



Meeting Literacy Outcomes Deadly Vibe Issue 109

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

- interprets information in images
- writes own name
- identifies letters and sounds in words
- follows simple written instructions
- uses upper and lower case appropriately to construct simple sentences

1-2 (Stage 1)

NSW Foundation statements

- reads short factual texts
- makes connections between own experiences and information in 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

3-4 (Stage 2)

National Benchmarks

Reading:

- reads and understands a range of texts
- 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

Writing:

- composes simple pieces of writing that makes sense to the reader and shows an understanding of the writing task
- uses simple sentences and some longer sentences using joining words like *and, but, then, because*
- uses phrases and words to give information about the place and time of event (eg on the street, yesterday) and the means by which something is done (eg with a bicycle)
- uses words appropriate to the topic, including some subject-specific words
- uses capital letters, full stops and most simple punctuation correctly.

5-6 (Stage 3)**National Benchmarks****Reading:**

- reads and understands a range of 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
- 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

Writing:

- composes pieces of writing that conveys intended ideas and information to a particular reader
- pieces 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

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

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 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 10**

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