

The Children we are working with often do not have the structure and knowledge of the Language at peer level. We continue to work with Stage level outcomes which incorporate all aspects of Literature. The outcome for reading at Stage two gives an example of additional areas we also focus on for most of our Support students -

Outcome : uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

CONTENT

Students will:

- ✚ Develop and apply contextual knowledge
- ✚ discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences
- ✚ draw on experiences, knowledge of the topic or **context** to work out the meaning of unknown words
- ✚ Understand and apply knowledge of **language forms and features**
- ✚ use **metalinguage** to describe the effects of ideas, **text structures** and **language features of literary texts** (ACELT1604)
- ✚ understand how texts are made cohesive through the use of linking devices including **pronoun** reference and **text connectives** (ACELA1491)
- ✚ know that word contractions are a feature of informal language and that **apostrophes of contraction** are used to signal missing letters (ACELA1480)
- ✚ **skim** a text for overall message and **scan** for particular information, eg headings, key words
- ✚ identify and explain language features of texts from earlier times and compare with the vocabulary, images, **layout** and content of contemporary texts (ACELY1686)
- ✚ Develop and apply **graphological, phonological, syntactic** and **semantic knowledge**
- ✚ use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of **homophones**, contractions, **syllables**, word families and common **prefixes**
- ✚ identify syllables in multisyllabic words in order to support **decoding** of longer words in context to make meaning
- ✚ recognise **high frequency sight words** (ACELA1486)
 - **Respond** to, read and **view** texts
- ✚ read different types of texts by combining contextual, semantic, grammatical and **phonic** knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)
- ✚ read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation
- ✚ use **comprehension strategies** to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)
- ✚ use strategies to confirm **predictions** about author intent in **imaginative, informative** and **persuasive texts**
- ✚ recognise how aspects of personal **perspective** influence responses to texts
- ✚ recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning
- ✚ connect information by observing text connectives
- ✚ summarise a paragraph and indicate the main idea, key points or key **arguments** in imaginative, informative and persuasive texts
- ✚ interpret text by discussing the differences between literal and inferred meanings
- ✚ justify interpretations of a text, including responses to characters, information and ideas