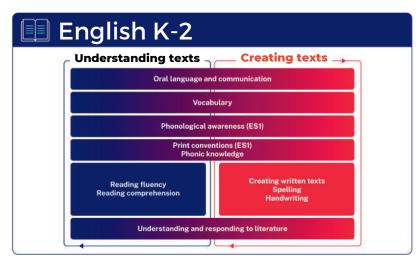
# The NEW K-2 English Syllabus

**Course Summary** 





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

#### Language Comprehension Background Knowledge Skilled Reading Vocabulary Knowledge Increasingly Fluent execution and Strategic Language Structures coordination of word recognition and text Verbal Reasoning Literacy Knowledge **Word Recognition** Phonological Awareness Decoding (and Spelling) Increasingly Automatic Sight Recognition Scarbonogh, M. 2001. Conventing early larguage and Stanacy to later reading (disjabilities: Feiderics, theory, practice. Pp. 57-110 in S. B. Neuman & D. K. Dickleson (Cos.) Hambook of Carly Literacy, NY: Guilford Press.

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 program to guide explicit teaching alongside quality resources and assessments that target subskills accordingly.

of the word, say each phonems, and write the spellings for each phoneme in the sound boxes. Then write the word again- boxel					
Read rolled	Sound				Write
	r	0	11	ed	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.

## 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.



#### 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.

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