



## Meeting Literacy Outcomes Deadly Vibe Issue 110

Approaches to teaching literacy differ slightly from state to state and from territory to territory. *Deadly Vibe* worksheets aim to meet overall literacy outcomes for all education systems and have been structured specifically to meet the literacy needs of Aboriginal and Torres Strait Islander young people.

The following literacy activities incorporate modelled, guided and independent activities to address national literacy benchmarks for Years 3, 5 and 7, and NSW English syllabus outcomes for Years 9-10.

### Kindergarten (Early Stage 1) NSW Foundation statements

- develops reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics in short, predictable texts on familiar topics
- listens with attentiveness to follow simple instructions and ask relevant questions
- expresses ideas clearly
- interprets information in images
- writes own name
- identifies letters and sounds in words
- follows simple written instructions
- communicate knowledge and understanding orally and through writing and drawing
- uses upper and lower case appropriately to construct simple sentences

## **Year 1-2 (Stage 1)**

### **NSW Foundation statements**

- reads and writes short factual texts
- uses an increasing variety of skills and strategies, including context, grammar and word usage and phonics to make connections between own experiences and information in texts
- explores and identifies ways texts differ according to purpose, audience and subject and understands that people produce texts
- draws on knowledge of letter-sound relationships when reading unknown words
- writes simple texts on familiar topics
- writes using basic grammatical features and conventions of punctuation
- spells using knowledge of sight words, letter-sound correspondence and other strategies
- uses diagrams to explore mathematical problems
- links mathematical ideas and uses everyday language, some mathematical language and diagrams to explain how answers were obtained
- gathers, organises, displays and interprets data using column graphs

## **Year 3-4 (Stage 2)**

### **National Benchmarks**

#### **Reading:**

- reads and understands a range of new and challenging texts and justifies interpretations of ideas, information and events, using a range of skills and strategies
- explores the relationship between writers and readers and how writers use language to achieve a range of purposes
- effectively makes some inferences about ideas implicit in a text
- identifies a sequence of events in a factual text
- finds directly stated information in factual texts

#### **Spelling:**

- spells accurately many frequently used and readily recognised words
- spells accurately one and two syllable words
- spells familiar and unfamiliar words using knowledge of letter-sound correspondence, common letter patterns and a range of other strategies

#### **Writing:**

- composes simple, well-structured literary and factual pieces of writing that make sense to the reader and shows an understanding of the writing task in terms of topic, purpose, audience and language
- uses accurate sentence structure in simple sentences and some longer sentences
- uses words appropriate to the topic, including some subject-specific words
- uses capital letters, full stops and most simple punctuation correctly

## **Year 5-6 (Stage 3) National Benchmarks**

### **Reading:**

- reads and understands an extensive range of complex texts that have varied sentence beginnings, a significant amount of new vocabulary, some use of figurative language
- finds directly stated information in factual texts
- effectively makes some inferences about ideas implicit in a text
- identifies the main idea in a text
- responds to themes and issues within texts, recognising point of view
- justifies interpretations by referring to own knowledge and experience
- identifies the order of ideas and information in a written text
- works out the meaning of unfamiliar phrases and words

### **Spelling:**

- spells accurately most one and two syllable words with common spelling patterns
- spells accurately most of the frequently used and readily recognised words which have less common spelling patterns
- uses a variety of strategies to spell less common words

### **Writing:**

- composes well-structured and well-presented pieces of writing that convey intended ideas and information to a particular reader
- texts contain several related ideas relevant to the topic and task
- uses simple sentences and some longer sentences using joining words like *but, when, because, after, so*
- uses words appropriate to the topic, including descriptive and subject-specific words
- uses appropriate verb tense
- demonstrates agreement between subject and verb
- uses capital letters, full stops, most simple punctuation correctly and some complex punctuation correctly

## **Year 7 (Stage 4) National Benchmarks**

### **Reading:**

- reads effectively for a range of purposes
- reads texts with subject-specific words and words that create images and atmosphere
- reads complex sentences that contain a lot of information
- understands the links between ideas and information within and between sentences
- understands figurative language
- identifies the main purpose and main idea of a text and makes connections between ideas and information in a text.

### **Spelling:**

- spells correctly most frequently used and specialised words
- shows an awareness of sound patterns, visual patterns and spelling rules.

### **Writing:**

- conveys ideas and information for different purposes and audiences
- demonstrates knowledge of a topic and is relevant to the task
- uses linking words such as *because, or else, at the end*, to connect ideas and information in writing
- uses specialised vocabulary
- uses words which convey information clearly and specifically
- uses correct sentence structure
- demonstrates agreement between the subject and the verb in sentences
- uses prepositions correctly
- uses correct verb tense
- uses complex sentence punctuation correctly.

### **Year 9- 10 (Stage 5)**

- **Outcome 1**

A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure

- **Outcome 2**

A student uses and critically assesses a range of processes for responding and composing

- **Outcome 4**

A student selects and uses language forms and features and structures of texts according to different purposes, audiences and contexts and describes and explains their effects on meaning

- **Outcome 6**

A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts

- **Outcome 7**

A student thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose text in a range of contexts.

- **Outcome 10**

A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.