



Reading Scope and Sequence

Reading Scope and Sequence – Kindy

Phonological and Phonemic Awareness (oral)	<ul style="list-style-type: none"> • Phase 1 Letters and Sounds • Auditory discrimination with environmental sounds and then spoken words e.g. “hop/lip are they the same?” “Piv/pit are they the same?” • Identify if words are real or nonsense • Counts words in sentences with mainly one syllable words • Identify if two words rhyme • Recognise a rhyming word from a given word with two choices • Generate simple rhyming words or non-words • Segment words into syllables • Identify initial, medial and final sounds in CV, VC and CVC words • Segment and blend compound words • Segment and blend onset-rime e.g. c-at • Segment and blend CV, VC and CVC words • Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg
Phonics	<ul style="list-style-type: none"> • Introduce Phase 2/3 lower case reading sounds – s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, qu, v, w, x, y, z • Exposure to upper case sounds and letter names • Reading CVC words • Decoding strategies - sounding out
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read decodable words – it, in, and, a, l, on, at • Labelling • Functional language • Attributes and descriptions • Differences and similarities • Categorising • Front loading key vocabulary prior to reading texts
Fluency	<ul style="list-style-type: none"> • Modelled reading
Concepts of Print	<ul style="list-style-type: none"> • Letters • Words • Tracking left to right • Where to start reading, • Title • Author • One to one correspondence
Comprehension	<p>I Get It</p> <ul style="list-style-type: none"> • Whole Body Listening • Visualising • Prediction • Problem Solution <p>I Tell It</p> <ul style="list-style-type: none"> • Oral Retell

Reading Scope and Sequence – Pre Primary

Phonemic Awareness (oral)	<ul style="list-style-type: none"> • Counts words in sentences with mainly multi-syllabic words • Identify if words are real or nonsense • Identify if two words rhyme • Recognise a rhyming word from a given word with two choices • Generate a string of simple rhyming words or non-words • Segment words into syllables • Identify initial, medial and final sounds in CVC, CVCC and CCVC words • Segment and blend compound words • Segment and blend onset-rime e.g. c-at • Segment and blend CVC, CCVC and CVCC words • Short and long vowels • Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg
Phonics	<ul style="list-style-type: none"> • Review Phase 2 sounds, introduce ck, ff, ll, ss • Review Phase 3 sounds (j, v, w, x, y, z, qu) and introduce zz, ch, sh, th, ng, oo, oo, ay, ai • Introduce letter names and recognition of upper case letters • Blend CVC, CVCC and CCVC words, including two syllable words e.g. sunset • Reading CVC, CVCC and CCVC words in sentences • Decoding strategies - sounding out
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 50 words • Labelling • Functional language • Attributes and descriptions • Differences and similarities • Categorising • Front loading key vocabulary prior to reading texts
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading
Concepts of Print	<ul style="list-style-type: none"> • Letters • Words • Tracking left to right • Where to start reading, • Title • Author • One to one correspondence
Comprehension	<p>I Get It</p> <ul style="list-style-type: none"> • Whole Body Listening • Click Clunk Stop Fix • Visualising • Prediction • Prior Knowledge • Looking for & Linking Clues • Judging Importance • Problem Solution • Main idea • Cause and Effect • Inferencing <p>I Tell It</p> <ul style="list-style-type: none"> • Oral Retell

Reading Scope and Sequence – Year 1

Phonemic Awareness (oral)	<ul style="list-style-type: none"> • Segment words into syllables • Identify initial, medial and final sounds in CVCC, CCVC and more complex words • Segment and blend CVCC, CCVC and more complex words e.g. spider • Manipulate phonemes - add, delete and substitute initial, medial and final sounds to make new words e.g. pin/pen or pet/peg • Manipulate sentences – substitute words in sentences
Phonics	<ul style="list-style-type: none"> • Revise Phase 2 and 3 sounds • Blend and segment longer words with adjacent consonants – Phase 4 (CCVC, CVCC, CCVCC, CCCVC, CCCVCC and polysyllabic words), including two- and three-syllable words e.g. lunchbox • Reading CVC, CVCC, CCVC CCVCC, CCCVC, CCCVCC words in sentences • Introduce Phase 5 sounds – ay, ai, oy, oi, wh, a-e, ow, or, ar, e-e, i-e, ee, oe, o-e, u-e, oo, oo, igh, oa, ea (short and long vowels) • Known graphemes for reading, common alternative pronunciations: i - fin, find; ow - cow, blow; y - yes, by, very; ch - chin, school, chef; c - cat, cent; ea - eat, bread; g - got, giant; er - farmer, her; a - hat, what (ONLY THROUGH WARM UP) • Decoding strategies - sounding out, re-reading, chunking
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 200 words • Front loading key vocabulary prior to reading texts • Introduce Tier Two vocabulary with scripting and context • Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading • Repeated reading • Choral reading
Comprehension	<ul style="list-style-type: none"> • Whole Body Listening • Click Clunk Stop Fix • Comprehension Monitoring • Looking for & Linking Clues • Judging Importance • Problem Solution • Visualising • Prior Knowledge • Prediction • Cause and Effect • Inferencing • Main idea • Synthesis

Reading Scope and Sequence – Year 2

Phonemic Awareness (oral)	No specific skills in Year 2 – revise Year 1
Phonics	<ul style="list-style-type: none"> • Revise Year 1 sounds • Introduce sounds – <u>house</u>, <u>bird</u>, <u>tie</u>, <u>blue</u>, <u>stew</u>, <u>saw</u>, <u>toe</u>, <u>sauce</u>, <u>crow</u>, fern, church, chair, knit, wrist, <u>lamb</u>, <u>fur</u>, <u>phone</u>, <u>hear</u>, <u>light</u>, <u>pure</u> • Manipulate sounds – substitute, delete sounds in words • Decoding strategies - sounding out, re-reading, chunking, reading on • Known graphemes for reading, common alternative pronunciations: i - fin, find; ow - cow, blow; y - yes, by, very; ch - chin, school, chef; c - cat, cent; ea - eat, bread; g - got, giant; er - farmer, her; a - hat, what (ONLY THROUGH WARM UP)
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 300 words • Front loading key vocabulary prior to reading texts • Introduce Tier Two vocabulary with scripting and context • Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading • Choral reading • Partner reading • Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none"> • Whole Body Listening • Comprehension Monitoring • Click Clunk Stop Fix • Visualising • Prediction • Identifying literal information • Inferencing • Main Idea • Cause and Effect • Judging Importance • Synthesizing (Integrating ideas and information in a text)

Reading Scope and Sequence – Year 3

Vocabulary	<ul style="list-style-type: none">• Fry words – minimum achievement – students to be able to read first 400 words• Front loading key vocabulary prior to reading texts• Introduce Tier Two vocabulary with scripting and context• Word Webs• Post reading vocabulary activities
Fluency	<ul style="list-style-type: none">• Modelled reading• Home reading• Repeated reading• Partner reading• Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none">• Whole Body Listening• Comprehension Monitoring• Visualising• Prediction• Identifying literal information (skimming and scanning)• Inferencing• Main Idea• Cause and Effect• Judging Importance• Synthesizing (Integrating ideas and information in a text)• Summarising and Paraphrasing

Reading Scope and Sequence – Year 4

Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 500 words • Front loading key vocabulary prior to reading texts • Introduce Tier Two vocabulary with scripting and context • Word Webs • Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading • Repeated reading • Choral reading • Partner reading • Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none"> • Comprehension Monitoring • Self-Questioning • Judging Importance • Synthesising • Skimming & Scanning • Finding main idea • Recall facts & details (Literal) • Understand sequence • Recognise cause and effect • Compare / contrast • Making predictions • Finding word meanings in context • Drawing conclusions and inferences • Distinguish fact and opinion • Identify author purpose • Interpreting figurative language • Summarising and paraphrasing
Meta-linguistics	<p>Discuss techniques authors use to make stories engaging, moving and absorbing.</p> <p>Focus:</p> <ul style="list-style-type: none"> • <i>Understand characterisation by appearance, dialogue, motivation, behaviour & relationships with others.</i> • <i>Identify pivotal points in a plot where characters are faced with choices, and comment on how the author makes us care about their decisions and consequences.</i>
Meta-linguistics	<p><u>Characterisation</u></p> <ul style="list-style-type: none"> • Identify character traits/defining characteristics, motivations and roles in the story. Use S.T.E.A.L acronym (character Speech, Thoughts, Effect on others, Actions, Looks) to analyse characters. • Define and identify the protagonist and antagonist in a text. • Identify common stereotypes, including heroes and antiheroes.

	<ul style="list-style-type: none"> • Identify common relationships (siblings, parent/child, friends) and how these are represented differently by different authors. • Explain character dynamics and interactions in multiple ways using: words, actions, interactions, similarities/differences to real world and self, and points of view/opinions as evidence. • Explain how and why a given character has changed. • Compare and contrast different characters using graphic organisers. • Write about the characters' response to each event and challenge, explaining how the reaction tells you more about the character. • Identify how character motivation influences their perspective. <p><u>Plot Tension and Settings</u></p> <ul style="list-style-type: none"> • Explain how stylistic devices (language choices) create diction in narrative settings (tone and mood), including how these devices create suspense. • Identify the 5 plot elements. • Identify quotes and phrases that capture the setting's mood. • List common settings and connect to how they lend themselves to different plots. • Explain how the settings make the reader feel, highlighting language the author has chosen as evidence. • Identify pivotal points in a plot, including each character's response and motivation to the events. Describe how these are relatable to the target audience. • Plot main actions and events on a 'plot map' and discuss how these create suspense and increase reader engagement.
Meta-linguistics	<p><u>Stylistic Devices</u></p> <p>Language Devices Emotive language and vocabulary that colours the reader's view of the characters. Figurative language – similes and metaphors</p> <p><u>Structural Devices</u></p> <p>Author's Purpose Identify the Author's purpose and supporting features by giving evidence from the text.</p> <p>Plot Structure Identify the 3 of 7 basic plot structures (rags to riches, overcoming the monster, the quest) and name text examples.</p> <p>Text Features -Identify common text features of books, newspapers and articles including the table of contents, the index, headings, captions, bold words, illustrations, photographs, the glossary, labels, graphs, charts, and diagrams. -Explain how word selection, literary devices, sentence structure, text structure and speech are used for effect. -Explain how some punctuation such as brackets, as well as style including bold text, italics and font size can affect the reader's understanding and interpretation of events.</p>

Reading Scope and Sequence – Year 5

Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 600 words • Front loading key vocabulary prior to reading texts • Introduce Tier Two vocabulary with scripting and context • Word Webs • Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading • Repeated reading • Choral reading • Partner reading • Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none"> • Comprehension Monitoring • Self-Questioning • Judging Importance • Synthesising • Skimming & Scanning • Finding main idea • Recall facts & details (Literal) • Understand sequence • Recognise cause and effect • Compare / contrast • Making predictions • Finding word meanings in context • Drawing conclusions and inferences • Distinguish fact and opinion • Identify author purpose • Interpreting figurative language • Summarising and paraphrasing

Meta-Linguistics	<p>Define characteristics of author craft and how they position the reader (include Aboriginal and TSI authors.)</p> <p>Focus:</p> <ul style="list-style-type: none"> • <i>Examine narrative voice and how it impacts empathy and engagement</i> • <i>Discuss information the author has disclosed and how it impacts audience's sympathies</i>
Meta-Linguistics	<p><u>How narrative voice impacts on reader empathy and engagement.</u></p> <ul style="list-style-type: none"> • Identify which perspective the story is being told from. <ul style="list-style-type: none"> -First person -Second Person -Third Person -Third Person Omniscient

	<ul style="list-style-type: none"> • Identify how first person perspective is more conducive to reader empathy and trust in the protagonist. Provide evidence. • Using evidence from the text, explain how empathy relies on similarities between character and reader experiences/events? List devices, events, language etc. has the author chosen to make the text relatable to the intended audience? How does that increase engagement? • What themes has the author chosen and are these accessible and relatable to the reader? How does this increase engagement and empathy? <p><u>Information an author discloses to impact audience's sympathies</u></p> <ul style="list-style-type: none"> • Identify events or language/devices that the author used to manipulate reader emotions. Give examples • Identify stereotypes (i.e. rigid simplistic and erroneous views) and how they influence character actions and the reader response to them? • Explain how generalisations (making a broad judgement based on one or two events) are helpful or harmful to the reader's response to the character? Justify with text examples. • Identify the language that helps to create generalisations (all, always, never, only, every, none etc.)
Meta-linguistics	<p><u>Stylistic Devices</u></p> <p>Tone (Author's attitude towards the topic.) Identify how the author creates diction (tone & mood) with their language choices?</p> <p>Mood Identify the mood at different points in the text and how authors selection of events and stylistic devices affect mood.</p> <p>Figurative Language Similes, metaphors, idioms</p> <p>Language Devices Foreshadowing and bias</p> <p><u>Structural Devices</u></p> <p>Narrative Elements Give examples of the 7 elements of a narrative: plot, setting, atmosphere, characterisation, theme, point of view and figurative language/language devices, giving examples from the text.</p> <p>Plot Structure Identify the 4 of 7 basic plot structures (rags to riches, overcoming the monster, the quest, voyage and return, comedy, tragedy, rebirth.</p>

Reading Scope and Sequence – Year 6

Phonics	<ul style="list-style-type: none"> • Revise Year 5 sounds • Introduce sounds: <u>accent</u>, <u>process</u>, <u>surprise</u>/<u>paralyse</u>, <u>banquet</u>, <u>vague</u> • Decoding strategies - sounding out, re-reading, chunking, reading on, using analogy, consulting a reference
Vocabulary	<ul style="list-style-type: none"> • Fry words – minimum achievement – students to be able to read first 700 words • Front loading key vocabulary prior to reading texts • Introduce Tier Two vocabulary with scripting and context • Word Webs • Post reading vocabulary activities
Fluency	<ul style="list-style-type: none"> • Modelled reading • Home reading • Repeated reading • Choral reading • Partner reading • Explicit teaching of elements of fluency – PAVES (pace, accuracy, volume, expression, smoothness)
Comprehension	<ul style="list-style-type: none"> • Comprehension Monitoring • Self-Questioning • Judging Importance • Synthesising • Skimming & Scanning • Finding main idea • Recall facts & details (Literal) • Understand sequence • Recognise cause and effect • Compare / contrast • Making predictions • Finding word meanings in context • Drawing conclusions and inferences • Distinguish fact and opinion • Identify author purpose • Interpreting figurative language • Summarising and paraphrasing
Meta-linguistics	<p>Compare and Contrast an author's craft by defining characteristics of their personal style.</p> <p>Focus:</p> <ul style="list-style-type: none"> • <i>Analyse two texts from the same author to examine similarities in theme, characterisation, text structure, plot development, tone vocabulary, personal voice, narrative point of view, grammatical structure and visual techniques.</i>

Meta-linguistics	<p><u>Comparing and Contrasting Authors' Personal Style</u></p> <ul style="list-style-type: none"> • Author vs Author – Identify the authors' use of different stylistic and structural devices to position a reader to see different perspectives of the same theme. E.g. novels that romance or vilify war. • (Same Author) Text vs Text – Analyse and find similarities between stylistic & structural devices across a variety of texts by the same author. • Identify plots from different texts and movies (same author V same author and different author V different author) which tell the same narrative differently. <p>Revise previous character development in Years Four and Five and identify what influences character change and recognise whether it similar across texts. Identify author's positioning of reader to respond to character. Identify similar ethical core values across characters in different texts?</p> <p>Revise previous setting development in Years Four and Five and analyse and identify choices an author has made to position a reader by asking questions such as Where is it? When is it? What is the weather like?</p>
Meta-linguistics	<p><u>Stylistic Devices</u></p> <p>Figurative Language Recall previous figurative language in Years Four and Five and identify and give examples of idioms, personification.</p> <p>Language Devices Recall previous language devices in Years Four and Five and identify and give examples allegory, irony and satire</p> <p>Character Development Recall previous character development in Years Four and Five and identify what influences character change and recognise whether it similar across texts. Identify author's positioning of reader to respond to character. Identify similar ethical core values across characters in different texts?</p> <p>Setting Development Recall previous setting development in Years Four and Five and analyse and identify choices an author has made to position a reader by asking questions such as Where is it? When is it? What is the weather like? What are the social conditions? What is the landscape or environment like? What special details make the setting vivid?</p> <p>Imagery Devices Recall previous imagery devices in Years Four and Five and identify how imagery and figurative language evoke a sensory experience or create a picture with words for a reader. Students identify effective descriptive language and figures of speech and how writers used these to appeal to a reader's senses of sight, taste, smell, touch, and sound, as well as internal emotion and feelings.</p> <p>Visual Techniques Recall previous visual techniques in Years Four and Five and analyse a visual medium such as book cover, illustrations, poster or still frame from movies. Students will identify techniques such as colour contrast, angles, exaggeration of character features, viewpoint of image to</p>

	<p><u>Structural Devices</u></p> <p>Narrative Elements</p> <p>Recall previous structural devices related to narrative in Years Four and Five and identify and give examples of the 7 elements of a narrative: plot, setting, atmosphere, characterisation, theme, point of view and figurative language/language devices, giving examples from the text.</p> <p>Plot Structure</p> <p>Recall previous plot structure in Years Four and Five and identify the 7 basic plot structures (rags to riches, overcoming the monster, the quest, voyage and return, comedy, tragedy, rebirth. And use them to make inferences in similar texts.</p> <p>Text Features</p> <p>Recall previous text features in Year Four and Five and identify common text features of a book and articles including the table of contents, the index, headings, captions, bold words, illustrations, photographs, the glossary, labels, graphs, charts, and diagrams.</p>
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