



**deadly VIBE Issue 123: teaching resources for classroom teachers, in-class tutors, homework centre tutors etc.**

The following literacy activities incorporate modelled, guided and independent activities to address NSW Foundation Statements for Kindergarten - Year 2, National Literacy Benchmarks for Years 3, 5 and 7, NSW Creative Arts syllabus outcomes K-6, NSW English syllabus outcomes for Stage 4 and 5 and NSW History syllabus outcomes 7-10.

Many of the reading and writing strategies in these activities are based on the *Learning to Read: Reading to Learn* scaffolding literacy program developed by Dr David Rose, Principal Research Fellow with the Koori Centre, Honorary Associate of the Faculty of Education and Social Work at the University of Sydney. His work with the Koori Centre is part of a long-term action research program with school and university programs across Australia and internationally, which has developed the *Learning to Read: Reading to Learn* teaching strategies which have shown to consistently accelerate students' literacy learning at the same time as they narrow the gap between the most and least successful students.

**Kindergarten (Early Stage 1)  
NSW Foundation statements - English**

- develops reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics in short, predictable texts on familiar topics
- interprets information in written and visual texts
- writes own name
- identifies letters and sounds in words
- follows simple written instructions
- communicates knowledge and understanding orally and through writing and drawing
- uses upper and lower case appropriately

**Kindergarten (Early Stage 1)  
Creative Arts K-6 (Visual Arts)**

- makes simple pictures and other kinds of artworks about things and experiences
- experiments with a range of media in selected forms
- communicates their ideas about pictures and other kinds of artworks

**Year 1-2 (Stage 1)  
NSW Foundation statements - English**

- 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

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

#### **Creative Arts K-6 (Visual Arts)**

- makes artworks in a particular way about experiences of real and imaginary things
- uses the forms to make artworks according to varying requirements
- begins to interpret the meaning of artworks , acknowledging the role of artist and audience

### **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
- 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:**

- uses words appropriate to the topic, including some subject-specific words
- uses capital letters, full stops and most simple punctuation correctly

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

#### **Creative Arts K-6 (Visual Arts)**

- makes artworks in a particular way about experiences of real and imaginary things
- uses the forms to make artworks according to varying requirements
- represents the qualities of experiences and things that are interesting by choosing among aspects of subject matter
- begins to interpret the meaning of artworks , acknowledging the role of artist and audience

### **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 5-6 (Stage 3)**

### **Creative Arts K-6 (Visual Arts)**

- investigates subject matter in an attempt to represent likenesses of things in the world
- makes artworks for different audiences assembling materials in a variety of ways
- represents the qualities of experiences and things that are interesting by choosing among aspects of subject matter
- acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks

## **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 7- 8 English (Stage 4)**

- **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 a range of processes for responding to and composing texts.

- **Outcome 6**

A student draws on experience, information and ideas to interpretively respond to and compose texts.

- **Outcome 7**

A student thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.

- **Outcome 8**

A student makes connections between and among texts.

- **Outcome 9**

A student demonstrates understanding that texts express views of their broadening world and their relationships within it.

- **Outcome 10**

A student identifies, considers and appreciates cultural expression in texts.

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

- **Outcome 1**

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

- **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 5**

A student transfers understanding of language concepts into new and different contexts.

- **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 8**

A student investigates the relationships between and among texts.

- **Outcome 9**

A student demonstrates understanding of the ways texts reflect personal and public worlds.

- **Outcome 10**

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

## **Year 7-8 History (Stage 4)**

### **Topic 3: Aboriginal and Indigenous Peoples, Colonisation and Contact History**

Inquiry Questions:

- What can we learn about Aboriginal and Indigenous peoples?
- What has been the nature and impact of colonisation on Aboriginal, Indigenous and non-Indigenous people?

- **Outcome 4.7**

A student identifies different contexts, perspectives and interpretations of the past

- **Outcome 4.10**

A student selects and uses appropriate oral and written forms to communicate effectively about the past.

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

### **Topic 6: Significant People, Issues and Events from 1946 to 2000 Changing Rights and Freedoms**

Inquiry Question:

- How have the rights and freedoms of Aboriginal peoples and other groups in Australia changed during the post-war period?

- **Outcome 5.1**

A student explains social, political and cultural developments and events and evaluates their impact on Australian life

- **Outcome 5.3**

A student explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia

- **Outcome 5.8**

A student locates, selects and organises relevant historical information from a number of sources to undertake historical inquiry

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

### **Topic 7: People Power and Politics in the Post-war Period**

#### **Section B: People Power – Freedom rides**

Inquiry Question:

- What have been some important political developments in post-war Australian history?
- How have significant individuals and groups exercised their democratic rights in the post-war period?

- **Outcome 5.1**

A student explains social, political and cultural developments and events and evaluates their impact on Australian life

- **Outcome 5.3**

A student explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia

- **Outcome 5.7**

A student explains different contexts, perspectives and interpretations of the past

- **Outcome 5.8**

A student locates, selects and organises relevant historical information from a number of sources to undertake historical inquiry

- **Outcome 5.10**

A student selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.