

New K-2 English syllabus

Student Profiles

Hi! I am a student in Early Stage 1.



By midyear I can...

- ✓ Accurately and automatically recognise taught GPCs
- ✓ 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

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

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

✓ Plan my ideas for writing by talking and drawing

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Hi! I 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, re-reading 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

Decoding

Reading

Spelling

Speaking

Writing





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

