

| Strand  | Continuum | Learning outcome<br>Learners:  | Reading Eggs Lesson # (RE), Skills Bank (SB), Storylands (SL)<br>Reading Eggspress Lesson # (REX), English Skills: Spelling (ESS)                                |
|---|-----------|--|--|
| <b>Phase 1</b>  |           |  |  |
| Written language                                      | Reading   | enjoy listening to stories.  | <b>Library:</b> 220+ Phonics books, 170+ Fiction texts, 180+ Non-fiction texts (Lexile range BR–120L)  |
|   |           | choose and “read” picture books for pleasure.  |  |
| listen attentively and respond to stories read aloud. |           |  |  |
|   |           | begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words.   | <b>RE:</b> 1–50  |
|   | Writing   | show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded.                                    | <b>SB:</b> Levels A–D, Lessons 1–33  |
| <b>Phase 2</b>  |           |  |  |
| Written language                                      | Reading   | read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.   | <b>RE:</b> 51–100 <b>SL:</b> 1–10 <b>REX:</b> 1–20<br><b>Library:</b> 170+ Fiction & 150+ Non-fiction texts with comprehension quizzes (Lexile range 120L–440L)  |
|   |           | understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community.   | <b>RE:</b> 51–100<br><b>Library:</b> 80+ Phonics books   |
|   |           | instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols.   | <b>RE:</b> 51–100 <b>SL:</b> 1–10 <b>REX:</b> 1–20   |
|   | Writing   | connect written codes with the sounds of spoken language and reflect this understanding when recording ideas.  | <b>SB:</b> Levels E–H, Lessons 33–64 <b>ESS:</b> 1.1–1.36  |
| <b>Phase 3</b>  |           |  |  |
| Written language                                      | Reading   | read texts at an appropriate level, independently, confidently and with good understanding.  | <b>RE:</b> 51–100 <b>SL:</b> 11–20 <b>REX:</b> 21–60<br><b>Library:</b> 180+ Fiction & 55+ Non-fiction texts with comprehension quizzes (Lexile range 440L–640L) |
|   |           | recognize a range of different text types.   |  |
|   |           | make predictions about a story.  |  |
|   |           | realize that there is a difference between fiction and non-fiction.  |  |
|   |           |  | understand sound–symbol relationships and apply reliable phonetic strategies when decoding print   |
|   | Writing   | use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words. | <b>SB:</b> Levels I–L, Lessons 65–96 <b>ESS:</b> 2.1–2.36  |
| <b>Phase 4</b>  |           |  |  |
| Written language                                      | Reading   | read a variety of books for pleasure, instruction and information; reflect regularly on reading.   | <b>REX:</b> 61–140   |
|   |           | distinguish between fiction and non-fiction and select books appropriate to specific purposes.   | <b>Library:</b> 250+ Fiction & 250+ Non-fiction texts with comprehension quizzes (Lexile range 640L–870L)  |
|   |           | understand and respond to the ideas, feelings and attitudes expressed in various texts.  | <b>REX:</b> 61, 63, 64, 65, 72, 74, 75, 81, 84, 92   |
|   |           | recognize the author’s purpose.  | <b>REX:</b> 78, 99, 109, 118, 119, 128, 129  |
|   |           |  | understand that stories have a plot; identify the main idea.   |
|   | Writing   | use knowledge of written code patterns to accurately spell high-frequency and familiar words.  | <b>ESS:</b> 3.1–3.36, 4.1–4.36   |
| <b>Phase 5</b>  |           |  |  |
| Written language                                      | Reading   | read a wide range of texts confidently, independently and with understanding.  | <b>Library:</b> 200+ Fiction & 200+ Non-fiction texts with comprehension quizzes (Lexile range 870L–1200L)   |
|   |           | identify genre and explain elements and literary forms that are associated with different genres.  | <b>REX:</b> 145, 155, 165, 175, 185, 195, 205, 213, 215  |
|   |           | appreciate authors’ use of language and interpret meaning beyond the literal.  |  |
|   |           | understand that authors use words and literary devices to evoke mental images.   | <b>REX:</b> 151, 154, 165, 174, 194, 214   |
|   |           | recognize and understand figurative language, for example, similes, metaphors, idioms.   |  |
|   |           | make inferences and be able to justify them.   | <b>REX:</b> 141–220  |
|   |           | distinguish between fact and opinion.  | <b>REX:</b> 167, 177,  |
|   |           |  | use a range of strategies to solve comprehension problems and deepen their understanding of a text.  |
|   | Writing   | use standard spelling for most words and use appropriate resources to check spelling.  | <b>ESS:</b> 5.1–5.36, 6.1–6.36   |