# Text requirements for English K–2

Understanding and creating a wide range of texts is central to the study of English. In K–2 the term *texts* refers to print, digital or spoken forms of communication and includes fiction and nonfiction works. Many types of texts are easy to recognise by their subject matter, forms and structures, such as imaginative, informative and persuasive texts. Texts have evolved over time for the purpose of communicating effectively with a range of audiences. Sometimes a number of elements from different types of texts can be included in a single text, resulting in a hybrid text. For example, an imaginative text such as a narrative will predictably have language features such as action verbs and descriptive noun groups, but may also contain visual features such as speech bubbles, diagrams and subheadings more typically seen in informative texts.

The act of creating texts involves:

* selecting the language appropriate to purpose
* adapting and experimenting with language
* using textual elements from different styles, modes and text forms.

## Literature

Literature is defined as a body of work that has enduring personal, social, cultural or aesthetic value. It comprises a dynamic and evolving range of fiction and nonfiction texts from diverse contemporary, historical and cultural contexts.

Literature should be readily available to students in the classroom and updated regularly.

Across a **year** of learning, teachers must give students daily opportunities:

* **To be read to:** Being read to supports children in acquiring new vocabulary from a text, gives students access to texts beyond their immediate means and supports the development of reading as pleasure. Independent reading should not supplant being read to. Where reading aloud is not accessible for students, they should be read to using their preferred communication form(s).
* **To read decodable texts:** Decodable texts support beginning readers to use decoding strategies and practise their developing reading skills. Provide decodable texts for beginning readers in Early Stage 1, and as needed for students in Stage 1 and beyond.
* **For wide reading:** Once students can consistently use phonic knowledge to decode words, the use of decodable texts does not need to continue. At this point, students should be reading a wide range of texts of increasing complexity and varied topics.
* **For wide writing:** Students need to practise and experiment with creating written texts in English and all other learning areas. Specific opportunities for writing may be found in texts being read, or in other experiences that can provide real contexts, audiences and purposes.

### Text selection

As teachers identify what their students need to learn at particular points in time, they can select texts to facilitate the learning. Text selections should respond to the individual needs of students. Texts should be selected that either support or extend students’ reading. A well-chosen text enables students to practise, enhance and transfer knowledge and skills they already have and apply this learning to new contexts.

Across a year of learning, the selection of texts must give students opportunities to engage with a variety of texts, including:

* texts by Aboriginal and Torres Strait Islander Peoples
* Australian literature
* picture books
* poetry and texts that feature wordplay and figurative language
* classic and contemporary literature which include cultural and linguistic diversity
* narrative texts that include examples of character[[1]](#footnote-2)
* texts that provide information in different forms
* texts that include persuasive arguments presented in different forms
* plays
* decodable texts
* a range of digital texts (Stage 1).

### Text complexity

Text complexity may vary in:

* ideas or knowledge
* structure
* vocabulary
* sentence complexity
* levels of meaning or subtlety.

Most texts combine aspects of simple and complex features. As learning progresses, students can sustain reading of more complex texts for longer periods of time.

Teachers should preview all texts that students study in class. This allows teachers to identify potential areas for targeted teaching.

### Diversity of learners

Students learning English as an additional language or dialect (EAL/D) should be provided with opportunities to share their experiences of reading or viewing texts in their home languages or dialects. This can assist them to make meaningful connections between their home languages or dialects and Standard Australian English. For students for whom Auslan is their first language, this should include a variety of signed texts, which may be live or recorded. Students whose first language or home language is Aboriginal English may be considered EAL/D learners.

These students bring a richness of linguistic capital and experiences which should be valued so that all students can be active agents in their engagement with texts.

It is important to provide the opportunity for students to respond to and create texts using their preferred communication techniques and systems. This may include assistive technology and augmentative and alternative communication (ACC) systems, such as:

* gesture
* signing[[2]](#footnote-3)
* real objects
* photographs
* pictographs
* pictograms
* texts with enlarged print
* audio books
* braille
* speech-to-text and text-to-speech applications
* digital technology.

1. The term ‘narrative’ refers to an account of events or related experiences that can be real or imagined. [↑](#footnote-ref-2)
2. Reference to signing as an augmentative and alternative communication method typically refers to Key Word Sign. [↑](#footnote-ref-3)