			from Lesson 7 (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
			from Lesson 10 (noun groups)	▸ 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

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			from Lesson 13 (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
			from Lesson 16 (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
			from Lesson 19 (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
WA2ELALA5	**Language for expressing and developing ideas** Recognise that capital letters are used in titles and commas are used to separate items in lists	▸ identifying the separate items in a list as indicated by the commas, such as *peas, beans, carrots and pumpkin* ▸ making use of capital letters in titles of proper nouns to help make meaning in texts	Lessons 2, 22, 28–30	▸ Use capital letters for proper nouns which include names of people, places, days of the week and months of the year
				▸ Use capital letters at the beginning of sentences to indicate the start of a new thought or statement
				▸ Use commas to separate items in a list
				▸ Identify that a comma is used before conjunctions when joining two independent clauses e.g. "I wanted to play outside, but it started to rain"
				▸ Apply commas inside speech marks to indicate where the spoken words end
				▸ Use speech marks to indicate direct speech in writing tasks
WA3ELALA3 YEAR 3	**Language for expressing and developing ideas** Understand that verbs are anchored in time through tense	▸ sorting words and phrases in groups, such as *arrived*, *is arriving* and *will arrive*, into past, present and future	from Lesson 25 (present, past, irregular past and future tense verbs)	▸ 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

Code	Content descriptions	Elaborations	InitiaLit–2 lesson	InitiaLit–2 content
WA2ELICR1	**Creating literature** Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	▸ adapting a well-known poem or story into a sequence of images	from Lesson 28 (speech)	▸ Explain the concept of speech marks ▸ Recognise speech marks in text ▸ Understand how to use speech marks when writing direct speech ▸ Understand how direct speech can improve a narrative text ▸ Practise using speech marks and adding a new line for each speaker in a variety of written activities
WA2ELYC1	**Creating texts** Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words	▸ creating a written text, selecting and including elements appropriate to purpose and audience, such as including diagrams in an informative text and detailed descriptions in a narrative	from Lesson 1 (Growing writing activities)	▸ Apply learned grammar concepts to writing tasks using the appropriate structure of a narrative, informative or persuasive text ▸ Write imaginative, informative, and persuasive texts, as well as poetry, focusing on spelling, grammar, and text structure

Program component: Teacher-led small-group component – Text Reading (RAD Reading Book and other readers)

Strands: Language, Literature, Literacy

Sub-strands: Text structure, organisation and features, Phonic and word knowledge, Engaging with and responding to literature, Analysing, interpreting and evaluating, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–2 lesson	InitiaLit–2 content
WA2ELAT3	**Text structure, organisation and features** Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links		from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▸ Identify the front cover, table of contents (listing the chapters) and understand its purpose ▸ Understand the structure of a chapter and how they contribute to the overall story ▸ Identify concepts about print (directionality, front and back covers, title, author, illustrator and blurb)

WA2ELAP1	**Phonic and word knowledge**
	
	Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words
		▸ blending and segmenting spoken words to
		  • identify the phonemes in spoken words, such as *proud*, *scratch* and *stick*
		  • delete initial phonemes, such as [s] in *snail*
		  • substitute final sounds, such as [g] in *flag* for [p]
			from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▸ Read and spell words with taught phoneme–grapheme correspondences

WA2ELAP2	**Phonic and word knowledge**
	
	Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables
		▸ reading and writing words that contain
		  • less common long vowel patterns, such as <ey> they, <eigh> eight, <ea> break, <ie> chief, <y> funny, <igh> right, <o> cold, <oe> toe, <ow> flow, <ew> new
		  • r-controlled vowels, such as <ar> star, <er> herd, <ir> bird, <ur> fur
		  • diphthongs such as <oi> boil, <ow> now, <oy> boy
		  • consonant clusters, such as <qu>, <spl>, <str>, <spr>, <tw>, <gh> laugh, <tch>
		▸ blending and segmenting phonemes in words, such as *cloudy* or *brother*, as decoding or encoding strategy
		▸ decoding or encoding using onset and rime (initial phoneme substitution or rime substitution)
			from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▸ Understand the terms digraph, trigraph, homophone
				▸ Read fluently and spell words containing 'ai', 'ay', 'ee', 'ea', 'oa', 'ow', 'igh', '_y', 'ue', 'ew'
				▸ Discriminate between long and short vowel sounds
				▸ Read and spell words with split digraph (bossy e)
				▸ Read and spell high-frequency irregular (tricky) words

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WA2ELAP3	**Phonic and word knowledge** Understand that a sound can be represented by various letter combinations	▸ identifying that <ee>, <ea>, <y> and <ie> can all make the long [e] sound ▸ recognising that the sound [s] can be represented with various letter combinations such as <s>, <c>, <sc>, <ce> and <ss>	from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▸ Read and spell words with taught phoneme–grapheme correspondences
WA2ELAP4	**Phonic and word knowledge** Use phoneme–grapheme(sound–letter) 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	▸ reading and writing words of more than one syllable with • vowel digraphs, such as <ee>, <oo>, <ai>, <ay>, <ey>, <ea>, <au>, <oi>, <ou>, <ow>, <ui> • less common long vowel patterns, such as <igh> high, <ie> chief • consonant clusters, such as <tch>, <spl>, <scr>, <ph>, <tw>, <gh> • silent letters, such as <k> know, <g> gnome, <t> whistle, <h> hour, <l> walk ▸ reading and writing compound words, such as *motorcycle whiteboard*, *rainbow*, *breakfast*		▸ Read compound words ▸ Understand and explain terms: digraph, trigraph, homophone ▸ Read fluently and spell words containing 'ai', 'ay', 'ee', 'ea', 'oa', 'ow', 'igh', '_y', 'ue', 'ew' ▸ Discriminate between long and short vowel sounds ▸ Read and spell words with split digraph (bossy e) ▸ Read and spell high-frequency irregular (tricky) words
WA2ELAP5	**Phonic and word knowledge** 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	▸ using spelling patterns for words, such as *would*, *could*, *should* and *walk*, *chalk*, *talk* ▸ spelling words using morphemic knowledge for words, such as *once*, *only*, *one*, *lonely* and *two*, *twelve*, *twenty*, *twin*, *twist*	from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▸ Segment high-frequency words into phonemes and spell them using letter names ▸ Spell the tricky parts of words by recalling a mnemonic, for example, 'a woman is not a man' for the spelling of 'woman' ▸ Break words into syllables place emphasis on the tricky syllable, for example, diff/ er/ ent. ▸ Use a 'spelling voice' to pronounce words in an exaggerated or memorable way, such as breaking up 'together' into 'to/ get/ her' ▸ Use learned songs or chants to memorise letter strings, like 'the because song' ▸ Identify morphological features, such as recognising that 'minute' plus the suffix 's' is 'minutes' ▸ Recall spelling of words with similar patterns together, such as 'any' and 'many'
WA2ELIEN1	**Engaging with and responding to literature** Identify features of texts, such as characters, events and settings, and give reasons for personal preferences	▸ identifying a favourite character giving reasons for that choice	from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▸ Explain personal opinions using supporting reasons, inferencing and reasonable prediction
WA2ELYA1	**Analysing, interpreting and evaluating** Identify the purpose and audience of imaginative, informative and persuasive texts	▸ describing the purpose and audience of some child-friendly advertisements	from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▸ Identify the purpose of different texts *While this is not an explicit focus of the lessons, it is something that can be incorporated into the discussion texts from the RAD Reading Book*

WA2ELYA2	**Analysing, interpreting and evaluating** Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies	▶ blending and segmenting new words using known letter patterns and phonic knowledge ▶ reading high-frequency words with increasing automaticity to develop fluency ▶ drawing on topic word knowledge to make meaning in informative texts ▶ recognising a base word within a larger word to aid decoding ▶ using knowledge of sentence structure, including punctuation and word order to read with phrasing and fluency ▶ drawing on personal knowledge and experiences to construct and monitor meaning	from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▶ Explain concept and purpose of monitoring ▶ Monitor own understanding during and after reading ▶ Apply a range of strategies to assist in understanding text, including re-reading, retelling, asking questions, inferring word meanings
WA2ELYA3	**Analysing, interpreting and evaluating** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes	▶ making connections to own experiences to understand the motives or feelings of a character ▶ making predictions about the type of characters who are likely to be in a text, such as a fable or Aboriginal tale ▶ participating in conversations to share ideas, and ask and answer questions about texts ▶ sharing the clues from the text when discussing inferences during shared reading ▶ monitoring understanding by asking questions and/or checking information in another text	from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▶ Use comprehension strategies such as predicting, connecting, visualising, asking questions, inferring, finding the main idea, summarising and monitoring to demonstrate understanding of a range of texts ▶ Respond to literal, inferential and evaluative questions before, during and after reading to develop comprehension ▶ Retell stories and events in logical sequence to demonstrate understanding of the text ▶ Explain personal opinions using supporting reasons, inferencing and reasonable prediction
WA2ELYC1	**Creating texts** Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words	▶ creating a written text, selecting and including elements appropriate to purpose and audience, such as including diagrams in an informative text and detailed descriptions in a narrative	from Lesson 1 Comprehension and Fluency (teacher-led groups and partner reading)	▶ Show understanding of texts through appropriate written responses ▶ Apply knowledge of grammar to improve the quality of written responses ▶ Identify and record the main ideas and key parts of a text using a relevant template *While this is not an explicit focus of the lesson, all passages in Part 2 of the RAD Reading Book include a linked writing activity*

Program component: Shared Storybook Lesson (commencing from Handbook lesson 1)

Strands: Language, Literature, Literacy

Sub-strands: Text structure, organisation and features, Language for expressing and developing ideas, Literature and contexts, Engaging with and responding to literature, Examining literature, Creating literature, Texts in context, Interacting with others, Analysing, interpreting and evaluating, Creating texts

Code	Content descriptions	Elaborations	InitiaLit–2 lesson	InitiaLit–2 content
WA2ELAT1	**Text structure, organisation and features** Explore how texts across learning areas are organised differently and use language features depending on purposes	▶ locating information using the subheadings in a non-fiction text ▶ identifying language features in texts, such as action verbs in a procedural text	Storybook titles 1–17 (Sessions 1–4)	▶ Identify the purpose of different texts (imaginative, persuasive, informative and poetry) ▶ 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 ▶ Use comprehension strategies: predicting, connecting, visualising, asking questions, inferring, finding the main idea and summarising and monitoring to show understanding of storybooks

				▸ 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
				▸ Identify and discuss the structure of different types of text
				▸ Storybooks 1–5 and 10; imaginative
				▸ Storybooks 6–9; informative
				▸ Storybooks 11–14; persuasive
				▸ Storybook 15; poetry
				▸ Storybooks 16–17; novels (incorporative imaginative, informative and persuasive)
WA2ELAT2	**Text structure, organisation and features** Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	▸ replacing repeated nouns with pronouns, such as *Jack was hungry. ~~Jack~~ He bought some magic beans but ~~Jack's~~ his mother threw ~~the beans~~ them out.* ▸ omitting words in a sentence, such as *I thought my cat was hungry but he was not ~~hungry~~.*	Storybook titles 1–17 (Sessions 1–4)	▸ 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
WA2ELAT3	**Text structure, organisation and features** Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links		Storybook titles 1–17 (Sessions 1, 2)	▸ Identify the front cover, table of contents (listing the chapters) and understand its purpose ▸ Understand the structure of a chapter (using the chapter roller-coaster template), including the small problem, small solution and next event and how they contribute to the overall story ▸ Identify concepts about print (directionality, front and back covers, title, author and blurb)
WA2ELALA4	**Language for expressing and developing ideas** Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context		Storybook titles 1–17 N.B books by Aboriginal and Torres Strait Islander creators available in the MultiLit Members' Area (Sessions 1, 3)	▸ Understand that choice of vocabulary adds to the effectiveness of the text ▸ Sort vocabulary items into parts of speech (nouns, verbs, adjectives and adverbs) ▸ Discuss, define and investigate new vocabulary by deeper exploration, e.g. definitions, synonyms, antonyms
WA2ELICO1	**Literature and contexts** Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	▸ discussing characters and their connection to Country in Aboriginal and Torres Strait Islander stories ▸ using information contained in literary texts to make predictions, such as viewing a setting and brainstorming the type of characters and events that may take place there	Storybook titles such as 2, 9, 13, 18 Refer also to 'Alternate storybooks by First Nations creators' available in the Members' Area	▸ Recognise cultural representations in a variety of storybooks

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WA2ELIEN1	**Engaging with and responding to literature** Identify features of texts, such as characters, events and settings, and give reasons for personal preferences	▸ identifying a favourite character giving reasons for that choice	Storybook titles 1–17 (Sessions 1, 2)	▸ Draw on personal experiences, background knowledge and text knowledge to express opinions and compose texts about varying aspects of the storybook ▸ Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction ▸ Contribute to group and class discussions about the story, characters and events
WA2ELIEX1	**Examining literature** Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways	▸ identifying and describing language features used in literary texts, such as the language used to describe a setting in a poem, or the action verbs used to portray events in a story	Storybook titles 1–17 (Sessions 2, 3) Refer also to 'Alternate storybooks by First Nations creators' available in the Members' Area	▸ Draw on personal experiences, background knowledge and text knowledge to express opinions and compose texts about varying aspects of the storybook ▸ Identify grammatical and figurative language features in texts that enhance meaning and purpose, e.g adjectives, synonyms, prepositions, time connectives, verbs, idioms, alliteration, similes ▸ Express, discuss and compare opinions about characters, events and settings in text ▸ Contribute to group and class discussions about the story, characters and events ▸ Recognise cultural representations in a variety of storybooks
WA2ELIEX2	**Examining literature** Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs		Storybook titles 15 (poem) (Sessions 1–4)	▸ Identify rhyming words at the end and within lines, highlight rhyming words ▸ Demonstrate beats by clapping a verse of a poem ▸ Identify techniques that assists with the sound and mood of the poem, e.g. repeated words, alliteration, onomatopoeia, interrupted phrases, ellipsis, exclamation marks, questions ▸ Plan and write a 'five senses' poem following a format using interesting adjectives and verbs ▸ Perform poetry focusing on rhythm, expression and intonation ▸ Explore other poetry from same poet
WA2ELICR1	**Creating literature** Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	▸ adapting a well-known poem or story into a sequence of images	Storybook titles 1–17 e.g. 10, 11, 14 (Session 4)	▸ 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

WA2ELYT1	**Texts in context** Identify how similar topics and information are presented in different types of texts	▸ exploring and identifying different features in texts of the same text type which vary in their organisation, such as different types of procedures ▸ comparing two or more texts on a common topic	Storybook titles 1–17	▸ Compare texts by discussing how the same topic is presented differently in an informative text versus an imaginative text
WA2ELYI1	**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		Storybook titles 1–17 (Sessions 1–4)	▸ Work in pairs or small groups to discuss the text, answer questions, and summarise the story to demonstrate active listening and the exchange of ideas ▸ Express opinions, make statements, and respond to their peers' ideas ▸ Speak clearly and concisely while listening to partner's summary when orally summarising the main events of a story ▸ Define new vocabulary words, connect them to other contexts, and use them in sentences ▸ Read aloud and practise speaking clearly and with expression, listen to peers and provide feedback during the echo reading, choral reading, and paired reading sessions ▸ Before writing, discuss ideas with a partner or the class, receive feedback, and refine thoughts, demonstrating expressing and responding to opinions ▸ Participate in whole-class discussions and questions about texts
WA2ELYA1	**Analysing, interpreting and evaluating** Identify the purpose and audience of imaginative, informative and persuasive texts	▸ describing the purpose and audience of some child-friendly advertisements	Storybook titles 1–17 (Sessions 1–4)	▸ Identify the purpose of different texts (narrative, 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
WA2ELYA3	**Analysing, interpreting and evaluating** Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes	▸ making connections to own experiences to understand the motives or feelings of a character ▸ making predictions about the type of characters who are likely to be in a text, such as a fable or Aboriginal tale ▸ participating in conversations to share ideas, and ask and answer questions about texts ▸ sharing the clues from the text when discussing inferences during shared reading ▸ monitoring understanding by asking questions and/or checking information in another text	Storybook titles 1–15 (Session 2) Storybook titles 16 and 17 (Sessions 1 and 2)	▸ Session 2 Talk about the story: • Ask a range of literal, inferential, evaluative and definition questions • Storybooks 16 and 17 (novels); Session 1 and Session 2 involve pausing to ask questions while reading the text. Teachers are also reminded to encourage the use of comprehension strategies when appropriate ▸ Retell stories and events in logical sequence to demonstrate understanding of the text

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| WA2ELYC1 | **Creating texts**

Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words | ▸ creating a written text, selecting and including elements appropriate to purpose and audience, such as including diagrams in an informative text and detailed descriptions in a narrative | Storybook titles 1–15 (Session 4)

N.B. There are two writing tasks. Task 1 focuses on text structure and developing students' written summarising skills.

Task 2 moves beyond the storybook, to develop writing techniques found in different text types in the children's own writing. | ▸ Write texts in response to stories to describe characters and events and to express preferences

▸ Use a variety of planning strategies and tools for creating texts including graphic organisers

▸ 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 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 |