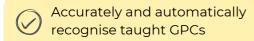
New K-2 English syllabus

Student Profiles

Hi! I am a student in Early Stage 1



By midyear I can...



Accurately decode and blend basic code CVC words in isolation and when reading a decodable text

Accurately decode some 2 syllable words that contain taught basic code eg, 'upset'

Start to automatically read high frequency regular words in isolation and when reading short decodable texts

Read taught irregular words with accuracy in isolation, in decodable sentences and decodable texts

Encode words using taught basic code

Represent each phoneme when spelling CVC words

Spell some high frequency irregular words that I have been explicitly taught

Read and spell my own name

Use taught tier 1 and 2 words when speaking and recognise interesting words when being read to

Stop and think
'do I know that
word?' (when
decoding and
blending)

Plan my ideas for writing by talking and drawing

At the end of the year I can...

Read decodable texts with automaticity of all basic code including taught irregular words

Read 2-3 word phrases instead of reading word by word, when reading a decodable text

Change my voice when reading to match the punctuation eg, exclamation marks or question marks

Read taught extended code words accurately (not necessarily automatically) in isolation and in decodable sentences

Spell CVC words accurately using taught phonic basic code

Apply some spelling conventions when writing words, such as not using 'v' as a final spelling eg, have

Spell and read taught irregular words accurately

Spell and read 2 syllable words that contain basic code accurately by listening for each syllable eg, 'sunset'

Apply suffixes to taught base words to spell plurals, past tense and continuous tense-only for words that don't require a base change

Write simple sentences that contain subject-verb-object structure

Write texts that connect 2 ideas

Use mind-maps, drawing and talking to plan

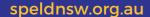


Reading

Spelling







New K-2 English syllabus

Student Profiles

Hill am a student in Year 1.



By midyear I can...

Read decodable texts that include all basic code with automaticity as well as prosody, self-correcting errors as I read

Read decodable texts that now include extended code with automaticity

Ask questions to clarify meaning when reading

Read and write words with basic and extended code including vowel digraphs, split digraphs and can apply my knowledge to writing unseen words such as knowing which spelling of /ay/ to write in a word eg, 'play in the rain'

Understand that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message

Use noun groups and verbs to build descriptions of people and things

Create different types of texts such as descriptions, recounts or giving my opinion

Re-read and edit my writing with teacher support

Discuss and make some changes to my writing after teacher feedback

At the end of the year I can...

Read unseen decodable texts that include all basic and extended code with automaticity and prosody

Self-correct my errors as I read unseen words, applying my mastered basic and extended code knowledge

Apply my knowledge of basic and extended code GPC's to spell words accurately including two-syllable and multimorphemic word

Understand and intentionally choose subject-specific vocabulary and have expanded my knowledge of Tier 2 and 3 vocabulary when speaking and in my writing

Recognise that the position of a clause in a complex sentence influences the important idea for the reader

Monitor my understanding by asking clarifying questions, rereading words, phrases and sentences and make connections in the texts that I am reading independently

Create texts that describe, explain, give an opinion, recount an event and tell a story

Intentionally select and use verbs to add detail to my writing

Make some changes to my writing after receiving teacher feedback

Reading

Decoding

Spelling

Speaking

Writing

NOTEBOOK

2 speldnsw.org.au

New K-2 English syllabus

Student Profiles





By midyear I can...

Read unseen uncontrolled texts with accuracy and familiar texts with automaticity, attending to punctuation as I read

Decode and encode all basic and extended code including applying suffixing rules to words

Understand and use knowledge of similarities and differences between imaginative, information and persuasive texts when planning for writing

Confidently use planning tools to plan for creating texts

Utilise a range of phonological, morphemic and orthographic knowledge to spell words and can make changes to my written work based on teacher feedback

Write a range of sentences that include appropriate verbs, adverbs, prepositional phrases and time connectives

Make more intentional word choices to enhance my writing

Make some independent changes to my writing and apply changes after feedback

At the end of the year I can...

Confidently decode and encode basic and extended code including vowel digraphs and trigraphs when reading and creating texts

Segment single-syllable and multisyllabic words into syllables and phonemes as an efficient strategy for spelling. My orthographic and morphemic knowledge of words has expanded considerably

Read unseen and uncontrolled texts with automaticity and prosody, self-correcting any errors made along the way

Use a combination of simple and compound sentences as well as understand and use coordinating conjunctions

Make intentional word choices to enhance precision of meaning and ideas in my writing

Use punctuation such as full stops, exclamation marks, question marks and quotation marks for simple dialogue

Use commas to separate ideas, lists and dependent clauses in a sentence

Re-read and edit my own writing as well as after receiving feedback

Reading

Decoding

Spelling

Speaking



