



## Meeting Literacy Outcomes Deadly Vibe Issue 112

**Ways of using *Deadly VIBE* Issue 112 in the classroom: teaching resources for classroom teachers, in-class tutors, homework centre tutors etc**

**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 NSW Foundation Statements (English and Mathematics) for Kindergarten - Year 2, National Literacy Benchmarks for Years 3, 5 and 7, and NSW English syllabus outcomes for Stage 5.**

### **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 to construct simple sentences

### **NSW Foundation statements – Mathematics**

- asks questions and explores mathematical problems
- uses everyday language, materials and informal recordings to demonstrate understanding and link mathematical ideas

## **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

### **NSW Foundation statements – Mathematics**

- links mathematical ideas and uses everyday language, some mathematical language and diagrams to explain how answers were obtained
- estimates, measures, compares and records using units for length
- represents and describes the position of objects

## **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

## **NSW Foundation Statements – Mathematics**

- uses appropriate mental or written strategies and technology to solve problems
- uses appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain reasoning
- makes comparisons between time units

## **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

## **NSW Foundation Statements – Mathematics**

- undertakes investigations and selects appropriate technological applications and problem-solving strategies
- uses mathematical terminology and some conventions and gives valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding

## Year 7-8 (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 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.