

# Board of Studies - Parents' Guide to the NSW Primary Syllabuses

## ENGLISH – Early Stage 1 Kindergarten Examples

EARLY STAGE 1	PARENT IDEAS
Listen to and follow simple instructions involving one step	Give one step instructions e.g. make your bed Pack your bag
Give short talks and express ideas, e.g., tell news, describe a favourite toy or pet	Practice news in car on the way to school Tell parents about your day over dinner Tell grandparents about your weekend
Begin developing reading and comprehension skills, eg recognise simple sight words, recognise most sounds of the alphabet, use illustrations and picture clues to make predictions about stories when reading	Sight words up at home e.g. back of toilet door / wall / fridge Whiteboard / magnetic board and words Looking at signs/ words while out shopping etc
Write simple words using letters and sounds to help spell-out known words, e.g. d – o – g	In the car <ul style="list-style-type: none"><li>- Using magnetic or other letters and try to make words</li><li>- iPad apps</li></ul>
Write simple sentences, e.g. 'I made a cake'	As above
Begin to use word processing software to write simple sentences	iPad use at home Computer use at home
Recognise grammatical patterns such as action verb and nouns in a group, eg when the teacher reads to class from a 'big book'	Reinforcement / pointing it out when reading

# Board of Studies - Parents' Guide to the NSW Primary Syllabuses

## **ENGLISH –Stage 1 –Year 1 Examples**

<b>STAGE 1</b>	<b>PARENT IDEAS</b>
Listen to and follow a short procedure, e.g. carry out instructions for a simple task	Involve children in tasks such as baking, gardening where there are step by step instructions involved
Communicate simple information, e.g. give directions to the library, provide a brief retelling of a familiar story	Ask children to help by passing on information to other family members. Ask children about their day and / or what their readers are about.
Develop an increasing range of reading and comprehension skills on familiar topics, e.g. sound out unknown words or break them down into syllables, respond to punctuation when reading aloud, express opinions about characters in stories	Help them break down words into sounds and into smaller words. Looks through pictures in books before reading and connect the story to other books they've read or real life situations
Produce simple written pieces on familiar topics, eg short recounts of personal experience, descriptions of family members	Writing letters, emails, drawing pictures about things that happen to send to relative (e.g. grandparents)
Spell known sight words, e.g. "said, was, some, have	Use games to encourage spelling and recognition of sight words e.g. roll-a-sight words, hopscotch with words, songs with spelling
Listen attentively and share ideas or give information in group and class discussions, e.g. about familiar events or topics such as birthdays or sport	Family discussions during dinner time Skype family and friends Engage children in discussions while driving

# Board of Studies - Parents' Guide to the NSW Primary Syllabuses

## ENGLISH –Stage 1 –Year 2 Examples

STAGE 1	PARENT IDEAS
Listen attentively and share ideas or give information in group and class discussions, e.g. about familiar events or topics such as birthdays or sport	Take photos of the event for prompts Parental explanation of a topic and joint research, then practice
Begin to read about less familiar topics	Google Talk about own experiences, show photos
Make inferences and predictions when reading stories to develop comprehension	Ask questions leading to ideas e.g. what do you think, would you change the ending
Use most common punctuation marks in writing, e.g. full stops, capital letters, spaces between words	Say it aloud then write as you say putting in marks where appropriate
Use reading cues to understand written texts, e.g. matching letters to sounds (phonics) and breaking words into syllables	Parental modelling of have a go techniques, breaking down words, starting / end sounds

# Board of Studies - Parents' Guide to the NSW Primary Syllabuses

## **ENGLISH –Stage 2 –Year 3 Examples**

<b>STAGE 2</b> Examples	<b>PARENT IDEAS</b>
Communicate for a range of purposes and audiences, e.g. conduct brief interviews to obtain information, give instructions for a craft project.	Family tree, interview grandparents/older people about life / school in the past Go next door to borrow particular items
Use a wider range of reading strategies to confirm predictions and locate information, e.g. skim reading using headings and subheadings.	Cook together using different recipes
Enrich writing through the use of adjectives, adverbs, phrases, conjunctions, pronouns, direct and indirect speech, and action verbs using the correct tense for the story, e.g. present tense, past tense	Journal/diary writing Creating a book
Use a range of software, including word processing programs, to construct, edit and publish written text, and select, edit and place visual, print and audio elements.	Create a powerpoint or word doc documenting special family occasions, with videos/pics. Have a family “slide night”. Holiday recounts Online blogging
Understand how to use strategies for spelling words, including spelling rules, knowledge of word families, spelling generalisations and letter combinations including double letters.	Playing Scrabble Playing Boggle

# Board of Studies - Parents' Guide to the NSW Primary Syllabuses

## **ENGLISH –Stage 2 –Year 4 Examples**

<b>STAGE 2</b> Examples	<b>PARENT IDEAS</b>
Employ various speaking skills to give confident presentations, e.g. gesture, facial expression , pause, emphasis, volume, humour, rhetorical questions, clarity, visual aids	Encourage to still read aloud to mum or dad Read with expression
Read and engage with a wide variety of stories, poems and visual texts	Read Manly Daily / magazines / poetry / go to the library
Use comprehension strategies to build meaning to expand content knowledge, identify the writer's point of view, describe and compare different interpretations, and identify stereotypes	Retell a story to check understanding Discuss different scenarios coming from the story Proof read work
Produce more complex pieces of writing, eg an explanation of how a specialised machine works or what causes a specific natural disaster.	Google information specific to the topic Borrow library books on the topic
Use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts	Use dictionary spell on computer
Respond to a range of texts, e.g. through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts	Act out at home / talk to them about text

# Board of Studies - Parents' Guide to the NSW Primary Syllabuses

## **ENGLISH –Stage 3 –Year 5 Examples**

<b>STAGE 3</b> Examples	<b>PARENT IDEAS</b>
Communicate effectively for an increasing range of purposes, eg to entertain, inform and influence audiences	Ask questions relevant to their age and interests
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	Discuss newspaper articles and related internet articles
Read, recognise and respond to themes and issues within texts and justify interpretations by referring to own knowledge and experience	Refer to knowledge and personal experiences
Use grammatical features, e.g. pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts	Proof read homework and look for an opportunity to praise success Try to use open ended questions i.e. how could you make this more interesting
Use known word meanings and base words when spelling unknown words, e.g. sign ... signature	Breaking things down e.g. horizontal – horizon
Think critically about aspects of texts, such as ideas and events	Asking questions about a book either your child is reading or a book your reading as a family
Respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world	Asking questions about the movie
Read texts for specific purposes, applying appropriate text processing strategies, eg predicting and confirming, monitoring meaning, skimming and scanning	Read a variety of different texts, i.e fiction and non-fiction

# Board of Studies - Parents' Guide to the NSW Primary Syllabuses

## ENGLISH –Stage 3 –Year 6 Examples

<b>STAGE 3</b> Examples	<b>PARENT IDEAS</b>
Use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies, applying appropriate text strategies, e.g. predicting and confirming, monitoring meaning, skimming and scanning	Read <u>with</u> your children Read <u>to</u> your children, do not limit yourself to children's literature Have a family 'book club' and ask Dad to join too
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes	Make a video on e.g. how to plant tomatoes Make a video on how athletics day works or swimming carnival for younger siblings
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to the purpose and the audience	Create a novel/book
Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation	Create a novel
Think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text	Stopping after reading and asking what do you think will happen next.

