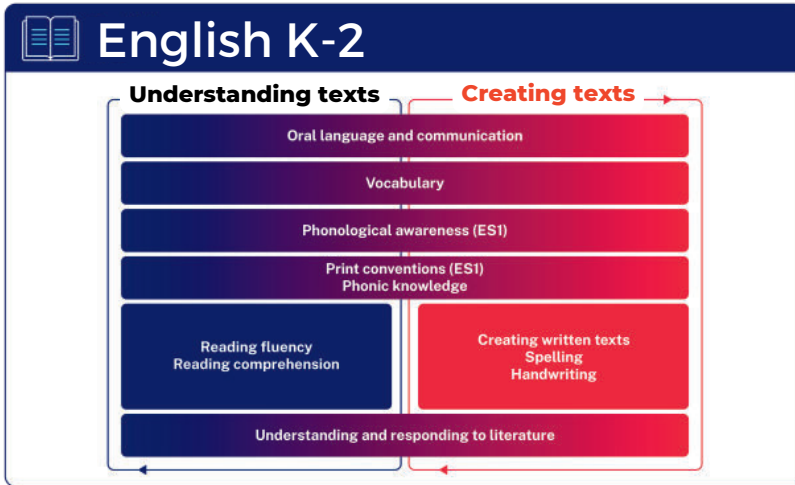
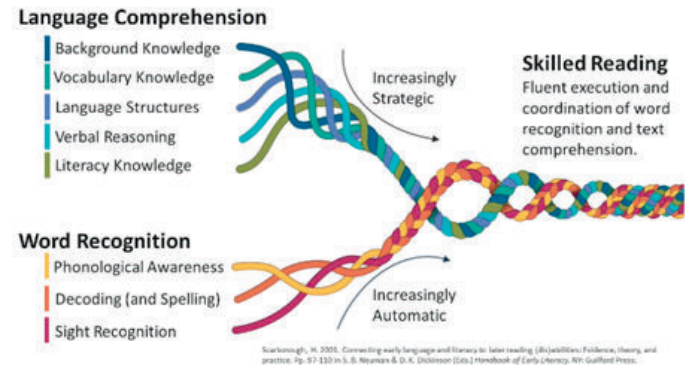


# The NEW K-2 English Syllabus

## Course Summary



The subskills of reading are highlighted in outcomes to be addressed more explicitly.



Explicit and connected outcomes set strong foundations for the New K-2 English Syllabus.

The initial and extended phonics code requires a carefully planned scope and sequence as well as a program to guide explicit teaching alongside quality resources and assessments that target subskills accordingly.

Read, Sound and Write

Read the word, say each phoneme, and write the spelling for each phoneme in the sound box. Then write the word again, spell out loud.

Read	Sound	Write
rolled	r o l l e d	rolled
blended		
panted		
hissed		
sacked		
mended		

\*Example of SPELD NSW curriculum aligned resource.

Students are required to comprehend the texts they can independently read.



We know that background knowledge together with vocabulary is essential for reading comprehension.

### Vocabulary

- Tier 1 – basic-level words
- Tier 2 – words of high utility for mature language users
- Tier 3 – words that are used rarely and only in highly specific situations.

Crossover and clear links in new syllabus between creating texts and understanding/ responding to quality literature.

### Fluency requires:

1. Word level accuracy
2. Word level automaticity
3. Sentence level automaticity
4. Expression/Prosody

Repeated and paired reading are evidence-based strategies to support students developing text-level reading fluency.



### Creating Texts

Utilising carefully selected model texts to support explicit teaching of sentence-level grammar, sentence combining and text features supports student understanding.

