

SYNTHESIS MATRIX

Supports *Think Aloud*, *Explicit Instruction* & *Assessment Capable Learners* | Examples of learning tools for learners are in [blue](#).

Definition - Bringing together different pieces of information to summarise a text, draw conclusions or develop an opinion with evidence.

ENGLISH CURRICULUM PHASE / LEVEL	POSSIBLE PROGRESS OUTCOME(S)	SKILL	TEACHING SEQUENCE 'What to Teach (& learn) Statements'	PATHWAYS INTO 'HOW TO TEACH'	ACTIVITIES TO BUILD LEARNER INDEPENDENCE
Phase 1 (Years 0-3)	UNDERSTAND Language and literature give us insights into ourselves and others.	COMPREHENSION SUMMARISING AND DRAWING CONCLUSIONS CONNECTING AND RESPONDING	DURING THE FIRST SIX MONTHS SUMMARISING AND DRAWING CONCLUSIONS identify the main event in texts that entertain and the main topic or idea in texts that inform,	Thinking aloud and modelling during shared / small-group reading: Teaching example.. "When you read I was thinking: What isfeeling? I know how that feels like when I Have you ever felt this way? So I can really understand what ... felt. I think that's the big idea the writer of this story wants us to think about - that people feel sad when others are unkind to them." At the end of this story, I was thinking we can learn a lesson from what happened to....? What do you think that lesson was?	Example Guided Lesson
	KNOW Ideas within, across, and beyond texts		DURING THE FIRST YEAR SUMMARISING AND DRAWING CONCLUSIONS retell the key details from a text in response to prompting questions (e.g., who or what)		
	DO Comprehending and creating texts		DURING THE SECOND YEAR SUMMARISING AND DRAWING CONCLUSIONS identify the key message or idea in a text, and retell the key details of the text in response to sequence questions (e.g., what happened? When did it happen? Who did it happen to? what happened next?) CONNECTING AND RESPONDING identify connections between the ideas expressed in texts and their own knowledge of topics and other texts, their experiences, and their knowledge of the world	So I am thinking the writer made..... a hero! Do you agree or disagree? Is also a hero in the story That we read yesterday? Why?	
			DURING THE THIRD YEAR SUMMARISING AND DRAWING CONCLUSIONS identify the central message or main idea in a text, and provide the key details in sequence, beginning to use paragraphs as a structural guide to identify the main ideas CONNECTING AND RESPONDING discuss differences and similarities in how texts are interpreted or viewed		

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Phase 2 (Years 4-6)	UNDERSTAND Language and literature give us insights into ourselves and others.	COMPREHENSION SUMMARISING AND DRAWING CONCLUSIONS MAKING CONNECTIONS AND INTERPRETING PERSPECTIVES	DURING YEAR 4 SUMMARISING AND DRAWING CONCLUSIONS make use of identify the central message or main idea in a text and provide the key details in sequence, explaining how the details support the main idea or message MAKING CONNECTIONS AND INTERPRETING PERSPECTIVES make connections within and between texts, and with their own knowledge, experiences, and cultural understandings, to discuss differences and similarities in how the texts are interpreted or viewed	Thinking aloud and modelling during shared / small-group reading: Teaching example... - “Let’s just stop there because when you were reading that last sentence I was thinking in my head, that is the big idea of the story.... What makes it a big idea?” - When we learned about how did we understand more about? - At the end, I was thinking is tied to the big idea we found earlier (names idea). How does the ending also show our main idea of - I am thinking, these big ideas are both important because they tell us about what the writer/author wants to say. What message do you think the author is telling us?	Example learning tool - (independent practice: uses a venn diagram to label the main ideas - circles - including evidence of importance and any connections (overlap). Outside the diagram could represent the context or examples “beyond the texts)
	KNOW Ideas within, across, and beyond texts		DURING YEAR 5 SUMMARISING AND DRAWING CONCLUSIONS identify the central message or main idea in a text and provide the key details in sequence, explaining how the details support the main idea or message MAKING CONNECTIONS AND INTERPRETING PERSPECTIVES make connections within and between texts, describing how the ideas in texts connect with their own topic knowledge, lived experiences, cultural knowledge, values, and practices		
	DO Comprehending and creating texts		DURING YEAR 6 SUMMARISING AND DRAWING CONCLUSIONS identify the central message or main idea in a text and provide the key details in sequence, explaining how the details support the main idea or message MAKING CONNECTIONS AND INTERPRETING PERSPECTIVES make connections within and between texts, explaining how the ideas in texts connect with their own knowledge, lived experiences, cultural knowledge, values, and practices, considering the interpretations and ideas of others AND share opinions about how topics are addressed in texts and how messages are conveyed, providing evidence from the text and their prior knowledge to support their opinions		

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Phase 3 (Years 7-8)	UNDERSTAND	COMPREHENSION SUMMARISING AND DRAWING CONCLUSIONS MAKING CONNECTIONS AND INTERPRETATIONS	DURING YEAR 7 SUMMARISING AND DRAWING CONCLUSIONS identify the main ideas and supporting details in texts, and draw conclusions that are well supported by evidence from the text summarise the themes of a text, and show how the author has developed it by providing a main idea, supporting details, and a conclusion MAKING CONNECTIONS AND INTERPRETATIONS explain how the ideas expressed in texts connect to experiences, skills, and knowledge › notice cultural elements (e.g., values, rituals, ceremonies, symbolism, art, and dance) that are represented in a range of texts and explain how these elements help communicate meaning › use evidence from a text, together with prior knowledge, to make interpretations of the text, drawing on other texts for comparison › acknowledge and build on others' ideas, respectfully challenging other students' interpretations	Reviewing students' recorded think aloud: Teaching example... - When you read I was thinking this provides more detail about That makes it a supporting idea? Can you think about any further details that support this idea further? - When you read this first sentence of the second paragraph I thought, that is another main idea. Why do you think it's a different main idea? How is it different from the one you found earlier, in the first paragraph? - "Now that we have watched each of your recordings, I noticed that all of these texts have the same topic...." "How is the term 'topic' different from 'main idea'?" - "When I read about ... I was thinking the people in both texts faced similar experiences but with different outcomes? What cause and effect connections can we make?" "So how is the cause similar, but the effects are different?"	Example Non-fiction : learning tool Example fiction learning tool (independent practice: uses a hierarchy chart for students to record the main idea and supporting details which can be grouped)
	KNOW Students know that decoding, self-correction, and drawing on their wider knowledge are central to successfully reading texts. They know that texts have a variety of forms, genres, structures, styles, and features which shape their meaning. Students know that texts are composed for particular purposes and audiences and can be interpreted		DURING YEAR 8 SUMMARISING AND DRAWING CONCLUSIONS compare, evaluate, and synthesise the main ideas and themes within and across texts to build meaning › draw conclusions about themes or topics that are well supported by evidence from the text MAKING CONNECTIONS AND INTERPRETATIONS explain how the ideas expressed in texts connect to experiences, skills, and knowledge › notice cultural elements (e.g., values, rituals, ceremonies, symbolism, art, and dance) that are represented in a range of texts and explain how these elements help communicate meaning › use evidence from a text, together with prior		

	differently by different people. They know that interpretations of a text must be backed up by textual evidence. DO Students know how to read increasingly complex texts accurately and expressively by drawing on their decoding and self-correction skills and their wider knowledge. While reading a text, they know how to monitor their comprehension, make inferences, and identify key ideas or messages. They know how to identify and discuss the effects of different textual forms, genres, structures, styles, and features on an audience. They know how to identify an author's purpose, and how to provide evidence from a text to support an interpretation of the text.		knowledge, to make interpretations of the text, drawing on other texts for comparison › acknowledge and build on others' ideas, respectfully challenging other students' interpretations		
Phase 4 (Years 9-10)	UNDERSTAND KNOW Students know that decoding, self-correction, and drawing on their wider knowledge are central to successfully reading texts. They know	MAKING CONNECTIONS AND INTERPRETATIONS	MAKING CONNECTIONS AND INTERPRETATIONS Year 9 connections can be made between a text and other texts, personal experiences, and the wider world › personal responses to a text and interpretations of it are valuable and should be supported by evidence from the text Year 10 identify and explain connections between a text and other texts, personal experiences, and the	Reviewing students' recorded think aloud: "So when we read I was thinking the idea of Is being developed further by the author because" "Are there any other connections you noticed?" "So on my graphic organiser I would fill in the link box to explain the connection between the idea of and the character"	Example learning tool CAA example: Synthesis Grid

	that texts have a variety of forms, genres, structures, styles, and features which shape their meaning. Students know that texts are composed for particular purposes and audiences and can be interpreted differently by different people. They know that interpretations of a text must be backed up by textual evidence.		wider world › support connections and interpretations with specific evidence from a text	“I am also thinking it’s not only what the character says but what they do. What events involving this character deepen our understanding of the idea? Let’s write them here....” “So I am noticing that is another detail about Do you think this detail deepens the idea further or provides new information we didn't know before?” “When we read this I remembered the video we watched at the start of the week. Are the main ideas connected in any way, for example, by topic? How is the main idea in this text different (similar) to the context (e.g. place; person) in the previous text?” “I notice that the mood has changed. What language has the author used to affect that change?”	
	DO Students know how to read increasingly complex texts accurately and expressively by drawing on their decoding and self-correction skills and their wider knowledge. While reading a text, they know how to monitor their comprehension, make inferences, and identify key ideas or messages. They know how to identify and discuss the effects of different textual forms, genres, structures, styles, and features on an audience. They know how to identify an author’s purpose, and how to provide evidence from a text to support an interpretation of the text.				

Phase 5 (Years 11-13)	UNDERSTAND			Reviewing students' recorded think aloud:	Example learning tool
	KNOW			“When you read a description of the character, I recalled that the other text also uses metaphor. Each of these characters are being compared to something fantastical”	
	DO			“ I am thinking time has been used by both authors to show certain historical biases about “	
				“I noticed that you haven’t mentioned a symbol both texts use to show” “ The symbolreminds me of a major conflict going on in the world right now....”	