

InitialLit–2 Links with the ACARA English Curriculum V9

Note: This document was prepared in June 2022 in an endeavour to support teachers of InitialLit who may be aligning their instruction with the ACARA English Curriculum V9. Please refer to the ‘Note about ...’ each curriculum strand for specific information related to the InitialLit program and curriculum delivery.

Curriculum content is addressed in the three components of the program: Spelling, Comprehension and Fluency and Grammar, and consolidated in the small group and independent activities. Additionally, shared storybook lessons address many aspects of language and reading comprehension that further progress students towards the achievement standard. It is not possible to perfectly align the InitialLit–2 content description in this document with each of the relevant strands. This is because curriculum sub-strands are necessarily addressed across several areas of InitialLit instruction throughout the year.

ACARA Code	ACARA Content descriptions	InitialLit–2 lessons overview	InitialLit–2 content
Note about Language and Literacy: Interacting with others (oral language) in InitialLit–2: Oral language underpins all other component skills in literacy development and across all areas of learning across the curriculum. Curriculum content descriptors for the sub-strand: Language for interacting with others, are addressed throughout InitialLit–2 across the three explicit whole-class components: Spelling, Comprehension and Fluency and Grammar. They are also developed during the small-groups and independent activities. Skills for interacting with others are further extended during the Storybook component of the program, where quality storybooks are used to develop global oral language comprehension and production, utilising the interactive reading technique, vocabulary instruction and comprehension strategy practice.			
AC9E2LA01	Language <u>Language for Interacting with others</u> <ul style="list-style-type: none">▶ investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions	InitialLit–2 components: <ul style="list-style-type: none">▶ Spelling▶ Comprehension and fluency▶ Growing grammar▶ Storybook lessons	
AC9E2LA02	<ul style="list-style-type: none">▶ explore how language can be used for appreciating texts and providing reasons for preferences		
AC9E2LY02	Literacy <u>Interacting with others</u> <ul style="list-style-type: none">▶ use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions		
Reading			
Note about Literacy: Analysing, interpreting and evaluating (reading fluency) in InitialLit–2: By Year 2, most students will have sound decoding skills and so the aim in InitialLit–2 shifts to developing their fluency by providing many opportunities to practise these skills, having a positive impact on their reading comprehension skills. In addition to continuing to work on word-level fluency, InitialLit–2 also includes instruction to increase fluency of reading connected text using three main strategies: echo reading, paired/partner reading, and choral reading.			
Note about Literacy: Analysing, interpreting and evaluating (reading comprehension) in InitialLit–2: InitialLit–2 offers explicit instruction in the seven effective comprehension strategies: predicting, connecting, visualising, asking questions, inferring, finding the main idea and summarising and monitoring. These are developed in the Comprehension and Fluency whole class lessons and are also practised in the small group sessions using the Read and Discuss (RAD) reading book and other age-appropriate books. Language and reading comprehension skills are also supported through engagement with quality storybooks that are read to students in the Shared Storybook sessions where the focus is on developing their oral language, vocabulary, world (or background) knowledge and literacy knowledge, including knowledge of different text structures.			
Comprehension and Fluency			
AC9E2LA03	Language <u>Text structure and organisation</u> <ul style="list-style-type: none">▶ identify how texts across the curriculum are organised differently and use language features depending on purposes	Lessons 1-12: Types of Text: (imaginative, informative, persuasive)	
AC9E2LA04	<ul style="list-style-type: none">▶ understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred		
AC9E2LA05	<ul style="list-style-type: none">▶ navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links		
AC9E2LA08	<u>Language for expressing ideas</u> <ul style="list-style-type: none">▶ understand that images add to or multiply the meanings of a text	Introduction to imaginative text Lessons 1-4 <ul style="list-style-type: none">▶ Identify imaginative texts▶ Understand and explain the purpose and audience of imaginative text▶ Identify, understand and explain some features of imaginative text▶ Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">▶ Introduce and define imaginative text▶ Discuss different examples of imaginative text▶ Understand and explain the purpose and audience of imaginative text▶ Explain features of imaginative text: title, characters, setting, images and sequence of events▶ Describe plot development, including orientation, complication and resolution▶ Explain the use of punctuation in expressive reading and revise full stops, question marks, speech marks and commas.▶ Explain exclamation marks, italics and ellipsis▶ Model fluent reading through echo reading and choral reading.▶ Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume
AC9E2LA10	<ul style="list-style-type: none">▶ recognise that capital letters are used in titles and commas are used to separate items in lists		

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AC9E2LE01	Literature	Literature and contexts <ul style="list-style-type: none">▶ discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators	Introduction to informative text Lessons 5-8 <ul style="list-style-type: none">▶ Identify and define informative texts▶ Understand and explain the purpose and audience of informative texts▶ Identify, understand and explain some features of informative text▶ Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">▶ Introduce and define informative text▶ Discuss different examples of informative text▶ Understand and explain the purpose and audience of informative text▶ Identify and explain features of informative text: facts, headings and subheadings, photographs or real-life drawings, captions, text boxes, graphs, diagrams, timelines, maps, table of contents, glossary, index▶ Understand and interpret information contained in visual formats, including maps, picture captions, text boxes▶ Gain and record new information and knowledge about specific subjects▶ Explore unfamiliar vocabulary in text▶ Revise punctuation as needed▶ Model fluent reading through echo reading and choral reading.▶ Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume.▶ Practise independent, fluent reading through paired reading activities
AC9E2LE02		Engaging with and responding to literature <ul style="list-style-type: none">▶ identify features of literary texts, such as characters and settings, and give reasons for personal preferences		
AC9E2LY01	Literacy	Texts in contexts <ul style="list-style-type: none">▶ identify how similar topics and information are presented in different types of texts	Introduction to persuasive text Lessons 9-12 <ul style="list-style-type: none">▶ Identify and define persuasive texts▶ Understand and explain the purpose and audience of persuasive texts▶ Identify the difference between fact and opinion▶ Identify, understand and explain some features of persuasive text▶ Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">▶ Introduce and explain persuasive text▶ Discuss different examples of persuasive text▶ Understand the purpose and audience of persuasive text▶ Explain the difference between fact and opinion▶ Identify the author’s purpose, opinion and supporting reasons in a persuasive text▶ Understand the structure and features of persuasive text, including the use of personal pronouns, strong, emotive words, and use of repetition and emphasis▶ Explore unfamiliar vocabulary in text▶ Revise punctuation as needed. Explain role of questions and exclamations in persuasive text▶ Express opinions with supporting reasons on selected topics▶ Model fluent reading through echo reading and choral reading.▶ Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume▶ Practise independent, fluent reading through paired reading activities.▶ Understand how persuasive text is enhanced through expressive reading
AC9E2LY02		Interacting with others <ul style="list-style-type: none">▶ use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions		
AC9E2LY03		Analysing, interpreting and evaluating <ul style="list-style-type: none">▶ identify the purpose and audience of imaginative, informative and persuasive texts		
AC9E2LY04		<ul style="list-style-type: none">▶ read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting		
AC9E2LY05		<ul style="list-style-type: none">▶ use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning		
			Comprehension strategies: Lessons 13-56 Comprehension Strategy 1 – Prediction Lessons 13-16 <ul style="list-style-type: none">▶ Explain concept and purpose of strategy of prediction▶ Practise predicting before and during reading▶ Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">▶ Introduce and explain the strategy of prediction before and during reading▶ Use prior knowledge and understanding to make text predictions▶ Review, compare and discuss predictions▶ Explore unfamiliar vocabulary in text▶ Revise punctuation as needed▶ Revise features of imaginative and informative text as needed▶ Model fluent reading through echo reading and choral reading.▶ Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume.▶ Practise independent, fluent reading through paired reading activities

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		<p>Comprehension strategy 2 – Connecting Lessons 17-22</p> <ul style="list-style-type: none">► Explain concept and purpose of strategy of connecting► Make personal connections with text► Make text to text connections► Make text to world connections► Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">► Introduce and explain the strategy of connecting► Understand the purpose of making connections in text► Make personal, text-to-text and world connections to better understand text► Compare an imaginative and an informative text on a related subject► Compare two informative texts on a related subject► Find and record new information from text and compare with existing knowledge► Explore unfamiliar vocabulary in text► Revise punctuation as needed► Revise features of imaginative and informative text as needed► Revise previous strategy of prediction► Model fluent reading through echo reading and choral reading► Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume► Practise independent, fluent reading through paired reading activities
		<p>Comprehension strategy 3 – Visualising Lessons 23-26</p> <ul style="list-style-type: none">► Explain concept and purpose of the strategy of visualising► Practise visualising during reading► Explore the language of the five senses to imagine and describe text► Activate prior knowledge to enhance visualisation and understanding► Create visual representations of written text► Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">► Introduce and explain the concept of visualising► Use the language of the five senses to enhance and express enjoyment and understanding of text► Enhance understanding of characters, actions and settings through visualising► Respond to text using descriptive language► Use prior knowledge to visualise during reading► Illustrate aspects of imaginative and informative texts► Explore informative and imaginary texts► Explore unfamiliar vocabulary in text► Revise punctuation as needed► Revise features of imaginative and informative text as needed► Revise previous strategies of prediction and connecting► Model fluent reading through echo reading and choral reading► Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume► Practise independent, fluent reading through paired reading activities► Practise silent reading
		<p>Comprehension strategy 4 – Asking questions Lessons 27-32</p> <ul style="list-style-type: none">► Explain purpose of strategy of asking questions► Ask questions about the text before, during and after reading► Understand question words and the information required► Generate questions using a range of question words and phrases► Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">► Use a range of questioning approaches, including ‘I wonder ...’, ‘I’m curious about ...’, ‘I don’t understand ...’, etc.► Generate questions in response to a range of imaginative and informative texts► Ask questions about the text title and pictures prior to reading► Record ‘before’, ‘during’ and ‘after’ questions► Review questions at the completion of text► Discuss where to look for further information► Explore diary format► Explore reader’s theatre► Explore unfamiliar vocabulary in text► Revise punctuation as needed► Revise features of imaginative and informative text as needed► Revise previous strategies of prediction, connecting and visualising► Model fluent reading through echo reading and choral reading.► Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume► Practise independent, fluent reading through paired reading activities► Practise silent reading

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		<p>Comprehension strategy 5 – Inferring Lessons 33-38</p> <ul style="list-style-type: none">► Explain strategy of inferring► Make inferences during reading► Infer actions, events, feelings and motivations, word and thematic meanings► Practise inferencing skills at visual, word, sentence and passage level► Read quickly and accurately, using appropriate expression	<ul style="list-style-type: none">► Introduce the concept of inferring through pictures► Explain the process of making inferences by looking for clues in the text and using prior knowledge► Practise inferring by finding and recording clues in sentences, paragraphs and passages► Infer meanings of unfamiliar vocabulary in context► Revise punctuation as needed► Revise features of imaginative and informative text as needed► Revise previous strategies of prediction, connecting, visualising and asking questions► Model fluent reading through echo reading and choral reading► Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume► Practise independent, fluent reading through paired reading activities► Practise silent reading
		<p>Comprehension Strategy 6 – Finding the main idea and summarising Lessons 39-47</p> <ul style="list-style-type: none">► Explain concept and purpose of the main idea► Identify the main idea of paragraphs and passages► Differentiate between the main idea and details► Identify main ideas of informative texts to create a summary► Identify key aspects of an imaginative text to create a summary	<ul style="list-style-type: none">► Define and explain the concept of the main idea► Practise identifying the main idea using pictures, word categories, short passages and longer text► Practise finding the main idea using title, pictures, headings, first and last sentences, repeated words► Define and explain details in text► Identify and record details that support the main idea► Define and explain the concept and purpose of summarising► Summarise informative texts by identifying and recording the main idea of each paragraph► Summarise an imaginative text using a summary plan. Identify and record the setting and characters, and retelling the most important ideas, events and stages of a story in the order in which they happened, using own words► Use complete sentences and correct punctuation in summary plan► Explore unfamiliar vocabulary in text► Revise punctuation as needed► Revise features of imaginative and informative text as needed► Revise previous strategies of prediction, connecting, visualising, asking questions and inferring► Model fluent reading through echo reading and choral reading► Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume► Practise independent, fluent reading through paired reading activities► Practise silent reading

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		<p>Comprehension strategy 7 – Monitoring; Putting it all together Lessons 48-56</p> <ul style="list-style-type: none">► Explain concept and purpose of monitoring► Monitor own understanding during and after reading► Apply a range of strategies to assist in understanding text, including rereading, retelling, asking questions, inferring word meanings► Practise monitoring steps: Read, Stop and Retell, Check, Fix► Practise previously learnt comprehension strategies to help fully understand a range of texts (Revision lessons 54-56)	<ul style="list-style-type: none">► Explain the concept and purpose of monitoring during and after reading► Discuss various reasons for poor understanding of text► Explain and practise monitoring steps: Read, Stop and Retell, Check, Fix► Identify and highlight difficult aspects of text► Understand word meanings by inferring from clues in text and/or using a dictionary► Practise rereading text slowly or continuing to read to obtain further information► Ask the question after sentence or paragraph: Did that make sense?► Explore unfamiliar vocabulary in text► Revise punctuation as needed► Revise features of imaginative and informative text as needed► Revise previous strategies of prediction, connecting, visualising, asking questions, inferring, finding the main idea and summarising► Model fluent reading through echo reading and choral reading.► Understand fluent reading as smooth, well-paced, careful expression with appropriate pitch, intonation and volume.► Practise independent, fluent reading through paired reading activities.► Practise silent reading

Writing

General overview: Note about Literacy: Creating texts (writing) in InitialLit–2: InitialLit–2 places a strong emphasis on spelling and grammar to facilitate writing at a more sophisticated level. There is scope provided for extended writing tasks across all components of InitialLit–2 to reinforce the content (e.g., text structure knowledge, vocabulary, comprehension strategies) being taught explicitly. Teachers should plan additional time for creating texts with a focus on compositional skills, oral presentations and the use of digital technologies.

Note about Literacy: Creating texts (handwriting) in InitialLit–2: There is a particular focus on the development of handwriting skills in InitialLit–F and InitialLit–1. Content from AC9E2LY08 will be addressed in InitialLit–2 as students are given plenty of opportunities to practise their handwriting skills in written tasks to develop their automaticity in writing. This provides more working memory space for other aspects of writing such as composing texts and editing. Additional writing tasks using digital technology, including word processing applications, should also be included in teachers’ class programs.

Spelling

Note about Literacy: Phonic and word knowledge (phonic knowledge and spelling) in InitialLit–2: InitialLit utilises a sound-by-sound synthetic phonics approach to teach students to read and spell. The approach in InitialLit–2 is to teach students generative spelling strategies. This means that when they are taught to spell words using their knowledge of letter sound correspondences, or when they are taught morphology (for example, adding ‘ing’ to different types of words), it is intended that students will be able to apply these strategies both to taught and untaught words. It is also the intention that the skills taught in InitialLit–2 will transfer to their writing. Therefore, students should be provided with ample opportunities to use the words taught in different writing tasks. In InitialLit–2, much of the content that was introduced in InitialLit–1 will be revisited and expanded upon, in addition to the teaching of some new graphemes and spelling rules. This new content includes the suffix rules: drop final ‘e’, add -ing; double, add -ing; add suffix ‘ful’; suffix ‘es’, ‘ph’ (phone), two syllable words-V/CV, prefix re, silent letters: k, b, w, when to use c/k, consonant + le (candle, bubble, table), tion (action, station). The quadgraphs ‘augh’ and ‘ough’ are taught incidentally when teaching the reading and spelling of tricky words.

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	Literacy	Phonic and word knowledge		
AC9E2LY09		▶ manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	Lessons 1-24 <ul style="list-style-type: none">▶ Digraphs: ‘ai’ and ‘ay’▶ Digraphs: ‘ee’ and ‘ea’▶ Digraphs: ‘oa’ and ‘ow’▶ Trigraph: ‘igh’ and ‘_y’▶ Digraphs: ‘ue’ and ‘ew’▶ Review (long vowels)▶ Split digraph (bossy e)▶ Spelling choices: /ā/, /ē/, /ī/, /ō/, /ū/▶ Adding suffix ‘ing’ to verbs▶ Suffix rule: drop ‘e’, add ‘ing’▶ Tricky words- until was, here, February, were, friend, woman, home, where, different, why, family, caught, who, people, something, ask, what, really, animal, because, bought, thought, work	<ul style="list-style-type: none">▶ Understand and explain terms: digraph, trigraph, homophone▶ Read fluently and spell words containing ‘ai’, ‘ay’, ‘ee’, ‘ea’, ‘oa’, ‘ow’, ‘igh’, ‘_y’, ‘ue’, ‘ew’▶ Apply spelling rules: ‘ai’ and ‘ay’; and ‘ow’ and ‘oa’▶ Spelling choices for /ā/: ‘ai’, ‘ay’, ‘a_e’▶ Spelling choices for /ē/: ‘ee’, ‘ea’, ‘e_e’▶ Spelling choices for /ō/: ‘oa’, ‘ow’, ‘o_e’▶ Spelling choices for /ī/: ‘igh’, ‘_y’, ‘i_e’▶ Spelling choices for /ū/: ‘ew’, ‘ue’, ‘u_e’▶ Discriminate between long and short vowel sounds. Read and spell words with split digraph (bossy e)▶ Add suffix ‘ing’ to base word verbs▶ Apply spelling rule: add suffix /ing/ to bossy ‘e’ words▶ Practise target sounds using oral and written spelling: word sorts, syllable counting, rainbow writing, word building▶ Identify homophones and spell correctly▶ Read and spell high-frequency irregular (tricky) words▶ Distinguish irregular and regular parts of tricky words▶ Spell regular and irregular words in sentence dictation▶ Use correct punctuation when writing sentences
AC9E2LY10		▶ use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words		
AC9E2LY11		▶ use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words		
AC9E2LY12		▶ build morphemic word families using knowledge of prefixes and suffixes		
AC9E3LY12 (Y3)		▶ recognise and know how to write most high-frequency words including some homophones		
			Lessons 25-48 <ul style="list-style-type: none">▶ r-controlled vowel: ‘ar’▶ ‘_y’ and ‘_ey’▶ Suffix rule: double final consonant and add ‘ing’▶ Base word suffix: ‘s’, ‘ing’, ‘er’▶ Base word prefix: ‘un’▶ Adding suffix ‘ful’▶ r-controlled vowels: ‘ir’, ‘er’, ‘ur’▶ Diphthongs: ‘ou’, ‘ow’▶ ‘ch’ saying /k/▶ Diphthongs: ‘oi’, ‘oy’▶ Digraph: ph▶ Trigraphs: ‘ear’, ‘eer’▶ Trigraphs: ‘air’, ‘are’, ‘ear’▶ Two-syllable words: VC/CV▶ Two-syllable words: V/CV▶ Tricky words- alright, always, said, already, their, they, across, mother, brother, lose, father, sister, build, house, about, tomorrow, school, cousin, through, every, only, surprise, there, where	<ul style="list-style-type: none">▶ Read and spell words containing: ‘ar’, ‘_y’, ‘_ey’▶ Apply spelling rule: doubling the final consonant, add ‘ing’▶ Review nouns, base words, suffixes (s, ing, er) and prefix (un)▶ Read and spell words containing suffix ‘ful’▶ Read and spell words containing: ‘ir’, ‘er’, ‘ur’, ‘ou’, ‘ow’, ‘ch’ (saying /k/), ‘oi’, ‘oy’, ‘ph’, ‘ear’, ‘eer’, ‘air’, ‘are’ (as in ‘care’), ‘ear’ (as in ‘bear’)▶ Review spelling choice: double, drop or just add?▶ Make spelling choices: ‘ch’: /ch/, /k/▶ Practise reading and spelling words with two syllables: VC/CV - closed first syllable; V/CV – open first syllable▶ Identify homophones and spell correctly▶ Read and spell high-frequency irregular (tricky) words▶ Distinguish irregular and regular parts of tricky words▶ Spell regular and irregular words in sentence dictation▶ Use correct punctuation when writing sentences

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		Lessons 49-72 <ul style="list-style-type: none">▶ Compound words▶ Prefix: ‘re’▶ Soft ‘c’ (ce, ci, cy)▶ Soft ‘g’ (ge, gi, gy)▶ Silent letters: k, b, w▶ Spelling choice: ‘k’ or ‘c’▶ Contractions▶ Consonant + ‘le’▶ Suffix: ‘es’▶ _dge/_ge▶ Tricky words- minutes, great, these, remember, other, another, decided, know, were, together, any, many, though, can’t, don’t, around, could, couldn’t, favourite, should, shouldn’t, interesting, would, wouldn’t	<ul style="list-style-type: none">▶ Read and spell compound words▶ Read and spell words with prefix ‘re’▶ Read and spell words containing: ‘ci’, ‘ce’, ‘cy’ (‘c’ saying /s/ or soft ‘c’); ‘ge’, ‘gi’, ‘gy’ (‘g’ saying /j/ or soft ‘g’)▶ Read and spell words containing silent letters ‘k’, ‘b’, ‘w’▶ Make spelling choice: ‘k’ or ‘c’▶ Read and spell contractions▶ Read and spell two-syllable (closed and open syllable) words ending in ‘le’▶ Read and spell nouns and verbs ending in suffix ‘es’▶ Read and spell words ending in ‘dge’ and ‘ge’▶ Read and spell high-frequency irregular (tricky) words▶ Distinguish irregular and regular parts of tricky words▶ Spell regular and irregular words in sentence dictation▶ Use correct punctuation when writing sentences
		Lessons 73-84 <ul style="list-style-type: none">▶ _tch, _ch▶ Words ending in ‘tion’▶ r-controlled vowel: ‘or’, ‘ore’▶ Digraphs: ‘au’, ‘aw’▶ Tricky words- women, after, laugh, believe, saw, before	<ul style="list-style-type: none">▶ Read and spell words ending in ‘tch’ and ‘ch’▶ Read and spell words ending in ‘tion’▶ Read and spell words with ‘or’, ‘ore’, ‘au’, ‘aw’▶ Read and spell high-frequency irregular (tricky) words▶ Distinguish irregular and regular parts of tricky words▶ Spell regular and irregular words in sentence dictation▶ Use correct punctuation when writing sentences

Growing Grammar

Note about Language: Language for expressing and developing ideas (grammar) in InitialLit–2: Grammar instruction in the context of reading and writing improves both writing quality and reading comprehension. InitialLit–2 offers further explicit instruction in a range of grammatical concepts that were introduced in InitialLit–1 to deepen the students’ knowledge of these concepts as well as introducing new concepts in the Growing Grammar component. The lessons are designed to introduce students to the idea that sentences are made up of different kinds of words and that knowing about these will improve their reading and writing. There is also a short “Growing writing” task at the end of each lesson to apply these skills to their writing. Extended writing activities are also provided with each Storybook lesson. These writing tasks may be split over several sessions and cover four main types of text: imaginative, persuasive, informative and poetry. Step-by-step instructions take the students from a modelled example through to guided work and independent writing as they produce quality written responses. Teachers will also need to include additional focus on re-reading to edit created texts and the delivery of short oral and/or multimodal presentations using appropriate gesture, volume and pace.

AC9E2LA07	Language Language for expressing and developing ideas <ul style="list-style-type: none">▶ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	Lessons 1-2 Nouns	<ul style="list-style-type: none">▶ Define the concept of a noun▶ Identify and explain nouns at word and sentence level▶ Understand and recognise common and proper nouns▶ Use correct letter case for common and proper nouns▶ Practise noun concept and usage in a variety of oral and written activities
AC9E2LA04	Text structure and organisation <ul style="list-style-type: none">▶ understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	Lessons 3-6 Pronouns	<ul style="list-style-type: none">▶ Define the concept of a pronoun▶ Identify and explain pronouns at word and sentence level▶ Understand and recognise subject pronouns and object pronouns▶ Identify pronouns and their referents in sentences▶ Practise pronoun concept and usage in a variety of oral and written activities
AC9E2LA07	Language for expressing and developing ideas <ul style="list-style-type: none">▶ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	Lessons 7-9 Adjectives	<ul style="list-style-type: none">▶ Define the concept of an adjective▶ Identify and explain adjectives at word and sentence level▶ Understand placement of adjectives in sentences and in relation to nouns▶ Understand purpose and power of adjectives in texts and writing▶ Identify multiple adjectives in a list▶ Use multiple adjectives, separated by a comma▶ Practise adjective concept and usage in a variety of oral and written activities

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AC9E2LA07		<u>Language for expressing and developing ideas</u> <ul style="list-style-type: none"> ▶ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups 	Lessons 10-11 Noun groups 1 Lesson 12 Grammar Review 1	<ul style="list-style-type: none"> ▶ Define the concept of a noun group ▶ Identify and explain noun groups in sentences ▶ Understand that a noun group can include an article, adjective(s) and a noun ▶ Build noun groups and use in sentences ▶ Practise concept and usage of noun groups in a variety of oral and written activities
AC9E2LA07 AC9E3LA07 (Y3)		<u>Language for expressing and developing ideas</u> <ul style="list-style-type: none"> ▶ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups ▶ understand how verbs represent different processes for doing, feeling, thinking, saying and relating 	Lessons 13-15 Verbs	<ul style="list-style-type: none"> ▶ Define the concept of a verb ▶ Identify and explain verbs at word and sentence level ▶ Understand placement of verbs in sentences ▶ Understand and identify different types of verbs: moving, saying, feeling, thinking ▶ Understand that verb choice and variety can improve text ▶ Use a variety of verbs in sentences ▶ Practise concept and usage of verbs in a variety of oral and written activities
AC9E2LA07		<u>Language for expressing and developing ideas</u> <ul style="list-style-type: none"> ▶ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups 	Lessons 16-18 Adverbs	<ul style="list-style-type: none"> ▶ Define the concept of adverbs of manner and time ▶ Identify the suffix ‘_ly’ ▶ Introduce some frequently used adverbs of time ▶ Identify and explain adverbs at word and sentence level ▶ Write adverbs with the suffix ‘_ly’ ▶ Understand that adverbs can change and improve text ▶ Practise concept and usage of adverbs in a variety of oral and written activities
AC9E2LE05	Literature	<u>Creating literature</u> <ul style="list-style-type: none"> ▶ create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools 	Lessons 19-21 Prepositions	<ul style="list-style-type: none"> ▶ Explain the concept of prepositions ▶ Explain and demonstrate prepositions that show where and when ▶ Understand and identify prepositions in preposition groups and sentences ▶ Use prepositions with noun groups in writing ▶ Practise preposition usage in a variety of oral and written activities
AC9E2LA06	Language	<u>Language for expressing and developing ideas</u> <ul style="list-style-type: none"> ▶ understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction 	Lessons 22-23 Conjunctions Lesson 24 Grammar Review 2	<ul style="list-style-type: none"> ▶ Define the concept of a conjunction ▶ Explain and demonstrate the coordinating conjunctions ‘and’, ‘but’, ‘or’, ‘so’ ▶ Explain and demonstrate the subordinating conjunction ‘because’ ▶ Select correct conjunction when joining two sentences ▶ Practise conjunction usage in a variety of oral and written activities
AC9E3LA08 (Y3)		<u>Language for expressing and developing ideas</u> <ul style="list-style-type: none"> ▶ understand that verbs are anchored in time through tense 	Lessons 25-27 Verbs: present, past, irregular past, future	<ul style="list-style-type: none"> ▶ Explain present, past and future tense ▶ Recognise and use past tense suffix ‘_ed’ ▶ Recognise and use irregular past tense ▶ Recognise and use future tense by adding ‘will’ to a verb ▶ Practise use of present, past and future tense in a variety of oral and written activities
AC9E2LE05	Literature	<u>Creating literature</u> <ul style="list-style-type: none"> ▶ create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools 	Lessons 28-30 Speech Lessons 31 & 32 Grammar Review 3 & 4	<ul style="list-style-type: none"> ▶ Explain the concept of speech marks ▶ Recognise speech marks in text ▶ Understand how to use speech marks when writing direct speech ▶ Understand how direct speech can improve a narrative text ▶ Practise using speech marks and adding a new line for each speaker in a variety of written activities

ACARA Code	ACARA Content descriptions		InitialLit–2 lessons overview	InitialLit–2 content
Storybook lessons				
Note about Literature (vocabulary and comprehension) in InitialLit–2: The content descriptors for vocabulary and comprehension outlined in the <i>three interrelated strands of Language, Literature and Literacy</i> are addressed across the explicit whole-class components: Spelling, Comprehension and Fluency, and Grammar. They are also developed during the small-groups and independent activities. These skills are further extended during the Storybook component of the program, where quality storybooks are used to develop rich vocabulary and comprehension skills.				
AC9E2LA03	Language	<u>Text structure and organisation</u> <ul style="list-style-type: none">▶ identify how texts across the curriculum are organised differently and use language features depending on purposes	The Storybook component of InitialLit–2 is designed to encourage global oral language comprehension and production, while also fostering specific vocabulary growth. There is also a focus on the transference of oral skills to the written form.	Throughout the year, the varied activities of the Storybook lessons will address: <ul style="list-style-type: none">▶ Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction▶ Contribute to group and class discussions about the story, characters and events▶ Write texts in response to stories to describe characters and events and to express preferences▶ Draw on personal experiences, background knowledge and text knowledge to express opinions and compose texts about varying aspects of the storybook▶ Use a variety of planning strategies and tools for creating texts including graphic organisers▶ Identify the purpose of different texts (imaginative, persuasive, informative and poetry)▶ Show understanding of texts through appropriate written responses e.g., recounting events in stories or own similar events; writing poetry; using scaffolding to plan imaginative, informative and persuasive texts▶ Apply knowledge of grammar concepts taught during the explicit part of the lesson to improve the quality of written texts▶ Identify grammatical and figurative language features in texts that enhance meaning and purpose e.g., adjectives, synonyms, prepositions, time connectives, verbs, idioms, tense, alliteration, similes▶ Express, discuss and compare opinions about characters, events and settings in text▶ Identify concepts about print (directionality, front and back covers, title, author and blurb)▶ Use comprehension strategies: predicting, connecting, visualising, asking questions, inferring, finding the main and summarising and monitoring to show understanding of story books▶ Retell stories and events in logical sequence to demonstrate understanding of the text▶ Respond to literal, inferential, definitional and evaluative questions during and after reading to develop reading comprehension▶ Discuss, define and investigate new vocabulary by deeper exploration e.g., definitions, synonyms, antonyms▶ Understand that choice of vocabulary adds to the effectiveness of the text▶ Sort vocabulary items into parts of speech (nouns, verbs, adjectives and adverbs)▶ Identify and discuss the structure of different types of text▶ Identify and record the main ideas and key parts of the text using relevant template▶ Make links to writing: plan, model and write own text using planning templates and following guidelines for type of text▶ Recognise cultural representations in a variety of storybooks
AC9E2LA04		<ul style="list-style-type: none">▶ understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred		
AC9E2LA05		<ul style="list-style-type: none">▶ navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links		
AC9E2LA07		<u>Language for expressing ideas</u> <ul style="list-style-type: none">▶ understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups		
AC9E2LA08		<ul style="list-style-type: none">▶ understand that images add to or multiply the meanings of a text		
AC9E2LA09		<ul style="list-style-type: none">▶ experiment with and begin to make conscious choices of vocabulary to suit the topic		
AC9E2LA10		<ul style="list-style-type: none">▶ recognise that capital letters are used in titles and commas are used to separate items in lists		
AC9E2LE01	Literature	<u>Literature and contexts</u> <ul style="list-style-type: none">▶ discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators		
AC9E2LE02		<u>Engaging with and responding to literature</u> <ul style="list-style-type: none">▶ identify features of literary texts, such as characters and settings, and give reasons for personal preferences		
AC9E2LE03		<u>Examining literature</u> <ul style="list-style-type: none">▶ discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways		
AC9E2LE04		<ul style="list-style-type: none">▶ identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs		
AC9E2LE05		<u>Creating literature</u> <ul style="list-style-type: none">▶ create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools		
AC9E2LY03	Literacy	<u>Analysing, interpreting and evaluating</u> <ul style="list-style-type: none">▶ identify the purpose and audience of imaginative, informative and persuasive texts		
AC9E2LY05		<ul style="list-style-type: none">▶ use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning		
AC9E2LY06		<u>Creating texts</u> <ul style="list-style-type: none">▶ create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words		