

MacqLit Alignment to the ACARA General Capabilities – Literacy

Note: This document was prepared in May 2025 in an endeavour to support teachers of MacqLit who may be aligning their instruction with the ACARA General Capabilities - Literacy

ACARA General Capabilities Literacy Content is addressed through the explicit scripted lesson, group book reading and reinforced reading components of MacqLit.

Indicates the parts of the MacqLit program where the skill is introduced and explicitly taught

Indicates the part of the MacqLit program where these skills continue to be practised and consolidated

PHONOLOGICAL AWARENESS

Level	Indicators	PART A	PART B	PART C	PART D	PART E	PART F	PART G	PART H	PART I
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Note about Phonological Awareness in MacqLit
MacqLit addresses phonemic awareness and phonological awareness with four activities: oral blending, oral segmenting, vowel discrimination and syllable identification. These activities are included in the early lessons to prepare students for reading and spelling tasks (Part A–C).

P1	Echoes modelled phonemes and pairs of rhyming words e.g. repeats single phonemes such as /a/ and single-syllable rhyming words such as “in” and “tin”									
P2	Segments a short, spoken sentence of 3 to 5 words into separate spoken words									
	Orally blends and segments words with 2 and 3 syllables (e.g. “hopp-ing”, “fam-i-ly”)									
P3	Orally blends 2 or 3 phonemes together to make a one-syllable word (e.g. “a-sh”, “s-u-n”, “b-i-n”, “sh-i-p”)									
	Orally segments words of 2 or 3 phonemes into separate phonemes (e.g. “c-a-t”, “s-u-n”, “k-i-ck”)									
	Identifies the first and final phoneme in a word									
P4	Orally blends 4 phonemes together to make a one-syllable spoken word (e.g. “s-t-o-p” – “stop”)									
	Orally segments spoken words comprised of 4 phonemes into separate phonemes (e.g. “fresh” - “fr-e-sh”)									
	Identifies the vowel phoneme in single-syllable words									

PHONIC KNOWLEDGE AND WORD RECOGNITION

Level	Indicators	PART A	PART B	PART C	PART D	PART E	PART F	PART G	PART H	PART I
Note about <u>Phonic Knowledge (PK)</u> and <u>Word Recognition (WR)</u> in MacqLit MacqLit teaches grapheme–phoneme correspondences in a predetermined hierarchical sequence. Easier and more common letter patterns are taught first, followed by those less frequently encountered. Word recognition is developed during sight-word instruction as students are taught to read and write a selection of the most common 100 high-frequency words.										
P3	Says the most common phoneme for taught single-letter graphemes (e.g. “Tt”, “Mm”, “Ss”) PK									
	Identifies and names letters for taught single-letter graphemes PK									
	Blends phonemes for taught single-letter graphemes to decode vowel–consonant (VC) words (e.g. “at”) and consonant–vowel–consonant (CVC) words (e.g. “hop”) PK									
	Orally segments CVC words (e.g. “c-a-t”, “h-a-t”) PK									
	Reads taught high-frequency words in a text and in the environment (e.g. “the”, “to”, “I”, “no”, “said”) WR									
P4	Says the most common phoneme for all single-letter graphemes PK									
	Identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g “Bb”, “Gg”) PK									
	Writes/selects corresponding graphemes for all common phonemes PK									
	Blends phonemes for all common, single-letter graphemes to read VC words (e.g. “in”) and CVC words (e.g. “pan”) and applies this knowledge when reading decodable texts PK									
	Segments and writes VC and CVC words with letters in correct order and reads them aloud PK									
	Reads single-syllable words with common double consonants and applies this knowledge when reading decodable texts (e.g. “ss” – “fuss”, “ll” – “will”, “ff” – “puff”) PK									
	Reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. “was”, “you”, “one”, “said”, “have”, “were”) WR									
P5	Gives examples of phonemes that can be represented by more than one consonant (e.g. “ck”, “ph”) PK									
	Blends phonemes for all common, single-letter graphemes to read consonant–consonant–vowel–consonant (CCVC) words (e.g. “blot”), consonant–vowel–consonant–consonant (CVCC) words (e.g. “list”) and applies this knowledge when reading decodable texts PK									
	Reads words with split digraphs (e.g. “cake”, “blame”) PK									
	Reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (“sh”, “ch” and “ck” – “sh-i-p”, “r-i-ch”, “l-o-ck”) PK									
	Reads words with taught common vowel graphemes (e.g. “ee”, “ea”, “ie”, “-e”, and including “-y”) and applies this knowledge when reading decodable texts PK									
	Reads one-and-two syllable words with common suffixes (e.g. “-ed”, “-ing”, “-s/es”) and applies this knowledge when reading decodable texts (e.g. “jumping”, “boxes”) PK									

	Segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. “ch-o-p”, “w-i-sh”, “b-e-s-t”) PK									
	Reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading) WR									
P6	Reads words with taught vowel digraphs (e.g. “ee”, “oo”, “ay”, “ai”, “ea”, “oa”, “ow”) and applies this knowledge when reading decodable texts PK									
	Reads and writes common, one- and two-syllable words with clusters of consonants (e.g. “plant”, “string”, “object”) PK									
	Reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. “label”, “project”, “even”) PK									
	Reads most common high-frequency words (e.g. 100 or more) in continuous text WR									
P7	Reads CCVCC words (e.g. “trust”), CCCVC words (e.g. “scrap”), CCCVCC words (e.g. “thrust”) and applies this knowledge when reading continuous texts PK									
	Reads words with r-controlled vowel digraphs “ar”, “er”, “or”, “ur”, “ir”, writes words accordingly and applies this knowledge when reading continuous text (e.g. “ir” – “bird”, “er” – “sister”, “ar” – “card”, “ur” – “hurt”, “or” – “word”) PK									
	Applies common phonic generalisations when reading continuous texts (e.g. soft “g” – “age”, hard “g” – “game”) PK									
	Reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. “ss” – “blossom”, “tt” – “letter”, “zz” – “fizzy”, “ff” – “offend”) PK									
	Reads words with graphemes representing diphthongs when reading continuous text (e.g. “ou” – “ground”, “ow” – “cow”, “oi” – “boil”) PK									
	Reads new words containing taught grapheme–phoneme correspondences in a variety of contexts without using obvious sounding out strategies (Lesson 4 onwards) WR									
	Reads high-frequency words within a continuous text accurately and without hesitation (see <i>Fluency</i>) WR									
P8	Reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts PK									
	Reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. “in-”, “ex-”, “dis-”, “-ful”, “-able”, “-ly”) PK									
	Reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. “kn” – “knot”, “mb” – “lamb”) PK									
	Reads multisyllabic words with more complex letter combinations and letter clusters (e.g. “-igh” – “right”, “-tion” – “station”, “-ough” – “cough”) PK									
	Uses grapheme–phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see <i>Understanding texts, Fluency</i>) PK									

FLUENCY

Level	Indicator	PART A	PART B	PART C	PART D	PART E	PART F	PART G	PART H	PART I
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A note about Fluency in MacqLit

MacqLit provides fluency instruction in each lesson at the sound, word, sentence and connected text level. Fluency is also developed during Book Reading using Reinforced Reading strategies including PPP–F.

P1	Reads aloud decodable or familiar texts word by word, with emphasis on one-to-one matching	Fluency in MacqLit <ul style="list-style-type: none"> MacqLit provides regular opportunities for students to build fluency and practise their reading skills within each lesson. In the Sounds and Words Book activity, students engage in timed fluency at the sound or word level to develop automaticity. In the Putting it all together activity, students focus on accuracy and fluency at the sentence level, progressing to paragraphs and then on to short stories. During Book Reading, fluency is developed using Reinforced Reading strategies including PPP–F. Students are supported to read accurately with expression and at pace to develop automaticity and fluency. MacqLit encourages instant sight word recognition by gradually moving students away from overtly working out each word sound by sound (or syllable by syllable) to quietly and quickly working out words in their heads as a bridge to automatic word recognition. The goal is recognising a word at a rate of about one second per word. <p>* PPP–F Pause, Prompt, Praise – Fluency</p>								
	Reads with some intonation and expression									
P2	Reads decodable or familiar texts by phrasing 2 words at a time with some attention to expression									
P3	Reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see <i>Understanding texts</i>)									
	Uses punctuation cues, and some intonation and expression									
	Reads accurately at an efficient pace without overt sounding and blending									
P4	Reads aloud an elementary text at a flowing pace, pausing to attend to more complex punctuation									
	Uses effective intonation, stress and expression that indicate comprehension									
	Maintains pace and accuracy when reading with an experienced reader									
P5	Reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression									
	Varies pace according to purpose and audience									
	Reads aloud with expression that reflects the author's purpose and meaning (see <i>Understanding texts</i>)									
P6	Reads aloud a range of complex and highly complex texts, which include multisyllabic words and complex sentences with fluency and appropriate expression									
	Consistently and automatically integrates pausing, intonation, phrasing and rate									

UNDERSTANDING TEXTS

Level	Indicator	PART A	PART B	PART C	PART D	PART E	PART F	PART G	PART H	PART I
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Note about Understanding Texts including Comprehension (Comp) and Processes (Pr) and Vocabulary (Vocab) in MacqLit

Opportunities to develop vocabulary and comprehension occur through Sounds and Words activities including single word reading, during story reading in the Putting it all together activity and Book Reading. Further opportunities to facilitate comprehension occurs through the application of Reinforced Reading strategies including PPP–C.

P4	Reads and views simple texts with support from a proficient reader (see <i>Text complexity</i>) Comp	Comprehension and Vocabulary in MacqLit <ul style="list-style-type: none"> Although the primary focus of MacqLit is not on intensive vocabulary and comprehension instruction, the program does encourage students to think about what they are reading during each reading task as well as actively process the meaning of words as they read. 								
	Retells a familiar story or shared learning experience Comp									
	Makes relevant comments or asks relevant questions to demonstrate understanding of a text Comp									
	Makes connections between texts and personal experiences Comp									
	Uses some phonic and contextual knowledge to decode simple texts (see <i>Phonic knowledge and word recognition</i>) Pr									
	Decodes a few words in a text using phonic knowledge (see <i>Phonic knowledge and word recognition</i>) Pr									

	Identifies taught high-frequency words in a text (see <i>Phonic knowledge and word recognition</i>) Pr	<ul style="list-style-type: none"> During the MacqLit lesson, students engage in word reading activities in the Sounds and Words activity and define and discuss words at the end of word reading. In the Putting It all together activity, to aid comprehension, each story is preceded by a number of questions to set the scene and activate prior knowledge, and three vocabulary words are selected to be discussed. A range of questions are scripted at the end of each story which have been designed to test literal and inferential understanding of the stories as well as test vocabulary knowledge. During Book Reading, comprehension is developed using Reinforced Reading strategies including PPP–C. Students are asked a range of questions throughout the text to check for understanding and support them to make connections. During Book Reading each story is preceded by several questions to set the scene and activate prior knowledge. Students should discuss the title, the subject matter, key vocabulary and make predictions about the story. During the reading, students will be asked questions to check for comprehension and at the end, students are encouraged to summarise what they read and identify the main ideas.
	Demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see <i>Phonic knowledge and word recognition</i>) Pr	
	Consistently reads left page before right page Pr	
	Makes predictions (e.g. uses the cover of a book or screen image to predict the content) Pr	
	Pauses or appeals for support when meaning is disrupted Pr	
P5	Reads and views simple texts independently (see <i>Text complexity</i>) Comp	
	Locates directly stated information Comp	
	Recounts or describes sequenced ideas or information Comp	
	Identifies a clearly evident main idea in a simple text Comp	
	Reads and views the content of texts and describes new or learnt information Comp	
	Uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see <i>Phonic knowledge and word recognition</i>) (see <i>Text complexity</i>) Pr	
	Reads high-frequency words in continuous text Pr	
	Reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks) Pr	
	Pauses when meaning breaks down and attempts to self-correct Pr	
	Identifies key words and the meaning they carry (e.g. nouns, verbs) Vocab	
	Makes plausible interpretations of the meanings of unfamiliar words Vocab	
		* PPP–C Pause, Prompt, Praise – Comprehension

SPELLING**Level Indicator**

PART A PART B PART C PART D PART E PART F PART G PART H PART I

A note about Spelling in MacqLit

MacqLit addresses spelling during spelling and dictation activities. Oral segmentation continues to be practised in the context of spelling activities in which students are required to say the sounds of the words as they write.

P4	Writes some common one-syllable words with common phoneme–grapheme correspondences correctly (e.g. “am”)									
	Uses ‘sounding out’ to spell words (e.g. “p-at”)									
P5	Writes some common high-frequency words with uncommon phoneme–grapheme correspondences correctly (e.g. “was”)									
	Represents all phonemes when attempting to spell one- and two-syllable words (e.g. “sista” for “sister”)									
	Writes common plurals formed by adding “s” correctly (e.g. “cats”)									
	Writes words with common suffixes that indicate tense (e.g. “play”, “played”, “playing”)									
	Writes a range of high-frequency words correctly									
P6	Writes common plurals formed by adding “es” correctly (e.g. “boxes”)									

	Writes words with consonants doubled after a short vowel (e.g. “shopping”)									
	Spells simple words with split digraphs correctly (e.g. “blame”, “tide”)									
	Spells common words with simple vowel digraphs (e.g. “tree”, “tail”)									
P7	Spells words with learnt consonant digraphs (e.g. “sheep”, “tooth”)									
	Spells multisyllabic words with learnt long vowel phonemes (e.g. “pi-lot”, “di-et”)									