Maffra Primary School

Reading Scope and Sequence

Level 1 PREP

STANDARDS

- **Match print and spoken text in the immediate environment.**
- **Recognise that sounds are represented alphabetically.**
- **Identify some sound/letter relationships.**
- **Read aloud simple texts that include some high frequency words.**
- **Read from left to right with return sweep and from top to bottom.**
- **Use title, illustrations and knowledge of a text topic to predict meaning.**
- **Use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.**

STRATEGIES

Phonological Awareness

- Daily experiences with: syllables, rhyme judgement, rhyme creation, rhyme matching, onset and rime, beginning sound-letter links, sound awareness skills (ending and middle sounds), sentence awareness.

Concepts About Print

- Front cover, Title, Illustrations, Left to right, top to bottom, return sweep, print carries the message, one to one correspondence, difference between pictures, letters, words and sentences, full stops, capital letters, question marks, talking marks.

Guided Reading

- Concepts about print
- High frequency words
- Reading strategies:-
Does that make sense?
Can we say it like that?
Does it look right?

Comprehension:

- Making connections
- Visualising,
- Tier words,
- Making predictions,
- Literal and open-ended questioning,
- Developing an understanding of language structural patterns

Shared Reading

- Model reading using Big Books to explicitly teach and demonstrate all of the above skills.
- Ensure a variety of text types are utilised.

Progression points 0.5 – 1.0

- Understanding the directional sequence of text

- Recognition of some letters of the alphabet and awareness of text

- Correct reading of some familiar words; for example, words in the title of a simple reading text, or labels on objects in the classroom

- Retelling of the main ideas in a text; for example, the plot after listening to the reading of a picture story book or watching a video

- Predictions about events in a text from looking at the cover and illustrations

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Reading Scope and Sequence

Level 2 Year One and Two

STANDARDS

- **Read independently and respond to short imaginative and informative text with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary.**
- **Match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context.**
- **Locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams.**
- **Predict plausible endings for stories and infer characters' feelings.**
- **Self correct when reading aloud.**
- **Describe strategies used to gain meaning.**
- **Identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.**

STRATEGIES

Phonological Awareness

- Daily experiences with: syllables, rhyme judgement, rhyme creation, rhyme matching, onset and rime, sound/letter links, sound awareness skills and sentence awareness

Concepts About Print

- Full stops, capital letters, commas, question marks, talking marks, bold print, exclamation marks
- One to one correspondence
- Concept of a sentence

Guided Reading

- Making links from print to personal experiences
- Making links from pictures to words
- Comprehension skills – see below
- Looking at the beginning and ending of words, such as ing, ed, er
- Chunking
- Does it make sense? Does it look right? Does it sound right? Can we say it like that?
- Reading on to assist with unknown words
- Fluency and expression – make it sound like talking.
- Self correcting

Shared Reading

- Model reading using Big Books to explicitly teach and demonstrate all of the above skills.
- Ensure a variety of text types are utilised.

Comprehension

- Making connections
- Visualising,
- Tier words,
- Making predictions,
- Literal and open-ended questioning,
- Developing an understanding of language structural patterns
- Making inferences
- Determining important information
- Summarising

Progression Points 1.25

- Naming of all uppercase and lowercase letters in the alphabet

- Identification of common sounds for letters

- Independent reading of simple print and electronic texts with moderate accuracy and fluency

- Accurate reading of high frequency words

- Retelling of what they have read using the text as a prompt

- Prediction of what a text will be about, using textual features and some known words

- Understanding of differences between real and imaginative texts

Progression Points 1.5

- Segmentation and blending of letters in words of one or two syllables

- Use of sentence context, predictable structures and initial letters when attempting to read unfamiliar words

- Accurate and independent reading of print and electronic texts with high frequency words

- Self correction, on recognition that their own reading does not make sense

- Inclusion of main ideas in retelling what they have read

- Prediction of what might happen next in a story read independently

Progression Points 1.75

- Recognition of a wide range of letters and sounds, and blends in words of more than one syllable

- Use of strategies for working out the meaning of unfamiliar words in context,; for example, sounding out, rereading, using cues from illustrations

- Self correction, and use of punctuation to contribute to meaning when reading aloud; for example, recognition of quotation marks to identify a speaker's words

- Ordered retelling of main ideas from a text they have read

- Response to ideas in short print and electronic literary texts

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Reading Scope and Sequence

Level 3 Year Three and Four

STANDARDS	STRATEGIES

STANDARDS

- **Read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features.**
- **Interpret main ideas and purpose of texts.**
- **Make inferences from imaginative texts about plot and setting and about characters' qualities, motives and actions.**
- **Infer meaning from material presented in informative texts.**
- **Identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes.**
- **Use several strategies to locate, select and record key information from texts.**

STRATEGIES

Phonological awareness
- Daily experiences with: syllables, rhyme judgement, rhyme creation, rhyme matching, onset and rime, sound/letter links, letter patterns, sound awareness skills and sentence awareness

Concepts About Print
- Full stops, capital letters, commas, question marks, talking marks, bold print, exclamation marks

Guided/Independent Reading
- Making links from print ;- text to self, text to text, text to world
- Making links from pictures to words
- Comprehension skills – see below
- Looking at the beginning and ending of words, such as ing, ed, er
- Word work; high frequency words, contractions, homophones etc, etc
- Chunking
- Does it make sense? Does it look right? Does it sound right? Can we say it like that?
- Reading on to assist with unknown words
- Fluency and expression – make it sound like talking.
- Self correcting

Shared/Interactive Reading
- Model reading using Big Books to explicitly teach and demonstrate all of the above skills.
- Ensure a variety of text types are utilised.
- Tier words

Comprehension
- Making connections
- Asking questions
- Visualising,
- Drawing inferences
- Synthesizing information – forming new ideas from their reading
- Tier words,
- Making predictions,
- Literal and open-ended questioning,
- Developing an understanding of language structural patterns
- Determining important information

	• Summarising

Progression points 2.25

- Use of strategies for working out meanings of unfamiliar words and phrases in context of texts read independently; eg. Suggestions of synonyms for familiar words

- Understanding of author's purpose for writing a text; eg, to narrate, to inform, and of how well the text achieved its purpose

- Understanding of and responses to texts with several short paragraphs in print and electronic forms

- Comprehension of ideas in informative and imaginative texts

- Prediction of likely events and inferences about the consequence of actions represented in texts

Progression points 2.5

- Use of strategies for reading texts with unfamiliar vocabulary and/or textual features such as captions for Illustrations

- Understanding of main ideas in a range of informative and imaginative texts

- Comparison of information presented in different texts about the same topic

- Discussion of events and characters' actions in imaginative texts in the light of their own experience

Progression points 2.75

- Use of their own knowledge on language structures and features in reading texts that present new and unfamiliar ideas and information

- Reading of and responses to imaginative and informative texts, organised in a range of ways such as tests structured in short chapters, or linked sections of electronic texts

- Note taking and recording of key information from a range of texts

- Recognition of how authors choose language to describe characters and events; for example, short sentences to build up to a climax, descriptive words to set a scene

- Inferences about characters' motivations

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Reading Scope and Sequence

Level 4 Year Five and Six

STANDARDS

- Read, interpret and respond to a wide range of literary, everyday and media texts.
- Analyse these texts and support interpretations with evidence drawn from the text.
- Describe how texts are constructed for particular purposes, and identify how socio-cultural values, attitudes and beliefs are presented in texts.
- Analyse imagery, characterisation, dialogue, point of view, plot and setting.
- Use strategies such as reading on, using contextual cues, and draw on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

STRATEGIES

Phonological Awareness

- **Students with special needs** should have daily experiences with: syllables, rhyme judgement, rhyme creation, rhyme matching, onset and rime, sound/letter links, sound awareness skills and sentence awareness

Concepts About Print

- To be familiar with, and have an understanding of all forms of punctuation

Guided Reading/Independent Reading

- Making links from print ;- text to self, text to text, text to world
- Comprehension skills – see below
- Word work; Apply strategies gleaned in whole class sessions to independence
- Decoding skills such as:
  Chunking
  Reading on to assist with unknown words
  Fluency and expression – make it sound like talking.
  Self correcting
- Identify intended purpose and audience of texts
- Locate, contrast and compare the structures of narratives, reports and arguments
- Identify the intended purpose of texts and how they present the attitudes and beliefs of individuals
- Use strategies that include selecting key ideas, paraphrasing and visualising the more complex sentences, reading on and drawing on contextual cues
- Predict events and infer possible consequences of actions
- Apply evidence from the text and their general knowledge to display literal, inferential and evaluative comprehension
- Identify attitudes and beliefs of the different characters and analyse the use of imagery for specific events and characters, plot and setting.

Shared/Interactive Reading

- Model reading using Big Books to explicitly teach and demonstrate all of the above skills.
- Ensure a variety of text types are utilised.
- Tier words

Comprehension

- Making connections
- Asking questions
- Visualising,

	- Drawing inferences - Synthesizing information – forming new ideas from their reading - Tier words, - Making predictions, - Literal and open-ended questioning, - Developing an understanding of language structural patterns - Determining important information - Summarising

Progression points 3.25

- Interpretations of and responses to a range of literary and everyday texts

- Understanding of how authors construct print and electronic texts for different intended audiences and purposes; for example, a letter to a friend or report for the school newsletter

- Connections between evidence stated and inferred in texts and their own knowledge and experience to clarify understanding of texts

- Predictions and inferences about possible consequences of actions and events during reading

- Recognition that texts reflect socio-cultural values, attitudes and beliefs

Progression points 3.5

- Identification of the intended purposes of a wide range of literary and everyday texts

- Understanding of features of different kinds of texts; for example, characterisation and plot in narratives, or headings and visual information in informative texts

- Use of evidence drawn from the text to support interpretations

- Use of strategies for interpreting texts with unfamiliar ideas and vocabulary; for example, reading on and reading back, summarising or paraphrasing

- Identification of socio-cultural values, attitudes and beliefs represented in literary texts

Progression points 3.75

- Interpretations of and responses to a wide range of print and multimodal texts

- Understanding and discussion of the textual features of different texts; for example, sequence of ideas in persuasive texts

- Analysis and discussion of a range of perspectives presented in different texts on the same topic

- Use of a variety of comprehension strategies; for example, reviewing, summarising, asking questions or predicting

- Identification of the ways in which texts present a range of values and attitudes