

## How are the reading and writing frameworks related?

Reading and writing are reciprocal activities that both use written language<sup>1</sup>. What students know about writing informs what they learn in reading, and what they learn in reading flows into their developing knowledge of writing. Accordingly, there are close connections between the aspects of the reading and writing frameworks, and each of the seven aspects in the reading framework is closely related to one of the aspects of the writing framework.

### **R** Making sense of text: using a processing system

### **W** Writing meaningful text: encoding

These progressions focus on the students' development of knowledge and strategies in order to understand written text, and how they use their developing expertise to convey meaning in writing.

In **reading** students make sense of text using information from a range of sources (both within the text and their background knowledge). They use strategies to monitor their understanding and take action if this breaks down. As their expertise develops they can read an increasing range of texts with more independence, fluency, awareness, and control over their repertoire of strategies.

Encoding and spelling are the same thing: they both describe a writer's recording of the words they want to use in their **writing**. Initially, students focus most of their energy into using the code, but as they develop their expertise, they are able to use more of their cognitive resources to convey meaning. This includes applying their knowledge of how words work as well as being able to draw on an expanding memory bank of high-frequency words.

### **R** Making sense of text: using knowledge of text structure and features

### **W** Writing meaningful text: using knowledge of text structure and features

These progressions focus on a text's structure, its visual features (e.g. headings, illustrations, diagrams), and its language features (e.g. punctuation, voice and register, use of cohesive devices). The frameworks include both continuous and non-continuous texts, because these two different types of text often appear together. Continuous texts are typically composed of sentences and organised into paragraphs, sections, chapters, and books. Non-continuous texts include things like charts, graphs, tables, diagrams, maps, and information sheets.

In **reading** students use their knowledge of these features to navigate and understand texts, which is particularly important when considering how well students engage with digital or online texts.

In **writing** students develop their expertise in selecting and using these features.

### **R** Making sense of text: vocabulary knowledge

### **W** Writing meaningful text: vocabulary

These progressions focus on students' vocabulary knowledge as they move from using words that are in their oral language to more academic words, and words that express abstract concepts.

In **reading** students initially draw on their oral vocabulary, then progress towards using a wide range of strategies when making meaning from complex texts.

In **writing** students use words that are in their oral vocabulary and progress towards using words from multiple sources. Students become more precise in being able to select and use vocabulary that is specific to particular areas of the curriculum.

**R Making sense of text: reading critically**

**W Writing meaningful text: creating texts to influence others**

These progressions focus on how writers influence readers.

When **reading**, students become increasingly aware of how writers deliberately select language and text features, as well as content, to shape the way they respond to particular ideas or information. This is an important aspect for students' use of digital texts, in terms of their awareness of being positioned by an author for example, how well they apply critical thinking skills to detect bias.

When **writing**, students develop their knowledge of how to make maximum impact on their audience by choosing appropriate structures and features, and controlling the language, and are increasingly able to use this effectively and independently.

**R Reading to organise ideas and information for learning**

**W Using writing to think and organise for learning**

These progressions focus on how students use their **reading** and **writing** to clarify, develop, and organise their ideas and to handle information as they learn across the curriculum.

When **reading**, students develop their expertise in selecting, organising, classifying and analysing the content they need for a variety of curriculum tasks.

When **writing**, students develop their ability to use their writing to clarify and develop ideas and reflect on their learning. They develop expertise in selecting, collating, recording and organising information for a variety of curriculum tasks.

**R Acquiring and using information and ideas in informational texts**

**W Creating texts to communicate current knowledge and understanding**

These progressions focus on informational texts.

As they move through their schooling students become increasingly dependent on their **reading** to locate ideas and information in a wide range of print and digital texts. Students evaluate the ideas and information in terms of their curriculum-related reading purpose, and use the information to answer specific questions. The texts they are expected to read become more specialised and abstract.

From the start of schooling, students use their **writing** to demonstrate their knowledge and understanding about topics and themes from across the curriculum. As they develop their writing expertise, they become more adept at revealing what they know, selecting and using text features including text structure and language features that are increasingly topic- or subject-specific. It is important that students can clearly convey their understanding in written form.

**R Reading for literary experience**

**W Creating texts for literary purposes**

These progressions focus on students **reading** and **writing** literary texts such as narrative fiction, poems and plays. This is the traditional domain of English, and is about reading for pleasure, or to be entertained, and also to grow our understanding of people, societies, and culture.

When **reading**, students develop their expertise in interpreting and responding to ideas, information, and experiences in literary texts.

When **writing**, students develop their expertise in creating different types of texts that express their experiences and ideas, evoking a response in their audience with increasing effectiveness. Students develop their expertise in interpreting and responding to ideas, information and experiences in literary texts.

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<sup>i</sup> Clay, M. M. (1993). Reading Recovery: A guidebook for teachers in training. Portsmouth, NH: Heinemann.