

Teaching comprehension in English

English syllabus continuum - Stages 3 to 5

Stage 3

Outcome EN3-3A

A student:

uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

Students:

- appreciate how demanding texts, for example extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment
- understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold
- recognise evaluative language, including emotive language and modality
- select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings
- navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
- use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

Stage 4

Outcome EN4-2A

A student:

effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

Students:

- use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view
- use prior knowledge and text processing strategies to interpret a range of types of texts

Stage 5

Outcome EN5-2A

A student:

effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

Students:

- understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts
- use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence

Stage 4

Outcome EN4-5C

A student:

thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

Students:

 critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and

Stage 5

Outcome EN5-5C

A student:

thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

Students:

pose increasingly perceptive and relevant

- analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
- concerns in texts and how these affect responses to texts
- discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage

questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts