



Stage 1 New South Wales Syllabus Correlations for Springboard into Comprehension Reading levels 17-23 (Year 2)

Strand	English Content Descriptions	Level 17	Level 18	Level 19	Level 20	Level 21	Level 22	Level 23
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							
ACELA1666	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) 	●	●	●	●	●	●	●
ACELA1446 ACELT1592	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 identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592) 	● ●	● ●	● ●	● ●	● ●	● ●	● ●
ACELY1656	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 intonation to emphasise the need to seek further clarification of a question use a comment or a question to expand on an idea in a discussion use some persuasive language to express a point of view demonstrate attentive listening across a range of activities 	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●
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 	●	●	●	●	●	●	●
ACELY1672	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) 	●	●	●	●	●	●	●



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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							
ACELA1665	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> 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"> grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how patterns of repetition and contrast in simple texts (ACELA1448) parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms 	●	●	●	●	●	●	●
ACELA1458 ACELA1459 ACELA1474	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) 	●	●	●	●	●	●	●
ACELY1659 ACELY1669 ACELY1660 ACELY1670 ACELA1469 ACELT1589	Respond to, read and review texts Students are able to: <ul style="list-style-type: none"> read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660) (ACELY1670) 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 identify the cohesive links between pronouns and people and things sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts compare opinions about characters, events and settings in and between texts (ACELT1589) distinguish between fact and opinion in persuasive texts 	●	●	●	●	●	●	●
Spelling								
EN1-5A	Students use a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words							
ACELA1778 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) 	●	●	●	●	●	●	●
	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> spell high-frequency and common sight words accurately when composing texts spell known words using letter names isolate and write the initial, medial and final sound of a word exchange one letter in a written word with a different letter to make a new word 	●	●	●	●	●	●	●



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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	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> 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 	●	●	●	●	●	●	●
Writing and Representing 2								
EN1-7B	Students identify how language used in their own writing differs according to their purpose, audience and subject matter							
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) compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose 	●	●	●	●	●	●	●
ACELA1591	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 	●	●	●	●	●	●	●
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"> identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic understand how text structure contributes to the meaning of texts, 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 	●	●	●	●	●	●	●



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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"> how ideas in texts can be organised to enhance meaning using sentences and paragraphs how the choice of vocabulary adds to the effectiveness of text 	●	●	●	●	●	●	●
ACELA1467 ACELA1452	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> explore differences in words represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) 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 	●	●	●	●	●	●	●
ACELA1464	Understand and apply knowledge of vocabulary Students are able to: <ul style="list-style-type: none"> how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464) 	●	●	●	●	●	●	●
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"> respond to a wide range of texts through discussing, writing and representing 	●	●	●	●	●	●	●
	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> recognise and begin to understand how composers use creative 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 texts that enhance enjoyment, eg illustrations, repetition 	●	●	●	●	●	●	●
	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"> recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) 	●	●	●	●	●	●	●
	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 	●	●	●	●	●	●	●
Reflecting On Learning								
EN1-12E	Students identify and discuss 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 	●	●	●	●	●	●	●
	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 	●	●	●	●	●	●	●