

## The reading matrix

The reading descriptors focus on complexity of text rather than reading behaviours. To achieve a particular stage, the student must be able to read texts of similar complexity with a high level of comprehension. They must demonstrate competence in decoding, making meaning and thinking critically.

	Topic development	Language structures	Vocabulary	Layout	Examples can be found in the ELLP booklets:
<b>Foundation stage</b>	<ul style="list-style-type: none"> <li>– Texts are very short. They contain one or two simple ideas and use a lot of repetition.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain single words or short sentences, usually in the subject–verb–object order.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use repeated high-frequency words and some words that are lower frequency and topic-specific, and that are strongly supported by the context.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts have only a few words per page and are well supported by illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 1–4, pages 22–23</li> <li>– Years 5–8, pages 22–23</li> <li>– Years 9–13, pages 22–23</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>– Texts are short and often present ideas in a simple sequence.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain simple and <b>compound sentences</b> with a variety of sentence beginnings. There are usually no more than two <b>clauses</b> per sentence.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use varied high-frequency words and some words that are lower frequency and topic-specific, and that are strongly supported by the context.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts have about three sentences per page and are well supported by illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 1–4, pages 24–31</li> <li>– Years 5–8, pages 24–31</li> <li>– Years 9–13, pages 24–31</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>– Topics are developed in more depth and assume more background knowledge.</li> <li>– Text types are more varied: they may be reports, arguments, procedures, explanations, recounts or mixtures of these.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain simple, compound, and some complex sentences. Sentences are sometimes expanded with <b>prepositional phrases</b> or other structures.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use varied high-frequency words and some words that are lower frequency and topic-specific or <b>technical</b>, and that should be clear from the context.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts have several sentences or short paragraphs per page and may be supported by illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 1–4, pages 30–35</li> <li>– Years 5–8, pages 30–35</li> <li>– Years 9–13, pages 30–35</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>– Topics are developed to more complex levels in a variety of ways, using connectives to signal the relationship of ideas (eg, cause and effect or sequence).</li> <li>– Texts may interweave more than one text type.</li> <li>– Comprehension requires more inference.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain a variety of sentence types, some of which may be more complex. They may include <b>passive constructions</b> and direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use some lower frequency and technical words that are not easy to infer from the context.</li> <li>– They may use some <b>idiomatic</b> language.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts are arranged in paragraphs and may be supported by diagrams, illustrations or photographs.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 5–8, pages 34–41</li> <li>– Years 9–13, pages 34–43</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>– Topics are developed in great depth and may be very technical.</li> <li>– Texts may include many different time settings or multiple voices.</li> <li>– Texts may interweave more than one text type.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts include a variety of sentence structures. They may include embedded and <b>relative clauses</b> and passive constructions.</li> <li>– Each sentence may contain several concepts.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use low-frequency words and technical vocabulary.</li> <li>– They may use similes, metaphors and idiomatic language without explanation.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts are arranged in paragraphs and may use subheadings.</li> <li>– There may be no illustrations, or there may be some that require high-level interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 9–13, pages 40–51</li> </ul>