

B O A R D O F S T U D I E S
NEW SOUTH WALES

English K–6 Review
Report Part B

Advice for the Revision
of the English K–6 Syllabus and Support Document

February 1997

English K–6 Review

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Table of Contents

page

EXECUTIVE SUMMARY	5
1. INTRODUCTION	8
1.1 Background to the Review	8
1.2 The Terms of Reference for the English K–6 Review	8
1.3 The Recommendation of Report Part A: Findings from the Consultation	9
1.4 Approach to the Preparation of Report Part B	10
1.5 Timeline for Report Part B	11
2. ISSUES IDENTIFIED IN REPORT PART A AND POSSIBLE SOLUTIONS	12
2.1 Functional Approach to Language	12
2.2 Place and Scope of Grammar	13
2.3 Syllabus Content: What is to be taught	16
2.4 Scope and Sequence of Content in Stages	18
2.5 Number and Nature of Outcomes	19
2.6 Planning, Programming, Assessing and Reporting	22
2.7 Size, Organisation, Layout, Design and Language of the Document	23
2.8 Support Documents for Teachers, Parents and Principals	25
2.9 General Principles and the ‘Load of Newness’	27

SUMMARY OF PROPOSALS	29	
RECOMMENDATIONS	37	
APPENDICES	38	
<i>Appendix A</i>	Membership of the English K–6 Review Committee	39
<i>Appendix B</i>	Advisory Workshops	40
<i>Appendix C</i>	Workshops October–December	44
<i>Appendix D</i>	Additional Workshops and Meetings January–February	47
<i>Appendix E</i>	Draft Sample: Scope and Sequence of Text Types (by stages)	48
<i>Appendix F</i>	Draft Sample: The Functional Approach to Language K–6 Grammar	49
<i>Appendix G</i>	Draft Sample: K–6 Grammar Categories Overview (by stages)	52
<i>Appendix H</i>	Draft Sample: Content Layout (Support Document)	53
<i>Appendix I</i>	Initial Draft Sample: Talking and Listening Outcomes	54
<i>Appendix J</i>	Diagram: Proposed Revised Syllabus and Support Documents	55
<i>Appendix K</i>	Bibliography	56

EXECUTIVE SUMMARY

English K–6 Review Report Part B: Advice for the Revision of the English K–6 Syllabus and Support Document

The 1996 Review of the *English K–6 Syllabus and Support Document* (1994) provided the Board of Studies with a detailed account of the views of teachers, principals, consultants and academics. These views were included in findings presented to the Board in August 1996 by the English K–6 Review Committee in *Report Part A: Findings from the Consultation*.

English K–6 Review Report Part B has been developed by the Review Committee as advice to the Board for the revision of the *English K–6 Syllabus and Support Document*. This advice is presented in the form of proposals that specify possible solutions to issues identified in Report A concerning:

- **the functional approach to language**
- **the place and scope of grammar**
- **syllabus content (what is to be taught)**
- **the scope and sequence of content in Stages**
- **the number and nature of outcomes**
- **planning, programming, assessing and reporting**
- **size, organisation, layout, design and language of the document**
- **support documents for teachers, parents and principals**
- **general principles and the ‘load of newness’.**

In each case the proposals put forward have been developed by the Review Committee, revised following advice from the Syllabus Advisory Committee and then trialled in workshops with groups of teachers, consultants, principals and academics.

The functional approach to language receives strong support from teachers, principals, consultants and academics. This approach to the teaching of English is based on the three main functions of language: the use of language to develop understandings about the world and ourselves; its use for interacting with others; and its use to create and interpret texts. It enables teachers to provide students with an understanding of how language works and how it is used for different purposes in different situations. The functional approach is to be retained as the basis for the revised syllabus and support documents. Proposals in Report B are aimed at providing teachers with a clear and concise rationale for this approach and how it relates to reading, writing, talking and listening.

The place and scope of grammar were identified in Report A as aspects of the existing syllabus that require significant change in the revised syllabus and support documents. Proposals in Report B are aimed at identifying the grammar to be included in the revised syllabus and support documents and providing teachers with the key concepts and associated terminology required for working with students. The review suggests the use of conventional language, using traditional grammatical terms at the sentence level and functional concepts expressed in clear and concise terms at the level of whole texts. The Review Committee proposes that grammar should be taught in context and placed in the Text and Context substrand of the revised syllabus. Such an approach illustrates the purpose of grammar as a tool for learning about language and as a resource for making meaning.

It is vital that in the revised syllabus the content is clear, accessible, easy to locate and readily related to classroom settings. The proposals for the revision of the syllabus and support documents in Report B are aimed at providing teachers with a clear description of what is to be taught at each stage of the English K–6 continuum of reading, writing, talking and listening. It is also proposed that teachers be provided with materials that support them in planning and programming and in assessing and reporting student progress in reading, writing, talking and listening.

Teachers and consultants requested content overviews that clearly describe what students would be taught in each stage of the English K–6 curriculum. It was felt that such information should be expressed in a way that enables teachers and principals to obtain a clear picture of the scope of content and its sequence within each stage from Early Stage 1 to Stage 3. Proposals in Report B identify the areas in which a scope and sequence continuum is required and what should inform the development of this material.

The number and nature of outcomes in the syllabus were identified as areas of concern during workshops with teachers, consultants and principals. The Review Committee proposes that these aspects be attended to in the development of the revised syllabus and support documents through a more explicit description of syllabus content; by reducing the number of substrands; through the change from a framework of outcomes in five levels to four stages of outcomes (ES1 to S3); by making outcome statements clear and concise; and through the use of indicators and annotated work samples to illustrate student achievement in relation to the outcomes in the syllabus.

The existing syllabus and support document is regarded by many teachers as cumbersome and difficult to use. In developing Report B, the Review Committee considered issues concerning the size, organisation, design, layout and language in the existing document. The proposals in this section of the report are aimed at providing teachers with documents that are accessible, manageable and easy to use.

The Review Committee proposes support documents for several different audiences: teachers, principals, parents, and the community and media. The proposals in Report B have been developed to ensure that support material for each group be released at the same time as the syllabus so that consistent advice is provided to all interested parties. In addition to these materials, the Committee also proposes that a range of materials be developed for teachers to support the teaching of English and the monitoring of student progress in reading, writing, talking and listening.

Both the Department of School Education and the Catholic School Systems in their submissions to the Review Committee recommended that the changes in the revised syllabus be minimised where possible. The Committee proposes minimal changes to content other than those specifically required, particularly in the area of grammar. It also proposes the development of a marketing plan to ensure that teachers, principals, parents, and the community and media are well informed up until and at the release of the revised English K–6 Syllabus and Support Documents.

Report B concludes the review of the *English K–6 Syllabus and Support Document* (1994) by the English K–6 Review Committee. In presenting its proposed solutions to issues identified in Report A the Committee recommends:

- 1. That the Board of Studies adopts the proposals set out in 2.1 to 2.9 of Report B as the basis for the revision of the English K–6 Syllabus and Support Document.***
- 2. That in accord with Board of Studies policies, a Project Team revises the English K–6 Syllabus and Support Document.***

1. INTRODUCTION

1.1 Background to the Review

The English K–6 Review Committee (see Appendix A) was established by the Board of Studies as a subcommittee of the Board, in November 1995, following the Eltis Review, to investigate schools’ experience of using the *English K–6 Syllabus and Support Document*.

1.2 The Terms of Reference for the English K–6 Review

The English K–6 Review Committee used the following terms of reference:

1. The English K–6 Review Committee will investigate the experience of schools in using the existing *English K–6 Syllabus and Support Document* including:
 - i. examining the number and nature of the outcomes and their usage and associated understandings
 - ii. examining the scope and sequence of the content in stages
 - iii. ascertaining ways in which the functional view of language is used
 - iv. determining how functional grammar is used, including its concepts and terminology
2. The Report of the English K–6 Review Committee to the Board of Studies in August 1996 will include advice about ways of:
 - i. supporting the functional approach to language
 - ii. replacing functional grammar terminology with conventional terminology
 - iii. reducing the number of outcomes
 - iv. revising the existing syllabus leading to a replacement syllabus.

1.3 The Recommendation of Report Part A: Findings From the Consultation

The starting point was the *Report Part A: Findings from the Consultation*, and in particular the recommendation included in that report.

In view of the consultation findings presented in this report including those on:

- *the number and nature of outcomes;*
- *the delineation of content including such aspects as learning to read and the interrelationships of strands and substrands;*
- *the scope and sequence of content in stages;*
- *ways in which the functional approach to language is being understood and used in schools;*
- *the place and scope of grammar in learning and teaching, along with its associated concepts and terminology;*
- *the size, organisation, layout, design, and language of the Syllabus and Support Document;*
- *planning, programming, assessing and reporting;*
- *support documents for teachers and parents; and*
- *the ‘load of newness’ in this particular syllabus*

it is recommended that the Board of Studies directs the English K–6 Review Committee to complete Part B of its report in accord with the second term of reference, proposing solutions to the issues identified in Report Part A and providing advice about the revision of the existing syllabus leading to a replacement document.

1.4 Approach to the Preparation of Report Part B

In preparing the Report Part B the Review Committee sought to work closely with the Syllabus Advisory Committee. Hence possible ‘solutions’ to various issues were initially discussed by the Review Committee and then referred to the Syllabus Advisory Committee for advice and further elaboration. The Review Committee then revised the initial proposal in the light of that feedback. Proposed ‘solutions’ were subsequently checked out with randomly selected groups of teachers and principals as well as consultants from all sectors. Advisory workshops of teachers, consultants and academics were held on specific issues associated with the teaching of reading, talking and listening, and grammar. Opportunities were also given for those who had indicated in the Part A consultation that they wished to be involved in considering possible ‘solutions’. Selected meetings with Department of School Education District Office English Networks gave another source of advice.

1.5 Timeline for Report Part B and Syllabus Revision

1996

- August
 - Review Committee meets on Part B
 - SAC meeting with representatives of the Review Committee
- September
 - Discussion of findings with SAC
 - Proposals for solutions
- October
 - Checking out proposals through:
workshops (teachers, principals, consultants)
advisory workshops (Reading; Talking and Listening; Grammar)
- November
 - SAC meeting with members of the Review Committee
- December
 - SAC meeting with members of the Review Committee
 - Preparation of Report Part B

1997

- January
 - Finalisation of Report Part B
- February
 - SAC meeting
 - Workshops and school visits
 - **Board consideration of Report Part B concluding the work of the English K–6 Review Committee**
- March
 - SAC meeting
- May–June
 - Development of the revised draft syllabus by Project Team working with schools and consultants and academics
 - SAC meeting
- October
 - Consultation on revised draft syllabus
 - SAC meeting

1998

- March
 - Release of Revised Syllabus and Support Documents

2. ISSUES IDENTIFIED IN REPORT PART A AND PROPOSED SOLUTIONS

2.1 Functional Approach to Language

See Report Part A, pages 3, 6, 23–26 for details.

The Eltis Report, accepted as Government policy, recommended the retention of the functional approach to language as the basis for the revised syllabus. The functional approach to language provides a useful description of language and ways to explain and analyse how language works in different contexts. Language is a tool which people use to do three main kinds of work: it helps us to develop understandings about ourselves and the world, it helps us to interact with others, and it helps us to make and interpret texts.

The functional approach to language allows us to explore and analyse how language does these three kinds of work in a variety of different contexts when we are reading and writing as well as when we are talking and listening.

The work done by the Review Committee confirms that most teachers, principals, consultants and academics accept the continuation of the functional approach to language as a valid basis for the revised syllabus (see Report Part A, pp 23–26). They also make a range of criticisms of the existing syllabus and suggestions for improvement. Teachers want clarification on aspects of the approach, its origins, its use in other states and countries and the benefits of the approach for students. There is also a good deal of criticism of the unnecessary abstractness of the terms used to describe the functional approach in the existing syllabus. Teachers consistently request more practical examples and suggestions about how to implement these. They also wish to feel confident with the terminology used in the syllabus.

The functional approach to language is compatible with and builds on the whole language approach, extending it significantly. Both approaches encourage the use of whole texts as the basis for English learning experiences. The texts used can be drawn from those students encounter in everyday situations. They can be drawn from literature and from the material students encounter in other Key Learning Areas. The functional approach examines how different texts are organised and how they make meaning in particular contexts. For this reason, the syllabus emphasises a range of different types of texts and forms selected to ensure a balance of literary and factual texts.

While teachers are generally strongly supportive of the use of different text types such as narrative, poetry, drama, discussion, information report, and procedure, which are a fundamental aspect of the functional approach, some are concerned that the range of examples of text types in the existing syllabus is narrow and rigid. In reality, many texts combine different types and often really good texts break the rules. It was also pointed out that many teachers typically thought of the text types as being based on writing and this could lead to an overemphasis on the teaching of text types as an end in itself, with little sense of how the text types relate to talking, listening and reading.

2.1.1 It is proposed that the revised syllabus provides information, written in clear and concise English, about:

- what the functional approach is
- the origins of the functional approach
- how the functional approach relates to what is being done at present in NSW and elsewhere in Australia and overseas.

2.1.2 It is proposed that the revised syllabus for each Stage includes examples of:

- how language functions in a range of contexts
- different types of text drawn from the existing syllabus
- a range of text types with differing purposes from Early Stage 1 to Stage 3.
- variations on and combinations of text types.

2.2 Place and Scope of Grammar

See Report Part A, pages 3, 6, 26–29 for details.

The existing syllabus was the first in New South Wales for a number of years to introduce extensive teaching of grammar to primary schools using functional grammar with its associated terminology as its major vehicle. This terminology was viewed as highly technical and unfamiliar to many teachers and parents. In accepting the recommendations of the Eltis Report, the Government has accepted a policy of reintroducing conventional grammar terminology (eg nouns and verbs) while

confirming the functional approach to language. In deciding how to implement this policy it is important to understand the basis of both conventional grammar and the functional approach. Traditional grammar tends to focus on the naming of the parts of speech and the appropriate syntax of sentences. Functional grammar describes the relationship between language and meaning — setting out how the grammatical resources of the language enable us to make different kinds of meaning, in different contexts. An understanding of grammar enables students to understand how texts hold together and what makes them effective or ineffective. For this reason, knowledge about grammar is best taught in the context of students’ talking, listening, reading and writing.

The functional approach to language enables students to learn how language varies according to purpose, audience and situation. The revised syllabus will provide advice about teaching the correct grammar to use according to the situation, audience and purpose of the speaker or writer. Students will have the opportunity to learn how choices about grammar vary according to the topic being discussed or read, the roles and relationships of the language users and whether the text is spoken or written.

There is a great deal of emphasis on functional grammar in the existing syllabus. Functional grammar and its associated terminology appears as a substrand in each strand. The amount of grammar and complexity of terminology incorporated in the syllabus represented something very new to teachers, principals and parents. In practice it has proved to be over-elaborate and excessive in its detail. It is more than what is required for teachers engaged in using it as a tool to improve students’ reading, writing, talking and listening.

The Review Committee found that teachers have adopted a range of practices with respect to the teaching of grammar, including in some cases its omission. Relatively few teachers are able to explain the role of grammar, either traditional or functional, as a tool for learning about language and as a resource for making meaning. Many teachers find the terminology dealing with grammar in the syllabus new and difficult to work with. Teachers are also asking for a clear explanation of the relationship between traditional and functional grammars. As a result, there is currently an array of grammars and associated terminology being used in schools in NSW. Teacher educators from most New South Wales universities report relatively little emphasis on grammar as a component of Primary Education courses in the last twenty-five years.

In approaching a solution to the issues raised, the Review Subcommittee met with experienced teachers inviting them to identify the grammar associated with different texts that they actually used in working with children to improve their reading, writing, talking and listening. The grammar identified in this way was drawn from both traditional and functional grammar, with traditional terms often being used at sentence level and functional terms at the whole-text level. The ensuing workshop sessions with teachers made it clear that the detail of grammatical concepts they require for working

effectively with children is considerably less than that in the present syllabus. The process also indicated that it is possible to express the grammar in terms used regularly by teachers in the classroom although this currently varies from one teacher to another. The Review Committee then verified the grammar and terms used by these teachers with other teachers, an Advisory Group and other academics (see Appendices C and D).

While it was not possible for the Review Committee to complete the listing of grammatical concepts for each text type and stage, the experience of working with expert teachers has shown that the process followed is a viable one. It will result in a reduction in the overload of new grammar terminology required by the present syllabus. It will also result in the revised syllabus providing consistent, practical advice about the teaching of the most important grammatical concepts as well as the terms to be used. An example of the approach proposed by the Review Committee resulting from the workshops and advisory meetings is set out in Appendix F.

The key grammar concepts to be taught will be those necessary to work with the various types of texts identified in the revised syllabus and to enable teachers and students to have a language to analyse language at the level of word, clause, sentence, paragraph and whole text. Some grammatical concepts incorporated in the present syllabus may be better located in the revised English 7–10 Syllabus and even English 11–12.

The Review Committee propose to sequence the grammar concepts from Early Stage 1 to Stage 3 as indicated by Appendix G. For example, the notion of clause will be introduced in Stage 1. Students will learn to identify the main components of a clause such as nouns and verbs. By the end of Stage 3 students will have developed an understanding of subject–verb agreement and subject–pronoun agreement.

2.2.1 It is proposed that the revised syllabus and support documents:

- emphasise the use of grammar as a tool
- emphasise the importance of teaching grammar in context
- closely relate grammar to text types
- present grammar using clear and concise language
- present grammar using traditional terms at the sentence level and drawing on functional concepts for whole texts
- explain the relationship between traditional grammar and the functional approach

- incorporate the grammatical terms and concepts necessary for teachers working with students to improve their reading, writing, talking and listening
- include a glossary of the relevant grammar concepts and explain the terms used.

2.3 Syllabus Content: What is to be taught

See Report Part A, pages 3, 4, 21–23 and 32 for details.

In using the existing syllabus a number of teachers tended to be somewhat unsure about what constituted the content of the syllabus (see Report Part A, pp 21–23). The Syllabus Advisory Committee confirmed this as an issue. Teachers also indicate that they are unclear about the relationship between the content of the syllabus and the outcomes. Others point out that teaching English as a distinct area in primary schools is relatively new and explicit and systematic guidance is required.

It is very important that the revised syllabus make the content clear, accessible, easy to locate and readily related to classroom settings. Teachers have complained that the content is actually hard to find and that some of it is presently in the outcomes, some in the section of the syllabus on implications for teaching and some in the support section. The work of synthesising this material is presently left to the teacher.

Classroom teachers find the Text and Context substrand in the existing syllabus the most effective entry point to teaching English K–6. Consultants and the Syllabus Advisory Committee confirmed this, while stressing the importance of ensuring that text types do not themselves become a set of rigid ‘recipes’.

The Review Committee also found that it was important for additional information about learning to read, learning to write and learning to talk and listen, as well as viewing be included in the revised support documents. More information about spelling, handwriting and punctuation as well as word processing and associated skills is also required. Some of these issues will be addressed in the revised syllabus and others in the support documents.

The Review Subcommittee tried out various ways of organising the content of the syllabus with teachers and consultants. The consensus of advice from teachers was that it would be best to organise the revised syllabus by stages as this would make it easier to monitor where students are at and where they are heading. It also was seen as facilitating the integration of the strands and English with other Key Learning Areas (see Appendix H).

There are different perceptions between schools as to the extent to which the syllabus offers the opportunity for a balanced literature program. Some teachers and principals saw the syllabus as emphasising factual texts at the expense of literary texts. It is proposed that the revised syllabus and support documents emphasise a balance between literary and factual texts by including explicit advice about the range of texts appropriate for each stage.

2.3.1 It is proposed that:

- the section on content in the revised *English K–6 Syllabus and Support Document* be organised by stages and offer a balance between literary and factual texts.

2.3.2 It is proposed that the revised English K–6 Syllabus content in each stage includes an overview of:

- reading
- writing including handwriting, spelling, punctuation and word processing
- talking and listening
- the strands and their interrelationships
- texts in context and the language system (*English K–6 Syllabus*, pp 96–97).

2.3.3 It is proposed that the revised support documents for English K–6 be organised in stages, and draw on the sections in the existing document that deal with:

- learning to read (*English K–6 Syllabus*, pp 25–29, 41–44, 54–57, 67–69; *Dictionary of Classroom Practices*, pp 184, 186, 191, 198, 205)
- learning to write (*English K–6 Syllabus*, pp 29–31, 42–45, 55–57, 67–69; *Dictionary of Classroom Practices*, pp 178, 187, 191, 208, 224, 229)
- learning to talk and listen (*English K–6 Syllabus* pp 26, 40, 54, 66; *Dictionary of Classroom Practices*, pp 180)
- viewing (*English K–6 Syllabus*, pp 19–21, 35–36, 47, 49, 59, 61, 63)
- handwriting, accurate spelling and punctuation (*English K–6 Syllabus*, pp 31, 45, 69; *Dictionary of Classroom Practices*, pp 208, 187)
- word processing and associated technology where appropriate (*English K–6 Syllabus*, pp 23, 38, 52, 64; *Dictionary of Classroom Practices*, pp 217)
- learning experiences (*English K–6 Syllabus*, pp 18–24, 32–39, 46–53, 58–65), and implications for teaching (*English K–6 Syllabus*, pp 25–31, 40–45, 54–57, 66–69)
- texts in context — literary and factual (*English K–6 Syllabus*, p 5).

2.4 Scope and Sequence of Content in Stages

See Report Part A, pages 3, 21–23 for details.

The Review Committee found that many teachers wanted the inclusion of scope and sequence information for each strand in the revised syllabus. Further work with schools has confirmed this view, with teachers citing *Choosing Literacy Strategies that Work Volume 1* and *First Steps* as easy to use and informative in their scope and sequence overviews. Teachers express the view that scope and sequence should be clearly related to text types with the continuum of work clearly and systematically spelt out. Many suggest that it would be helpful if the content for different stages could be summarised on a single page, as most classes have students at several different stages of achievement. In developing scope and sequence charts, it is important to ensure that the recursive nature of language learning is recognised.

The Review Subcommittee was aware of the request from both the Department of School Education and the Catholic School Systems to ensure that the revision of the existing syllabus does not involve unnecessary changes. Discussions with teachers, parents, principals and consultants as to how to achieve this suggested that there was a great deal of information about the content scattered throughout the current syllabus and support documents. This information should be drawn together in the revised syllabus.

2.4.1 It is proposed that the revised *English K–6 Syllabus* includes:

- a scope and sequence summary, including outcomes and an overview of content for each strand in Early Stage 1, Stage 1, Stage 2, and Stage 3
- a scope and sequence of the text types and associated grammar concepts
- a scope and sequence for spelling and handwriting.

2.4.2 It is proposed that the revised *English K–6 Syllabus and Support Documents*:

- aim for continuity with English 7–10
- include detailed information about the teaching of reading for all stages
- include advice about the teaching of writing and talking and listening with an emphasis on the interrelationship between these two strands and reading.

2.5 Number and Nature of Outcomes

See Report Part A, pages 6, 18–21 for details.

There are 98 outcomes in the existing *English K–6 Syllabus* alone, organised in three strands and four substrands. Teachers and principals note that many more could be included in other Key Learning Areas, bringing the overall total that primary schools are required to work with to a very high number. The Eltis Report noted that teachers require a manageable and feasible number of outcomes.

Teachers indicate that they not only wish the number of outcomes to be reduced, but think they should be expressed in explicit, clear and concise terms. They also note that work samples linked to the outcomes are essential for effective teaching and learning. They also ask for the links between outcomes in the English KLA and other KLAs to be made explicit wherever possible.

A Board working party is investigating generic outcomes as part of the K–6 curriculum development schedule. Information obtained from this investigation will assist in identifying links across the curriculum.

Kindergarten teachers expressed concern about the Early Stage outcomes in the existing syllabus. Many teachers are using the *Early Learning Profiles* to assist them with planning, programming, assessing and reporting. Teachers and principals requested that the revised syllabus take into account the approach used in the *Early Learning Profiles*.

Teachers commonly find difficulty in using the outcomes of the syllabus for planning, programming, assessing and reporting. A key issue is that the set of outcomes form the base of a curriculum guarantee for all students, with all students being given the opportunity at an appropriate stage to demonstrate achievement of the outcomes.

Some teachers expressed reservations about the change from outcomes in levels to outcomes in stages, and in particular they thought that this might result in a lack of specificity. A sample set of outcomes derived from the content of the existing syllabus was tried out at a series of workshops and was seen as an appropriate approach (Appendix I). Specificity could be addressed through the incorporation of outcomes and indicators in the syllabus with annotated work samples in a support document. Teachers, principals and consultants agreed such indicators are crucial for understanding what an outcome means and the implications for classroom practice.

The stage outcomes will be derived from the content and expressed in terms of knowledge, skills and understandings. Values and attitudes outcomes will be linked with the English Learning Experiences. These outcomes, together with indicators and work samples, will provide initial guidance for day-to-day planning. As they gain experience, it is expected that teachers will develop further indicators of their own.

Some consultants spoke highly of the value of the *ESL Scales* and their widespread use in many schools. Further work by the Review Committee indicated that stage outcomes would enable a closer link between the syllabus outcomes and the *ESL Scales*. The revised syllabus and support documents will provide advice about the relationship between the *ESL Scales* and the revised syllabus outcomes.

Because English is the language of instruction, it may be seen as an umbrella for linking outcomes in other Key Learning Areas. It is also possible for the revision of the syllabus to ensure that outcomes in the English KLA are integrated with those in others areas wherever possible. It is important, therefore, to identify links between outcomes in English and the other five Key Learning Areas, eliminating unnecessary overlap.

Teachers are also concerned that the terminology of stage outcomes and indicators should be consistent with other Key Learning Areas. This is currently being addressed

as part of the coordinated development of primary syllabuses in keeping with the Board’s commitment to a primary curriculum package.

Teachers and consultants stressed the importance of work samples in providing information about students’ progression both within a stage and at the end of a stage.

It was stressed that work samples needed to be given for each strand. At present there is a concentration on reading and writing to the exclusion of those relating to talking and listening. Work samples for talking and listening could be developed on audio tape, video and/or CD-ROM.

The range of work samples will show progression and illustrate different ways of demonstrating achievement of an outcome. They will assist teachers to recognise the different kinds of student achievement in regular and multi-age classrooms. In addition, the outcomes and work samples should provide guidance to teachers about how their students are progressing between and within stages.

2.5.1 It is proposed that a reduction in the number of outcomes be achieved by:

- moving from the five levels of the existing syllabus to outcomes in four stages (Early Stage 1, Stage 1, Stage 2 and Stage 3)
- reducing the number of substrands in the existing syllabus by placing grammar in the Text and Context substrand.

2.5.2 It is proposed that:

- the outcomes from the *Early Learning Profiles* inform the development of Early Stage 1 outcomes.

2.5.3 It is proposed that assistance for teachers in using stage outcomes be provided by:

- including advice on how to use stage outcomes for planning, programming, assessing and reporting
- developing indicators and work samples for each outcome in each stage
- providing work samples incorporating indicators that illustrate progress for talking and listening as well as reading and writing
- ensuring the work samples illustrate progress within a stage as well as provide a standard at the end of a stage.

2.6 Planning, Programming, Assessing and Reporting

See Report Part A, pages 4 and 23 for details.

As indicated in the *Report Part A: Findings From the Consultation*, page 33, the existing section in the support document relating to planning, programming, assessing and reporting was one of the least well received sections. The Review Committee clarified with teachers, principals, and consultants the problems associated with this area and trialled possible solutions.

The task of programming, planning, assessing and reporting in the form presented in the syllabus was found by many teachers and principals to be excessively time consuming and cumbersome. The support document is seen as too general and lacking in practical examples to provide the guidance necessary to implement an outcomes-based approach to this area.

The revised support documents should include a range of sample proformas for planning, programming, assessing and reporting. It would be useful if the format of the new syllabus allowed teachers to highlight on the page the parts they were addressing in their programs. Schools involved in the Part B Workshops indicated a willingness to contribute examples of proformas that could be adapted and modified to suit individual teachers and schools.

The revised syllabus and support documents will make explicit the links between assessing and teaching and learning, offering advice on how to assess in a range of culturally appropriate ways. The material will also clarify the respective roles of parents, students and teachers in the assessment process. The revised syllabus will demonstrate the links between outcomes and assessment and be inclusive and gender neutral. The focus of assessment will be on facilitating the further learning of the students.

The guidelines on assessment will deal with each strand and substrand of the syllabus and not be limited to a particular area such as writing. It is particularly important for advice on assessing talking and listening to be included, with indicators being developed to assist teachers in assessing the talking and listening development of their students.

2.6.1 It is proposed that:

- a revised support document be developed on English K–6 planning, programming, assessing and reporting with stage outcomes.

2.6.2 It is proposed that the revised support document:

- provides guidance for teachers on how to use stage outcomes for planning, programming, assessing and reporting
- assists day-to-day planning by positioning outcome statements and indicators on the same page as the content to which they relate.

2.6.3 It is proposed that the information provided about assessing in English:

- includes sample proformas and classroom-based examples of assessment strategies
- identifies and clarifies the respective roles of the teacher, student and parent
- includes specific advice about assessing talking and assessing listening.

2.6.4 It is proposed that the reporting section of the revised syllabus and support documents include:

- general principles as well as sample proformas.

2.7 Size, Organisation, Layout, Design and Language of the Document

See Report Part A, pages 3, 4, 30–31 for details.

The existing syllabus and associated documentation including support documents is regarded by many as lengthy and cumbersome, and having little regard for the need of teachers to have a workable, easily referenced document. The revised syllabus should be concise and designed for ease of use. The Review Committee trialled alternative approaches to the layout at a series of workshops, confirming that ease of use and reference are of prime importance to teachers and consultants (see Appendix J).

Some teachers do not have an understanding of the full range of documentation currently available from the Board of Studies and the Department of School Education for English K–6.

The reference section in the support materials is of limited value to teachers because resources listed are out of print or difficult to obtain. Many of the materials had been available at the time when the syllabus was being prepared but had since become unobtainable. The bound printed format makes updating of information on new resources difficult to achieve.

During the workshops with teachers it became clear that some resources currently available for the implementation of the syllabus are not reaching classroom teachers.

2.7.1 It is proposed that the revised syllabus and support documents:

- contain language that is clear and concise, keeping the use of a Glossary to a minimum
- exclude from the revised document the material common to all Primary KLA syllabus documents and place this in the proposed *Primary Booklet*
- ensure that specific advice relating to the teaching of English for the full range of students be included as appropriate
- ensure ease of access and cross-referencing of material through the use of colour coding and consistent use of headings and subheadings, along with indented sections as appropriate
- adopt a design and layout for the content pages that combines relevant information on a single page
- be released with a spiral bound support document to make it easy to photocopy and to facilitate teachers' work in programming and assessment.

2.7.2 It is proposed that information about documents relating to the *English K–6 Syllabus*:

- be made available in a variety of formats and that such information be regularly updated.

2.7.3 It is proposed that, for the revised support documents:

- the resource and reference section in the existing document be replaced in electronic format to enable regular updating.

2.8 Support Documents for Teachers, Parents and Principals

See Report Part A, pages 4, 34, 37–38.

There are several different audiences for support documents: teachers, principals, parents, and the community and media.

The timing of the release of parent support documents was seen as important by the Review Committee. Some teachers and principals felt the information should be released at the same time as the syllabus and support documents. Others thought that teachers should have the opportunity to become familiar with the content of the revised syllabus before its introduction to parents. The Review Committee suggests that it is preferable for all stakeholders to have information available to them about the revised syllabus and support documents at the same time.

Workshops with teachers, consultants and principals confirmed that the most useful of the present support documents are *Teaching about Texts* and the *Dictionary of Classroom Practices*.

In addition, it was made clear that additional support material focusing on learning to read, on learning to write and on listening and talking was required. Provision should be made for the special demands of teaching in multi-age settings and students with a language background other than English.

The recently released Board of Studies documents *Interim Support Document: Communication* and *Interim Support Document: Literacy* have been well received during trials and will require little revision to meet the needs of the revised syllabus.

Two sections of the existing support documents, *Teaching about Texts* and *Dictionary of Classroom Practices*, will also require revision. Each needs to reflect the emphasis on talking and listening as well as reading and writing. Teachers and consultants requested that a context be provided for each activity in the *Dictionary of Classroom Practices* as well as advice on how and when to use each activity. The revisions should ensure that there is a closer integration of the support material with the syllabus.

2.8.1 With the revision of the syllabus it is proposed that:

- different types of materials be considered for parents, eg brochures, pamphlets, fliers, and videos
- the release of the revised syllabus and support documents be widely promoted prior to their delivery

- the internet be used to provide public access to information about the revised syllabus and support documents.

2.8.2 It is proposed that:

- the existing sections Teaching about Texts and Dictionary of Classroom Practices be revised
- there be minimal revision to the Interim Support Document: Communication and Interim Support Document: Literacy.

2.8.3 It is proposed that the following support materials be developed:

- teaching reading Stages 1–3
- teaching writing Stages 1–3
- teaching talking and listening Stages 1–3
- teaching kits for each stage including advice about integration, teaching English in a multi-age setting and teaching English to students with a language background other than English.

2.8.4 It is proposed that:

- a separate package for principals be developed to provide information about the revised syllabus and how to communicate this information to teachers and parents as well as students
- an executive summary of the key concepts of the syllabus for principals be released to schools.

2.8.5 It is proposed that support documents for the community and media:

- be developed in consultation with the Board’s Media Branch
- provide information about the key points that could be used in Board media releases of school and sector publications
- be written in clear and concise English.

2.9 General Principles and the ‘Load of Newness’

See Report Part A pages 4, 39–41 for details.

The introduction of the existing syllabus led to a feeling of ‘overload’ among many teachers and schools. The revised syllabus must be introduced in such a way as to avoid a repetition of this situation. Both the Department of School Education and the Catholic School Systems in their submissions recommended that the changes in the revised syllabus be kept to as few as possible.

Some schools indicated that their experience with the introduction of the present syllabus meant that the introduction of the revised syllabus and support documents should be carefully planned and monitored in order to ensure widespread acceptance and use. Principals in particular advised of the problems associated with the introduction of the revised syllabus.

The groups of metropolitan and country teachers, consultants and principals with whom the Review Committee met to confirm the proposed approach to the revision of the syllabus made it clear that schools were willing to be actively involved in the revision process, and in particular to contribute examples of outcomes, ways of combining outcomes, work samples, assessment and reporting practices and of planning and programming proformas.

Throughout the process of the revision it is important that teachers, schools and the wider community are constantly informed of the direction of the changes. There must be sufficient opportunity for adequate trialling. Such an approach is in accordance with recommendations of the Eltis Report accepted as Government policy.

In addition, it is suggested that the Board collaborate with systems and sectors during the process of development of the revised syllabus. As part of this process, it will be important that the proposed changes to the existing syllabus be identified and communicated to schools prior to the release of the revised syllabus. In regard to this, it would be helpful for the Board to initiate meetings with systems and sectors at senior level.

Some tertiary institutions currently supplied with the syllabus do not use the document as part of their teacher training program. This means that there are newly appointed teachers to NSW schools who are unfamiliar with State syllabus documents.

2.9.1 It is proposed that in revising the syllabus and support documents:

- changes other than those requested in this report be minimised.

2.9.2 It is proposed that:

- a marketing plan be developed for the revised syllabus and support documents.

2.9.3 It is proposed that in keeping with the Eltis Report recommendations, the Project Team:

- ensures that the experience of schools throughout the State in working with the existing syllabus be used in the process of revision and trialling
- works with groups of teachers across the State to continue the identification of grammar concepts to be used at each stage of the primary school
- liaises with schools across the State to collect examples of work samples for each of the stages and for each of the strands and substrands.

2.9.4 It is proposed that:

- the process of implementation be conducted in collaboration with the Board, systems and sectors
- the Board initiate meetings with systems and sectors at a senior level to determine how this could be done within an appropriate timeline.

2.9.5 It is proposed that:

- the Board continues to supply tertiary institutions with a copy of the draft revised syllabus as well as a copy of the revised syllabus in 1998
- the revised syllabus be dispatched to the heads of education faculties and relevant English departments as well as to the Vice Chancellor's Office
- information about the K–6 materials be posted on the Board's home page on the internet.

SUMMARY OF PROPOSALS

2.1 Functional Approach to Language

2.1.1 It is proposed that the revised syllabus provides information, written in clear and concise English, about:

- what the functional approach is
- the origins of the functional approach
- how the functional approach relates to what is being done at present in NSW and elsewhere in Australia and overseas.

2.1.2 It is proposed that the revised syllabus for each stage includes examples of:

- how language functions in a range of contexts
- different types of texts drawn from the existing syllabus
- a range of text types with differing purposes from Early Stage 1 to Stage 3
- variations on and combinations of text types.

2.2 Place and Scope of Grammar

2.2.1 It is proposed that the revised syllabus and support documents:

- emphasise the use of grammar as a tool
- emphasise the importance of teaching grammar in context
- closely relate grammar to text types
- present grammar using clear and concise language
- present grammar using traditional terms at the sentence level and drawing on functional concepts for whole texts

- explain the relationship between the traditional and the functional approach
- incorporate the grammatical terms and concepts necessary for teachers in working with students to improve their reading, writing, talking and listening
- include a glossary of the specific grammar concepts and explain the terms used.

2.3 Syllabus Content: What is to be taught

2.3.1 It is proposed that:

- the section on content in the revised *English K–6 Syllabus and Support Document* be organised by stages and offer a balance between literary and factual texts.

2.3.2 It is proposed that the revised English K–6 Syllabus content in each stage includes an overview of:

- reading
- writing including handwriting, spelling, punctuation and word processing
- talking and listening
- the strands and their interrelationships
- texts in context and the language system (*English K–6 Syllabus*, pp 96–97).

2.3.3 It is proposed that the revised support documents for English K–6, be organised in stages and draw on the sections in the existing document that deal with:

- learning to read (*English K–6 Syllabus*, pp 25–29, 41–44, 54–57, 67–69; *Dictionary of Classroom Practices*, pp 184, 186, 191, 198, 205)
- learning to write (*English K–6 Syllabus*, pp 29–31, 42–45, 55–57, 67–69; *Dictionary of Classroom Practices*, pp 178, 187, 191, 224, 229)

- learning to talk and listen (*English K–6 Syllabus*, pp 26, 40, 54, 66; *Dictionary of Classroom Practices*, pp 180)
- viewing (*English K–6 Syllabus*, pp 19–21, 35–36, 47, 49, 59, 61, 63)
- handwriting, accurate spelling and punctuation (*English K–6 Syllabus*, pp 31, 45, 69; *Dictionary of Classroom Practices*, pp 208, 187)
- word processing and associated technology where appropriate (*English K–6 Syllabus*, pp 23, 38, 52, 64; *Dictionary of Classroom Practices*, pp 217)
- learning experiences (*English K–6 Syllabus*, pp 18–24, 32–39, 46–53, 58–65) and implications for teaching (*English K–6 Syllabus*, pp 25–31, 40–45, 54–57, 66–69)
- texts in context — literary and factual texts (*English K–6 Syllabus*, p 5).

2.4 Scope and Sequence of Content in Stages

2.4.1 It is proposed that the revised *English K–6 Syllabus* includes:

- a scope and sequence summary, including outcomes and an overview of content for each strand in Early Stage 1, Stage 1, Stage 2, and Stage 3
- a scope and sequence of text types and associated grammar concepts
- a scope and sequence for spelling and handwriting.

2.4.2 It is proposed that the revised **English K–6 Syllabus and Support Documents**:

- aim for continuity with English 7–10
- include detailed information about the teaching of reading for all stages
- include advice about the teaching of writing and the teaching of talking and listening with an emphasis on the interrelationship between these two strands and reading.

2.5 Number and Nature of Outcomes

2.5.1 It is proposed that a reduction in the number of outcomes be achieved by:

- moving from the five levels of the existing syllabus to outcomes in four stages (Early Stage 1, Stage 1, Stage 2, and Stage 3)
- reducing the number of substrands in the existing syllabus by placing grammar in the Text and Context substrand.

2.5.2 It is proposed that:

- the outcomes from the Department of School Education *Early Learning Profiles* inform the development of Early Stage 1 outcomes.

2.5.3 It is proposed that assistance for teachers in using stage outcomes be provided by:

- including advice on how to use stage outcomes for planning, programming, assessing and reporting
- developing indicators and work samples for each outcome in each stage
- providing work samples incorporating indicators that illustrate progress for talking and listening as well as reading and writing
- ensuring the work samples illustrate progress within a stage as well as provide a standard at the end of a stage.

2.6 Planning, Programming, Assessing and Reporting

2.6.1 It is proposed that:

- a revised support document be developed on English K–6 planning, programming, assessing and reporting with stage outcomes.

2.6.2 It is proposed that the revised support document:

- provides guidance for teachers on how to use stage outcomes for planning, programming, assessing and reporting

- assists day-to-day planning by positioning outcomes statements and indicators on the same page as the content to which they relate.

2.6.3 It is proposed that the information provided about assessing in English:

- includes sample proformas and classroom-based examples of assessment strategies
- identifies and clarifies the respective roles of the teacher, student and parent
- includes specific advice about assessing talking and assessing listening.

2.6.4 It is proposed that the reporting section of the revised syllabus and support documents include:

- general principles as well as sample proformas.

2.7 Size, Organisation, Layout, Design and Language of the Document

2.7.1 It is proposed that the revised syllabus and support documents:

- contain language that is clear and concise, keeping the use of a Glossary to a minimum
- exclude from the revised document the material common to all Primary KLA syllabus documents and place this in the proposed *Primary Booklet*
- ensure that specific advice relating to the teaching of English for the full range of students be included as appropriate
- ensure ease of access and cross referencing of material through the use of colour coding and consistent use of headings and subheadings, along with indented sections as appropriate
- adopt a design and layout for the content pages that combines relevant information on a single page
- be released with a spiral bound support document to make it easy to photocopy and to facilitate teachers' work in programming and assessment.

2.7.2 It is proposed that information about documents relating to the *English K–6 Syllabus*:

- be made available in a variety of formats and that such information be regularly updated.

2.7.3 It is proposed that, for the revised support documents:

- that the resource and reference section in the existing document be replaced in electronic format to enable regular updating.

2.8 Support Documents for Teachers, Parents and Principals

2.8.1 With the revision of the syllabus it is proposed that:

- different types of materials be considered for parents, eg brochures, pamphlets, fliers and videos
- the release of the revised syllabus and support documents be widely promoted prior to their delivery
- the internet be used to provide public access to information about the revised syllabus and support documents.

2.8.2 It is proposed that:

- the existing sections *Teaching about Texts* and *Dictionary of Classroom Practices* be revised
- there be minimal revision to the *Interim Support Document: Communication* and *Interim Support Document: Literacy*.

2.8.3 It is proposed that the following support materials be developed:

- teaching reading Stages 1–3
- teaching writing Stages 1–3
- teaching talking and listening Stages 1–3

- teaching kits for each stage including advice about integration, teaching English in a multi-age setting and teaching English to students with a language background other than English.

2.8.4 It is proposed that:

- a separate package for principals be developed to provide information about the revised syllabus and how to communicate this information to teachers and parents as well as students
- an executive summary of the key concepts of the syllabus for principals be released to schools.

2.8.5 It is proposed that support documents for the community and media:

- be developed in consultation with the Board’s Media Branch
- provide information about the key points that could be used in Board media releases of school and sector publications
- be written in clear and concise English.

2.9 General Principles and the ‘Load of Newness’

2.9.1 It is proposed that in the revised syllabus and support documents:

- changes other than those requested in this report be minimised.

2.9.2 It is proposed that:

- a marketing plan be developed for the revised syllabus and support documents.

2.9.3 It is proposed that in keeping with the Eltis Report recommendations, the Project Team:

- ensures that the experience of schools throughout the State in working with the existing syllabus be used in the process of revision and trialling

- works with groups of teachers across the State to continue the identification of grammar concepts to be used at each stage of the primary school
- liaises with schools across the State to collect examples of work samples for each of the stages and for each of the strands and substrands.

2.9.4 It is proposed that:

- the process of implementation be conducted in collaboration with the Board, systems and sectors
- the Board initiate meetings with systems and sectors at a senior level to determine how this could be done within an appropriate timeline.

2.9.5 It is proposed that:

- the Board continues to supply tertiary institutions with a copy of the draft revised syllabus as well as a copy of the revised syllabus in 1998
- the revised syllabus be dispatched to the heads of education faculties and relevant English departments as well as to the Vice Chancellor's Office
- information about the K–6 materials be posted on the Board's home page on the internet.

RECOMMENDATIONS

1. *That the Board of Studies adopts the proposals set out in 2.1 to 2.9 of Report B as the basis for the revision of the English K–6 Syllabus and Support Document.*

2. *That in accord with Board of Studies policies, a Project Team revises the English K–6 Syllabus and Support Document.*

APPENDICES

<i>Appendix A</i>	Membership of the English K–6 Review Committee
<i>Appendix B</i>	Advisory Workshops
<i>Appendix C</i>	Workshops October–December
<i>Appendix D</i>	Additional Workshops and Meetings January–February
<i>Appendix E</i> *	Draft Sample: Scope and Sequence of Text Types (by stages)
<i>Appendix F</i> *	Draft Sample: Functional Approach to Language K–6 Grammar
<i>Appendix G</i> *	Draft Sample: K–6 Grammar Categories Overview (by stages)
<i>Appendix H</i> *	Draft Sample: Content Layout (Support Document)
<i>Appendix I</i> *	Initial Draft Sample: Talking and Listening Outcomes
<i>Appendix J</i> *	Diagram: Proposed Revised Syllabus and Support Documents
<i>Appendix K</i>	Bibliography

** NOTE: These draft samples are the result of the workshops held by the Review Committee with teachers, principals, consultants and academics.*

Appendix A English K–6 Review Committee

Membership of the English K–6 Review Committee

The English K–6 Review Committee membership is as follows:

Chairperson

Professor Jillian Maling (Deputy President, Board of Studies)

Executive Officers

Mr Phil Lambert (Inspector, Primary Education, Board of Studies)

Ms Wendy Michaels (Inspector, English, Board of Studies)

Members

Mr Peter Barney (Executive Teacher, Junction Public School)

Ms Karen Ferrante (Classroom Teacher, Our Lady of Lourdes, Seven Hills)

Mr Paul Hardage (CEO English, Department of School Education)

Ms Maria Hardy (Senior Curriculum Officer, Board of Studies)

Ms Margaret Malone (Principal, Pennant Hills Primary School)

Mr Gerald McRae (Classroom Teacher, Scots College Prep School) to 22 October 1996

Associate Professor Adrian Mitchell (The University of Sydney)

Ms Liz Newell (Classroom Teacher, Marrickville Primary School)

Appendix B Advisory Workshops

Advisory Workshop: Reading

21 October 1996

Participants

Paul Hardage, Marcelle Holliday, Maree Reynolds, Christine Annelo, Peter Garrard, Mary Anne O’Sullivan

Review Committee Members

Professor Jillian Maling, Gerald McRae, Liz Newell, Maria Hardy

Agenda

1. Welcome/Introduction
2. Purpose of the workshop
3. Issues from the consultation related to reading
4. Organisation of groups
5. Reporting back/Plenary
6. Concluding comment — Where to from here?

Advisory Workshop Reading Questions

What do teachers need to know about a functional approach to language in relation to reading in the existing syllabus?

What do teachers need to know about teaching reading in each stage?

How do teachers assess development in reading?

What sections about reading in the existing syllabus should be included in the revised syllabus and support documents? (Understandings, Knowledge, Skills)

What additional information about reading should be included in the revised syllabus?

What advice would you give in relation to a functional approach to language?

Advisory Workshop: Talking and Listening

21 October 1996

Participants

Christine Anello, Dr Claire Painter, Victoria Roberts

Review Committee Members

Professor Jillian Maling, Gerald McRae, Liz Newell, Maria Hardy

Agenda

1. Welcome/Introduction
2. Purpose of the workshop
3. Issues from the consultation related to talking and listening
4. Organisation of groups
5. Reporting back/Plenary
6. Concluding comment — Where to from here?

Advisory Workshop Talking and Listening Questions

What do teachers need to know about a functional approach to language in relation to talking and listening?

How can teachers develop understandings about talking and listening as text types?

What do teachers need to know about assessing talking and listening separately as well as together ?

Please consider and discuss one possible model of outcomes in stages for talking and listening.

Advisory Workshop: Grammar

21 October 1996

Participants

Dr Len Unsworth, Joan Phillip, Bob Walshe, Katina Zammit

Review Committee Members

Gerald McRae, Liz Newell, Wendy Michaels, Maria Hardy

Agenda

1. Welcome/Introduction
2. Purpose of the workshop
3. Issues from the consultation related to Grammar
4. Organisation of groups
5. Reporting back/Plenary
6. Concluding comment — Where to from here?

Advisory Workshop Grammar Questions

What are the appropriate grammar concepts for text types in each stage?

What do teachers need to know?

What do students need to learn?

Terminology — What shared terminology is appropriate at the various stages?

What support materials are needed to provide teachers with information about how to teach grammar?

What professional development is required to assist teachers to develop knowledge and understanding of grammar?

Advisory Workshop: Grammar

11 December 1996

Participants

Dr Joan Rothery, John Collerson, Christine Hingerty, Pauline Gibbons, Jackie Dwarte, Michelle O’Dowd

Review Committee Members

Professor Jillian Maling, Phil Lambert, Maria Hardy

Agenda

1. Welcome/Purpose of the workshop
2. Advice about Reading — beginning readers and developing readers
3. Advice about talking and listening — teaching, learning and assessing
4. Advice about grammar — concepts related to text types for each stage
5. Discussion about reducing the number of outcomes
6. Discussion of a proforma for support document

Appendix C Workshops

Workshop for Consultants

6 November 1996

Lorrie Grant	St George District Office
Toni Connelly	St George District Office
Bill Spence	Curriculum Directorate
Bernadette Thorne	Curriculum Directorate
Debra Gilmore	Catholic Education Office, Hurstville
Paula Sindrey	Sutherland District Office
Andrew Rolfe	Blacktown District Office
Judy Smith	Northern Beaches District office
Graham Eather	Northern Beaches District office
David O’Neil	Wagga Wagga District Office
Ros Rosworth	Wagga Wagga District Office
Daryl Healey	Dubbo District Office
Wanda Snitch	Blacktown District Office
Diane Dupriez	Parramatta District Office
Alexandra Mandel	Port Jackson District Office
Colleen McDonell	Catholic Education Office, Wollongong
Penny Hutton	Granville District Office
Julie Wilson	Granville District Office
Heather Gardiner	Shellharbour District Office

Workshop for Teachers

23 October 1996

10.00 am–12.00 pm

Norma Bouhabib	St Thomas Becket, Lewisham
Yvonne Uhlman	Rosehill PS
Fred Wright	Enfield PS
Elizabeth Edgar	Winston Hills PS
Elizabeth Grey	Epping West PS
Joan Hoyle	Ramsgate PS
Lynne Daly	Fairvale PS
Maria Lewis	North Ryde PS
Laraine Grieve	Rydalmere East PS
Sue Dummer	Engadine PS
Helen Laliotis	Bankstown PS
Suzana Bilandzic	Busby West
Ros Mclure	Ingleburn PS
Joy Rogson	Beresford Road PS
Samantha Rogut	Oakhill Drive PS
Kerrie Scott	Hornsby District Office

Workshop for Teachers

23 October 1996

1.00 pm–3.00 pm

Brett Pangas	Seven Hills West PS
Catherine Marvell	PLC Sydney
Lorraine Cole	West Ryde PS
Fiona Shipman	Croydon PS
Christine Donovan	Old Guildford PS
Paola Brannan	St Anthony's, Marsfield
Jan Sadler	Newington Wyvern House
Maree Herberstein	St Madeleine's, Kenthurst
Trish Daley	John Purchase PS, Cherrybrook

Appendix D Additional Workshops and Meetings

Additional Workshops and Meetings January–February

- Meetings with Michael Waterhouse (Ministerial Adviser).
- Meetings with the Department of School Education.
- Meetings with the Association of Independent Schools and the Catholic Education Commission.
- Meetings with the Syllabus Advisory Committee.
- School Visits: Yagoona Public School, John Purchase Public School, Kegworth Public School.
- Meetings with academics and consultants Dr Geoff Williams, Katina Zammit, Peter Knapp, Andrew Rolfe, Megan Watkins.
- Working Party: Dr Joan Rothery, Dr Bev Derewianka, Nerrida Murray, Victoria Roberts, Karen Ferrante.
- Workshops: Two groups of teachers and principals (25) (North Sydney), one group of teachers and principals (25) (Coffs Harbour), one group of consultants (29) (Department of School Education, Catholic Education Office).

Appendix E

DRAFT SAMPLE: SCOPE & SEQUENCE OF TEXT TYPES (by stages)


Developed in consultation with teachers, principals, consultants and academics


	Narrative			Drama			Poetry			Recount			Procedure			Information Report			Explanation			Exposition			Discussion		
	R	W	T & L	R	W	T & L	R	W	T & L	R	W	T & L	R	W	T & L	R	W	T & L	R	W	T & L	R	W	T & L			
Early Stage 1																											
Stage 1																											
Stage 2																											
Stage 3																											

R = Reading

W = Writing

T & L = Talking and Listening

 Key concepts about the structure and grammar of the text introduced at this stage

 Continued development of understandings about the structure and grammar of the text through these stages

Appendix F

Draft Sample: The Functional Approach to Language K–6 Grammar

The Main Functions of Language	Related Grammar	Examples
<p>Language for making sense of our experiences of the world and ourselves</p>	<p>noun adjectives — number, evaluating, describing, classifying, pointing, articles noun group pronouns verbs verb groups preposition circumstances — adverb adverbial phrases clause</p>	<p>school, playground, teachers, office two, old, large, primary the, an, a The old primary school ... he, she, it, they, my, mine, yours walks, thinks, feels, says, is is walking, was going to say, has felt, has been thinking in, at, after slowly, quickly, late in the playground, after lunch</p> <p>noun group verb group The teacher is walking</p> <p>circumstance through the school playground.</p> <p>noun group verb group The two new students have been talking</p> <p>circumstance very quietly.</p> <p>The teacher was walking through the school playground while the children were eating their lunch. The two new students have been quietly talking about their homework and eating their lunch. The students were hungry so they ate their lunch very quickly. The students wanted to play but the teacher said they had to finish their lunch.</p>
<p>combined clauses (time, additive, contrastive, causal connectives)</p>	<p>sentences</p>	

Language for interacting with others		
	<p>mood</p> <p>statement clauses</p> <p>question clauses</p> <p>command clauses</p>	<p>The teacher is walking through the school playground.</p> <p>Have you done your homework?</p> <p>Sit down!</p>
	<p>modality — degrees of possibility, certainty</p>	<p>could, should, would, might, may, must</p> <p>Could you possibly have your homework done by tomorrow?</p> <p>You must do your homework by tomorrow.</p>

Language for creating and interpreting texts	Theme of the Clause	
	<p>Word Chains</p>	<p>The student chased the dog out of the playground. The dog chased the student out of the playground. The children who finished early played on the swings at the park. At the park the children who finished early played on the swings. On the one hand many students recognised the need for the school uniform. On the other hand they objected to the proposed designs. Unfortunately there were not enough appealing options.</p>
	<p>Reference Links</p>	<p>Hey diddle diddle The cat and the fiddle The cow jumped over the moon The little dog laughed To see such fun And the dish ran away with the spoon</p> <p>Goose Feathers Cackle cackle Mother Goose Have you any feathers loose? Truly have I, pretty fellow Half enough to fill a pillow Here are quills take one or two And down to make a bed for you.</p>

Appendix G

DRAFT SAMPLE: K–6 GRAMMAR CATEGORIES OVERVIEW (by stages)

Introduced and developed through subsequent stages

	<i>Early Stage 1</i>	<i>Stage 1</i>	<i>Stage 2</i>	<i>Stage 3</i>
Nouns	Nouns Singular and plural nouns	Noun groups	Noun groups – as subject	Noun groups – as object Nominalisation – making abstract nouns, eg nouns from verbs etc
Pronouns	Personal Pronouns		Relative pronouns	
Adjectives	Describing words: size, colour, shape, qualities			Comparative adjectives Superlative adjectives Adjectival clauses Adjectival groups
Articles	a, the			
Verbs	Action verbs Past tense Present tense	Verb groups Saying verbs Thinking verbs Feeling verbs timeless present Being and having verbs	Subject-Verb agreement Auxiliary verbs, eg must, will, may, can Future tense	Transitive and intransitive verbs Finite/non-finite verbs Active/passive voice
Adverbs		Adverbs	Modality (probably, usually)	adverbial clauses
Prepositions	Prepositions	prepositional groups (where, when)		
Clause			Theme of clause	Kinds of clauses Relationships between clauses (adjectival, adverbial)
Sentence	Simple sentence "Wh" questions Commands	Compound sentence Positive statements Negative statements	Topic sentence Tag questions	Complex sentence
Phrase	Circumstances: that indicate where, when, why, with, when, about what	Prepositional phrases that indicate where, when, why, with whom, about what Adverbial phrases, eg very early	Adjectival phrase	
Connectives	Adding on connectives, eg and Time connectives, eg when, now	Causal connectives, eg because	Causal connectives, eg therefore, unless, however	Contrasting connectives, eg likewise, similarly, on the other hand
Word chains Reference Links	noun groups and pronouns	repeated words synonyms antonyms		classes and sub classes of words, eg fruit – bananas, pineapple, orange words which indicate part-whole relationships, eg body, head, arms, legs, eyes, ears, mouth, nose

Appendix H

DRAFT SAMPLE: CONTENT LAYOUT (SUPPORT DOCUMENT)

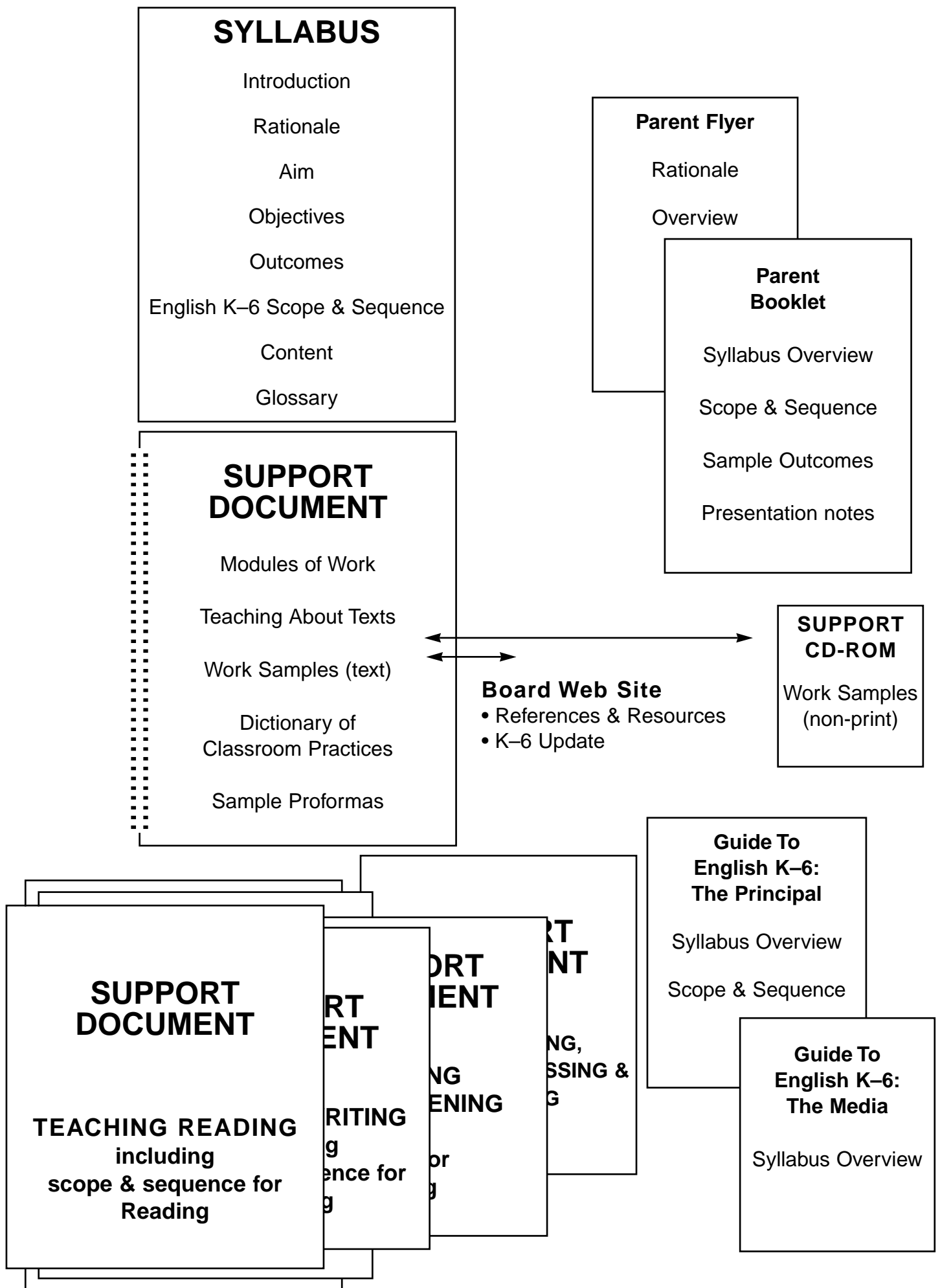
STAGE 3	LANGUAGE PURPOSE: <i>To tell a story to entertain a reader or listener</i>
	CONTEXT: <i>Author Study</i>
	TEXT TYPE: <i>Narrative</i>

<p><i>Text & Context and Grammar Outcomes</i></p> <p><i>Learning to read</i></p> <p><i>write</i></p> <p><i>talk & listen</i></p>	<p>Reading Outcomes</p> <ul style="list-style-type: none"> • • 	<p>Writing Outcomes</p> <ul style="list-style-type: none"> • • Spelling • Handwriting • Word processing 	<p>Talking and Listening Outcomes</p> <ul style="list-style-type: none"> • •
<p>Reading indicators</p> <ul style="list-style-type: none"> • • 	<p>English Learning Experiences</p>		
<p>Writing indicators</p> <ul style="list-style-type: none"> • • • 	<p>Teaching Notes</p> <p>Links With other Key Learning Areas</p> <p>Assessment</p>		
<p>Talking & Listening indicators</p> <ul style="list-style-type: none"> • • 			

Appendix 1

INITIAL DRAFT SAMPLE: TALKING & LISTENING OUTCOMES (indicators and annotated work sample to be developed)

	Early Stage 1	Stage 1	Stage 2	Stage 3
Text & Context and Grammar	<p>Recognises that different spoken texts are used when interacting with others for a variety of purposes, <i>eg responds to a peer or teacher, talking one to one, in groups.</i></p>	<p>Demonstrates that different kinds of spoken texts have different organisational patterns, <i>eg gives presentations at assembly, class news, poetry.</i></p>	<p>Identifies the effects of context, audience and purpose on spoken texts, <i>eg selects a suitable text to entertain, inform and/or persuade others.</i></p>	<p>Evaluates the effects of context, audience and purpose on spoken texts, <i>eg discusses how a spoken text achieves its purpose, participates in debates.</i></p>
	<p>Uses language structures and features of his/her own variety of English when talking and listening, <i>eg asks questions, makes statements, gives commands, uses 'and', 'then', 'but', to link ideas.</i></p>	<p>Experiments with different language structures and features for expressing and interpreting spoken ideas and information, <i>eg experiments with varying voice tone, volume, pace and pitch</i></p>	<p>Uses some language structures and features of spoken language for expressing ideas and information, <i>eg uses subject-verb agreement, noun-pronoun agreement.</i></p>	<p>Controls most language structures and features of spoken texts, <i>eg uses body language to enhance meaning, uses pause and emphasis.</i></p>
Learning to Talk and Listen	<p>Uses different kinds of spoken texts when interacting with others for a variety of purposes.</p>	<p>Participates in conversations and discussions with peers, teachers and known adults in classroom activities.</p>	<p>Adjusts talking and listening according to the roles and relationships of the language users in a variety of situations.</p>	<p>Interacts with peers and known adults to discuss and respond to familiar topics involving challenging ideas and issues.</p>



Appendix K

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