

English K-6

Principal's Package



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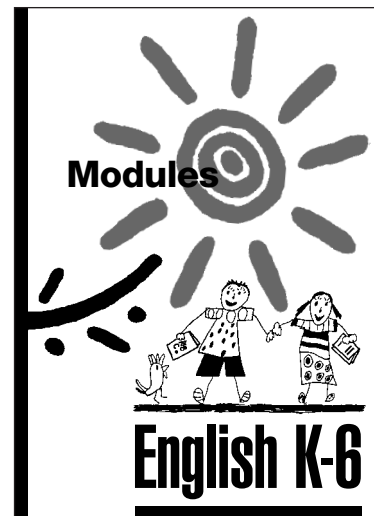
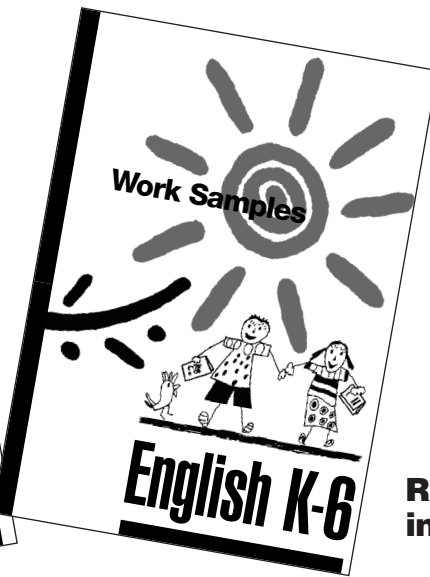
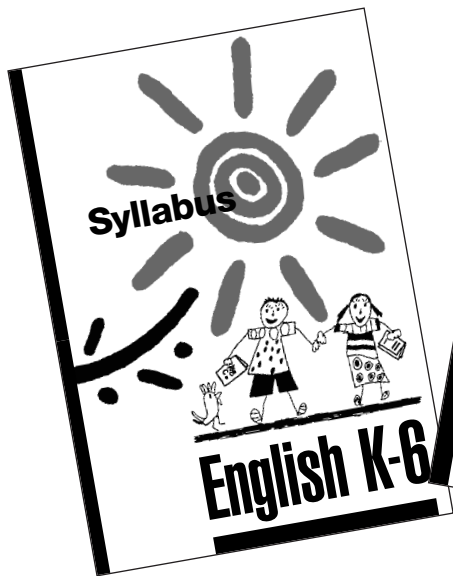
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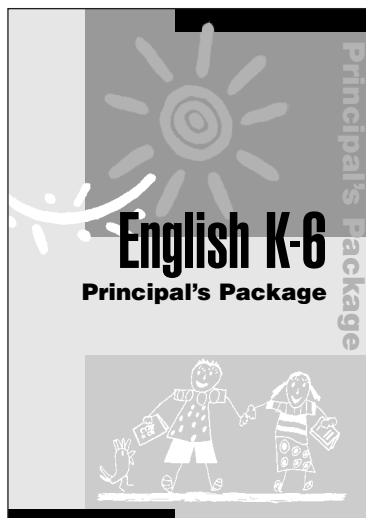
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OVERVIEW



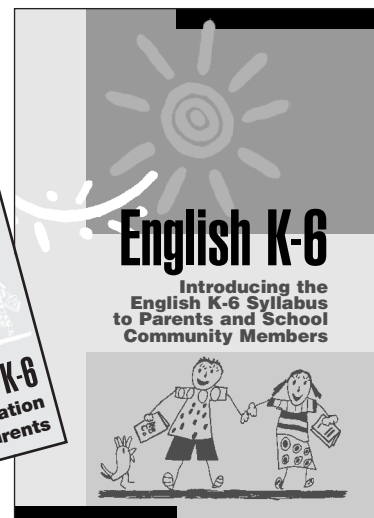
Released for schools
in March 1998



Released for principals
in March 1998



Released
for parents in
March 1998



All documents are available
on the Board of Studies' website.

Available later in 1998

English K-6 Work Samples CD-ROM

Resource of Classroom Practices

Teaching About Texts

*Additional support materials now in schools
(released in 1997)*

*Literacy Interim Support Document
(for students with specific learning difficulties)*

*Communication Interim Support Document
(for students with high support needs)*

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Introduction

This package has been produced for principals to provide them with a summary of information about the 1998 *English K–6 Syllabus* and the accompanying support documents. Its focus is on matters considered to be of key interest to principals and their school communities.

The syllabus and support documents were developed following a comprehensive review and revision of the 1994 *English K–6 Syllabus and Support Document*.

The *English K–6 Principal's Package* has been distributed to principals in primary schools, infants schools and central schools in New South Wales. The information sheets in the package have also been published on the Board's website: <http://www.boardofstudies.nsw.edu.au>




Guidance on the format, design and the contents of the package has been provided by a working party of primary school principals.

OVERVIEW

The Syllabus

English is the key learning area where students develop knowledge, skills and understandings about the English language and literature. The *English K–6 Syllabus* incorporates findings from recent research into language and language learning. It includes different theoretical perspectives, and it consolidates what has been learnt from current and past exemplary classroom practices. At the core of the syllabus is an emphasis on language as a living thing — a resource for making meaning in real-life situations.

The outcomes and content in the syllabus are arranged in three strands:




-  talking and listening
-  reading
-  writing.

Through programs developed from the syllabus, students will develop knowledge, skills and understandings about the English language and literature. They will learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well-structured, coherent texts. In English K–6, students will learn to create and interpret a range of literary, factual and media texts. They will also learn about the structure and grammar of these texts.

The outcomes in the syllabus provide clear statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning of English K–6 by the end of each stage. Indicators accompany the outcomes in the syllabus. Indicators are statements of the behaviour that students might display as they work towards the achievement of syllabus outcomes. The indicators in the syllabus are examples only, and are not mandatory.

The content overview section in the syllabus provides guidelines for what students will be taught in each stage and implications for teachers.

In addition to the outcomes and content overviews for each stage are:

-  scope and sequence frameworks for text types (both literary and factual), grammar, and graphological and phonological processing;
-  general principles for planning, programming, assessing, reporting and evaluating in English; and
-  a glossary of terms used in the syllabus and the support documents.

Overview

The Support Documents

Modules

The *English K-6 Modules* support document has been developed to assist teachers in the use of the syllabus. The modules of work in this support document contain teaching notes, annotated texts, a range of suggested English learning experiences related to each text type for each stage, and reading, writing, talking and listening outcomes and indicators for each stage. The modules of work include a range of generic learning experiences that can be used by teachers when developing units based on specific texts.

Information in the *English K-6 Modules* will assist teachers and schools in their planning, programming and assessing. In addition to the modules of work, this support document includes a section entitled 'Meeting the Needs of All Language Learners'. This section provides background information on differing student needs and implications for teaching English K-6.

Student Work Samples

The *English K-6 Student Work Samples* support document has been developed to assist teachers in monitoring student progress using stage outcomes. The work samples illustrate what students do when they demonstrate the achievement of syllabus outcomes as well as how they progress towards the achievement of syllabus outcomes. The Board of Studies' CD-ROM of student work samples for English K-6 will enable teachers to access work samples that are best represented electronically.

Parent's Package

The English K-6 parent's package has been developed to provide information for parents about the *English K-6 Syllabus* and support documents. The package includes a parent information flyer and a booklet. The flyer provides general information about the *English K-6 Syllabus* and how parents can support their child's learning at home. The booklet, *Introducing the English K-6 Syllabus to Parents and Community Members*, provides more detailed information about the syllabus, and includes activities and presentation materials that can be used at parent meetings about the *English K-6 Syllabus*.

Background to the Revision

1995

- August** The Eltis Report recommended that the Board undertake a review of the 1994 *English K-6 Syllabus and Support Document* prior to the development of a revised syllabus and support documents.
- December** The Board of Studies' review of the 1994 *English K-6 Syllabus and Support Document* commenced.

1996

- August** *Report A: Findings from the Consultation* endorsed by the Board. This report presented findings from the review based on analysis of data obtained from a survey sent to all schools, focus group meetings with teachers, consultants, principals and academics, and written and oral submissions.

1997

- February** *Report B: Advice on the Revision of the English K-6 Syllabus and Support Document* endorsed by the Board. This report provided the Board of Studies with the English K-6 Review Committee's proposals for how the syllabus and support documents should be revised based on the findings from *Report A*.
- March** Drafting of the revised English K-6 syllabus and support documents commenced based on *Report B* recommendations.
- July** Draft English K-6 syllabus and draft support documents endorsed by the Board for consultation.
- September** Consultation on the first set of draft documents commenced.
- November** Consultation on the second set of draft documents commenced.
- December** Consultation on the Draft English K-6 syllabus and support documents completed.

1998







- February** Board of Studies endorsed revised *English K-6 Syllabus* and support documents based on consultation findings.
- March** *English K-6 Syllabus* and support documents released to schools.

Nature of the Revision

What is retained from the 1994 *English K–6 Syllabus and Support Document?*

The review of the 1994 *English K–6 Syllabus and Support Document* provided key information about the strengths and weaknesses of the document. This information was used to identify what should be retained, what should be changed and what should be included as additional material in the revision of the syllabus and support document.

In the revision, the following aspects have been retained:

-  the functional approach to language;
-  the emphasis on both literary and factual texts (including media);
-  information about teaching reading, writing, talking and listening;
-  the use of outcomes to describe student achievement in English;
-  many of the English learning experiences;
-  information about the differing language needs of students (refer to the 'Meeting the Needs of All Language Learners' section in the *English K–6 Modules*).

Nature of the Revision

What has changed?

The review of the 1994 *English K-6 Syllabus and Support Document* identified key aspects that should be changed as part of the revision of the syllabus and support document. The key changes are:

- ✍ The syllabus has been released as a separate document from the support documents. This ensures a clear distinction between the syllabus and the material developed to support teachers' use of the syllabus.
- ✍ The design and layout of the document has been changed to make it more accessible for teachers.
- ✍ The outcomes have been reduced in number — from 98 to 56 — to make them more manageable for teachers. They have been written in clear and concise language (refer to pp 16–19 in the syllabus). Indicators are organised under headings to show their relationship to the outcomes.
- ✍ A 'Learning About' substrand and a 'Learning to' substrand have been used to organise the outcomes and indicators in each strand. The 'Learning About' substrand has been developed to monitor students' knowledge of texts, including the structures and features of texts, and the 'Learning to' substrand has been developed to monitor students' skills and strategies when talking, listening, reading and writing.
- ✍ The substrand of grammar from the 1994 syllabus has been incorporated into the new 'Learning About' and the 'Learning to' substrands.
- ✍ The grammar terminology in the revised syllabus is conventional, drawing on traditional terminology wherever possible. The syllabus and support documents emphasise the teaching of grammar in context (refer to pp 72–75 in the syllabus).
- ✍ The content has been organised in stages, presenting an overview of English content in the early and later half of each stage (refer to pp 50–65 in the syllabus). The relationship between content and outcomes is explicit.
- ✍ The resource and reference section is now published electronically to allow for regular updating (refer to the Board's website for this information: <http://www.boardofstudies.nsw.edu.au>).

Nature of the Revision

What is new?

The review of the 1994 *English K-6 Syllabus and Support Document* identified new aspects that should be included in its revision. These new aspects are:

- ✍ Scope and sequence charts have been included for text types (both literary and factual), grammar, and phonological and graphological processing (visual processing, phonemic awareness, letter-sound relationships, spelling and handwriting) (refer to pp 72-83 in the syllabus).
- ✍ Some additional text type descriptions (such as observation, literary recount and description) have been included to better reflect the range of texts that students produce or encounter at school.
- ✍ Additional annotated work samples are included for each strand and for each stage.
- ✍ Modules of work, which enable teachers to program a range of learning experiences for literary and factual texts for each stage, have been developed. The modules of work will assist teachers in planning units of work on specific texts.
- ✍ Additional advice on reading, viewing, writing, spelling, grammar, handwriting, punctuation and using computer technology is included.
- ✍ Indicators have been developed to accompany each outcome in the syllabus, providing examples of what students demonstrate as they progress towards the achievement of each stage outcome (refer to pp 20-47 in the syllabus).

Four Key Questions and Answers

Q 1 *What are the key features of the syllabus and support documents?*

- Those aspects of the 1994 syllabus considered to be of value by teachers have been retained in the development of the revised syllabus and support documents, eg emphasis on quality literature, learning about how language works in different contexts, learning to use language for different purposes and different audiences.*
- The documents are written in clear and concise language.*
- The syllabus provides teachers with an explicit description of English K-6 content.*
- Modules of work have been developed to assist teachers in planning and programming English K-6 learning experiences.*
- Scope and sequence charts for text types (both literary and factual), grammar, and phonological and graphological processing (visual processing, phonemic awareness, letter-sound relationships, spelling and handwriting) are included to guide school planning and programming.*

Q 2 *How does this syllabus relate to state and national initiatives in literacy?*

- The outcomes in the revised syllabus have been derived from those in the 1994 English K-6 Syllabus, ensuring compatibility with the nationally developed outcomes for English.*
- The syllabus writers have taken into account a wide range of materials developed to support state and national initiatives in literacy.*
- The performance standards in the revised NSW syllabus are consistent with material developed for the National Benchmarks for Literacy.*
- The syllabus can now inform the development of English language learning in Australia and abroad.*

Four Key Questions and Answers

Q 3 *What is the status of materials released by the Board of Studies to support the 1994 English K–6 Syllabus and Support Document?*

- ✍ The 1998 English K–6 Syllabus and support documents now replace the 1994 English K–6 Syllabus and Support Document.*
- ✍ The Literacy Interim Support Document (for students with specific learning difficulties) and Communication Interim Support Document (for students with high support needs), released in 1997, are compatible with the 1998 English K–6 Syllabus and support documents.*
- ✍ Teaching kits developed for the 1994 English K–6 Syllabus and Support Document can be adapted to support the revised syllabus.*

Q 4 *How does this syllabus relate to other KLA syllabuses?*

- ✍ Along with providing direction for the teaching of English, the 1998 English K–6 Syllabus and support documents provide a strong basis for literacy learning in each key learning area.*
- ✍ The stage outcomes in the English K–6 Syllabus are based on the same model as those developed for the Mathematics K–6 Syllabus.*
- ✍ Syllabuses developed for other key learning areas will be consistent wherever possible with the 1998 English K–6 Syllabus.*
- ✍ Some text types have close associations with other key learning areas because they play a crucial role in learning in that area, eg Science and Technology — procedure, procedural recount, explanation, factual recount, exposition, discussion, information report.*

Fact Sheet No 1

Outcomes and Indicators

Outcomes

The outcomes in the revised syllabus have been derived from those in the 1994 English K–6 Syllabus. This has ensured compatibility with the nationally developed outcomes for English.

The number of outcomes has been reduced from 98 in the 1994 syllabus to 56 in the revised syllabus.

The outcomes in the syllabus have been written in stages. Stage outcomes statements express the specific intended results of the teaching of the syllabus. They are derived from the content of the syllabus. They provide clear statements of the knowledge and understandings, skills, and values and attitudes expected to be gained by most students at the end of a stage as a result of effective teaching and learning in a key learning area.

The outcomes in the revised *English K–6 Syllabus*:

- ✍ provide standards of achievement for each stage;
- ✍ provide a scope and sequence of student learning in English K–6;
- ✍ are inclusive of all student groups.

Indicators

The indicators accompany the outcomes in the syllabus. They have been developed to assist teachers in monitoring student progress within a stage.

The indicators in the revised *English K–6 Syllabus* and support documents:

- ✍ provide some examples of what students demonstrate as they progress towards the achievement of the stage outcomes;
- ✍ are used in the modules of work to provide specific information about students;
- ✍ are also used as annotations on the published student work samples for English;
- ✍ are examples only and can be adapted or modified to relate to specific English learning experiences.

Fact Sheet No 2

Talking and Listening

The following key points about teaching talking and listening in the *English K-6 Syllabus* should be emphasised.

- ✍ The syllabus provides direction for the teaching of talking and listening in the 'Content Overview' section and in the scope and sequence frameworks.
- ✍ The talking and listening outcomes specify how students demonstrate knowledge, skills and understandings as speakers and listeners of English.
- ✍ When learning about talking and listening, students consider the purpose, audience, grammar, structure and expression of spoken language. They also learn about varieties of language and the differences between spoken and written language.
- ✍ When learning to talk and listen, students learn oral presentation skills, and develop listening skills and interaction skills. They also learn to consider the purpose, audience and subject matter when making oral presentations.
- ✍ Modules of work for talking and listening have been developed for each stage and text type. These modules include specific indicators related to the text type and generic learning experiences appropriate for the text type. The teaching notes provide advice about how to teach each text in the spoken mode.
- ✍ The *English K-6 Modules* support document provides additional information about teaching talking and listening in each stage. This information can be found in the 'Teaching English' section in each stage.
- ✍ The importance of building vocabulary related to the subject matter, theme or topic being studied is emphasised in the support documents.

Fact Sheet No 3

Reading

The following key points about teaching reading in the *English K-6 Syllabus* should be emphasised.

- ✍ The syllabus provides direction for the teaching of reading in the 'Content Overview' section and in the scope and sequence frameworks.
- ✍ The reading outcomes specify how students demonstrate knowledge, skills and understandings as readers.
- ✍ When learning about reading in English K-6, students consider the purpose, audience, structure and grammar of written texts.
- ✍ In English K-6, students learn to use contextual information, semantic information, graphological and phonological information to access the meaning of texts.
- ✍ The syllabus includes direction for developing students' skills and strategies when reading aloud and when reading silently. The use of shared reading, guided reading and independent reading strategies for teaching reading is emphasised in the syllabus and support documents.
- ✍ The development of students' enjoyment of language is emphasised in the syllabus objectives and English learning experiences.
- ✍ Modules of work for reading have been developed for each stage and text type. These modules include specific indicators related to the text type and generic learning experiences appropriate for the text type. Specific titles of texts have not been included due to issues of availability. The modules do emphasise, however, the importance of exploring a range of literature.
- ✍ The *English K-6 Modules* support document provides additional information about teaching reading in each stage. This information can be found in the 'Teaching English' section in each stage.
- ✍ The development of skills and strategies for interpreting visual images and media products is a feature of the syllabus and support documents. In English K-6, students learn about the relationship between written and visual texts and to create and interpret visual, electronic and media texts with comprehension and critical awareness.
- ✍ Refer to *English K-6 Recommended Children's Texts* (Board of Studies NSW, 1995) for suggested literature at each stage.

Fact Sheet No 4

Writing

The following key points about teaching writing in the *English K–6 Syllabus* should be emphasised.

- ✎ The syllabus provides direction for the teaching of writing in the 'Content Overview' section and in the scope and sequence frameworks.
- ✎ The writing outcomes specify how students demonstrate knowledge, skills and understandings as writers when producing a wide range of texts.
- ✎ When learning about writing in English K–6, students consider the purpose, audience, structure and grammar of written texts.
- ✎ In English K–6, students learn to use accurate spelling and punctuation when producing texts. They also learn how to write using the NSW Foundation Style, how to produce texts and graphics using computers and how to make multimedia products.
- ✎ The use of joint construction and independent construction strategies for teaching writing is emphasised in the syllabus and support documents.
- ✎ Modules of work for writing have been developed for each stage and text type. These modules include specific indicators related to the text type and generic learning experiences appropriate for the text type.
- ✎ The *English K–6 Modules* support document provides additional information about teaching writing in each stage. This information can be found in the 'Teaching English' section in each stage.
- ✎ Information in the *English K–6 Modules* provides advice on spelling, handwriting and using computer technology.
- ✎ The *English K–6 Modules* and the *English K–6 Work Samples* provide advice and suggestions for developing students' skills and strategies in drafting, revising, conferencing, editing, proofreading and publishing their own writing and the writing of others.

Fact Sheet No 5

Grammar

Grammar is a way of describing how a particular language works to make meaning within a culture.

- ✍ The following key points about grammar in the *English K-6 Syllabus* and support documents should be emphasised.
- ✍ Grammar in the syllabus is not being learnt as an end in itself but as a means for improving students' ability to use language more effectively and to evaluate others' texts critically.
- ✍ Grammar will be taught in context. When students learn about the structure of texts, they will also learn about its grammatical features.
- ✍ The emphasis in language study is on how people use language in various contexts in real life to achieve their purposes. The particular focus will be on the language needed for successful participation in school contexts.
- ✍ The grammar terminology used in the syllabus is appropriate and relevant for English K-6 language learning and can be found in most contemporary grammars.
- ✍ The syllabus includes specific outcomes and indicators that provide a description of what students know and can do as they learn to use grammar. In English K-6 they will also learn about grammar when talking, listening, reading and writing.
- ✍ The scope and sequence framework in the syllabus is a guide to grammatical understandings and terms that students might be expected to manage by the end of each stage (refer to pp 74-75 in the syllabus).
- ✍ The glossary provides a definition and an example for grammatical terms used in the syllabus (refer to pp 91-100 in the syllabus).

Fact Sheet No 6

Text Types

The following key points about the text types in the *English K-6 Syllabus* should be emphasised.

- ✍ The text types used in the syllabus have been classified into the broad categories of literary and factual texts.
- ✍ The text types component in the revised syllabus acknowledges that text types do not always occur as discrete elements. As students work with longer texts they are likely to read and write, for example, explanations within information reports as part of their work on such topics as weather or machines. A literary text such as a narrative may include a news report as a key component in the story.
- ✍ The syllabus includes scope and sequence charts for both literary and factual texts. These scope and sequence charts provide information about what students learn and what teachers teach in each stage for each text type (refer to pp 66–71 in the syllabus).

The text types referred to in this syllabus are:

Literary Text Types

- narrative
- literary recount
- observation
- literary description
- personal response and review

Factual Text Types

- factual description
- information report
- procedure
- procedural recount
- factual recount
- explanation
- exposition
- discussion

- ✍ The *English K-6 Modules* support document includes modules of work in each stage and strand for each text type. The accompanying teaching notes provide information about the purpose of the text type, its structural and grammatical features and links to other key learning areas.
- ✍ In addition to the text types presented in the syllabus, the *English K-6 Modules* includes modules for poetry for each stage, in recognition of this important channel of communication.

Fact Sheet No 7

Spelling

The following key points about spelling in the *English K-6 Syllabus* should be emphasised.

- ✍ The outcomes clearly define K-6 spelling development through the stages ranging from 'Begins to use letters to represent known words when spelling' in Early Stage 1 to 'Spells most common words accurately and uses a range of strategies to spell unfamiliar words' in Stage 3.
- ✍ Emphasis is placed in the syllabus on students developing a range of spelling strategies.
- ✍ Students will learn to spell with teacher guidance, continually adding to their bank of accurately spelled words, and developing their strategies to both find the correct spelling of new words and to edit their own work to correct spelling errors.
- ✍ The syllabus includes specific outcomes and indicators in the writing strand that provide a description of what students know and can do as they learn to spell.
- ✍ The content overview and the scope and sequence framework for phonological and graphological processing provides teachers with learning experiences for spelling and a guide to the development of spelling strategies through the stages.
- ✍ Teachers will also find guidance on what to include in their spelling programs in each stage in the 'Teaching English' section of the *English K-6 Modules* support document.
- ✍ The student work samples for writing demonstrate how students' writing can be analysed to identify student progress and achievement in spelling.
- ✍ The work samples include advice for teachers about how to assist each student to improve their spelling skills.

Fact Sheet No 8

Literature and Literacy

The *English K–6 Syllabus* provides a strong foundation for the development of understandings about and enjoyment of literature.

- ✎ The syllabus emphasises the development of critical literacy. This involves students in questioning, challenging and evaluating the texts they listen to, read and view. Critical literacy enables students to perceive how texts position readers to take a particular view of people and events.
- ✎ The syllabus provides a strong basis for the development of students' literacy skills and understandings — equipping them to use and understand written and spoken language in a range of contexts.
- ✎ Through programs developed from the syllabus and support documents, students will develop a broad knowledge of a range of quality literature, including Australian literature.
- ✎ Students will become familiar with the names of authors and illustrators of their favourite texts.
- ✎ Students will learn how to read, discuss and analyse texts critically and with appreciation.
- ✎ In recognition of developments in multimedia and electronic communication, the *English K–6 Syllabus* also addresses the literacy demands of viewing and using computers.
- ✎ It is acknowledged in the syllabus that a love of language, an enjoyment of language, and an appreciation of the rich variety of language can motivate students to pursue future study of language and literature.
- ✎ The Board of Studies' *English K–6 Recommended Children's Texts* (1995) support document remains a valuable source of recommended quality literature for students in all stages.

Fact Sheet No 9

Planning, Programming, Assessing, Reporting and Evaluating

The following key points about planning, programming, assessing, reporting and evaluating in the *English K-6 Syllabus* should be emphasised.

- ✍ The syllabus includes general principles for planning, programming, assessing, reporting and evaluating (refer to pp 85–90 in the syllabus).
- ✍ The stage outcomes provide a standard of achievement for English K–6.
- ✍ The indicators assist teachers in monitoring student progress throughout a stage.
- ✍ The outcomes, scope and sequence frameworks and content overviews provide schools with frameworks for planning English K–6 programs across the school.
- ✍ The student work samples exemplify the standards described in the outcome statements. The work samples include information about how the work of students can be analysed to determine progress within a stage and achievement of a stage.
- ✍ The *English K-6 Modules* support document provides schools with modules of work that can be used to develop whole-school plans.
- ✍ The *English K-6 Modules* support document provides teachers with modules of work that can be used to develop their individual class programs.

Fact Sheet No 10

Meeting the Needs of All Language Learners

The *English K-6 Syllabus* has been developed to be inclusive of all learners.

- ✍ The outcomes and indicators have been written to ensure all students have access to the standards defined in the syllabus.
- ✍ A specific section in the *English K-6 Modules*, 'Meeting the Needs of All Language Learners', provides background information on differing student needs and implications for teaching English to:
 - girls and boys;
 - Aboriginal and Torres Strait Islander students;
 - students learning English as a second language;
 - students from low socioeconomic backgrounds;
 - students with special gifts and talents;
 - students with special education needs; and
 - students isolated from schools.
- ✍ The link between each English K-6 outcome and the ESL scales is included in the syllabus in the 'Outcomes and Indicators' tables (see bottom of pp 20-47 in the syllabus).
- ✍ Teaching notes developed specifically for English Second Language learners have been written for each module of work.
- ✍ The *Literacy Interim Support Document* (for students with specific learning difficulties) and *Communication Interim Support Document* (for students with high support needs), released to schools in 1997, are compatible with the 1998 *English K-6 Syllabus* and support documents.
- ✍ Suggestions for adapting and modifying activities and learning experiences to cater for the diverse range of learners are included in the syllabus and support documents.