

## Kindergarten

### Outcomes:

- ENe-4A** Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.  
**ENe-8B** Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.

### Syllabus Content:

- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.
- Predict meaning using elements of texts prior to reading.
- Identify literal meanings presented in texts, e.g. character, setting and events.
- Make connections between text and own life.
- Interpret meaning by responding to an inferential question
- Retell a familiar story in sequence and identify main idea.
- Use context to predict meaning in written texts to supplement decoding.
- Begin to use self-correction strategies.
- Recognise there are different kinds of imaginative and informative texts for enjoyment and finding information.
- Understand that readers/viewers may have varied individual responses to a text.
- Recognise parts of print and digital text.
- Explore different contribution of words and images to meaning in stories and informative texts (ACELA 1786).
- Interpret pictures with labels, environmental print logos and other visual images.

## Literacy Continuum

**Comprehension** - involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 1	Cluster 2	Cluster 3	Cluster 4 (End of K)	Cluster 5	Cluster 6
<ul style="list-style-type: none"> <li>• Responds to stories read aloud/viewed by connecting information and events to personal experiences.</li> <li>• Retells some events in familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives a sequenced retell of a story when prompted.</li> <li>• Recalls some details from illustrations in a story book.</li> <li>• Predicts a plausible next event in a story.</li> <li>• Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion.</li> <li>• Talks about information in factual texts</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to understand inferred meaning.</li> <li>• Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.</li> <li>• Recalls many details from illustrations in a story book.</li> <li>• Builds meaning in factual texts by using illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets meaning by answering an inferential question correctly.</li> <li>• Responds to overall meaning in literary and factual texts by talking about the central themes.</li> <li>• Constructs meaning from texts by making connections between print, illustrations and diagrams.</li> <li>• Analyses and evaluates a character's actions or events in a story through discussion.</li> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character.</li> <li>• Builds understanding by interpreting and discussing inferred meanings.</li> <li>• Interprets information in factual texts, e.g. using contents page and screen icons to locate specific information.</li> </ul>	<ul style="list-style-type: none"> <li>• Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.</li> <li>• Builds understanding of how media texts can be interpreted.</li> <li>• Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.</li> <li>• Analyses and evaluates a character's actions/motives in a story.</li> </ul>

## Kindergarten

Strategy	Comprehension Strategies	Registration
<b>Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Build background knowledge of familiar themes</li> <li>• Activate relevant background knowledge by showing pictures, photographs or video clips</li> <li>• Simple predicting activities</li> <li>• Talks about the meanings found in still and moving images e.g. illustrations, videos</li> <li>• Uses the illustrations on the cover of the book to make predictions about what the story is going to be about when reading</li> </ul>	
<b>Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Visualisation only (single words e.g. nouns, verbs, simple sentences)</li> <li>• Begin to form sensory images when being read to</li> <li>• Identify words that indicate when and where actions take place</li> <li>• Using simple picture books with familiar themes and topics</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Can identify the key word in a single sentence</li> <li>• Knows that when, where, how words trigger a sensory image e.g. <b>Yesterday my dog bit the postman on the leg.</b></li> <li>• Knows and uses a range of everyday words, colours, names and familiar objects after reading</li> <li>• Knows and uses some subject specific words in areas of interest e.g. animals</li> </ul>	
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Knowing that authors write books</li> <li>• Introduce thinking about words and asks others about their meaning e.g. "What is terrified?" "What does it mean?"</li> <li>• Listens to a story read with interest and makes appropriate comments</li> <li>• Asks questions to find out meanings of unfamiliar words and when</li> </ul>	
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Begin to analyse and evaluate stories read and viewed by providing and justifying a personal opinion (text to self)</li> <li>• Identifies unfamiliar words and attempts to use experience and context to work out meanings (text to self)</li> </ul>	
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Uses drawing to construct meaning</li> <li>• Talks about information found in factual texts</li> <li>• Expects text to make sense and recall the sense of a text</li> <li>• Uses pictures to construct a simple oral retell</li> <li>• Gives a sequenced retell when prompted</li> </ul>	
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Can infer from simple visual images e.g. a crying child, a scared cat etc. then ask what is happening?</li> <li>• Interprets meaning by answering a simple inferential question correctly. E.g. Tears rolled down her cheeks. (Ask: What is the girl doing?)</li> </ul>	
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>• Respond to the overall meaning in texts by talking about the central theme</li> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen</li> </ul>	

Year 1

**Outcomes:**

- EN1-4A** Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.  
**EN1-8B** Recognises there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

**Syllabus Content:**

- Recognise grammatical patterns to enhance comprehension.
- Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and surrounding circumstances.
- Self-correct when meaning is interrupted in simple texts, e.g. pausing, repeating words and phrases, rereading and reading on.
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670).
- Use background knowledge of a topic to make inferences about ideas in a text.
- Predict author intent, series of events and possible endings in imaginative, informative and persuasive texts.
- Sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts.
- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469).
- Compare opinions about characters, events and settings in and between texts (ACELT1589).
- Distinguish between fact and opinion in persuasive texts.
- Identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic.
- Understand that texts draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, e.g. comparing fairytales.
- Discuss possible author intent and intended audience of a range of texts.
- Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450).
- Understand how text structure contributes to meaning of texts.
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466).
- Understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles.

**Literacy Continuum**

**Comprehension** - involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 2	Cluster 3	Cluster 4 (End of K)	Cluster 5	Cluster 6 (End of yr1)	Cluster 7
<ul style="list-style-type: none"> <li>Gives a sequenced retell of a story when prompted.</li> <li>Recalls some details from illustrations in a story book.</li> <li>Predicts a plausible next event in a story.</li> <li>Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion.</li> <li>Talks about information in factual texts</li> </ul>	<ul style="list-style-type: none"> <li>Begins to understand inferred meaning.</li> <li>Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.</li> <li>Recalls many details from illustrations in a story book.</li> <li>Builds meaning in factual texts by using illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Interprets meaning by answering an inferential question correctly.</li> <li>Responds to overall meaning in literary and factual texts by talking about the central themes.</li> <li>Constructs meaning from texts by making connections between print, illustrations and diagrams.</li> <li>Analyses and evaluates a character's actions or events in a story through discussion.</li> <li>Builds understandings of a topic by identifying key facts in texts in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character.</li> <li>Builds understanding by interpreting and discussing inferred meanings.</li> <li>Interprets information in factual texts, e.g. using contents page and screen icons to locate specific information.</li> </ul>	<ul style="list-style-type: none"> <li>Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.</li> <li>Builds understanding of how media texts can be interpreted.</li> <li>Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.</li> <li>Analyses and evaluates a character's actions/motives in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to texts by referring to prior experiences.</li> <li>Responds to and analyses by discussing a point of view presented in the text.</li> <li>Analyses and evaluates how visual images support print to create meaning in texts.</li> <li>Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others when reading.</li> </ul>

Year 1

Strategy	Comprehension Strategies	Registration
<b>Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Build background knowledge of familiar themes and topics for texts being read</li> <li>• Activate relevant background knowledge by showing pictures, illustrations, diagrams, photographs or video clips</li> <li>• Simple predicting activities for different types of texts</li> <li>• Uses the illustrations on the cover and the title of the book to make predictions about what the story is going to be about</li> </ul>	
<b>Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Visualisation (single words e.g. nouns, verbs, simple sentences) and introduce what can be heard (e.g. leaves rustling, kids shouting, dogs barking)</li> <li>• Identify words that indicate when and where and how actions take place</li> <li>• Using simple picture books and repetitive poems with familiar themes and topics</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Can identify the key words in simple and compound sentences</li> <li>• Knows that when, where, how words trigger a sensory image e.g. <b><i>This morning, my mum made breakfast in the kitchen while singing a song.</i></b></li> <li>• Knows and uses a range of words during and after reading</li> </ul>	
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Teachers model internal dialogue whilst reading a text e.g. conducting think alouds</li> <li>• Listens to a story read with interest and makes appropriate comments</li> <li>• Asks questions to find out meanings of unfamiliar words and the actions of characters</li> </ul>	
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Draws on own knowledge to interpret characters and events in texts related to personal experience (text to world)</li> <li>• Makes connections between own knowledge and experience and information in texts (text to self, text to world, text to text)</li> <li>• Speculates on the behaviour of characters in stories and discusses own behaviour in similar situations (text to self)</li> <li>• Identifies unfamiliar words and attempts to use experience and context to work out meanings (text to world)</li> </ul>	
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Talks about information found in factual texts</li> <li>• Retells and responds to incidents from a story book with attention to plot elements such as setting, character, conflict and resolution e.g. story maps</li> <li>• Gives a sequenced oral retell without needing support from the illustrations</li> </ul>	
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Can infer from visual images, words and simple descriptive sentences</li> <li>• Analyses and evaluates a character's action/motives in a story</li> <li>• Interprets meaning by answering a simple inferential question correctly</li> </ul>	
<b>Text Conventions</b>	<ul style="list-style-type: none"> <li>• Knows that texts are structured in different ways</li> <li>• Can gain comprehension from visual representations in text such as, diagrams, photographs, timelines etc.</li> <li>• Begins to comprehend the text on websites and other digital formats</li> </ul>	

**Year 1 (cont.)**

<b>Strategy</b>	<b>Comprehension Strategies</b>	<b>Registration</b>
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>• Respond to the overall meaning in texts by talking about the central theme</li> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen</li> <li>• Introduce skimming and scanning</li> </ul>	
<b>Fix Up Strategies</b>	<ul style="list-style-type: none"> <li>• Self corrects when meaning is disrupted e.g. by pausing, repeating words and phrases, rereading and reading on</li> <li>• Knows that when meaning is lost, to use a fix up strategy</li> <li>• Use fix up strategies such as slow down, reread and ask an expert reader for help</li> </ul>	

Year 2

**Outcomes:**

- EN1-4A** Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.  
**EN1-8B** Recognises there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

**Syllabus Content:**

- Recognise grammatical patterns to enhance comprehension.
- Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and surrounding circumstances.
- Self-correct when meaning is interrupted in simple texts, e.g. pausing, repeating words and phrases, rereading and reading on.
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670).
- Use background knowledge of a topic to make inferences about ideas in a text.
- Predict author intent, series of events and possible endings in imaginative, informative and persuasive texts.
- Sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts.
- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469).
- Compare opinions about characters, events and settings in and between texts (ACELT1589).
- Distinguish between fact and opinion in persuasive texts.
- Identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic.
- Understand that texts draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, e.g. comparing fairytales.
- Discuss possible author intent and intended audience of a range of texts.
- Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450).
- Understand how text structure contributes to meaning of texts.
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466).
- Understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles.

**Literacy Continuum**

**Comprehension - involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.**

Cluster 5	Cluster 6	Cluster 7	Cluster 8 (End of yr2)	Cluster 9 (End of yr3)
<ul style="list-style-type: none"> <li>• Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character.</li> <li>• Builds understanding by interpreting and discussing inferred meanings.</li> <li>• Interprets information in factual texts, e.g. using contents page and screen icons to locate specific information.</li> </ul>	<ul style="list-style-type: none"> <li>• Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.</li> <li>• Builds understanding of how media texts can be interpreted.</li> <li>• Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.</li> <li>• Analyses and evaluates a character's actions/motives in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to texts by referring to prior experiences.</li> <li>• Responds to and analyses by discussing a point of view presented in the text.</li> <li>• Analyses and evaluates how visual images support print to create meaning in texts.</li> <li>• Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others when reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Refers to prior knowledge and experiences to build understanding of a text.</li> <li>• Justifies predictions about sections of a text.</li> <li>• Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.</li> <li>• Draws conclusions by using clues in a text.</li> <li>• Identifies more than one perspective or point of view when represented in texts.</li> <li>• Articulates the main idea and provides a synthesised retell that captures key events in texts.</li> <li>• Creates mental images to capture ideas in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds understanding during reading by discussing possible consequences of actions and events.</li> <li>• Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.</li> <li>• Builds understanding about the meaning of a text by actively seeking information from different parts of a text.</li> <li>• Shows an awareness through discussion that texts can present different perspectives.</li> <li>• Analyses the ways ideas and information are presented by making comparisons between texts.</li> <li>• Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.</li> <li>• Analyses a text by discussing visual, aural and written techniques used in the text.</li> <li>• Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.</li> </ul>

Year 2

Strategy	Comprehension Strategies	Registration
<b>Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Build background knowledge of unfamiliar themes and topics for texts being read</li> <li>• Activate relevant background knowledge and justifies predictions about texts</li> <li>• Uses background knowledge to judge suitability of a text</li> </ul>	
<b>Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Uses all senses when creating images from unfamiliar text (visualisation, what is heard, smelled, felt and tasted)</li> <li>• Identify words that trigger a particular sensory image and justify images and accepts that they may be different from others</li> <li>• Creates sensory images when reading non fiction texts and more difficult fiction</li> <li>• Creates mental images to capture ideas in texts</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Can identify the key words in texts and begin to become independent learners of new vocabulary</li> <li>• Knows that a series of key words trigger a sensory image</li> <li>• Knows and uses a range of words before, during and after reading which relate to the text being read</li> </ul>	
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Teachers model internal dialogue whilst reading a text e.g. conducting think alouds during shared reading</li> <li>• Listens to an extended story or simple novel read with interest and asks questions and makes appropriate comments</li> <li>• Asks questions to find out meanings of unfamiliar words and the actions of characters</li> </ul>	
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Draws on own knowledge to interpret characters and events in texts related to personal experience (text to self)</li> <li>• Makes connections between own knowledge and experience, and information in texts (text to self)</li> <li>• Speculates on the behaviour of characters in stories and discusses own behaviour in similar situations (text to self)</li> <li>• Responds to and analyses a text by discussing a point of view presented in the text</li> <li>• Identifies unfamiliar words and attempts to use experience and context to work out meanings</li> </ul>	
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Talks about information found in factual texts</li> <li>• Articulates the main idea and provides a synthesised retell that captures key elements in texts</li> </ul>	
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Can infer by using clues in a text</li> <li>• Can use referring words to infer. e.g. <b>Jess</b> ran to the shed. <b>She</b> was looking for a hammer. (Within text inference. <i>She</i> refers to Jess.)</li> <li>• Identifies more than one perspective when represented in texts</li> <li>• Analyses and evaluates a character's action/motives in a story</li> <li>• Interprets meaning by answering a simple inferential question correctly</li> </ul>	
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>• Responds to the overall meaning in texts by talking about the central theme</li> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen</li> <li>• Introduce skimming and scanning</li> </ul>	

**Year 2 (cont.)**

<b>Strategy</b>	<b>Comprehension Strategies</b>	<b>Registration</b>
<b>Text Conventions</b>	<ul style="list-style-type: none"> <li>• Knows the difference between fiction and non fiction and can justify answers</li> <li>• Builds understanding of a text by using knowledge of text organisation and features. e.g. referring to headings and sub headings to locate information</li> </ul>	
<b>Fix Up Strategies</b>	<ul style="list-style-type: none"> <li>• Independently monitors own reading by using a variety of self correction strategies to maintain meaning. e.g. slow down, pausing, repeating words and phrases, rereading and reading on, ask an expert</li> </ul>	

## Year 3

### Outcomes:

**EN2-4A** Uses an increasing range of skills and strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

**EN2-8B** Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.

### Syllabus Content:

- Draw on experiences, knowledge of the topic or context to work out the meaning of unknown words.
- Use metalanguage to describe the effects of ideas, text structures and features of literary texts (ACELT1604).
- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491).
- Skim a text for overall message and scan for particular information.
- Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1692).
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692).
- Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691).
- Read texts, including poems and scripted drama, using appropriate expression, e.g. pitch, pause, emphasis and attending to punctuation.
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692).
- Use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts.
- Recognise how aspects of personal perspective influence responses to texts.
- Recognise cohesive links in texts, e.g. pronouns that refer back to particular people or things, and understand how they contribute to meaning.
- Connect information by observing text connectives.
- Summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts.
- Interpret text by discussing the differences between literal and inferred meanings.
- Justify interpretations of a text, including responses to characters, information and ideas.

## Literacy Continuum

**Comprehension** - involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 8 (End of Year 2)	Cluster 9 (End of Year 3)	Cluster 10 (End of Year 4)
<ul style="list-style-type: none"> <li>• Refers to prior knowledge and experiences to build understanding of a text.</li> <li>• Justifies predictions about sections of a text.</li> <li>• Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.</li> <li>• Draws conclusions by using clues in a text.</li> <li>• Identifies more than one perspective or point of view when represented in texts.</li> <li>• Articulates the main idea and provides a synthesised retell that captures key events in texts.</li> <li>• Creates mental images to capture ideas in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds understanding during reading by discussing possible consequences of actions and events.</li> <li>• Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.</li> <li>• Builds understanding about the meaning of a text by actively seeking information from different parts of a text.</li> <li>• Shows an awareness through discussion that texts can present different perspectives.</li> <li>• Analyses the ways ideas and information are presented by making comparisons between texts.</li> <li>• Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.</li> <li>• Analyses a text by discussing visual, aural and written techniques used in the text.</li> <li>• Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets text by inferring connections, causes and consequences during reading.</li> <li>• Responds to and interprets texts by discussing the differences between literal and inferred meanings.</li> <li>• Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.</li> <li>• Identifies ways texts present different perspectives.</li> <li>• Evaluates text accuracy and credibility by comparing texts on a similar topic.</li> <li>• Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.</li> <li>• Responds to and analyses texts by discussing the ways language structures and features shape meaning.</li> <li>• Responds to and interprets texts by integrating sources of information in texts.</li> </ul>

Year 3

Strategy	Comprehension Strategies	Registration
<b>Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Build background knowledge of themes and topics for texts being read</li> <li>• Uses strategies to confirm predictions and to locate information (e.g. keywords, headings, sub-headings)</li> <li>• Uses background knowledge to judge suitability of a text for a purpose</li> </ul>	
<b>Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Analyses a text by discussing visual, aural and written techniques used in a text</li> <li>• Identifies words that trigger a particular sensory image and justify images and accepts that they may be different from others</li> <li>• Creates sensory images when reading non fiction texts and more difficult fiction</li> <li>• Creates mental images to capture ideas in texts</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Can identify the key words in texts and begin to become independent learners of new vocabulary</li> <li>• Knows that a series of key words trigger a sensory image</li> <li>• Draws on experience or knowledge of the topic or context to work out the meaning of unknown words</li> <li>• Identifies evaluative language in literary and factual texts</li> </ul>	
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Teachers model internal dialogue whilst reading a text e.g. conducting think alouds during shared reading</li> <li>• Listens to an extended story or simple novel read with interest and asks questions and makes appropriate comments</li> <li>• Asks questions to find out meanings of unfamiliar words and the actions of characters</li> </ul>	
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Draws on own knowledge to interpret characters and events in texts related to personal experience (text to self)</li> <li>• Reacts to texts that express a point of view, using supporting arguments</li> <li>• Shows empathy with characters in literary texts (text to self)</li> <li>• Responds to and analyses a text by discussing a point of view presented in the text</li> <li>• Identifies unfamiliar words and attempts to use experience and context to work out meanings</li> </ul>	
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Contributes to a class summary after reading or viewing</li> <li>• Obtains information from selected texts</li> <li>• Retells and discusses interpretation of texts read or viewed, with attention to main ideas and supporting details in factual texts</li> <li>• Makes brief notes of information relevant to the topic, recording resources used</li> <li>• Locates and sorts information on a topic from a variety of sources</li> <li>• Builds understanding about the meaning of a text by actively seeking information from different parts of a text</li> </ul>	
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Makes some inferences about ideas implicit in a text</li> <li>• Identifies more than one perspective when represented in texts</li> <li>• Analyses and evaluates a character's action/motives in a story</li> <li>• Interprets meaning by answering inferential questions correctly</li> <li>• Interprets texts by recognising and discussing the different between literal and inferred meaning in relation to information, characteristics and events</li> </ul>	

**Year 3 (cont.)**

Strategy	Comprehension Strategies	Registration
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>• Responds to the overall meaning in texts by talking about the central theme</li> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen</li> <li>• Predicts and lists a range of print and non-print resources for answering focus questions, e.g. Internet, literary and factual texts, photographs, charts, people</li> </ul>	
<b>Text Conventions</b>	<ul style="list-style-type: none"> <li>• Interprets basic maps, charts, diagrams, graphs, photographs, other still and moving graphics</li> <li>• Skims a text for overall message using headings, sub-headings, layout, and graphics</li> <li>• Finds information for specific purposes in factual texts</li> <li>• Relates information in text to accompanying graphics</li> <li>• Uses the table of contents, menu, index, spare numbers, headings, captions and key words to find information</li> </ul>	
<b>Fix Up Strategies</b>	<ul style="list-style-type: none"> <li>• Uses a range of automatic, motoring and self-correcting fix-up strategies when reading, e.g. slow down, pausing, repeating words and phrases, rereading and reading on, sub-vocalising, ask an expert</li> </ul>	

**Year 4**

**Outcomes:**

**EN2-4A** Uses an increasing range of skills and strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

**EN2-8B** Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.

**Syllabus Content:**

- Draw on experiences, knowledge of the topic or context to work out the meaning of unknown words.
- Use metalanguage to describe the effects of ideas, text structures and features of literary texts (ACELT1604).
- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491).
- Skim a text for overall message and scan for particular information.
- Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1692).
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692).
- Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691).
- Read texts, including poems and scripted drama, using appropriate expression, e.g. pitch, pause, emphasis and attending to punctuation.
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692).
- Use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts.
- Recognise how aspects of personal perspective influence responses to texts.
- Recognise cohesive links in texts, e.g. pronouns that refer back to particular people or things, and understand how they contribute to meaning.
- Connect information by observing text connectives.
- Summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts.
- Interpret text by discussing the differences between literal and inferred meanings.
- Justify interpretations of a text, including responses to characters, information and ideas.

**Literacy Continuum**

**Comprehension** - involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

Cluster 9 (End of Year 3)	Cluster 10 (End of Year 4)	Cluster 11 (End of Year 5)
<ul style="list-style-type: none"> <li>• Builds understanding during reading by discussing possible consequences of actions and events.</li> <li>• Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.</li> <li>• Builds understanding about the meaning of a text by actively seeking information from different parts of a text.</li> <li>• Shows an awareness through discussion that texts can present different perspectives.</li> <li>• Analyses the ways ideas and information are presented by making comparisons between texts.</li> <li>• Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.</li> <li>• Analyses a text by discussing visual, aural and written techniques used in the text.</li> <li>• Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets text by inferring connections, causes and consequences during reading.</li> <li>• Responds to and interprets texts by discussing the differences between literal and inferred meanings.</li> <li>• Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.</li> <li>• Identifies ways texts present different perspectives.</li> <li>• Evaluates text accuracy and credibility by comparing texts on a similar topic.</li> <li>• Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.</li> <li>• Responds to and analyses texts by discussing the ways language structures and features shape meaning.</li> <li>• Responds to and interprets texts by integrating sources of information in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and evaluates the ways that inference is used in a text to build understanding.</li> <li>• Re-examines sections of texts for evidence to support interpretations and opinions.</li> <li>• Evaluates a personal interpretation of a text by critically re-examining evidence within the text.</li> <li>• Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.</li> <li>• Analyses texts to explain and compare how audience, purpose and context influence texts.</li> <li>• Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.</li> <li>• Analyses and responds to language and grammatical techniques used to influence an audience.</li> <li>• Analyses and compares how information and ideas are presented in a range of texts on the one topic.</li> </ul>

Year 4

Strategy	Comprehension Strategies	Registration
<b>Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Build background knowledge of themes and topics for a variety texts being read</li> <li>• Uses strategies to confirm and justify predictions and to locate information (e.g. keywords, headings, sub-headings)</li> <li>• Uses background knowledge to judge suitability of a text for a purpose</li> </ul>	
<b>Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Analyses a text by discussing visual, aural and written techniques used in a text</li> <li>• Identify words that trigger a particular sensory image and justify images and accepts that they may be different from others</li> <li>• Creates sensory images when reading non fiction texts and more difficult fiction</li> <li>• Creates mental images to capture ideas in texts</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Can identify the key words in texts and begin to become independent learners of new vocabulary</li> <li>• Knows that a series of key words trigger a sensory image</li> <li>• Draws on experience or knowledge of the topic or context to work out the meaning of unknown words</li> <li>• Identifies evaluative language in literary and factual texts</li> <li>• Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject text</li> </ul>	
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Teachers model internal dialogue whilst reading a text e.g. conducting think alouds during shared reading</li> <li>• Listens to an extended story or simple novel read with interest and asks questions and makes appropriate comments</li> <li>• Asks questions to find out meanings of unfamiliar words and the actions of characters</li> </ul>	
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Draws on own knowledge to interpret characters and events in texts related to personal experience (text to self)</li> <li>• Reacts to texts that express a point of view, using supporting arguments</li> <li>• Shows empathy with characters in literary texts (text to self)</li> <li>• Responds to and analyses a text by discussing a point of view presented in the text</li> <li>• Identifies unfamiliar words and attempts to use experience and context to work out meanings</li> <li>• Interprets the meaning of a text by seeking further information in other sections of a text or a different text</li> <li>• Evaluates text accuracy and credibility by comparing texts on a similar topic</li> </ul>	
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Contributes to a class summary after reading or viewing</li> <li>• Obtains information from selected texts</li> <li>• Retells and discusses interpretation of texts read or viewed, with attention to main ideas and supporting details in factual texts</li> <li>• Makes brief notes of information relevant to the topic, recording resources used</li> <li>• Locates and sorts information on a topic from a variety of sources</li> <li>• Builds understanding about the meaning of a text by actively seeking information from different parts of a text</li> </ul>	

**Year 4 (cont.)**

Strategy	Comprehension Strategies	Registration
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Interprets texts by inferring connections, causes and consequences during reading</li> <li>• Responds to and interprets texts by discussing the differences between literal and inferred meanings</li> <li>• Analyses and evaluates a character’s action/motives in a story or simple novel</li> <li>• Interprets meaning by answering inferential questions correctly</li> <li>• Interprets texts by recognising and discussing the different between literal and inferred meaning in relation to information, characteristics and events</li> </ul>	
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>• Responds to the overall meaning in texts by talking about the central theme</li> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen</li> <li>• Predicts and lists a range of print and non-print resources for answering focus questions, e.g. Internet, literary and factual texts, photographs, charts, people</li> <li>• Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview</li> </ul>	
<b>Text Conventions</b>	<ul style="list-style-type: none"> <li>• Interprets basic maps, charts, diagrams, graphs, photographs, other still and moving graphics</li> <li>• Skims a text for overall message using headings, sub-headings, layout, and graphics</li> <li>• Finds information for specific purposes in factual texts</li> <li>• Relates information in text to accompanying graphics</li> <li>• Uses the table of contents, menu, index, spare numbers, headings, captions and key words to find information</li> <li>• Chooses a reading path appropriate to the text (literary, factual, electronic) and navigates multi-modal texts appropriate to the purpose</li> </ul>	
<b>Fix Up Strategies</b>	<ul style="list-style-type: none"> <li>• Uses a range of automatic ,motoring and self-correcting fix-up strategies when reading, e.g. Slow down, pausing, repeating words and phrases, rereading and reading on, sub-vocalising, ask an expert</li> <li>• Beginning to understand that when the movie in the mind stops and there are no mind conversations, they need to use a fix-up strategy</li> </ul>	

Year 5

**Outcomes:**

**EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

**EN3-7C** Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

**Syllabus Content:**

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504).

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) .

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711).

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505).

Identify the impact of first-person and third-person narration on the reader/viewer.

Recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases.

Recognise evaluative language, including emotive language and modality.

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524).

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511).

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712).

- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702).
- Interpret picture books, comic strips and sequences of digital images which do not contain written text.
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713).
- Recognise how aspects of personal perspective influence responses to text.
- Summarise a text and evaluate the intended message or theme.
- Analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts.
- Explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience.
- Think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text.
- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616).understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518).
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614).

**Literacy Continuum**

**Comprehension - involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.**

<b>Cluster 10</b> (End of Year 4)	<b>Cluster 11</b> (End of Year 5)	<b>Cluster 12</b> (End of Year 6)
<ul style="list-style-type: none"> <li>• Interprets text by inferring connections, causes and consequences during reading.</li> <li>• Responds to and interprets texts by discussing the differences between literal and inferred meanings.</li> <li>• Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.</li> <li>• Identifies ways texts present different perspectives.</li> <li>• Evaluates text accuracy and credibility by comparing texts on a similar topic.</li> <li>• Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.</li> <li>• Responds to and analyses texts by discussing the ways language structures and features shape meaning.</li> <li>• Responds to and interprets texts by integrating sources of information in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and evaluates the ways that inference is used in a text to build understanding.</li> <li>• Re-examines sections of texts for evidence to support interpretations and opinions.</li> <li>• Evaluates a personal interpretation of a text by critically re-examining evidence within the text.</li> <li>• Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.</li> <li>• Analyses texts to explain and compare how audience, purpose and context influence texts.</li> <li>• Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.</li> <li>• Analyses and responds to language and grammatical techniques used to influence an audience.</li> <li>• Analyses and compares how information and ideas are presented in a range of texts on the one topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.</li> <li>• Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.</li> <li>• Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.</li> <li>• Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.</li> <li>• Interprets texts by identifying and discussing multiple purposes within the same text.</li> <li>• Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic.</li> <li>• Analyses texts to compare how language structures and features are used to position readers and viewers.</li> <li>• Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic.</li> </ul>

Year 5

Strategy	Comprehension Strategies	Registration
<b>Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Build background knowledge of themes and topics for texts being read</li> <li>• Uses strategies to confirm predictions and to locate information (e.g. keywords, headings, sub-headings)</li> <li>• Uses background knowledge to judge suitability of a text for a purpose</li> </ul>	
<b>Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Analyses a text by discussing visual, aural and written techniques used in a text</li> <li>• Identify words that trigger a particular sensory image and justify images and accepts that they may be different from others</li> <li>• Creates sensory images when reading non fiction texts and more difficult fiction</li> <li>• Creates mental images to capture ideas in texts</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Can identify the key words in texts and begin to become independent learners of new vocabulary</li> <li>• Knows that a series of key words trigger a sensory image</li> <li>• Draws on experience or knowledge of the topic or context to work out the meaning of unknown words</li> <li>• Identifies evaluative language in literary and factual texts</li> <li>• Uses knowledge about texts to predict the kinds of words likely to be included</li> <li>• Draws on knowledge of word origins and words building strategies to work out new words</li> <li>• Identifies words that may help readers to distinguish fact from opinion</li> </ul>	
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Teachers model internal dialogue whilst reading a text e.g. conducting think alouds during shared reading</li> <li>• Listens to an extended story or novel read with interest and asks questions and makes appropriate comments</li> <li>• Asks questions to find out meanings of unfamiliar words and the actions of characters</li> </ul>	
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Draws on own knowledge to interpret characters and events in texts related to personal experience (Text to self)</li> <li>• Reacts to texts that express a point of view, using supporting arguments</li> <li>• Shows empathy with characters in literary texts (Text to self)</li> <li>• Analyses and compares how information and ideas are presented in a range of texts on one topic (Text to text)</li> <li>• Identifies unfamiliar words and attempts to use experience and context to work out meanings</li> <li>• Manipulates multiple texts that include a variety of purposes and modes to locate information for specific information (Text to text)</li> </ul>	
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented</li> <li>• Uses several strategies for finding information in texts, e.g. skimming for gist, scanning for specific information, index, glossary</li> <li>• Retells and discusses interpretation of texts read or viewed, with attention to main ideas and supporting details in factual texts</li> <li>• Makes comprehensive notes of information relevant to the topic, recording resources used</li> <li>• Locates and sorts information on a topic from a variety of sources</li> <li>• Builds understanding about the meaning of a text by actively seeking information from different parts of a text</li> <li>• Summarises key information</li> </ul>	

**Year 5 (cont.)**

Strategy	Comprehension Strategies	Registration
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Makes some inferences about ideas implicit in a text</li> <li>• Identifies more than one perspective when represented in texts</li> <li>• Analyses and evaluates a character's action/motives in a story</li> <li>• Interprets meaning by answering inferential questions correctly.</li> <li>• Interprets texts by recognising and discussing the different between literal and inferred meaning in relation to information, characteristics and events</li> <li>• Analyses and evaluates the ways that inference is used in a text to build understanding</li> </ul>	
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>• Identifies and interprets ideas, themes and issues in literary texts</li> <li>• Builds understandings of a topic by identifying key facts in texts in print and on screen</li> <li>• Predicts and lists a range of print and non-print resources for answering focus questions, e.g. Internet, literary and factual texts, photographs, charts, people</li> <li>• Identifies a research topic and selects relevant and accurate information</li> </ul>	
<b>Text Conventions</b>	<ul style="list-style-type: none"> <li>• Interprets complex maps, charts, diagrams, graphs, photographs, other still and moving graphics</li> <li>• Skims a text for overall message using headings, sub-headings, layout, and graphics</li> <li>• Finds information for specific purposes in factual texts</li> <li>• Relates information in text to accompanying graphics</li> <li>• Uses the table of contents, menu, index, spare numbers, headings, captions and key words to find information</li> <li>• Understands and uses various text layouts to access information</li> </ul>	
<b>Fix Up Strategies</b>	<ul style="list-style-type: none"> <li>• Uses a range of automatic ,motoring and self-correcting fix-up strategies when reading, e.g. slow down, pausing, repeating words and phrases, rereading and reading on, sub-vocalising, ask an expert</li> <li>• Beginning to understand that sensory imagery and questioning the text are vital to comprehending what we read</li> <li>• Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, re-rereads and attends to most important information</li> </ul>	

Year 6

**Outcomes:**

**EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

**EN3-7C** Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

**Syllabus Content:**

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504).

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) .

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711).

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505).

Identify the impact of first-person and third-person narration on the reader/viewer.

Recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases.

Recognise evaluative language, including emotive language and modality.

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524).

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511).

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712).

- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702).
- Interpret picture books, comic strips and sequences of digital images which do not contain written text.
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713).
- Recognise how aspects of personal perspective influence responses to text.
- Summarise a text and evaluate the intended message or theme.
- Analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts.
- Explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience.
- Think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text.
- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616).understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518).
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614).

**Literacy Continuum**

**Comprehension - involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.**

<b>Cluster 10</b> (End of Year 4)	<b>Cluster 11</b> (End of Year 5)	<b>Cluster 12</b> (End of Year 6)
<ul style="list-style-type: none"> <li>• Interprets text by inferring connections, causes and consequences during reading.</li> <li>• Responds to and interprets texts by discussing the differences between literal and inferred meanings.</li> <li>• Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.</li> <li>• Identifies ways texts present different perspectives.</li> <li>• Evaluates text accuracy and credibility by comparing texts on a similar topic.</li> <li>• Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.</li> <li>• Responds to and analyses texts by discussing the ways language structures and features shape meaning.</li> <li>• Responds to and interprets texts by integrating sources of information in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and evaluates the ways that inference is used in a text to build understanding.</li> <li>• Re-examines sections of texts for evidence to support interpretations and opinions.</li> <li>• Evaluates a personal interpretation of a text by critically re-examining evidence within the text.</li> <li>• Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.</li> <li>• Analyses texts to explain and compare how audience, purpose and context influence texts.</li> <li>• Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.</li> <li>• Analyses and responds to language and grammatical techniques used to influence an audience.</li> <li>• Analyses and compares how information and ideas are presented in a range of texts on the one topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.</li> <li>• Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.</li> <li>• Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.</li> <li>• Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.</li> <li>• Interprets texts by identifying and discussing multiple purposes within the same text.</li> <li>• Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic.</li> <li>• Analyses texts to compare how language structures and features are used to position readers and viewers.</li> <li>• Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic.</li> </ul>

Year 6

Strategy	Comprehension Strategies	Registration
<b>Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Build background knowledge of themes and topics for texts being read</li> <li>• Uses strategies to confirm predictions and to locate information (e.g. keywords, headings, sub-headings)</li> <li>• Uses background knowledge to judge suitability of a text for a specific purpose</li> </ul>	
<b>Creating Sensory Images</b>	<ul style="list-style-type: none"> <li>• Analyses a text by discussing visual, aural and written techniques used in a text</li> <li>• Identify words that trigger a particular sensory image and justify images and accepts that they may be different from others</li> <li>• Creates sensory images when reading non fiction texts and more difficult fiction</li> <li>• Creates mental images to capture ideas in texts</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Can identify the key words in texts and begin to become independent learners of new vocabulary</li> <li>• Knows that a series of key words trigger a sensory image</li> <li>• Draws on experience or knowledge of the topic or context to work out the meaning of unknown words</li> <li>• Identifies evaluative language in literary and factual texts</li> <li>• Uses knowledge about texts to predict the kinds of words likely to be included</li> <li>• Identifies words that may help readers to distinguish fact from opinion</li> <li>• Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy</li> </ul>	
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>• Teachers model internal dialogue whilst reading a text e.g. conducting think alouds during shared reading</li> <li>• Listens to an extended story or simple novel read with interest and asks questions and makes appropriate comments</li> <li>• Asks questions to find out meanings of unfamiliar words and the actions of characters</li> </ul>	
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Draws on own knowledge to interpret characters and events in texts related to personal experience (Text to self, Text to world)</li> <li>• Reacts to texts that express a point of view, using supporting arguments</li> <li>• Shows empathy with characters in literary texts (Text to self)</li> <li>• Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented (Text to text)</li> <li>• Manipulates multiple texts that include a variety of purposes and modes to locate information for specific information (Text to text)</li> <li>• Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic (Text to text)</li> </ul>	
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>• Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic</li> <li>• Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multi-modal presentations</li> <li>• Makes comprehensive notes of information relevant to the topic, recording resources used</li> </ul>	

**Year 6 (cont.)**

Strategy	Comprehension Strategies	Registration
<b>Synthesising</b>	<ul style="list-style-type: none"> <li>Locates and sorts information on a topic from a variety of sources</li> <li>Builds understanding about the meaning of a text by actively seeking information from different parts of a text</li> <li>Summarises key information</li> </ul>	
<b>Inference</b>	<ul style="list-style-type: none"> <li>Analyses texts to compare how language structures and features are used to position readers and viewers</li> <li>Identifies more than one perspective when represented in texts</li> <li>Analyses and evaluates a character's action/motives in a story</li> <li>Interprets meaning by answering inferential questions correctly</li> <li>Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics and events</li> <li>Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence</li> </ul>	
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>Identifies and interprets ideas, themes and issues in literary texts</li> <li>Builds understandings of a topic by identifying key facts in texts in print and on screen</li> <li>Predicts and lists a range of print and non-print resources for answering focus questions, e.g. Internet, literary and factual texts, photographs, charts, people</li> <li>Knows when information is irrelevant</li> <li>Identifies a research topic and selects relevant and accurate information</li> <li>Borrows suitable books from the library</li> </ul>	
<b>Text Conventions</b>	<ul style="list-style-type: none"> <li>Interprets complex maps, charts, diagrams, graphs, photographs, other still and moving graphics</li> <li>Skims a text for overall message using headings, sub-headings, layout, and graphics</li> <li>Finds information for specific purposes in factual texts</li> <li>Relates information in text to accompanying graphics</li> <li>Uses the table of contents, menu, index, spare numbers, headings, captions and key words to find information</li> <li>Understands and uses various text layouts to access information</li> <li>Confidently adjusts the chosen reading pathway to achieve the intended purpose in literary and factual, print, electronic and multi-modal texts</li> </ul>	
<b>Fix Up Strategies</b>	<ul style="list-style-type: none"> <li>Uses a range of automatic, motoring and self-correcting fix-up strategies when reading, e.g. slow down, pausing, repeating words and phrases, rereading and reading on, sub-vocalising, ask an expert</li> <li>Beginning to understand that sensory imagery and questioning the text are vital to comprehending what we read</li> <li>Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, re-rereads and attends to most important information</li> <li>Can select texts at their independent reading level with the teacher's help</li> </ul>	