



Stage 1 New South Wales Syllabus Correlations for Springboard into Comprehension Reading levels 11-16 (Year 1)

Strand		English Content Descriptions	Level 11	Level 12	Level 13	Level 14	Level 15	Level 16
Speaking and Listening 1								
EN1-1A	Students communicate with a range of people in informal and guided activities demonstrating interaction skills and consider how their own communication is adjusted in different situations							
ACELY1666 ACELY1444	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) 		●	●	●	●	●	●
ACELA1446	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> use turn-taking, questioning and other behaviours related to class discussions 		●	●	●	●	●	●
ACELA1656 ACELA1788 ACELA1789	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> communicate with increasing confidence in a range of contexts engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) describe in detail familiar places and things use a comment or a question to expand on an idea in a discussion contribute appropriately to class discussions carry out complex instructions involving more than one step 		●	●	●	●	●	●
Writing and Representing 1								
EN1-2A	Students plan, compose and review a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers							
ACELY1661 ACELY1671	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661) (ACELY1671) 		●	●	●	●	●	●
ACELY1662 ACELY1672	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> plan, compose and review simple imaginative, informative and persuasive texts on familiar topics plan a sequence of events or information draw on personal experience and topic knowledge to express opinions in writing reread and edit text for spelling, sentence-boundary punctuation and text structure 		●	●	●	●	●	●



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Reading and Viewing 1								
EN1-4A	Students draw on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies							
ACELY1665	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> demonstrate how readers' self-select and get enjoyment from texts they have selected that reflect their personal interests discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) 		●	●	●	●	●	●
ACELA1468 ACELA1448 ACELA1451	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how understand how nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and how noun groups/phrases can be expanded using articles and adjectives (ACELA1468) understand patterns of repetition and contrast in simple texts (ACELA1448) identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) understand how sentence punctuation is used to enhance meaning and fluency identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms 		●	●	●	●	●	●
ACELA1458 ACELA1459 ACELA1474 ACELA1457	Develop and apply graphological, phonological, syntactic and semantic knowledge Students are able to: <ul style="list-style-type: none"> recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458) understand the variability of sound-letter matches (ACELA1459) recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474) automatically recognise irregular high-frequency words, eg 'come' and 'are' use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables (ACELA 1457) 		●	●	●	●	●	●
ACELY1659 ACELY1669 ACELY1660 ACELY1670 ACELA1469 ACELT1589	Respond to, read and view texts Students are able to: <ul style="list-style-type: none"> develop phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch use background knowledge of a topic to make inferences about the ideas in a text discuss the use of text connectives, eg sequencing ideas, indicating time sequence a summary of events and identify key facts or key arguments in imaginative and informative texts identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) compare opinions about characters, events and settings in and between texts (ACELT1589) distinguish between fact and opinion in persuasive texts 		●	●	●	●	●	●



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Spelling								
EN1-5A	Students use a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words							
ACELA1788 ACELA1471	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778) understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471) 		●	●	●	●	●	●
Speaking and Listening 2								
EN1-6B	Students recognise a range of purposes and audiences for spoken language and recognise organisational patterns and features of predictable spoken texts							
ACELA1454 ACELA1462	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify organisational patterns and features of predictable spoken texts understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) 		●	●	●	●	●	●
	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> retell familiar stories and events in logical sequence, including in home language rephrase questions to seek clarification explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction demonstrate active listening behaviours and respond appropriately to class discussions recognise and respond to instructions from teachers and peers 		●	●	●	●	●	●
Writing and Representing 2								
EN1-7B	Students identify how language used in their own writing differs according to their purpose, audience and subject matter							
ACELY1668	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> discuss some of the different purposes for written and visual texts 		●	●	●	●	●	●
ACELA1447 ACELA1463 ACELY1658 ACELA1453 ACELA1470	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447) (ACELA1463) describe some differences between imaginative, informative and persuasive texts (ACELY1658) compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) 		●	●	●	●	●	●
ACELT1584 ACELT1591	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> make inferences about character motives, actions, qualities and characteristics when responding to texts 		●	●	●	●	●	●



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Reading and Viewing 2								
EN1-8B	Students recognise that there are different kinds of texts when reading and viewing and show an awareness of purpose, audience and subject matter							
	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales 		●	●	●	●	●	●
ACELA1450 ACELA1466	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450) understand how text structure contributes to the meaning of texts know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466) understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles 		●	●	●	●	●	●
Grammar, Punctuation And Vocabulary								
EN1-9B	Students use basic grammatical features, punctuation conventions and vocabulary appropriate 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 ideas in texts can be organised to enhance meaning using sentences and paragraphs 		●	●	●	●	●	●
ACELA146	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand that paragraphs are used to organise ideas recognise that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when) recognise that time connectives sequence information in texts 		●	●	●	●	●	●
	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> compose sentences effectively using basic grammatical features and punctuation conventions 		●	●	●	●	●	●
Thinking Imaginatively And Creatively								
EN1-10C	Students think imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts							
	Engage personally with texts Students are able to: <ul style="list-style-type: none"> engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses respond to a wide range of texts through discussing, writing and representing 		●	●	●	●	●	●
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify that different texts have different organisational patterns and features for a variety of audiences 		●	●	●	●	●	●
ACELT1586	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> express a range of feelings in response to a text 		●	●	●	●	●	●



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Expressing Themselves								
EN1-11D	Students respond to and compose simple texts about familiar aspects of the world and their own experiences							
ACELT1590	Engage personally with texts Students are able to: <ul style="list-style-type: none"> share responses to aspects of a text that relate to their own life engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment (ACELT1590) 		●	●	●	●	●	●
ACELT1581 ACELT1587	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581) (ACELT1587) 		●	●	●	●	●	●
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences 		●	●	●	●	●	●
ACELT1582	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ACELT1582 		●	●	●	●	●	●
Reflecting on Learning								
EN1-12E	Students demonstrate awareness of how to reflect on aspects of their own and others' learning							
	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> develop an awareness of criteria for the successful completion of tasks 		●	●	●	●	●	●
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> begin to discuss different ways we learn to read and write 		●	●	●	●	●	●