

MiniLit Sage alignment to the ACARA General Capabilities – Literacy

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

ACARA General Capabilities Literacy Content is addressed through the explicit scripted lesson: Working with Sounds and Words and the Practice and Application components of MiniLit Sage.

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

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

Phonological awareness

Level	Indicator	PART A Handbook 1	PART A Handbook 2	PART A Handbook 3	PART A Handbook 4	PART B Handbook 1	PART B Handbook 2	PART B Handbook 3	PART B Handbook 4
-------	-----------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

Note about Phonological awareness in MiniLit Sage
MiniLit Sage lessons address phonological awareness at the phonemic level to support the development of reading and writing processes. Activities in the early lessons include beginning, end and medial sound identification and oral blending and segmenting. Later on, learning focuses on discrimination of vowel sounds in preparation for more complex reading and spelling.

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”)								
	Provides a word when given a starting phoneme (e.g. “p” – “picture”)								
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” – “f-r-e-sh”)								
	Identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than 5 phonemes								
	Identifies the vowel phoneme in single-syllable words								

Phonic knowledge and word recognition									
Level	Indicator	PART A Handbook 1	PART A Handbook 2	PART A Handbook 3	PART A Handbook 4	PART B Handbook 1	PART B Handbook 2	PART B Handbook 3	PART B Handbook 4
<p>Note about <u>Phonic knowledge</u> and <u>Word recognition</u> in MiniLit Sage</p> <p>In MiniLit Sage we aim to help students achieve mastery of the alphabetic code for reading and writing. We begin with instruction in single letter-sounds, followed by complex letter patterns such as digraphs and split digraphs as well as instruction in word types progressing from easier (e.g. VC, CVC words) to more complex (e.g. VCe, CCVCC words). Word recognition is developed during tricky word instruction as students are taught to read and write a selection of common irregular words.</p>									
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								
	Identifies first phoneme in words 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 the 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								
P5	Reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. “was”, “you”, “one”, “said”, “have”, “were”) WR								
	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-c-h”, “l-o-ck”) PK								
	Reads words with taught common vowel graphemes (e.g. “ee”, “ea”, “ie”, “-e”, and including “-y”) and applies when reading decodable texts PK								

MiniLit Sage alignment to the ACARA General Capabilities – Literacy

	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								

Fluency

Level	Indicator	PART A Handbook 1	PART A Handbook 2	PART A Handbook 3	PART A Handbook 4	PART B Handbook 1	PART B Handbook 2	PART B Handbook 3	PART B Handbook 4
-------	-----------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

Note about Fluency in MiniLit Sage

Minilit Sage provides fluency instruction in sounds, words and connected text. A variety of activities are provided to develop students’ automaticity in reading regular words. Text reading fluency activities focus on developing fluency at the sentence, paragraph and story level using a range of instructional strategies.

P1	Reads aloud decodable or familiar texts word by word, with emphasis on one-to-one matching	<p><u>Fluency</u> in MiniLit Sage</p> <p>In MiniLit Sage, fluency is taught through structured activities that target sound, word, and text-level reading. Key strategies include:</p> <p>Sound and Word fluency</p> <ul style="list-style-type: none"> MiniLit includes fluency instruction in sounds, words and connected text. The phonics component of MiniLit Sage focuses on developing fluency at both the word and text level. MiniLit Sage encourages students to make the transition from sounding out to reading words ‘the fast way’ by subvocalising the sounds out of words within the ‘Reading words’ and ‘Reading Sounds and Words’ activities. The ‘Sound Sprint’ and ‘Word Relay’ activities help students to develop automaticity in reading regular word reading as they read under timed conditions. Students focus on speed and accuracy. <p>Text-level fluency</p> <ul style="list-style-type: none"> MiniLit Sage provides regular opportunities to develop fluency through a range of text reading activities including echo, choral and paired/partner reading. 							
	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								

Understanding texts		PART A Handbook 1	PART A Handbook 2	PART A Handbook 3	PART A Handbook 4	PART B Handbook 1	PART B Handbook 2	PART B Handbook 3	PART B Handbook 4
Level	Indicator								
Note about <u>Understanding texts</u> in MiniLit Sage MiniLit develops reading comprehension through reading connected text in the ‘Putting It All Together’ part of the lesson where students read sentences, paragraphs, stories and other texts, including decodable readers.									
P3	Listens actively and responds to a range of texts read by others Comp	<u>Comprehension and Vocabulary</u> in MiniLit Sage In MiniLit Sage, comprehension and vocabulary development are addressed alongside decoding skills by integrating these skills into reading, spelling and writing activities. Key strategies include: <ul style="list-style-type: none"> Defining words: Teachers provide simple definitions and use words in oral sentences to give context and meaning. Highlighting multiple meanings: Activities like ‘Word Meaning Mountain’ and ‘Word Web’ help children understand that words can have multiple meanings and semantic relationships. Connected text reading: Comprehension questions are included in ‘Putting It All Together’ and InitialLit Readers to check understanding and encourage reflection. Encouraging reflection: Students are prompted to connect texts to their own lives and other experiences, fostering deeper understanding. In text reading, MiniLit Sage addresses comprehension and vocabulary through: <ul style="list-style-type: none"> Pre-reading activities: Teachers preview unfamiliar words, define them, and discuss the story’s context to activate prior knowledge and predictions. During reading: Teachers monitor comprehension by asking questions, modelling fluent reading and highlighting text features like punctuation. Post-reading activities: Comprehension questions encourage reflection, discussion and personal connections to the text. Vocabulary expansion: Words are defined and contextualised during reading, and students are encouraged to explore meanings and relationships. These strategies ensure students develop comprehension skills and expand their vocabulary while decoding.							
	Makes a simple statement about the content of a text (e.g. “it was about the farm”) Comp								
	Engages in group discussion about a text or shared learning experience Comp								
	Talks about images and/or some printed words in a text Comp								
	Answers and poses mainly literal questions about the text Comp								
	Infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image) Comp								
	Follows text direction when read to by a proficient reader Pr								
	Locates the front and back of a book and turns pages correctly Pr								
	Locates the starting point for reading on a page or screen Pr								
	Asks questions to find out meaning of unfamiliar words Vocab								
	Uses words that have been encountered in simple texts Vocab								
P4	Reads and views simple texts with support from a proficient reader (see <i>Text complexity</i>) Comp								
	Retells a familiar story or shared learning experience Comp								
	Contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers 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								
	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								
	Tracks text left to right 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								
	Identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see <i>Grammar</i>) Pr								

MiniLit Sage alignment to the ACARA General Capabilities – Literacy

	Pauses or appeals for support when meaning is disrupted Pr	
	Identifies sentence boundary punctuation and uses it when reading aloud (see <i>Punctuation</i>) Pr	
	Demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word “run” in “running”) Pr	
	Recognises key content or repeated words in a simple text (see <i>Text complexity</i>) Pr	

Spelling

Level	Indicator	PART A Handbook 1	PART A Handbook 2	PART A Handbook 3	PART A Handbook 4	PART B Handbook 1	PART B Handbook 2	PART B Handbook 3	PART B Handbook 4
Note about <u>Spelling</u> in MiniLit Sage Spelling (encoding) is a feature of MiniLit Sage due to its close relationship with reading (decoding). The spelling of sounds, regular words and tricky words is taught alongside reading of sounds and words in MiniLit Sage.									
P3	Writes letters of the alphabet and says a common corresponding phoneme (sound)								
	Writes letters to correspond to a given phoneme (sound)								
P4	Writes letters to represent the dominant or first phonemes in words, when attempting to spell words (e.g. “d” for “dog”)								
	Writes some appropriate letters in sequence to represent words (e.g. “bis” for “because”)								
	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”)								
	Writes some common high-frequency words with uncommon phoneme–grapheme correspondences (e.g. “was”)								
P5	Represents all phonemes when attempting to spell one- and two-syllable words (e.g. “sista” for “sister”)								
	Spells less familiar words using common phoneme–grapheme correspondences (e.g. spells “some” as “sum”)								
	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								