

Structured Literacy in Year 3 - Year 6

What is Structured Literacy?

Structured Literacy is the application of the Science of Reading (SOR) in the classroom. The accumulated evidence from high quality research on reading acquisition and instruction is the SOR, whereas *Structured Literacy* is representative of reading instruction that applies the SOR to classroom practice. The term *Structured Literacy* is fairly new in the reading world, trademarked by the International Dyslexia Association. "The intent of establishing the term *Structured Literacy* was to differentiate reading instruction or programs that are truly informed by the Science of Reading from those that purport to be but are not." (Carreker, 2022)

Two critical hallmarks of Structured Literacy instruction are that it:

- 1) teaches all the components that evidence has found to be foremost in ensuring reading success
- 2) employs principles that align to the necessity of each component

Structured Literacy instruction includes all vital components of reading comprehension and writing (decoding, encoding and language comprehension) and their underpinning sub components – phonology, morphology, orthography, syntax, semantics and discourse level language.

A structured approach to literacy ensures that phonology, morphology, orthography, syntax, semantics and discourse level language are explicitly, systematically and cumulatively taught and progress is monitored in a diagnostic and responsive way to ensure all children develop literacy proficiency.

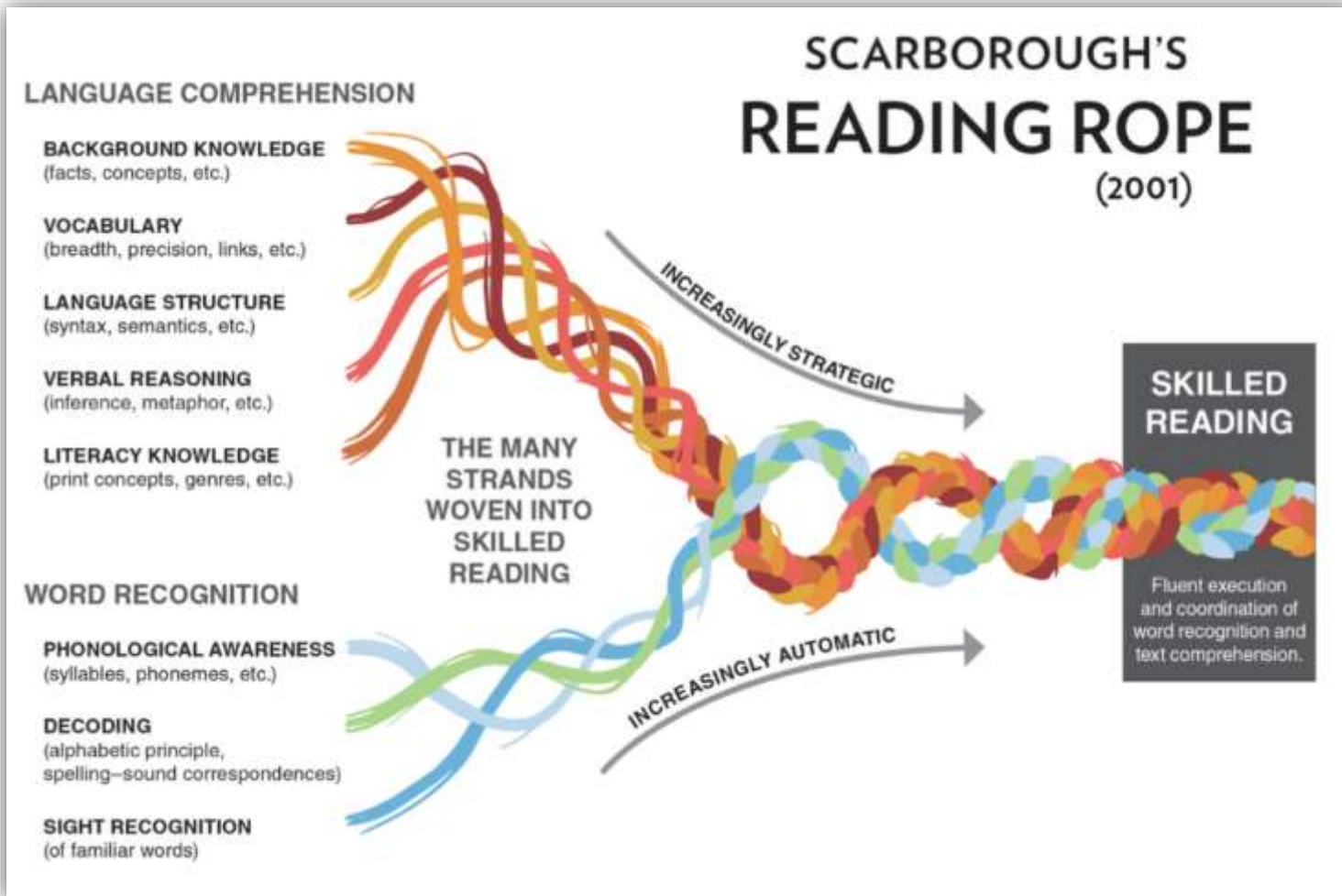
Why is a structured approach to literacy important?

Structured Literacy from the Foundation year and beyond ensures all children, particularly those most at-risk of literacy difficulties, receive the high quality literacy instruction they need for reading, writing and academic success. Structured Literacy from the Foundation year that is explicit, systematic and cumulative, diagnostic and responsive, ensures all children are able to read and engage with rich, grade level and complex texts when they reach the upper primary years.

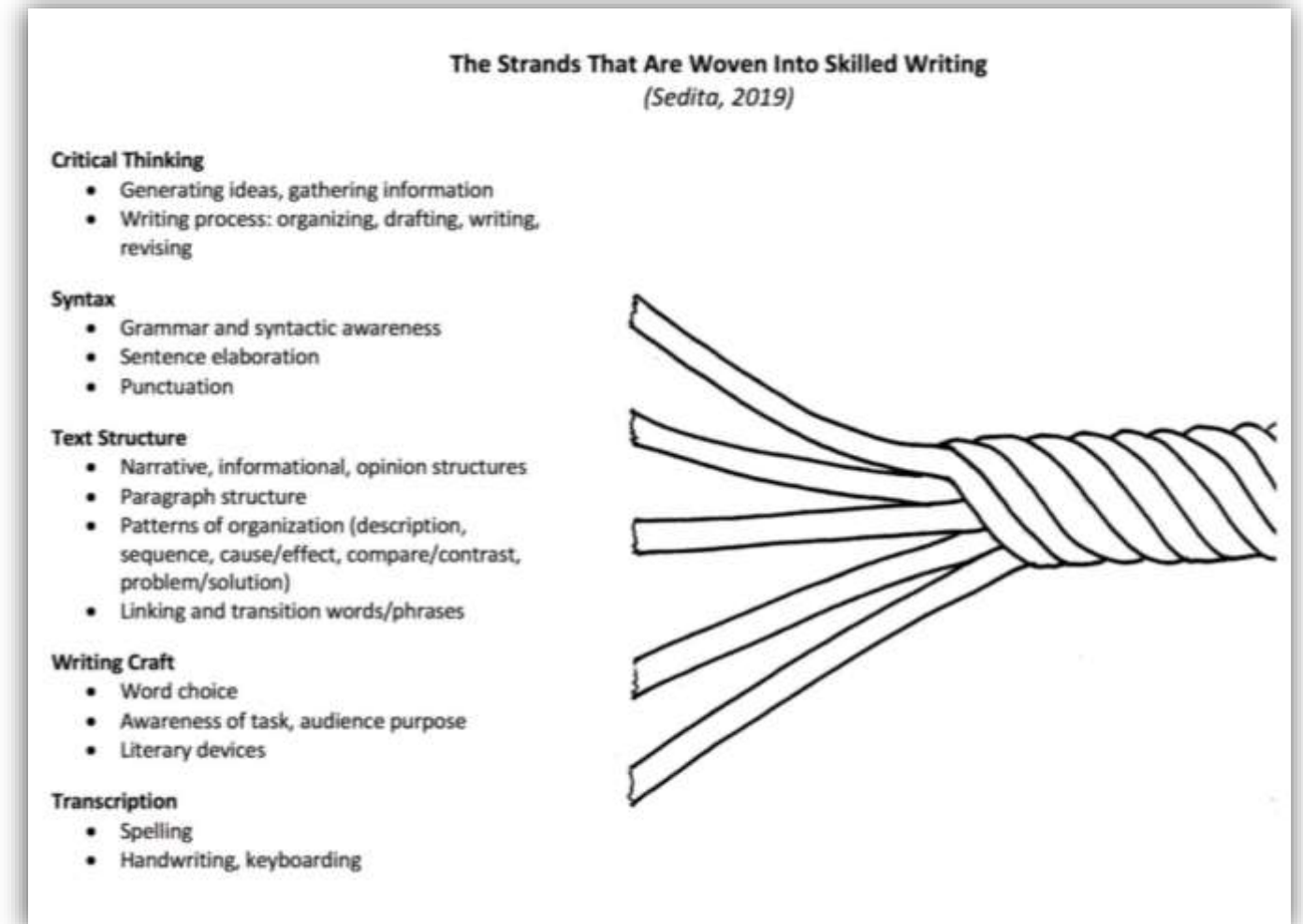
What needs teaching?

All strands of Scarborough's Reading Rope and Sedita's Writing rope require explicit, systematic and cumulative instruction in order to develop skilled reading and writing.

Components of Skilled Reading



Components of Skilled Writing



- Deconstructing the Rope: An introduction with Dr. Jane Oakhill
- Deconstructing the Rope: Word recognition with Alice Wiggins
- Deconstructing the Rope: Decoding with Dr. Louisa Moats
- Deconstructing the Rope: Sight recognition with Dr. Bruce McCandliss
- Deconstructing the Rope: Language comprehension with Sonia Cabell
- Deconstructing the Rope: Language structures with Kate Cain
- Deconstructing the Rope: Background knowledge with Susan Neuman
- Deconstructing the Rope: Vocabulary with Nancy Hennessy

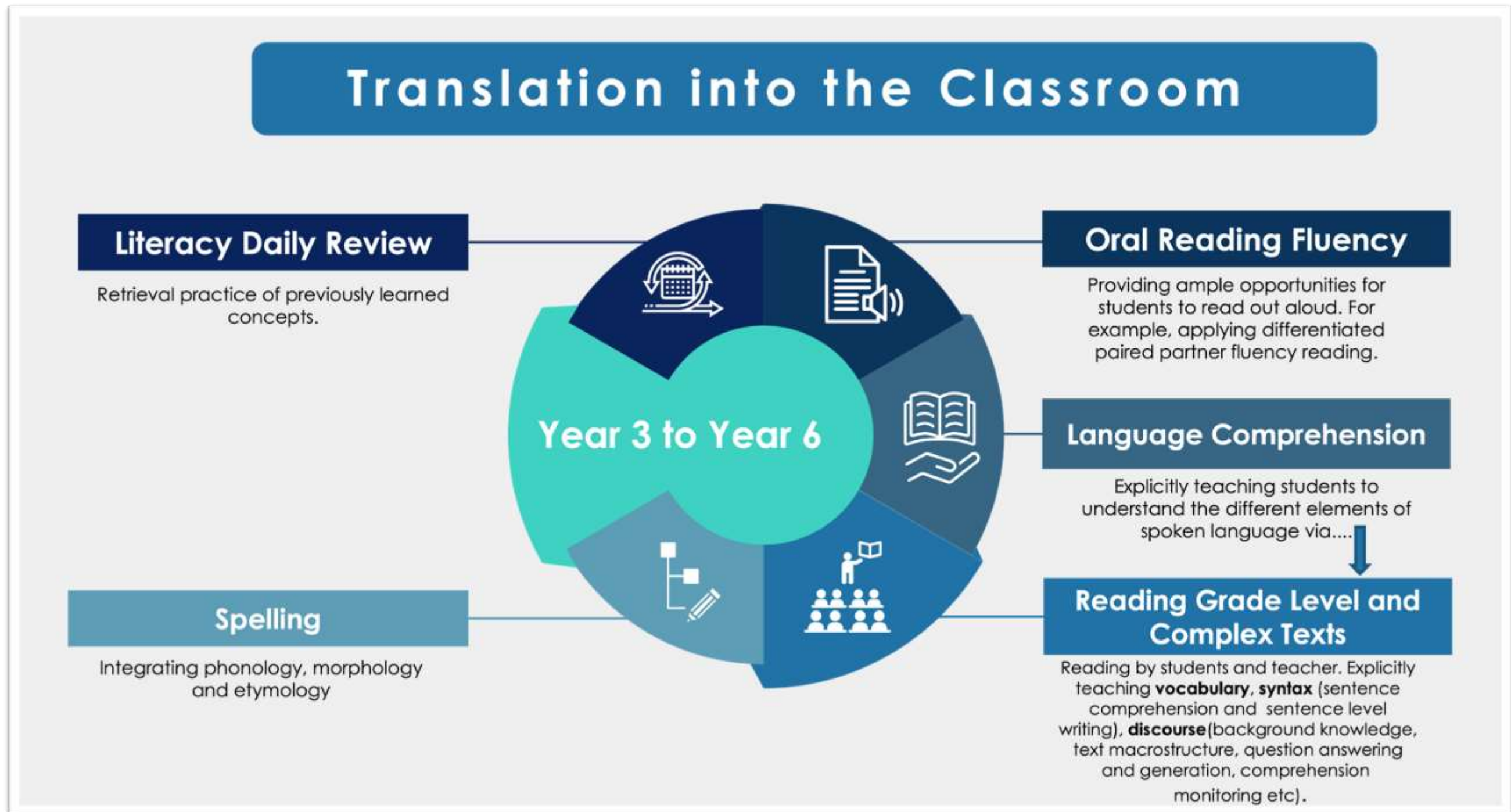
<https://amplify.com/science-of-reading-the-podcast/> (Season 3)

- The Writing Rope: A Framework for Evidence-Based Writing Instruction by Joan Sedita

<https://www.pattan.net/Training/Conferences/2022-PaTTAN-Literacy-Symposium>

What Structured Literacy could look like in the Year 3 – Year 6 classroom

- Daily literacy review (e.g. 20-30mins)
- Explicit spelling instruction moving beyond phonology into morphology, etymology and spelling conventions (e.g. 20 mins)
- Fluency (e.g. 10 mins)
- Writing - explicit syntax and punctuation instruction for sentence / paragraph / genre level writing (e.g. 40 mins)
- Language instruction for reading comprehension and writing composition (e.g. 45mins)
 - knowledge rich curriculum that is systematic and cumulative
 - utilising grade level and complex texts that, where possible, link to curriculum areas (e.g. English, HASS / Science) and cross curriculum priorities
 - explicitly teaching all components of language (morphology, syntax, semantics and discourse level language)
 - reading and writing tasks embedded in units of work



An example framework

Length	Monday	Tuesday	Wednesday	Thursday	Friday
20 – 30 mins	<p>Daily Review</p> <p>Literacy daily review</p> <ul style="list-style-type: none"> Phonics (GPC's) Decoding and encoding Morphology / spelling & suffixing conventions High frequency words Homophones / contractions Reading of connected text for fluency Tier 2 vocabulary Handwriting Syntax – sentence level writing 	<p>Daily Review</p> <p>Literacy daily review</p> <ul style="list-style-type: none"> Phonics (GPC's) Decoding and encoding Morphology / spelling & suffixing conventions High frequency words Homophones / contractions Reading of connected text for fluency Tier 2 vocabulary Handwriting Syntax – sentence level writing 	<p>Daily Review</p> <p>Literacy daily review</p> <ul style="list-style-type: none"> Phonics (GPC's) Decoding and encoding Morphology / spelling & suffixing conventions High frequency words Homophones / contractions Reading of connected text for fluency Tier 2 vocabulary Handwriting Syntax – sentence level writing 	<p>Daily Review</p> <p>Literacy daily review</p> <ul style="list-style-type: none"> Phonics (GPC's) Decoding and encoding Morphology / spelling & suffixing conventions High frequency words Homophones / contractions Reading of connected text for fluency Tier 2 vocabulary Handwriting Syntax – sentence level writing 	<p>Daily Review</p> <p>Literacy daily review</p> <ul style="list-style-type: none"> Phonics (GPC's) Decoding and encoding Morphology / spelling & suffixing conventions High frequency words Homophones / contractions Reading of connected text for fluency Tier 2 vocabulary Handwriting Syntax – sentence level writing
10 mins	<p>Fluency</p> <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	<p>Fluency</p> <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	<p>Fluency</p> <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	<p>Fluency</p> <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	<p>Fluency</p> <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps)
20 mins	<p>Spelling</p> <ul style="list-style-type: none"> Explicit spelling lesson (phonology / morphology & etymology) using systematic scope and sequence or spelling program 	<p>Spelling</p> <ul style="list-style-type: none"> Explicit spelling lesson (phonology / morphology & etymology) using systematic scope and sequence or spelling program 	<p>Spelling</p> <ul style="list-style-type: none"> Explicit spelling lesson (phonology / morphology & etymology) using systematic scope and sequence or spelling program 	<p>Spelling</p> <ul style="list-style-type: none"> Explicit spelling lesson (phonology / morphology & etymology) using systematic scope and sequence or spelling program 	<p>Spelling</p> <ul style="list-style-type: none"> Explicit spelling lesson (phonology / morphology & etymology) using systematic scope and sequence or spelling program
40 mins	<p>Writing</p> <ul style="list-style-type: none"> Explicit syntax / punctuation lesson linked to syntax scope and sequence 	<p>Handwriting (20min)</p> <ul style="list-style-type: none"> Yr 3 & 4 / remediation if needed Letter formation and fluency 	<p>Writing</p> <ul style="list-style-type: none"> Paragraph and genre level focus linked to syntax scope and sequence 	<p>Handwriting (20min)</p> <ul style="list-style-type: none"> Yr 3 & 4 / remediation if needed Letter formation and fluency 	<p>Writing</p> <ul style="list-style-type: none"> Paragraph and genre level focus linked to syntax scope and sequence
45 mins	<p>Language for Reading Comprehension and Writing Composition</p> <ul style="list-style-type: none"> Knowledge rich units with high volume reading of complex and grade level texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Writing craft – literary devices, word choices, audience purpose Comprehension strategies Embedded writing tasks linked to syntax focus 	<p>Language for Reading Comprehension and Writing Composition</p> <ul style="list-style-type: none"> Knowledge rich units with high volume reading of complex and grade level texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Writing craft – literary devices, word choices, audience purpose Comprehension strategies Embedded writing tasks linked to syntax focus 	<p>Language for Reading Comprehension and Writing Composition</p> <ul style="list-style-type: none"> Knowledge rich units with high volume reading of complex and grade level texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Writing craft – literary devices, word choices, audience purpose Comprehension strategies Embedded writing tasks linked to syntax focus 	<p>Language for Reading Comprehension and Writing Composition</p> <ul style="list-style-type: none"> Knowledge rich units with high volume reading of complex and grade level texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Writing craft – literary devices, word choices, audience purpose Comprehension strategies Embedded writing tasks linked to syntax focus 	<p>Language for Reading Comprehension and Writing Composition</p> <ul style="list-style-type: none"> Knowledge rich units with high volume reading of complex and grade level texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Writing craft – literary devices, word choices, audience purpose Comprehension strategies Embedded writing tasks linked to syntax focus

Structured Literacy – Year 3 to Year 6

Literacy Daily Review				
	Year 3	Year 4	Year 5	Year 6
WHAT	<p>Daily literacy review that provides retrieval practise of:</p> <ul style="list-style-type: none"> • Letter – sound knowledge (GPC) • Phonics – decoding and encoding • High frequency words • Morphology + suffixing conventions • Spelling conventions • Homophones / contractions • Common misspelt words • Oral reading fluency • Tier 2 vocabulary • Syntax – sentence level writing 	<p>Daily literacy review that provides retrieval practise of:</p> <ul style="list-style-type: none"> • Letter – sound knowledge (GPC) • Phonics – decoding and encoding • High frequency words • Morphology + suffixing conventions • Spelling conventions • Homophones / contractions • Common misspelt words • Oral reading fluency • Tier 2 vocabulary • Syntax – sentence level writing 	<p>Daily literacy review that provides retrieval practise of:</p> <ul style="list-style-type: none"> • Letter – sound knowledge (GPC) • Phonics – decoding and encoding • High frequency words • Morphology + suffixing conventions • Spelling conventions • Homophones / contractions • Common misspelt words • Oral reading fluency • Tier 2 vocabulary • Syntax – sentence level writing 	<p>Daily literacy review that provides retrieval practise of:</p> <ul style="list-style-type: none"> • Letter – sound knowledge (GPC) • Phonics – decoding and encoding • High frequency words • Morphology + suffixing conventions • Spelling conventions • Homophones / contractions • Common misspelt words • Oral reading fluency • Tier 2 vocabulary • Syntax – sentence level writing
HOW	<ul style="list-style-type: none"> • Fast paced PowerPoint of previously taught content that provides opportunity for recite, recall, apply • Contractions - https://www.facebook.com/groups/readingscienceinschools/permalink/3050021598627085 • Homophones - https://www.facebook.com/groups/readingscienceinschools/permalink/3173255602970350 • Encoding template - https://www.facebook.com/groups/readingscienceinschools/permalink/2765047570457824 	<ul style="list-style-type: none"> • Fast paced PowerPoint of previously taught content that provides opportunity for recite, recall, apply • Contractions - https://www.facebook.com/groups/readingscienceinschools/permalink/3050021598627085 • Homophones - https://www.facebook.com/groups/readingscienceinschools/permalink/3173255602970350 • Encoding template - https://www.facebook.com/groups/readingscienceinschools/permalink/2765047570457824 	<ul style="list-style-type: none"> • Fast paced PowerPoint of previously taught content that provides opportunity for recite, recall, apply • Contractions - https://www.facebook.com/groups/readingscienceinschools/permalink/3050021598627085 • Homophones - https://www.facebook.com/groups/readingscienceinschools/permalink/3173255602970350 • Encoding template - https://www.facebook.com/groups/readingscienceinschools/permalink/2765047570457824 	<ul style="list-style-type: none"> • Fast paced PowerPoint of previously taught content that provides opportunity for recite, recall, apply • Contractions - https://www.facebook.com/groups/readingscienceinschools/permalink/3050021598627085 • Homophones - https://www.facebook.com/groups/readingscienceinschools/permalink/3173255602970350 • Encoding template - https://www.facebook.com/groups/readingscienceinschools/permalink/2765047570457824

Daily Review Deep Dive (David Morkunas) - <https://youtu.be/Y3KnO2Q75C8>

Spaced, Interleaved and Retrieval Practice: The Key to Long Term Knowledge Retention (David Morkunas) - <https://youtu.be/bC6-RQziKNU>

Five Ways to do Daily Review (Tom Sherrington) <https://teacherhead.com/2021/12/03/five-ways-to-do-daily-review/>

Rosenshine Masterclass IV Daily Weekly Monthly Review (Tom Sherrington) - <https://youtu.be/ZkQ5DVLL4H8>

**Daily review does not necessarily need to be done via PowerPoint (see 5 Ways to do Daily Review)*

Structured Literacy – Year 3 to Year 6

Fluency				
	Year 3	Year 4	Year 5	Year 6
WHAT	<p>Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09</p> <p>Read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04</p>	<p>Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04</p>	<p>Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming (AC9E5LY04)</p>	<p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04</p>
HOW	<ul style="list-style-type: none"> • 10-15 mins daily fluency practise <ul style="list-style-type: none"> ○ repeated reading, choral reading paired partner reading etc. ○ reading of same text for 3-5 days ○ text selection based on student need – can independently read with 95-98% accuracy ○ texts can range from decodables for low progress students to grade level text for other students ○ find free fluency passages here: https://www.facebook.com/groups/readingscienceinschools/permalink/2741238679505380 ○ fluency professional learning: https://www.facebook.com/groups/readingscienceinschools/permalink/316370707513925159 ○ more fluency information here https://fivefromfive.com.au/evidence-based-fluency-instruction/ 	<ul style="list-style-type: none"> • 10-15 mins daily fluency practise <ul style="list-style-type: none"> ○ repeated reading, choral reading paired partner reading etc. ○ reading of same text for 3-5 days ○ text selection based on student need – can independently read with 95-98% accuracy ○ texts can range from decodables for low progress students to grade level text for other students ○ find free fluency passages here: https://www.facebook.com/groups/readingscienceinschools/permalink/2741238679505380 ○ fluency professional learning: https://www.facebook.com/groups/readingscienceinschools/permalink/3163707513925159 ○ more fluency information here https://fivefromfive.com.au/evidence-based-fluency-instruction/ 	<ul style="list-style-type: none"> • 10-15 mins daily fluency practise <ul style="list-style-type: none"> ○ repeated reading, choral reading paired partner reading etc. ○ reading of same text for 3-5 days ○ text selection based on student need – can independently read with 95-98% accuracy ○ texts can range from decodables for low progress students to grade level text for other students ○ find free fluency passages here: https://www.facebook.com/groups/readingscienceinschools/permalink/2741238679505380 ○ fluency professional learning: https://www.facebook.com/groups/readingscienceinschools/permalink/3163707513925159 ○ more fluency information here https://fivefromfive.com.au/evidence-based-fluency-instruction/ 	<ul style="list-style-type: none"> • 10-15 mins daily fluency practise <ul style="list-style-type: none"> ○ repeated reading, choral reading paired partner reading etc. ○ reading of same text for 3-5 days ○ text selection based on student need – can independently read with 95-98% accuracy ○ texts can range from decodables for low progress students to grade level text for other students ○ find free fluency passages here: https://www.facebook.com/groups/readingscienceinschools/permalink/2741238679505380 ○ fluency professional learning: https://www.facebook.com/groups/readingscienceinschools/permalink/3163707513925159 ○ more fluency information here https://fivefromfive.com.au/evidence-based-fluency-instruction/

Spelling (Phonology / Morphology / Etymology/ Spelling Conventions)

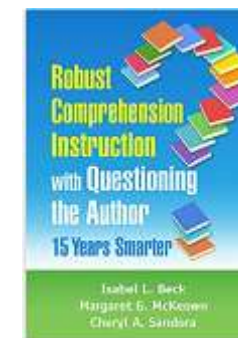
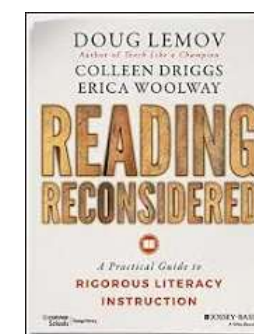
	Year 3	Year 4	Year 5	Year 6
WHAT	<p>Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09</p> <p>Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10</p> <p>Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11</p> <p>Recognise and know how to write most high-frequency words including some homophones AC9E3LY12</p> <p>Write words using joined letters that are clearly formed and consistent in size AC9E3LY08</p>	<p>Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09</p> <p>Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10</p> <p>Read and write high-frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11</p> <p>Write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08</p>	<p>Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations AC9E5LY08</p> <p>Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09</p> <p>Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10</p>	<p>Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08</p> <p>Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09</p>
HOW	<ul style="list-style-type: none"> • 20-25 mins daily explicit spelling instruction following scope and sequence / spelling program • Moving beyond phonology into morphology, etymology and spelling conventions • Classroom mentor texts – via tier 2 vocabulary and/or words within the text that link to spelling focus 	<ul style="list-style-type: none"> • 20-25 mins daily explicit spelling instruction following scope and sequence / spelling program • Moving beyond phonology into morphology, etymology and spelling conventions • Classroom mentor texts – via tier 2 vocabulary and/or words within the text that link to spelling focus 	<ul style="list-style-type: none"> • 20-25 mins daily explicit spelling instruction following scope and sequence / spelling program • Moving beyond phonology into morphology, etymology and spelling conventions • Classroom mentor texts – via tier 2 vocabulary and/or words within the text that link to spelling focus 	<ul style="list-style-type: none"> • 20-25 mins daily explicit spelling instruction following scope and sequence / spelling program • Moving beyond phonology into morphology, etymology and spelling conventions • Classroom mentor texts – via tier 2 vocabulary and/or words within the text that link to spelling focus

Free spelling professional learning: <https://www.facebook.com/groups/readingscienceinschools/permalink/3067810036848241>

Language for Reading Comprehension and Writing Composition

	Year 3	Year 4	Year 5	Year 6
WHAT	<p>By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.</p> <p>They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features.</p>	<p>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features.</p>	<p>By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.</p> <p>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features.</p>	<p>By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.</p> <p>They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.</p> <p>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features..</p>

HOW	<ul style="list-style-type: none"> • Knowledge based curriculum • Systematic (scope and sequence of content taught) and cumulative (builds upon previous content) units of work • Units of work linked to curriculum areas and cross curriculum priorities (English, HASS, Science, Technologies etc.) to maximise instruction time • Embeds reading and writing tasks within every unit of work • Texts from a varied range of genres (fiction/non-fiction) and text types (picture books, novels, poems, articles etc.) used as the context for a unit of work that will: <ul style="list-style-type: none"> ○ cumulatively build background knowledge ○ explicitly teach tier 2 vocabulary ○ explicitly teach text structure (text macrostructure, cohesive devices, paragraph structure) ○ explicitly teach syntax (for both reading comprehension and writing composition) ○ facilitate comprehension strategy instruction – summarisation, self-questioning, visualisation, activating prior knowledge ○ explicitly teach writing craft (literary devices, word choice, audience purpose) • All students participate regardless of decoding/encoding ability to ensure exposure to complex and grade level texts / content • Reading of texts is done by both students and teacher using a mix of strategic approaches – close reading with text dependent questions, accountable independent reading, student read alouds (FASE Reading – formerly known as Control the Game), teacher read alouds, interactive reading (Lemov) or Questioning The Author (Beck & McKeown) • Each lesson comprises cycles of either: <ul style="list-style-type: none"> ○ read → discuss → explicit vocab instruction ○ read → write → discuss → explicit vocab instruction ○ read → write → discuss → revise write → explicit vocab instruction
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Language for Reading Comprehension and Writing Composition

AREA	Year 3	Year 4	Year 5	Year 6
Background Knowledge WHAT	“Studies have repeatedly shown that readers who have knowledge of the topic they’re reading about are better able to understand the text. There’s also evidence that reading comprehension scores are highly correlated with general cultural knowledge, suggesting that the more knowledge you have, the better you can understand whatever you read.” (Natalie Wexler, 2021)	“Studies have repeatedly shown that readers who have knowledge of the topic they’re reading about are better able to understand the text. There’s also evidence that reading comprehension scores are highly correlated with general cultural knowledge, suggesting that the more knowledge you have, the better you can understand whatever you read.” (Natalie Wexler, 2021)	“Studies have repeatedly shown that readers who have knowledge of the topic they’re reading about are better able to understand the text. There’s also evidence that reading comprehension scores are highly correlated with general cultural knowledge, suggesting that the more knowledge you have, the better you can understand whatever you read.” (Natalie Wexler, 2021)	“Studies have repeatedly shown that readers who have knowledge of the topic they’re reading about are better able to understand the text. There’s also evidence that reading comprehension scores are highly correlated with general cultural knowledge, suggesting that the more knowledge you have, the better you can understand whatever you read.” (Natalie Wexler, 2021)
Background Knowledge HOW	<ul style="list-style-type: none"> Reading multiple embedded non-fiction texts that link to knowledge unit / primary text Use other formats – e.g. videos, photographs Ask overlapping questions to build on the relationships between primary and secondary texts 	<ul style="list-style-type: none"> Reading multiple embedded non-fiction texts that link to knowledge unit / primary text Use other formats – e.g. videos, photographs Ask overlapping questions to build on the relationships between primary and secondary texts 	<ul style="list-style-type: none"> Reading multiple embedded non-fiction texts that link to knowledge unit / primary text Use other formats – e.g. videos, photographs Ask overlapping questions to build on the relationships between primary and secondary texts 	<ul style="list-style-type: none"> Reading multiple embedded non-fiction texts that link to knowledge unit / primary text Use other formats – e.g. videos, photographs Ask overlapping questions to build on the relationships between primary and secondary texts
Tier 2 Vocabulary WHAT	Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10	Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11	Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LA08	Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08
Tier 2 Vocabulary HOW	<ul style="list-style-type: none"> <u>Text comprehension</u>: brief vocabulary definitions provided during text reading to support overall comprehension of the text <u>Vocabulary development</u>: explicit vocabulary instructional routine after text reading - tier 2 vocabulary selected from texts and explicitly taught using Beck & McKeown instructional routine “Bringing Words to Life” https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf or RSIS Vocabulary Instructional Routine: https://static1.squarespace.com/static/63568e9a3cdd8572d1754be4/t/63623976a248053051f008e4/1667381628044/RSIS+Instructional+Routine+Example+Booklet.pdf 	<ul style="list-style-type: none"> <u>Text comprehension</u>: brief vocabulary definitions provided during text reading to support overall comprehension of the text <u>Vocabulary development</u>: explicit vocabulary instructional routine after text reading - tier 2 vocabulary selected from texts and explicitly taught using Beck & McKeown instructional routine “Bringing Words to Life” https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf or RSIS Vocabulary Instructional Routine: https://static1.squarespace.com/static/63568e9a3cdd8572d1754be4/t/63623976a248053051f008e4/1667381628044/RSIS+Instructional+Routine+Example+Booklet.pdf 	<ul style="list-style-type: none"> <u>Text comprehension</u>: brief vocabulary definitions provided during text reading to support overall comprehension of the text <u>Vocabulary development</u>: explicit vocabulary instructional routine after text reading - tier 2 vocabulary selected from texts and explicitly taught using Beck & McKeown instructional routine “Bringing Words to Life” https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf or RSIS Vocabulary Instructional Routine: https://static1.squarespace.com/static/63568e9a3cdd8572d1754be4/t/63623976a248053051f008e4/1667381628044/RSIS+Instructional+Routine+Example+Booklet.pdf 	<ul style="list-style-type: none"> <u>Text comprehension</u>: brief vocabulary definitions provided during text reading to support overall comprehension of the text <u>Vocabulary development</u>: explicit vocabulary instructional routine after text reading - tier 2 vocabulary selected from texts and explicitly taught using Beck & McKeown instructional routine “Bringing Words to Life” https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf or RSIS Vocabulary Instructional Routine: https://static1.squarespace.com/static/63568e9a3cdd8572d1754be4/t/63623976a248053051f008e4/1667381628044/RSIS+Instructional+Routine+Example+Booklet.pdf
Text structure WHAT	<p>Identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05</p> <p>Recognise how texts can be created for similar purposes but different audiences AC9E3LY01</p> <p>Discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01</p>	<p>Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03</p> <p>Describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02</p> <p>Recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01</p> <p>Identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04</p> <p>Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01</p>	<p>Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03</p> <p>Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA04</p> <p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03</p>	<p>Explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03</p> <p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04</p> <p>Analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03</p>

<p>Text structure</p> <p>HOW</p>	<ul style="list-style-type: none"> • Explicitly teach text macrostructure • Use visual icons and graphic organisers to represent each story grammar element • Close reading – annotate cohesive devices used in text and discuss using text-dependent questions • Formulas for Frames: https://www.youtube.com/watch?v=7_QIGL9Mi-k 	<ul style="list-style-type: none"> • Explicitly teach text macrostructure • Use visual icons and graphic organisers to represent each story grammar element • Close reading – annotate cohesive devices used in text and discuss using text-dependent questions • Formulas for Frames: https://www.youtube.com/watch?v=7_QIGL9Mi-k 	<ul style="list-style-type: none"> • Explicitly teach text macrostructure • Use visual icons and graphic organisers to represent each story grammar element • Close reading – annotate cohesive devices used in text and discuss using text-dependent questions • Formulas for Frames: https://www.youtube.com/watch?v=7_QIGL9Mi-k 	<ul style="list-style-type: none"> • Explicitly teach text macrostructure • Use visual icons and graphic organisers to represent each story grammar element • Close reading – annotate cohesive devices used in text and discuss using text-dependent questions • Formulas for Frames: https://www.youtube.com/watch?v=7_QIGL9Mi-k
<p>Syntax</p> <p>WHAT</p>	<p>Understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06</p> <p>Understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07</p> <p>Understand that verbs are anchored in time through tense AC9E3LA08</p> <p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04</p> <p>Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession AC9E3LA11</p>	<p>Understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LA12</p> <p>Understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08</p> <p>Understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09</p> <p>Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06</p> <p>Investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07</p>	<p>Understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect AC9E5LA05</p> <p>Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA06</p> <p>Use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LA09</p>	<p>Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05</p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06</p> <p>Understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09</p>
<p>Syntax</p> <p>HOW</p>	<p>Explicit syntax instruction</p> <ul style="list-style-type: none"> • Syntax Project resources - https://thesyntaxproject2022.squarespace.com/thegrammarproject • Sentences from texts used as context for syntax work at both sentence and paragraph level – Writing Revolution templates https://thesyntaxproject2022.squarespace.com/syntaxlessons • Complex sentences unpacked from texts to support comprehension – Zipoli (2017) https://www.smartspeechtherapy.com/wp-content/uploads/2017/12/Unraveling-Difficult-Sentences.pdf 	<p>Explicit syntax instruction</p> <ul style="list-style-type: none"> • Syntax Project resources - https://thesyntaxproject2022.squarespace.com/thegrammarproject • Sentences from texts used as context for syntax work at both sentence and paragraph level – Writing Revolution templates https://thesyntaxproject2022.squarespace.com/syntaxlessons • Complex sentences unpacked from texts to support comprehension – Zipoli (2017) https://www.smartspeechtherapy.com/wp-content/uploads/2017/12/Unraveling-Difficult-Sentences.pdf 	<p>Explicit syntax instruction</p> <ul style="list-style-type: none"> • Syntax Project resources - https://thesyntaxproject2022.squarespace.com/thegrammarproject • Sentences from texts used as context for syntax work at both sentence and paragraph level – Writing Revolution templates https://thesyntaxproject2022.squarespace.com/syntaxlessons • Complex sentences unpacked from texts to support comprehension – Zipoli (2017) https://www.smartspeechtherapy.com/wp-content/uploads/2017/12/Unraveling-Difficult-Sentences.pdf 	<p>Explicit syntax instruction</p> <ul style="list-style-type: none"> • Syntax Project resources - https://thesyntaxproject2022.squarespace.com/thegrammarproject • Sentences from texts used as context for syntax work at both sentence and paragraph level – Writing Revolution templates https://thesyntaxproject2022.squarespace.com/syntaxlessons • Complex sentences unpacked from texts to support comprehension – Zipoli (2017) https://www.smartspeechtherapy.com/wp-content/uploads/2017/12/Unraveling-Difficult-Sentences.pdf
<p>Writing Craft</p> <p>WHAT</p>	<p>Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03</p> <p>Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03</p> <p>Describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03</p>	<p>Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03</p> <p>Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04</p> <p>Identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03</p>	<p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04</p>	<p>Explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04</p>

<p>Writing Craft</p> <p>HOW</p>	<p>Mix of strategic approaches – close reading with text dependent questions, accountable independent reading, student read alouds (FASE Reading – formerly known as Control the Game), teacher read alouds, interactive reading (Lemov) or Questioning The Author (Beck & McKeown)</p> <p>Formulas for Frames Language Devices: https://youtu.be/oOu4sqCj3dU</p>	<p>Mix of strategic approaches – close reading with text dependent questions, accountable independent reading, student read alouds (FASE Reading – formerly known as Control the Game), teacher read alouds, interactive reading (Lemov) or Questioning The Author (Beck & McKeown)</p> <p>Formulas for Frames Language Devices: https://youtu.be/oOu4sqCj3dU</p>	<p>Mix of strategic approaches – close reading with text dependent questions, accountable independent reading, student read alouds (FASE Reading – formerly known as Control the Game), teacher read alouds, interactive reading (Lemov) or Questioning The Author (Beck & McKeown)</p> <p>Formulas for Frames Language Devices: https://youtu.be/oOu4sqCj3dU</p>	<p>Mix of strategic approaches – close reading with text dependent questions, accountable independent reading, student read alouds (FASE Reading – formerly known as Control the Game), teacher read alouds, interactive reading (Lemov) or Questioning The Author (Beck & McKeown)</p> <p>Formulas for Frames Language Devices: https://youtu.be/oOu4sqCj3dU</p>
<p>Sentence, paragraph and genre level writing</p> <p>WHAT</p>	<p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06</p> <p>Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LE05</p>	<p>Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06</p> <p>Create and edit literary texts by developing storylines, characters and settings AC9E4LE05</p>	<p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06</p>	<p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LE05</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06</p>
<p>Sentence, paragraph and genre level writing</p> <p>HOW</p>	<p>Refer to following sections that outline how to explicitly teach:</p> <ul style="list-style-type: none"> • Syntax • Writing Craft • Spelling • Text structures 	<p>Refer to following sections that outline how to explicitly teach:</p> <ul style="list-style-type: none"> • Syntax • Writing Craft • Spelling • Text structures 	<p>Refer to following sections that outline how to explicitly teach:</p> <ul style="list-style-type: none"> • Syntax • Writing Craft • Spelling • Text structures 	<p>Refer to following sections that outline how to explicitly teach:</p> <ul style="list-style-type: none"> • Syntax • Writing Craft • Spelling • Text structures
<p>Comprehension strategies</p> <p>WHAT</p>	<p>Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05</p>	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05</p>	<p>Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05</p>	<p>Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05</p>
<p>Comprehension Strategies</p> <p>HOW</p>	<p>Explicitly teach how to actively think about the ideas in a text via evidence based strategies – summarising, self-questioning, visualisation, activating prior knowledge. Model and demonstrate strategy and provide gradual release of responsibility.</p>	<p>Explicitly teach how to actively think about the ideas in a text via evidence based strategies – summarising, self-questioning, visualisation, activating prior knowledge. Model and demonstrate strategy and provide gradual release of responsibility.</p>	<p>Explicitly teach how to actively think about the ideas in a text via evidence based strategies – summarising, self-questioning, visualisation, activating prior knowledge. Model and demonstrate strategy and provide gradual release of responsibility.</p>	<p>Explicitly teach how to actively think about the ideas in a text via evidence based strategies – summarising, self-questioning, visualisation, activating prior knowledge. Model and demonstrate strategy and provide gradual release of responsibility.</p>

Unit Planning Template: (insert unit name)

Grade:
Duration of Unit:
Unit Overview:
Primary Text:
Supplementary Texts:
Key Outcomes / Understandings:
By the end of this unit students will be able to
<ul style="list-style-type: none"> • •
Background Knowledge:
Syntax Focus:

Unit Overview by Lesson: follows read → discuss → explicit vocab instruction AND / OR read → write → discuss → revise write → explicit vocab instruction format

Lesson	Text Page Numbers & Big Idea/s	Learning objective (after this lesson students will be able to....)	Supplementary texts for building knowledge	Explicit vocabulary	Literary terms	Syntax focus (i.e. target Writing Revolution strategy)	Curriculum Links
1							
2							
3							
4							
5							

Example Completed Unit Planners:

- Reading Reconsidered Sample Unit Plan (One Crazy Summer) - https://teachlikeachampion.org/wp-content/uploads/One_Crazy_Summer_Unit-Plan.pdf
- Storm Boy (Emina McLean) - <https://onedrive.live.com/?authkey=%21AMad6n7VBE99Bbs&cid=6D2B9EDE3050D066&id=6D2B9EDE3050D066%218350&parId=6D2B9EDE3050D066%217000&o=OneUp&fbclid=IwAR0MAIzxWsWLUQ4vom%2Ds2eiinKThf4CEU3PK56J0CzewS4cfWLHci5BkUm4>

Example Lesson Plan:

- Reading Reconsidered Sample Lesson Plan (One Crazy Summer) - https://teachlikeachampion.org/wp-content/uploads/1_One-Crazy-Summer_Lesson_Plan_pages-1-7.pdf

Link to Questioning the Author – Planning Process: <https://www.facebook.com/groups/336404585206139/permalink/358318563014741>

Link to Questioning the Author – Example Queries: <https://www.facebook.com/groups/336404585206139/permalink/381452150701382>

Link to Questioning the Author Overview: <https://www.ollielovell.com/err/err-047-margaret-mckeown-on-questioning-the-author-reading-comprehension/>

Links to Units of Work / Resources that can be adapted (free):

- Core Knowledge Curriculum - <https://www.coreknowledge.org/curriculum/download-curriculum/>
- Ochre – <https://ochre.org.au/>
- Read2Learn - https://drive.google.com/drive/folders/1_KqTXN8qA0YI9bE_3ludZ-L4xbNv8kqj
- Reading Science in Schools Files Section - <https://www.facebook.com/groups/readingscienceinschools>
- Christopher Such: <https://primarycolour.home.blog/category/free-resources/>
- Sophie Bartlett <https://www.tes.com/resources/search/?authorId=1802273>
- Josh Vallance <https://mrvallanceteach.wordpress.com/resources/>