

Definition of terms - Literacy

| A | |
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| Term | Definition |
| Accuracy (reading) | The reading of words correctly. |
| Adjectival clause | <p>A type of dependent clause that operates as an adjective to give more information to a noun or pronoun in a sentence. For example:</p> <ul style="list-style-type: none"> The child, who was wearing a hat, played in the park. The elderly man, who was walking past, was carrying a walking stick. The pharaoh, who was considered a living god, ruled the kingdom of Ancient Egypt. |
| Adjectival phrase | <p>A group of words (usually beginning with a preposition) that gives more information about a noun. For example:</p> <ul style="list-style-type: none"> The girl with brown curly hair sat at the front. The flowers in the vase were wilting. |
| Adjective | <p>A word class that describes, identifies or quantifies a noun or a pronoun. Different types of adjectives include possessive, quantifying, descriptive, comparative, superlative and classifying. For example:</p> <ul style="list-style-type: none"> I have a blue hat. That man is strong. |
| Adverbial clause | <p>A dependent clause that modifies a verb, adjective or another adverb. It includes words that provide information about the time, place, condition, reason, manner or purpose. For example:</p> <ul style="list-style-type: none"> When the clock chimed, the man checked his watch. He bakes cakes before he leaves for work every Sunday. |
| Adverbial connectors | <p>A type of connective signalling relationships between ideas, provides logical transitions and help the reader to connect different sentences and paragraphs. For example, 'however', 'therefore', 'in addition'.</p> |
| Adverbial phrase | <p>A group of words providing information about where, when, with what, how far, how long, with whom, about what, as what: For example:</p> <ul style="list-style-type: none"> She swept the floor with an old broom. Throughout time people have attempted to halt old age. |
| Affix | <p>A morpheme attached to a base or root word to change its meaning. Can be prefixes (attached at the start) or suffixes (attached at the end). For example:</p> <ul style="list-style-type: none"> prefixes: pre-, un-, dis- suffixes: -ing, -er, -ed, -ate. |
| Allusion | <p>When a text refers to something in an implied or indirect manner, usually using figurative language.</p> |

| A | |
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| Alphabetic code (or phonic code) | The relationship between phonemes (the sounds of spoken language) and graphemes (the letters that represent them in written language). For example: <ul style="list-style-type: none"> The phoneme /e/ can be recorded using graphemes such as e, ea. The phoneme /eɪ/, also known as the long a, can be recorded using graphemes such as 'ai', 'ay', 'a', 'a_e', 'eigh', 'ei'. |
| Alphabetic principle | The understanding there is a direct connection between the sequence of phonemes in spoken words to the sequence of letters used to represent them in the written word. |
| Antonym | A word with the opposite meaning to a given word. For example the antonym: <ul style="list-style-type: none"> of hot is cold of fast is slow. |
| Appositive | A noun or pronoun positioned beside another noun or pronoun to explain or identify it. An appositive often includes modifiers. For example: <ul style="list-style-type: none"> My brother's car, a sporty red convertible with bucket seats, is the envy of my friends. Resilience, the ability to recover from setbacks and adapt to challenges, is a valuable trait in the face of adversity. |
| Audience | Readers, listeners or viewers who engage with a text. |
| Authorial element | The organisation of ideas and information to communicate to a specific audience. When writers take on an authorial role, they refine their craft through elements such as text structure, sentence and grammatical structure and vocabulary. |
| Automaticity | The fast, accurate and effortless skill that comes with practice. For example, with sufficient practice in: <ul style="list-style-type: none"> spelling, specific components of words become represented in long-term memory resulting in autonomous spelling of whole words. writing, transcription components of writing can become stored in long-term memory, such as automaticity in handwriting and spelling, allowing more cognitive attention to be dedicated to the compositional elements of writing. reading, readers expend as little mental effort as possible in the decoding and word recognition aspect of reading so they can instead focus on making meaning. |

| B | |
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| Term | Definition |
| Background knowledge | Information important to understand a subject. |
| Base word (see also 'Root word') | The most basic part of a word with no affixes attached. For example: <ul style="list-style-type: none"> preview – 'pre' is the prefix and 'view' is the base word. successful – 'success' is the base word and 'ful' is the affix. |
| Bound morphemes | Word parts that must be attached to a base, or root word. They cannot 'stand-alone' as a word. For example: <ul style="list-style-type: none"> quickest has 2 morphemes - 'quick' (unbound morpheme) and 'est' (bound morpheme). jumped has 2 morphemes - 'jump' (unbound morpheme) and 'ed' is a bound morpheme. |

| C | |
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| Term | Definition |
| Clause | A complete message or thought expressed in words containing a verb or verb group. For example: <ul style="list-style-type: none"> The car drove away. (This sentence has one independent clause). The car drove away when the police arrived. (This sentence has an independent clause and an adverbial clause). |
| Clause (independent or main) | A group of word that can stand alone as a complete sentence (also known as principal or independent clause). For example: <ul style="list-style-type: none"> Sally plays the piano. The boy held his father's hand and walked across the road. |
| Clause (dependent) | A group of words that cannot stand alone as a sentence (also known as a subordinate clause). For example: <ul style="list-style-type: none"> While I was waiting for you, I read my book. I confidently drove the car that my parents lent me for the weekend. |
| Cognitive load | The total amount of information working memory can manage at once. The cognitive load involved in a task is the mental effort required to perform it. For example, for most people getting a drink from the refrigerator involves very little cognitive load. Writing student reports imposes a greater cognitive load. |
| Cognitive load theory | A theory about optimising the load on students' working memories to help maximise their learning (Sweller, 1988). |
| Cognition | The mental processes involved in gaining knowledge and understanding, for example thinking, knowing, remembering, judging, and problem-solving. |
| Cohesion | The way words, sentences, phrases and paragraphs connect to create a logical flow in structure and meaning. Cohesion is achieved by shaping the form, creating a structure the responder can recognise and use to navigate the text, and using features of language that link the various parts of the text into a complete whole. For example: <ul style="list-style-type: none"> connectives such as 'furthermore' and 'therefore', which cross-reference to different parts of the text, reiteration of the title or terms of the topic or question addressed in the text. |
| Cohesive devices | Words or phrases indicating a relationship with other words, phrases, clauses or paragraphs across a text. For example, pronouns such as 'these', 'those', 'he', 'she', 'it', 'they', 'we' are useful for referring to something mentioned previously. |
| Command | A sentence that tells someone to do something. For example: <ul style="list-style-type: none"> Put the chair over there, please. Don't touch that heater! |
| Complex code (Extended code) | The vowel and consonant phonemes which are represented by less frequently occurring and alternative spellings. |
| Complex sentence | Formed by adding one or more dependent (subordinate) clauses to a main (independent) clause using subordinating conjunctions and/or relative pronouns. For example, in the sentence 'While Lucy is taking the dog for a walk, she will be getting some exercise': <ul style="list-style-type: none"> the independent clause is 'she will be getting some exercise'. the dependent clause is 'While Lucy is taking the dog for a walk'. |

| C | |
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| Composing | <p>The process of developing and/or producing signed, spoken, written or multimodal texts in print, visual, oral or digital forms. It typically involves:</p> <ul style="list-style-type: none"> • shaping and arranging textual elements to explore and express ideas, emotions and values • the processes of imagining, organising, analysing, drafting, appraising, synthesising, reflecting and refining • knowledge, understanding and use of the language forms, features and structures of texts • awareness of audience and purpose. |
| Composition skills (writing) | <p>The organisation of ideas and information to communicate to a particular audience. It refers to writers refining their craft through elements such as text structure, sentence and grammatical structure and vocabulary.</p> |
| Compound sentence | <p>A sentence with 2 or more independent clauses joined by a coordinating conjunction. For example:</p> <ul style="list-style-type: none"> • Lucy is going to the park and she is taking the dog for a walk. • I enjoy regularly walking my dog, but he has a tendency to bark at strangers. |
| Comprehension | <p>An active process that involves the reader understanding and interpreting what is read. It depends heavily on oral language comprehension and the ability to apply background knowledge, vocabulary knowledge, knowledge about texts, understanding of language structures and reasoning skills to a text.</p> |
| Conjunction | <p>A word that connects words, clauses or sentences, for example, and, but, while, meanwhile, when, before, finally, likewise, however, similarly, because, so, therefore, consequently, furthermore. For example:</p> <ul style="list-style-type: none"> • He brought pencils and rulers. • The sky is grey but the sun is shining. |
| Conjunction-coordinating | <p>A word or group of words that function to link 2 independent clauses within a sentence. For example, 'and', 'but', 'or'.</p> |
| Conjunction-subordinating | <p>A word or group of words that function to link a dependent clause to an independent clause. For example, 'although', 'because'.</p> |
| Connective | <p>Words that connect, or show the relationship between, ideas, sentences or paragraphs. This includes conjunctions, but may also include groups of words, for example, on the other hand, as well. Types of connectives:</p> <ul style="list-style-type: none"> • temporal - to indicate time or sequence ideas, for example 'first', 'second', 'next' • causal - to show cause and effect, for example 'because', 'for', 'so' • additive - to add information, for example 'also', 'besides', 'furthermore' • comparative - for example 'rather', 'alternatively' • conditional/concessive - to make conditions or concession, for example 'yet', 'although' • clarifying - for example 'in fact', 'for example'. |
| Consonant blend / cluster | <p>Two or three letters that reflect adjacent consonants. For example:</p> <ul style="list-style-type: none"> • 'frog' has the adjacent consonants 'fr'. • 'band' has the adjacent consonants 'nd'. • 'strap' has the adjacent consonants 'str'. |

C

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| Consonant phoneme | A speech sound made when the breath is at least partly obstructed by the teeth, tongue or lips. For example: <ul style="list-style-type: none"> • 'bat' has a consonant phoneme at the start and end of the word. • 'me' has a consonant phoneme at the start of the word. |
| Constrained skill | A skill that once mastered to a level of automaticity requires no further instruction. For example: <ul style="list-style-type: none"> • phonic knowledge. • phonological awareness. |
| Convention (text) | Accepted practices or features that help define textual forms and meaning. |

D

| Term | Definition |
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| Decodable text | Specifically written texts for beginning readers as they are developing their blending and segmenting skills and their knowledge of the alphabetic code. Decodable texts support students as they practice by using a continuous meaningful text. They contain a very large percentage of words incorporating the letter-sound relationships students have been taught. Decodable texts increase in complexity as the student learns more of the phonetic code. |
| Decoding | A person's ability to apply knowledge of letter-sound relationships to correctly pronounce written words. Understanding these relationships enables students to recognise familiar words quickly and determine new or unfamiliar words. |
| Deconstruct (text) | The process of analysing, or breaking down a text, to understand its constituent parts as a way to understand how it was created. |
| Derivational suffix | A group of letters added after the end of a base word or root to create a new word or form of an existing word. For example: -ic, -ive, -ly, -ate, -ness, -ship. |
| Digital text | An audio, visual or multimodal text produced by electronic technology. A digital text may be interactive and include still and/or dynamic images, animations and/or hyperlinks. |
| Digraph | Two letters used to represent one phoneme. For example: <ul style="list-style-type: none"> • consonant digraphs ('sh', 'ck', 'th') • vowel digraphs ('ee', 'oo', 'ea', 'ow', 'er') • split digraphs ('a_e'). |
| Diphthong | A type of vowel phoneme, also known as a glide vowel or sound, formed by combining 2 vowel sounds within a single syllable. For example: <ul style="list-style-type: none"> • /oi/ in 'join' • /ou/ in 'proud'. |
| Discourse | The connected and extended use of spoken or written language, beyond the sentence level and with different purposes. |

| E | |
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| Term | Definition |
| Editing | Looking over a whole piece of writing to correct spelling, punctuation and capitalisation. |
| Elkonin boxes | A scaffold developed by Elkonin (1963) used to support students to segment words into their individual phonemes to build phonological awareness skills. |
| Ellipsis | <p>The omission of words where:</p> <ul style="list-style-type: none"> • words repeat what has gone before and these terms are simply understood, for example 'The project will be innovative. To be involved (in the project) will be exciting.' • a word like 'one' is substituted for a noun or noun group, as in 'There are lots of apples in the bowl. Can I have one?' (of them) • a cohesive resource binds text together and is commonly used in dialogue for speed of response, for example (Do you) 'Want a drink?'/ 'Thanks' (I would like a drink) • 3 dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in an imaginative text or that there is more to come in an on-screen menu • the points of ellipsis take the place of sections of text when quoting from a source. |
| Emotive language | Language that creates an emotional response from the audience. |
| Encoding | The process of using knowledge of graphemes (letters) and their corresponding phonemes (sounds) to spell a word. |
| Etymology | The origins of, and changes to, words in relation to meaning. Words can be derived from earlier or other languages, place names, people's names, and coinages. |
| Exclamation / Exclamatory sentence | A statement expressing a strong emotion, formed as a complete sentence, and often ending with an exclamation mark. |
| Executive function | The higher-level cognitive processes of planning, decision making, problem solving, action sequencing, task assignment and organisation, effortful and persistent goal pursuit, inhibition of competing impulses, flexibility in goal selection, and goal-conflict resolution. |
| Exemplar text | A text that serves as a model. |
| Explicit teaching | Practices where teachers clearly showing students what to do and how to do it, rather than having students discover that information themselves. Students who experience explicit teaching practices make greater learning gains than students who do not experience these practices. |
| Extended code (Complex code) | The vowel and consonant phonemes which are represented by less frequently occurring and alternative spellings. |

| F | |
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| Term | Definition |
| Field knowledge | Knowledge relating to a specific area of study. |
| Figurative language | Words or phrases used in a way that differs from the expected or everyday use. Figurative language creates comparisons by linking the senses and the concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor and personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia. |
| Fluency | Reading, speaking, encoding and spelling with appropriate pace and accuracy. <ul style="list-style-type: none"> • In reading it is the ability to read texts accurately, at an appropriate pace and with appropriate expression • In writing it is the ability to compose texts with ease of flow, for example in handwriting and spelling |
| Fraye model | A graphic organiser for developing and deepening understanding of vocabulary. The model typically has the word or concept in the middle of 4 boxes. Each box can be titled in various ways, including: definition, essential characteristics, examples, non-examples, synonyms, antonyms, morphology, and function. |
| Free morpheme | Words that can stand alone. Commonly referred to as base words. |

| G | |
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| Term | Definition |
| GPC | Acronym for grapheme-phoneme correspondence |
| Gradual release of responsibility model (GRR) | A model used to develop effective teaching and learning activities sensitive to the ways brains learn and use knowledge. The model reflects students' cognitive needs. The teacher initially assumes all the responsibility for performing a task, gradually transitioning to a situation where students assume all the responsibility. Also known as 'I do, we do, you do' model of instruction. |
| Grammar | A description of a language's system, in regard to both structure (form) and meaning (function), at the level of a word, sentence and/or text. |
| Grammatical cohesion | The relationship between clauses and how they are tied together in a text. It involves using cohesive devices such as reference chains, connectors and ellipsis. |
| Graph | One letter that represents one phoneme. For example, in the word 'dog' each letter represents one phoneme. |
| Grapheme | The smallest unit of writing used to represent one phoneme. A letter or combination of letters corresponding to or representing a single phoneme. For example: <ul style="list-style-type: none"> • 'f' in 'frog' • 'ph' in 'phone' • 'gh' in 'cough'. |
| Graphic novel | A story presented in comic-strip format. |

G

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| Graphic organisers | A tool to help organise thoughts and ideas in a way that is easy to comprehend. Graphic organisers: <ul style="list-style-type: none"> • assist educators to elicit responses from students as they require the input of only a few words, a concept or a visual • support students to identify and focus on what they already know, understand, value and can do • provide a foundation for engaging with more complex graphic organisers, such as a KWLH charts or concept maps. |
| Guided practice | A process where students practising what has been explicitly taught with support from the teacher. |

H

| Term | Definition |
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| Hierarchical sentence tree | A visual representation of how different parts of a sentence are organised and arranged. Smaller units combine to form larger units creating a hierarchy. |
| Home language | A language acquired and used in the home or community. |
| Homophone | A word having the same sound as another but different spelling and meaning, for example bear, bare. |
| Hybrid texts | A composite text resulting from combining elements from different genres, styles and modes. |

I

| Term | Definition |
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| Imaginative text | Texts representing ideas, feelings and mental images in words or visual images. These texts entertain or provoke thought through their creative use of literary elements and make connections between experiences and ideas. For example: novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books and multimodal texts such as film. |
| Implicit meaning | Meaning that is implied or suggested. |
| Independent clause | See ' <i>Clause (independent or main)</i> ' |
| Independent practice | The practice of providing opportunities for students to engage in meaningful activities focusing on the learning intention for the lesson. The complexity of tasks can be modified to suit the diversity of all learners and differentiated through smaller group activities. |
| Inference | The process of drawing conclusions using your own knowledge and evidence in texts. Clues in the text and background knowledge is used to make an inference. |
| Inflectional suffix | A bound morpheme added to the end of a base word that changes the verb-number agreement or tense. For example -ed, -s or -es, -ing -en: -er, -est. |
| Influenced vowels (-r and -l) | The letter patterns used when a vowel phoneme is influenced by the succeeding letter -r or -l. For example, 'far' (ar), 'service' (er), 'surprise' (ur), 'girls' (ir), 'worm' (or), 'fall' (al) |

| I | |
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| Informative text | Texts with a primary purpose to provide information through explanation, description, argument, analysis, ordering and presentation of evidence, and procedures. For example, reports, explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws, news bulletins and articles, websites and text analyses. |
| Irony | A clash between what the words say and what they mean. Irony has 3 forms: <ul style="list-style-type: none"> • rhetorical - saying something contrary to what is meant, for example 'I had a great time' (I was bored) • dramatic - stating or doing something unaware of its contrast with the real situation, for example where the reader or watcher knows disaster is about to befall a character who says, 'I've never been happier' • situational - where events are opposite to expectations, for example, building a fence to keep a dog contained-then the dog jumping over it. |
| Interactive writing | A process where the teacher and students collaborating to jointly construct a text. Interactive writing is like shared writing, but students are invited to transcribe or record parts of the text. |

| J | |
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| Term | Definition |
| Joint construction | Constructing a text with the guidance of the teacher. |
| Juxtaposition | Placing things next to or close together, often to emphasise similarity or difference. |

| L | |
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| Term | Definition |
| Language comprehension | An understanding of the spoken word. |
| Language concepts | Overarching term including language forms and features, modes, and pattern. |
| Language features | The specific linguistic techniques writers use to engage their audience, convey meaning and create different effects. These techniques may include figurative and descriptive language, imagery, dialogue, repetition, rhetorical devices, sentence structure and punctuation. |
| Language patterns | The arrangement of identifiable repeated or corresponding elements in a text. The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning. |
| Layout | The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes. |
| Lexical cohesion | Using word associations to create links in texts. Examples of links include the use of repetition of words, pronouns, synonyms, antonyms and words that are related such as by class and subclass. |
| Linguistics | The scientific study of language. |

L

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| Linguistic comprehension | The ability to make meaning from spoken or written language. It involves understanding the meaning of words and how they are put together to form sentences or oral language. |
| Linguistic inquiry | The process of teachers guiding students to investigate and build words using the phonological, orthographic and morphological components of spelling to form spelling generalisations. |
| Linguistic knowledge | A person's understanding of a language, including its grammar, vocabulary and pronunciation. |
| Literacy | The ability to understand and evaluate meaning through reading, writing, listening and speaking, viewing and representing. |
| Literal comprehension | Also referred to as 'on the page' comprehension, students locate directly stated information from a text using the questions "how, what, who, when, where" types of questions. |
| Literary devices | Include textual elements such as structure, generic conventions, language forms and features are used to shape meaning in texts. For example: <ul style="list-style-type: none"> • figurative language • soliloquy. |

M

| Term | Definition |
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| Media | A means of communication, such as publishing, broadcasting, or the internet. |
| Mental model | A mental representation of the information in a real or an imaginary world. A student develops a mental model as the text progresses. It may include information derived from inferences and from background knowledge as well as from what is explicitly stated in the text itself. |
| Mentor text | A text studied as an example to show how specific textual features are crafted. Also known as a model text. |
| Metacognitive reflection | The process where students think about and reflect on their own thinking to improve understanding |
| Metalanguage | The technical terms describing and discuss how language and texts function. |
| Metalinguistic skills | The ability to think and talk about language. For example: <ul style="list-style-type: none"> • Talking about word definitions • Discussing shades of meaning. |
| Modality | Aspects of language suggesting a particular perspective on subjects and/or events. Modality forms a continuum from high modality (always, must) to low modality (might, could). |
| Mode | The various processes of communication: listening, speaking, reading, writing, viewing and representing. Also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture. |
| Mode continuum | This describes language on a continuum with the most spoken-like features at one end and the most written-like at the other. |

M

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| Modelled instruction | This involves the teacher demonstrating how an expert would perform a task, complete an activity or solve a problem with a particular emphasis on the skill, concept or knowledge focus. |
| Modifier | Words, phrases, and clauses that affect and often enhance the meaning of a sentence. |
| Monologic talk | Talk which is instigated by the teacher and typically controlled by teacher questioning. |
| Morpheme | <p>The smallest unit of meaning in a word. There are 3 types of morphemes:</p> <ul style="list-style-type: none"> • free morpheme – words that can stand alone. These words are commonly referred to as base words. Example: 'shout' is the base word of 'shouted', 'march' is the base word of 'marching'. • bound morpheme – the smallest unit of meaning that cannot stand alone as a word. Example: prefixes, such as 'pre-', 'un-', 're-', and 'mis-'; suffixes, such as '-ful', '-ing', and '-es'. • morpheme juncture schwa – the point at which 2 morphemes meet is known as a morpheme juncture. In some cases, when a suffix is added to a base word, the vowel at one of the morpheme junctures in the base word can become a schwa vowel. Examples: balloon, mountain. |
| Morphological knowledge | A person's knowledge of the meaningful word parts and how they can connect. |
| Morphology | The structure of words and their components. Morphemes, such as prefixes, suffixes, and base words, represent the smallest units of meaning. |
| Morpho-phonemic | English has a morpho-phonemic structure, which means our writing system encodes (represents) both meaning (through morphemes) and sound (through phonemes). |
| Multimedia | Texts using more than one medium, for example combining visual media, such as words and images, with sound. Multimedia texts now generally feature moving images, sophisticated and complex graphics, and interactivity. For example, texts delivered on personal digital devices, music videos, cartoons, video games, internet texts. |
| Multimodal | A text combining 2 or more communication modes, for example, printed words and images, as in a picture book; or spoken words and sound effects, as in film or computer presentations. |
| Multisyllabic words | Words of 2 or more syllables. Also known as polysyllabic. |

N

| Term | Definition |
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| Nominalisation | The process of converting a verb or adjective into a noun. Word endings such as -tion, -ity, -ness, -ment, are commonly used to nominalise a word (adopt – adoption, flexible – flexibility, aware – awareness). Nominalisation often features in texts with abstract ideas or concepts. |
| Noun | A word used to represent people, places, ideas and things. Types of nouns: <ul style="list-style-type: none"> • Common: names any one of a class of things. For example, girl, classroom, egg. • Proper: names a place, a person or the title of something and are signalled by a capital letter. For example, Sam, Wagga Wagga, Olympic Games. • Collective: names a group of things. For example, crowd, swarm, team. • Abstract: names things we cannot see but which exist in thoughts and feelings. For example, sadness, love, wonder. |
| Noun phrase | A phrase consisting of nouns and other words that give additional information about the noun. They are commonly determiners or adjectives. For example: <ul style="list-style-type: none"> • The black leather coat was hanging in the hallway. • The small fragile kitten darted under the bushes. |

O

| Term | Definition |
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| Object (grammar) | The noun, noun group or pronoun in a sentence affected by an action. For example: <ul style="list-style-type: none"> • The child threw the ball. • The house with the broken windows is for sale. |
| Onset and rime | The parts of a syllable. The onset is the phoneme(s) before the vowel, and the rime is the vowel followed by the rest of the syllable. All syllables have a rime but not all syllables have an onset. For example, the one-syllable word 'and' has a rime but no onset. Examples: <ul style="list-style-type: none"> • 'and': onset = none + rime = 'and' • 'sand': onset = 's' + rime = 'and' • 'stand': onset = 'st' + rime = 'and' • 'strand': onset = 'str' + rime = 'and' |
| Onset and rime awareness | The ability to: <ul style="list-style-type: none"> • segment a syllable into its onset and rime • blend an onset and rime to say a syllable • understand rhyming words contain the same final rime. |
| Oral language | A system where spoken words can be used to express, receive and understand information, ideas and feelings. |
| Orthographic knowledge | Letter positions, combinations and sequences that make a word. Includes the knowledge of recognising familiar letter patterns within whole words or within words. For example: <ul style="list-style-type: none"> • 'ck' can represent the phoneme /k/ but not at the beginning of a word. • words in English do not end in the letter 'v' |
| Orthographic mapping | The mental process used to store words efficiently for permanent retrieval. |

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| Orthographic lexicon | A mental catalogue or word bank of all the written words a reader is familiar with and has orthographically mapped. (see 'Orthographic knowledge') |
| Orthography | The conventional written or visible word-level system of a language. |

P

| Term | Definition |
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| Parody | To imitate the techniques, actions and language of a person, place, or thing. |
| Parts of speech | Word-level grammar |
| Personification | A type of metaphor where something non-human is described as if it were human or had human characteristics. |
| Persuasive text | Texts where the primary purpose is to put forward a point of view and persuade a reader, viewer or listener. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language. Persuasive texts may be written, spoken, visual or multimodal. For example, student essays, debates, arguments, discussions, polemics, advertising, propaganda, influential essays and articles. |
| Phoneme | The smallest unit of speech sound. For example: <ul style="list-style-type: none"> • 'cat' has 3 phonemes: c/a/t • 'truck' has 4 phonemes: t/r/u/ck. |
| Phonemic awareness | The ability to perceive, identify and manipulate the individual sounds (phonemes) in speech. |
| Phonic knowledge | The ability to decode and encode words using knowledge of grapheme–phoneme relationships. |
| Phonics | The predictable relationship between phonemes (sounds of spoken language) and graphemes (letters that represent them in written language). |
| Phonological awareness | The ability to hear, identify and say the separate parts of words (syllables, onsets, rimes and phonemes). |
| Phonological knowledge | Knowledge of the units of speech sounds in words (syllables, onset and rime, and individual phonemes). |
| Phonology | The study of the sound system of a language, especially regarding speech sounds such as phonemes. |
| Phrase | A group of related words forming part of a sentence and do not include both a verb and its subject. For example: <ul style="list-style-type: none"> • ... at the back of the house • ... every day • Once upon a time ... |
| Polysyllabic words | Words of 3 or more syllables, for example: <ul style="list-style-type: none"> • con ver sa tion • di no saur • ab so lute ly |

| P | |
|---|---|
| Pragmatic language | The ways we adjust our communication style in response to the social and environmental demands of our interactions. |
| Predicate | <p>The group of words beginning with a verb and describe what the subject of the sentence does. For example:</p> <ul style="list-style-type: none"> • The student brought his homework to the teacher. • The tall, majestic mountain stood against the vast blue sky. |
| Prefix | <p>A bound morpheme made up of letters appearing before a base word to make a new word. For example:</p> <ul style="list-style-type: none"> • 'un-' in 'unhappy' means 'not' (un + happy = not happy) • 'pre-' in 'preview' means 'before' (pre + view = view before) |
| Prepositions | <p>Matches a noun or pronoun to another word in the sentence, for example, 'on', 'in', 'of', 'at', 'with', 'through', 'for'. Prepositions are generally used to provide more detail. For example:</p> <ul style="list-style-type: none"> • In the park • At the party • After the deluge • During the show |
| Prepositional phrase | <p>A phrase consisting of a preposition and the object of the preposition. They may contain other modifiers. Prepositional phrases function like adjectives or adverbs in sentences. For example:</p> <ul style="list-style-type: none"> • My alarm went off in the morning. • Before Rohan eats breakfast, he goes for a run through the park. |
| Pronoun | A word used in place of a noun. |
| Pronoun referencing (noun-pronoun agreement) | <p>Occurs where the correct pronoun is selected for the noun or noun group to which it is referring. For example:</p> <ul style="list-style-type: none"> • The children were looking for their father in the supermarket. • The excited boy dashed towards his presents. |
| Prosody | <p>The way readers use appropriate expression, emphasis and pause while reading. Prosody can be impacted by text purpose and author meaning in texts in all key learning areas.</p> <p>Speakers of additional languages will bring differing patterns of prosody to their reading, dependent on their first language.</p> |
| Punctuation | Refers to a set of marks used in writing to clarify meaning, words, word parts and sentences. Punctuation indicates the structure and organisation of text. |
| Purpose | <p>To entertain, to inform or to persuade different audiences in different contexts. Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.</p> |

Q

| Term | Definition |
|---------------------|--|
| Quadgraph | A phoneme represented by 4 letters, for example: <ul style="list-style-type: none"> • 'ough' - brought, dough, through • 'augh' - daughter, distraught, taught, caught |
| Quality text | A text that: <ul style="list-style-type: none"> • is widely regarded (for example, award-winning or classics) • contains rich language • has powerful images • has characters and plot which are engaging and interesting for the students • enriches discussion • is complex with meanings on multiple levels • can be read and enjoyed more than once, exposing layers each time • allows the exploration of the literary devices which composers use to communicate, inform, persuade or entertain • can be examined for their conceptual textuality to develop deep, critical and new ways of thinking. |
| Question | A sentence seeking information by asking or requesting to elicit a response. |

R

| Term | Definition |
|------------------------------|--|
| Reading accuracy | The reading of words correctly. |
| Reading comprehension | The ability to understand the written word. Reading comprehension occurs when a reader's word recognition skills come together with their language comprehension. The result is the reader understands the text's meaning as intended by the author. |
| Recount | A type of text that records events in the sequence they occurred. The speaker/writer has often been personally involved in these events. |
| Reflection | Thought process by which students develop an understanding and appreciation of their own learning. This process draws on cognitive and affective experience. |
| Representing | The language mode involving composing images in visual or multimodal texts. These images and their meaning are composed using codes and conventions. The term can include activities such as graphically presenting the structure of a novel, making a film, composing a webpage or enacting a dramatic text. |
| Responding | Activity that occurs when reading, listening to or viewing texts. It encompasses the personal and intellectual connections made with texts. It also recognises individuals and the texts to which they respond reflect social contexts. |
| Revising | A process where writers looking over a piece of their writing as a whole and reworking the organisation and details, making changes to clarify or enhance their meaning. |
| Rhyme | Repetition of similar speech sounds in 2 or more words, beginning from the last stressed vowel sound and carrying through any remaining syllables. For example: <ul style="list-style-type: none"> • hat, cat, mat, sat, bat, splat, combat, habitat • friend, send, mend, bend, depend, recommend |

R

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|------------------------------|--|
| Rich text | <i>see 'Quality text'</i> |
| Rime | The vowel phoneme and any consonants following in the syllable. Not all syllables have an onset, but all syllables have a rime. |
| Root word (Base word) | The most basic part of a word with no affixes attached to it. For example: <ul style="list-style-type: none"> • friend – friendly, unfriendly, friendship, befriend • act – proactive, action, active, actively, react, reaction |

S

| Term | Definition |
|-----------------------------------|---|
| Satire | Using of one or more of exaggeration, humour, parody, irony, sarcasm or ridicule to expose, denounce and deride folly or vice in human nature and institutions. The emphatic feature of these language devices draws attention to what is being criticised. |
| Scaffolds | Support tools used when writing. As the writer develops new understandings and capabilities the support is gradually withdrawn. For example: <ul style="list-style-type: none"> • graphic organisers • templates. |
| Scanning | When the reader knows something about the purpose or topic of the text and wants to find out more information, they scan to find specific information and key words. Strategies include: <ul style="list-style-type: none"> • looking over the text quickly to locate words and sentences that link to the topic • using contents pages, first and last sentences in paragraphs, subheadings, captions. |
| Scarborough's reading rope | A conceptual framework proposed by Scarborough (2001) for considering the number and range of processes that contribute to reading comprehension, and the fact these need to be tightly connected to each other for reading comprehension to be an automatic process most of the time. |
| Schema | A cognitive framework supporting interpretation and understanding of information. |
| Schwa | A reduced vowel phoneme that occurs in an unaccented (unstressed) syllable of a multisyllabic word. The schwa /ə/ is the most common vowel phoneme in the English language. For example, 'problem' - the final vowel phoneme is unstressed and is said quickly and quietly, and with less emphasis. |
| Secretarial element | Specific mechanical skills of writing, such as spelling, punctuation and handwriting. |

S

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| SEEC Model (select, explain, explore, consolidate). | <p>Select: Select words with consideration for difficulty, importance to topic, prior knowledge of students, frequency of appearance in text, interrelationship between words and if academic (Tier 2) or subject specific (Tier 3) vocabulary</p> <p>Explain: Say the word, write the word, define the word (using a student-friendly definition), give multiple meanings, examples and non-examples and clarify any misunderstandings</p> <p>Explore: Explore the etymology and morphology of the word, including common word parts, word families, synonyms, antonyms, different meanings and the word in use in various contexts. You might use word clines, word webs or the Frayer model as strategies to explore words</p> <p>Consolidate: Provide multiple and frequent opportunities to consolidate understanding of taught vocabulary through activities such as cloze passages, short answer questions, using the word independently in their writing</p> |
| Semantics | Making meaning from language, particularly from the meaning of words within their context. |
| Semantic structures | The organised patterns of meaning within language, including how words, phrases and sentences convey meaning. |
| Semantics | The way meaning is conveyed through specific arrangements of words and/or sentences. |
| Semiotic systems | Systems used to create meaning and communicate information. For example, linguistic, visual, audio, gestural and spatial systems. |
| Sentence | <p>A unit of written language consisting of one or more grammatically linked clauses. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. A sentence contains a finite verb.</p> <ul style="list-style-type: none"> • simple - a single main clause and expresses a complete thought. It has a subject and a finite verb and may also have an object, for example 'Mary is beautiful.', 'The ground shook.', 'Take a seat.' • compound – contains 2 or more clauses coordinated or linked in such a way that gives each clause equal status. In the sentence 'We went to the movies and bought an ice cream.' 'and' is the coordinating conjunction. • complex – contains a main (or independent) clause and one or more subordinate (or dependent) clauses. The subordinate clause is joined to the main clause through subordinating conjunctions like 'when', 'while' and 'before': 'We all went outside when the sun came out.' |
| Sentence agreement | Grammatical feature where words within a sentence must correspond within certain attributes, such as number, gender, and person, ensuring agreement and coherence. |
| Sentence level cohesion | The creation of meaning in a sentence through intentional linking of structure and content. Cohesion across sentences is evident when each sentence links to the previous sentence and refers to the next. The cohesion of sentences relies on various grammatical structures. |
| Sentence combining | <p>The combination of 2 or more sentences into one compound and/or complex sentence. For example,</p> <ul style="list-style-type: none"> • 'I brought my umbrella with me. The sky was clear' becomes 'I brought my umbrella with me, even though the sky was clear.' |

| S | |
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| Sentence elaboration / sentence expanding | The development of a sentence by adding additional phrases or clauses. For example, I brought my umbrella with me as a precaution, even though the sky was clear in the morning. |
| Shared writing | A process where the teacher and students collaborate to jointly construct a text. The teacher scribes and may question and prompt students as the text is being developed. The teacher listens to students' input and suggestions for the text and makes the final decisions about the text using their knowledge as a proficient writer. |
| Sight recognition | Any word that can be read effortlessly with automaticity. |
| Simple code | Refers to grapheme-phoneme matches where there is a one-to-one correspondence. |
| Simple sentence | A complete message containing a subject and predicate, forming a single independent clause. |
| Simple view of reading | A theory by Gough and Tunmer (1986) where both decoding and language as necessary for reading comprehension. |
| Simple view of writing | A theory by Berninger et al (2002) where both foundational writing skills (transcription) and text generation skills (composition) are necessary for skilled written expression. |
| Skimming | The process of looking over an unfamiliar text to determine the type of text and its general purpose and idea. Strategies include: <ul style="list-style-type: none"> • read the first and last paragraphs • look for general information • look for vocabulary related to the topic or purpose • use headlines, page layout, graphs and charts and pictures. |
| Spelling | A word-formation process using understanding of phonology, orthography and morphology to encode and record words with the correct graphemes in the commonly accepted sequence. |
| Standard Australian English | A system of standard English language, characterised by the perceived consistent usage of words and syntax across Australian political, business, media and education contexts. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians. |
| Statement | A common type of sentence that provides information, conveys an idea, and states facts or observations. All statements must have a main clause which can be as simple as a noun and a verb but can also contain phrases or have (several) subordinate clauses. For example: <ul style="list-style-type: none"> • Lucy is going to the park. • I'm not feeling well today, so I am staying at home. |
| Stressed syllable | A syllable which is usually emphasised and louder. One syllable words are usually stressed (also known as accented syllables). For example: <ul style="list-style-type: none"> • In the word 'today', the syllable 'day' is stressed • In the word 'incredible' the second syllable 'cred' is stressed. |

| S | |
|---|---|
| Subject | The noun or noun group in a sentence that conveys who or what the clause is about. For example: <ul style="list-style-type: none"> • The small dog ate the boy's shoe. • Amy and Heather were playing in the park. |
| Subordinate clause | See ' <i>Clause (subordinate)</i> ' |
| Suffix | A bound morpheme comprising a letter or group of letters that attach to a base word to make a new word. For example: <ul style="list-style-type: none"> • The '-s' in 'dogs' is an inflected suffix that marks plurality. • The derivational suffix, '-ion' can be added to the end of the verb, 'protect', to form the noun, 'protection'. |
| Support cycle for teaching writing | A cycle guiding the explicit teaching of each stage of the writing process - before students write, as they write and after they write. It can be applied when working at the letter, word, sentence, paragraph or whole text level and can move in both directions. A teacher would not address every element of the support cycle in a single lesson. |
| Subject-verb agreement | Using the correct verb for the noun or noun group to which it is referring. For example, 'The bike was here' not 'The bike were here'. |
| Syllabification | The process of segmenting a multisyllabic word into its syllables. |
| Syllable | A unit of sound within a word that contains a vowel phoneme and feels like one 'beat'. For example, a word with 3 syllables is 'won-der-ful'. (see ' <i>Stressed and unstressed syllables</i> ') |
| Syllable awareness | The awareness that spoken words can be segmented into syllables and syllables can be blended to make words. |
| Syllable juncture | The point at which 2 syllables in a word meet. |
| Synonym | A word or phrase with the same or a similar meaning to another word or phrase. Synonyms for big include 'large', 'enormous', 'huge' |
| Syntactic awareness | A crucial skill for accessing academic texts compared to conversational language because academic texts often involve complex language structures and sophisticated sentence arrangements. |
| Syntactic categories | The classification of words based on their grammatical functions and roles within a sentence. Includes categories such as nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners (Radford et al., 2019). Also known as parts of speech. |
| Syntactic structure | A visual depiction of the hierarchical relationship between the grammatical parts of a sentence, such as phrases and clauses. |
| Syntax | The grammatical patterns and ways in which sentences are structured. Syntax is often described in terms of its elements as subject, verb and object. |

| T | |
|-----------------------------|--|
| Term | Definition |
| Tense | The form of the verb indicating when something is happening in relation to the speaker's time (past, present or future). For example: <ul style="list-style-type: none"> • I ate bananas (past). • I am eating bananas (present). • I will eat bananas (future). |
| Text | Any written, spoken/signed, nonverbal, visual, auditory or multimodal communication. Texts may be extended unified works, a series of related pieces or a single, simple piece of communication. |
| Text structure | Ways information is organised in different types of texts. Depending on purpose, authors select and use text structures to achieve a desired impact on their audience. For example, entertain, persuade, inform, or a combination of these. |
| Text types | A variety of spoken, written and visual texts for different purposes and audiences. The intended audience influences the language used within different text types. |
| The writing rope | A framework by Sedita (2019) supporting a deeper understanding of skilled writing by organising the many skills, strategies and techniques into 5 overarching components: the compositional components of critical thinking; syntax; text structure; and writing craft; and transcription skills of spelling, handwriting and keyboarding. |
| Think aloud | Teaching strategy where a skilled person verbalises their thoughts, as they read, write or problem solve so others can eavesdrop on their thought processes. For example, as they: <ul style="list-style-type: none"> • apply grammar and punctuation whilst writing • approach and comprehend texts |
| Tier 1 vocabulary | Basic words used in everyday conversation not usually requiring explicit instruction. Some EAL/D learners and learners with disability need to be taught Tier 1 words in context. For example, 'think', 'around', 'eat', 'clock', 'orange'. |
| Tier 2 vocabulary | Words requiring explicit teaching that are unlikely to be part of a child's everyday oral language. Tier 2 words are often found in written texts and used infrequently in conversation. For example, 'contradict', 'circumstances', 'precede', 'auspicious'. |
| Tier 3 vocabulary | Words with low frequency of use are often limited to specific topics and domains. These words usually require explicit teaching within subject areas. Tier 3 words might be content words from science, geography, mathematics or history. For example, 'circumference', 'isosceles', 'integer'. |
| Transcription skills | The specific mechanical skills of writing, such as letter formation, handwriting, spelling, punctuation and keyboarding. |
| Trigraph | Three letters representing one phoneme. For example: <ul style="list-style-type: none"> • 'dge' in bridge • 'igh' in fight. |
| Triple word theory | An evidence-based instructional approach involving explicit teaching of the phonological, orthographic and morphological components of spelling (Garcia et al 2010). |

U

| Term | Definition |
|----------------------------|--|
| Unbound morpheme | Also known as a free morpheme, a word that can stand alone as a word with meaning. Base words are unbound, free morphemes. For example: <ul style="list-style-type: none"> • 'quickest' is composed of 2 morphemes. 'quick' is the unbound morpheme. 'est' is a bound morpheme because it cannot stand alone. • 'jumped' is composed of 2 morphemes. 'jump' is the unbound morpheme. 'ed' is a bound morpheme because it cannot stand alone. |
| Unstressed syllable | An unstressed syllable is the part of the word without emphasis or accent. Also known as an unaccented syllable. For example: <ul style="list-style-type: none"> • In 'today', the syllable 'to' is unstressed • In 'incredible' the first (in) and last syllable (ible) are unstressed. |

V

| Term | Definition |
|---------------------------|---|
| Verb | A word that tells what is happening. Different types of verbs include: <ul style="list-style-type: none"> • action: They danced ... • thinking: I forgot ... • feeling: We like ... • saying: He whispered ... • relating: They are ... |
| Verbal reasoning | The ability to monitor understanding, problem solve, and make inferences during reading, based on connecting background knowledge with the vocabulary, text and language structures of the text. |
| Visual text | Texts consisting of or including images. Visual elements in texts may contribute to meaning. |
| Vocabulary | The range and precision of words we know, understand and use to communicate effectively with others. |
| Vocabulary breadth | The number of words of which an individual knows the meaning. |
| Vocabulary depth | Ability to define words, provide attributes of words, give examples of synonyms and antonyms, and explain the precise use of words within various contexts. |
| Voice | The way language is used and/or interpreted to represent particular thoughts, opinions or perspectives. This includes authorial voice or the voice of a narrator, character or persona within a text. It describes the relationship between the action expressed by the verb and the subject/object of the sentence. In active voice the subject performs the action, 'The cat broke the vase'. In passive voice the object is acted upon, 'The vase was broken by the cat'. In speaking, voice is a description of the oral production of text. |
| Vowel phoneme | An open speech sound made with an open mouth where the breath flows without being obstructed by the teeth, tongue or lips. For example: <ul style="list-style-type: none"> • 'boat' contains the vowel phoneme /əʊ/ in the medial position. • 'me' contains the vowel phoneme /i:/ in the final position. • 'eight' contains the vowel phoneme /eɪ/ in the initial position |

| W | |
|---------------------------------|---|
| Term | Definition |
| Word awareness | The ability to segment a continuous stream of speech into individual words. |
| Word conscious | The process of noticing words and enjoying learning and talking about them. |
| Word forms | The 3 interrelated word forms consist of phonology, orthography and morphology. |
| Word form (derivational) | A new word formed from another word, usually by adding a derivational suffix to change its grammatical form. For example, the noun, proposition, derives from the verb, propose, and contains the derivational suffix, -ion. |
| Word form (inflected) | A word form that marks a distinction in tense. For example: <ul style="list-style-type: none"> • Jump, jumps, jumping, jumped • plurality (cat-cats) • comparatives and superlatives (big, bigger, biggest). |
| Word recognition | The storage of words in the long-term memory, which enables readers to recall and retrieve them effortlessly. |
| Writing process | <p>Planning - generating and organising ideas and preparing for writing for a particular audience and purpose. Support students with various opportunities to plan, such as research, drawing, discussion and using mind maps.</p> <p>Drafting and composing - the writer records their ideas and creating a draft text. The teacher models how planning can support drafting and composing.</p> <p>Re-reading and revising - looking over the text as a whole and reworking the organisation and details. In this stage, students make changes to their writing at the word, sentence, paragraph and whole text levels, clarifying their message and enhancing their meaning.</p> <p>Editing and proofreading - making changes to a text to ensure it follows the conventions of written English, in particular spelling, punctuation and capitalisation.</p> <p>Publishing - the writer presents their work as a complete piece. Give students regular opportunities to publish their writing, share writing with others and celebrate their achievements.</p> |

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