

## **English Key Terms:**

### **English Textual Concepts:**

- **Understanding:** New info and ideas
- **Engaging Personally:** Student experiences interest, pleasure and personal significance
- **Connecting:** Student recognises relationships between texts and our lives
- **Engaging Critically:** Student makes judgments based on systematic analysis
- **Experimenting:** student experiments language, form, mode and medium to express
- **Reflecting:** Student thinks about about what and how they have learned, and what they feel.

### **English Syllabus Breakdown:**

- Content (Language Modes):
  - Speaking and Listening
  - Reading and Viewing
  - Writing and Representing
- Skills: Spelling; Handwriting; using digital technologies; grammar, punctuation and vocabulary; thinking imaginatively and creatively; expressing themselves; reflecting on learning; responding and composing

### **Strategies to cater for diversity in English**

- Reading aloud – modelled reading
- Guided reading - students are grouped at the same reading level.
- Multiple types of assessment (variety of ways to demonstrate)
- Differentiation – eg scaffolding, technology supported reading instruction
- ESL background - encourage to read in native language -> first language literacy

### **Grammar and Punctuation Skills K-6:**

- Text Level (cohesion)
- Sentence Level
- Clause Level
- Group and phrase level
- Word Level

### **Effective teaching practices in Reading Literacy**

- Ask students to explain the meaning of the text → summarise
- Give students the chance to ask questions about reading
- Ask challenging questions to enhance deeper understanding of the text

### **Interactive read-alouds supporting vocabulary?**

- Pleasure of listening to books increases
- Develops comprehension skills
- Models fluency

### **Promoting reading**

- Make reading fun and enjoyable
- Creating a positive reading culture- student choose texts, opportunities to read, encourage at home

### **Strategies for students who are struggling to read**

- Technology/audio books read highlight the words simultaneously - build word recognition and model fluency
- Students interest
- School and Home partnerships
- Guided reading groups

### **Characteristics of modelled reading**

- Frustrational level - higher level of vocabulary than able to read alone
- Identify reading/comprehension strategies
- Expression + fluency modelled

### **Reasons for choosing texts**

- Students interest (motivation and engagement)
- Students' choices (autonomy)
- Teacher beliefs
- Mandated curriculum documents
- School context – eg parental academic expectations!

### **Daily routine – vocabulary**

- Define and explain word meanings when reading
- Arrange frequent encounters with new words (students need to be exposed to a word at least 6 times for it to become receptive)
- Provide students with repeated experiences to develop automaticity. Choose books with repetition.
- Incorporate word walls in classrooms, add new words encountered in texts

### **Balanced literacy program**

1. Reading- modelled, guided and independent
2. Writing - Interactive, guided and independent
3. Comprehension- super six.
  - Making connections
  - Predicting
  - Questioning
  - Monitoring
  - Visualising
  - Summarising

### **Principles of grammar integrated with speaking and listening**

- Teaching text cohesion - give students a paragraph of text with grammatical errors, while one student reads the text, the other highlights the parts of the text that 'don't look right', and also what 'doesn't sound right'.

### **BICS and CALP**

- Separating english in different domains
- Cummins (1994) - to identify and differentiate whether students are understanding the BICS and CALP, and why they may not be able to learn.
  - BICS → Basic Interpersonal Communications Skills  
→ Ordinary English, everyday words
  - CALP → Cognitive and Academic Language Proficiency  
→ Jargon, Academic English
- Encourage all students including EALD to use CALP

**Phonological Awareness:** the understanding that spoken words are made up of separate sounds and that these sounds can be pulled apart and put back together again or manipulated to make new words.

- Word / Syllable / Onset and rime / Phoneme

**Phonics teaching sequence**

- Most common letters first
- Letters that look similar are taught at separate intervals to avoid confusion (such as b, d, p).  
This applies to letters that sound the similar also ('m' and 'n')
- Teach lowercase letters and then upper case letters
- Synthetic (part-to-whole) most effective

**Graphological Awareness:** (letter-sound) - use of the alphabetic principles to make generalisations about letter- sound relationships, recognition that graphemes usually represent multiple sounds, and skills in blending sounds for known letters to form words.