



Stage 2 New South Wales Syllabus Correlations for Springboard into Comprehension
Reading levels 8.5-10.5 years (Year 4)

8.5-9.5 yrs

9.5-10.5 yrs

Strand English Content Descriptions

Speaking and Listening 1

EN2-1A Students communicate in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

ACELY1687 Develop and apply contextual knowledge

Students are able to:

- interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

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ACELY1688 Respond to and compose texts

ACELY1792

Students are able to:

- interact effectively in groups or pairs, adopting a range of roles
- use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792)
- use information to support and elaborate on a point of view
- respond appropriately to the reading of texts to demonstrate enjoyment and pleasure

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Reading and Viewing 1

EN2-4A Students use 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

Develop and apply contextual knowledge

Students are able to:

- 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

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ACELT1604 Understand and apply knowledge of language forms and features

ACELA1491

ACELA1480

ACELY1686

Students are able to:

- use metalanguage 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)

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ACELA1486 Develop and apply graphological, phonological, syntactic and semantic knowledge

Students are able to:

- 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)

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ACELY1679 Respond to, read and view texts

ACELY1691

ACELY1680

ACELY1692

Students are able to:

- 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

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Strand English Content Descriptions

Speaking and Listening 2

EN2-6B Students identify the effect of purpose and audience on spoken texts, distinguish between different forms of English and identify organisational patterns and features

Understand and apply knowledge of language forms and features

Students are able to:

- identify organisational patterns and language features of spoken texts appropriate to a range of purposes
- understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts

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Respond to and compose texts

Students are able to:

- discuss how writers and composers of texts engage the interest of the reader or viewer
- listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
- use persuasive language to compose simple persuasive texts appropriate to a range of contexts
- enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis

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Writing and Representing 2

EN2-7B Students identify and use language forms and features in their own writing appropriate to a range of purposes, audiences and contexts

Develop and apply contextual knowledge

Students are able to:

- identify and analyse the purpose and audience of imaginative, informative and persuasive texts
- understand how characters, actions and events in imaginative texts can engage the reader or viewer

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Understand and apply knowledge of language forms and features

Students are able to:

- understand how a range of language features can shape readers' and viewers' understanding of subject matter
- describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
- examine how evaluative language can be varied to be more or less forceful (ACELA1477)
- use images in imaginative, informative and persuasive texts to enhance meaning
- understand how audience and purpose influence the choice of vocabulary

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Respond to and compose texts

Students are able to:

- express a point of view for a particular purpose in writing, with supporting arguments
- make constructive statements that agree/disagree with an issue
- compare and review written and visual texts for different purposes and audiences

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Strand		English Content Descriptions	8.5-9.5 yrs	9.5-10.5 yrs	
Reading and viewing 2					
EN2-8B	Students identify and compare different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter				
ACELY1678 ACELA1490	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic 			●	●
ACELY1690 ACELA1478 ACELA1492 ACELT1599	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify organisational patterns and language features of print and visual texts appropriate to a range of purposes identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) identify the features of online texts that enhance navigation (ACELA1790) recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) 			●	●
ACELT1600	Respond to, read and view texts Students are able to: <ul style="list-style-type: none"> discuss personal choices of texts for enjoyment respond to a wide range of literature and analyse purpose and audience discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600) identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images 			●	●
Grammar, Punctuation and Vocabulary					
EN2-9B	Students use effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts				
	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning understand that choice of vocabulary impacts on the effectiveness of texts 			●	●
ACELA1479 ACELA1481 ACELA1495 ACELA1493 ACELA1482 ACELA1494	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand that paragraphs are a key organisational feature of written texts (ACELA1479) understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495) understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482) experiment with punctuation to engage the reader and achieve purpose investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) use apostrophes for contractions identify a variety of connectives in texts to indicate time, to add information and to clarify understanding 			●	●
ACELA1484 ACELA1498	Understand and apply knowledge of vocabulary Students are able to: <ul style="list-style-type: none"> learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) experiment with vocabulary choices to engage the listener or reader use grammatical features to create complex sentences when composing texts 			●	●



Springboard into Comprehension

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8.5-9.5 yrs

9.5-10.5 yrs

Strand	English Content Descriptions	8.5-9.5 yrs	9.5-10.5 yrs
Thinking Imaginatively, Creatively and Interpretively			
EN2-10C	Students think imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts		
	Engage personally with texts Students are able to: <ul style="list-style-type: none"> share responses to a range of texts and identify features which increase reader enjoyment respond to texts by identifying and discussing aspects of texts that relate to their own experience 	● ●	● ●
ACELT1605	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) identify and analyse the different organisational patterns and features to engage their audience 	● ●	● ●
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify creative language features in imaginative, informative and persuasive texts that contribute to engagement identify and discuss how vocabulary establishes setting and atmosphere 	● ●	● ●
ACELT1594 ACELT1602	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...' 	●	●
Expressing Themselves			
EN2-11D	Students respond to and compose a range of texts that express viewpoints of the world similar to and different from their own		
	Engage personally with texts Students are able to: <ul style="list-style-type: none"> recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment recognise how aspects of personal perspective influence responses to texts 	● ●	● ●
ACELT1596	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 	●	●
ACELA1489	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) identify and compare the differences between texts from a range of cultures, languages and times make connections between students' own experiences and those of characters and events represented in texts 	● ● ●	● ● ●
ACELY1675 ACELT1603	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> identify the point of view in a text and suggest alternative points of view (ACELY1675) discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) justify personal opinions by citing evidence, negotiating with others and recognising opinions presented 	● ● ●	● ● ●
Reflecting on Learning			
EN2-12E	Students recognise and use an increasing range of strategies to reflect on their own and others' learning		
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> appreciate how the reader or viewer can enjoy a range of literary experiences through texts 	●	●
ACELT1598	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text 	● ●	● ●