

FSKRDG007

**Read and respond to simple
workplace information**

Release 1

Learner guide

Aspire Version 1.1



Updates by Jan Hagston

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Your details	
Name:	
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Start date:	

If you are working, write the following information:

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Email:	

Trainer to complete:

Registered Training Organisation (RTO)	
Name:	
Address:	
Postal address (if different):	
Phone:	
RTO contact name:	
Mobile:	
Email:	

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Before you begin

This learner guide is based on the unit of competency *FSKRDG007 Read and respond to simple workplace information*, Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you do not understand something, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help . 
Learning checkpoints	Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learnt	At the end of the learner guide, there is a list of what you have learnt. You can use this to check if you are ready for the final assessment.

Words to remember

As you read the learner guide, use this section to write down words you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

Word	What it means



Your story

Today is your first day working at Seagrass High School.

When you arrive at the school, Rebekah meets you and shows you where you will be working. Rebekah is your supervisor. She introduces you to Jamie, Linda and Lee, who will work with you in the office. Rebekah talks to you about the tasks you will be doing.

Tasks are things you do to complete your job. You will read and reply to emails, update information on the computer, and do general tasks in the office.

Watch this video about your role at Seagrass High School.



Your tasks

Learn about your tasks below.



Read and reply to emails.

Read emails that come to the office and send replies.



Enter information into the computer.

Update rosters, school forms and student information.



Day 1

At Seagrass High School, a lot of different workplace information is used. Workplace information tells you important things about the place where you work.

Workplace information is different depending on where you work. For example, a grocery store has different workplace information from a restaurant. Workplace information at Seagrass High School is about the school.

In a workplace, there are different types of written information.

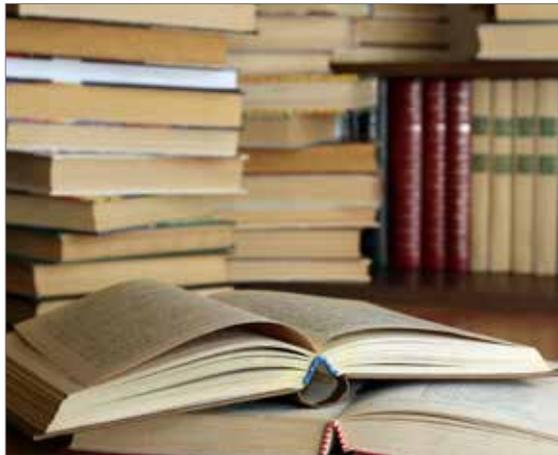
A piece of written information is called a text. You will read different types of texts at work every day.

Identifying the purpose for reading

There are different reasons for reading a text at work.

You might read to:

- Find information; e.g. from a timetable
- To learn how to do something; e.g. instructions
- To find where something is; e.g. a map
- To know what to write on a form; e.g. an incident report
- To find out about something; e.g. a notice
- To know if something is dangerous; e.g. a warning sign.



Finding the right text for a task

There are lots of different texts at work. You need to choose the right one to complete a task. You should think about the reason for reading a text. This will help you choose the right text.

For example, at Seagrass High School, a parent emails the school asking for the date of the school athletics day. You need to read a text so that you can find the information. The school timetable gives you information about the dates of school events. You find the date on the timetable and reply to the email with the correct information.



Audience and purpose

Every text has a purpose and an audience. The purpose is the reason for the text. The purpose of a text could be to:

- Inform
- Explain
- Request
- Instruct
- Warn or prohibit
- Persuade
- Describe.

The audience is who the text is written for. If you send an email to your co-worker Lee, she is the audience of the email.

The audience of a text at Seagrass High School could be the:

- Teachers
- Students
- Parents
- Office staff
- School visitors.



Text structure

A text has a structure that organises the information in a certain way. The structure makes the information easier to read and understand. Different structures are used for different types of texts. For example, a notice will have a different structure to a timetable.

You will find out more about the structure of different types of texts when you read about the different text types.

Text features

Different types of texts use different text features. Text features make a word look different from the words around it. Text features can add extra meaning to a word or show that the word is important. They can help the person who is reading the message understand it better. For example, if a word is in **bold**, you know that it is an important word.

Some examples of text features are:

- Capital letters
- Highlight
- Underline
- Bold
- Italics
- Lines for writing text on
- Text fields (boxes to write information in).

There is more information about text features in the section on text types.

Types of texts

In the workplace, you will need to read different types of texts. Different types of texts have different uses. At Seagrass High School, Rebekah tells you about the different types of texts you need to read.

Here are some types of text used at the school:

- Messages
- Emails
- Notices
- Procedures and instructions
- Forms
- Diagrams
- Floorplans
- Maps
- Timetables or shift rosters
- Tables and charts



Messages

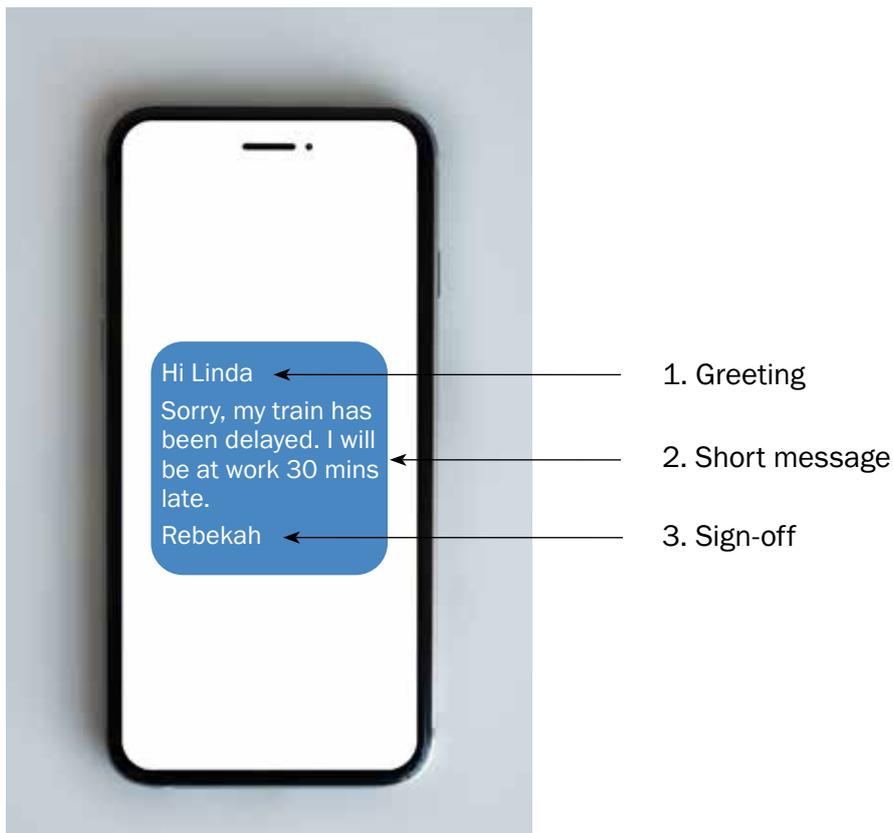
Messages contain information that is intended for a specific person or group of people. Messages come in two forms:

- Digital
- Print



Digital messages

A digital message can be sent in a messaging app or with SMS on a mobile phone. An SMS is often called a 'text'. A digital message is read on a digital device such as a mobile phone, tablet or laptop.



Structure

Digital messages are usually short and direct. They have a greeting, a simple message and a sign-off. Sometimes people just write the short message and leave out the greeting and sign-off.

Text features

Digital messages sometimes use abbreviations (short versions of words). In the example above, Rebekah used 'mins' for the longer word 'minutes'.

Here are some common abbreviations used in messages in the workplace.

Abbreviation	Full word
Mon, Tues, Weds, Thurs, Fri, Sat, Sun	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
St, Rd, Ave, Ln, Dr	Street, Road, Avenue, Lane, Drive
Appt	Appointment
Dept	Department

Sometimes people use emojis when writing text messages to show how they are feeling. Here are some examples:



You would only use emojis in workplace messages if you knew the recipient well and it was appropriate to do so.

Purpose

The purpose of a digital message is to share simple information.

Audience

The audience of the digital message is the person who receives the message. In the example on page 10, Linda is the audience. Rebekah sent Linda the message.

Print messages

Depending on where you work, messages may be written on a message pad. A message pad has some information printed on it already. The pad has space for more information to be written.

Here is an example of what a message pad looks like:

For Rebekah ← Who the message is for

Date 28/3/20 Time 9:30 A.M. P.M. ← Date and time when the message is taken

WHILE YOU WERE OUT

M Gerry Tan ← Who the message is from

Of Willington Secondary College ← Contact details

Phone 9571 0110

Fax _____

Mobile _____

Area Code	Number	Extension
TELEPHONED	✓	PLEASE CALL
CAME TO SEE YOU		WILL CALL AGAIN
WANTS TO SEE YOU		URGENT
RETURNED YOUR CALL		SPECIAL ATTENTION

Message Please call back about interschool sport on Fri. ← Message information

Signed _____

Structure

There are two main sections in a print message. The first part details who the message is for and who left the message. The second part is the information for the person receiving the message.

Text features

This type of message is usually handwritten. The writer may use some abbreviations (short versions of words) like with the digital message.

Purpose

The purpose of a digital message is to share simple information.

In the example above, the purpose is to give information to someone who was unable to take a phone call or meet a person.

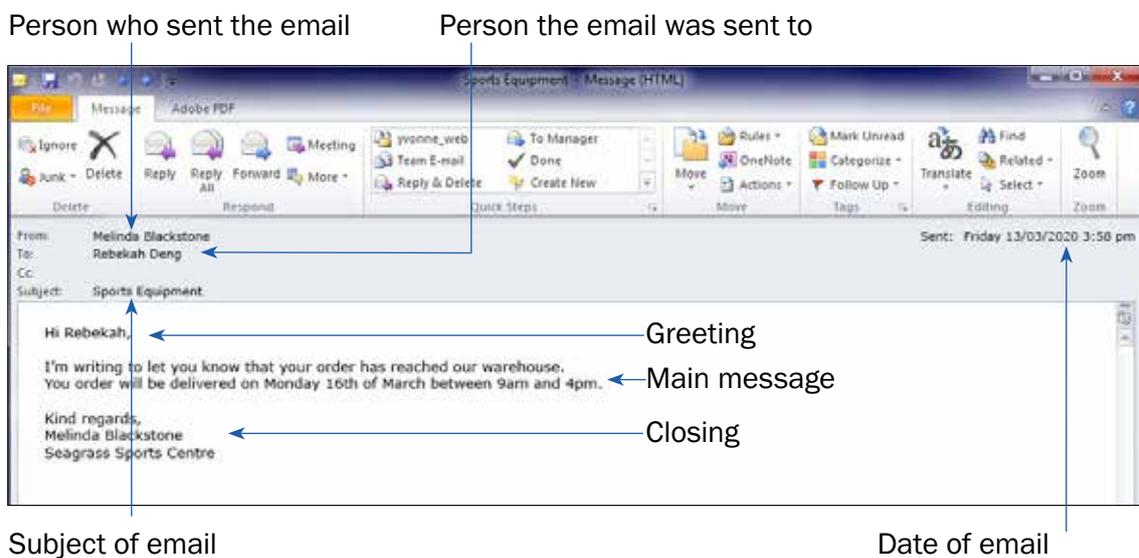
Audience

The audience is the person receiving the message. In the example above, the audience is Rebekah.

Email

An email is an electronic way to send messages and letters using your computer. Emails can be sent to one person or to more than one person. An email has information fields. The information fields are blank spaces to type in information.

Here is an example of what an email looks like:



Structure

The top of the email has the message details. These include:

- **From:** who sent the email
- **Sent:** when the email was sent
- **To:** who the email was sent to
- **Subject:** what the email is about

The second part of the email has the message. This includes:

- **Greeting:** this is always at the start of the message; e.g. Hi Rebekah, Dear Rebekah, etc.
- **Main message:** this is the information that the sender wants to tell you

- **Closing:** the sender closes the email by writing a sign-off (e.g. Kind regards, Thanks very much, Yours sincerely, Best wishes). They also write their name and sometimes include their organisation and contact details.

Text features

Emails can use:

- **Bold**, *italics* and underline to make the words stand out
- Bullet points to put ideas into a list. For example:
 - Bullet point 1
 - Bullet point 2
 - Bullet point 3
- Coloured fonts to make words stand out
- Headings to make the email easier to read

Purpose

The purpose of an email is to share information. In the example above, the purpose of the email is to share information about an order for sports equipment.

Audience

The audience of an email is the person receiving the email. Sometimes, an email is sent to more than one person.

In the example above, Rebekah is the audience. The email is written to her.



Notices

Notices contain specific information. The information may contain details of a meeting, which includes the date and time of the meeting, and who should come to the meeting. Notices can be sent to individual people, placed on a wall in a public place, or printed in a newspaper, magazine or newsletter.

For example, at Seagrass High School, a notice saying that basketball has been cancelled this week needs to be sent out.

Here is what the notice looks like:



Image

Sports Notice

Heading

Basketball training is **cancelled** for Tuesday 5 May.

It will start again on Tuesday 12 May.

Remember to bring your:

- basketball shirt
- drink bottle
- hat
- sunscreen.

Message

Structure

A notice can include the following:

- **Image:** shows people the subject of the notice. In the example above, the image is a basketball. This shows that the notice is about basketball training. Not all notices include an image
- **Title:** tells people what the notice is about
- **Message:** information for the person reading the notice. The message usually tells people when something will happen. The information is written in short sentences or bullet points, which makes it easy to read

Text features

A notice may be written using:

- Headings
- Paragraphs
- Bullet points
- Bold, italics or underlined words
- Images and graphics

Purpose

The purpose of a notice is to communicate information to a group of people. In the previous example, the purpose of the notice is to give people information about basketball training.

Audience

The audience of a notice is the group of people who are interested in the subject. In the example above, it is the people involved in basketball training.

Procedures or instructions

A procedure or an instruction is a set of steps that tell you how to do something and the way to do it. Procedures and instructions will be different depending on the workplace.

Structure

Procedures and instructions can have the following:

- **Title:** explains what the procedure is about
- **List of materials:** some procedures have a list of things you need to do the procedure
- **Steps:** explain what you need to do and are in order

Text features

Procedures and instructions may be written using:

- Headings
- Bullet points or numbers
- Bold, italics or underlined words
- Images and graphics

Purpose

The purpose of a procedure is to give instructions on how to do a task. In the example above, the purpose is to give instructions on the best way to wash your hands.

Audience

The audience of a procedure is the people who need to know how to do a task. In the example above, the audience is people working in health services who need to know how to wash their hands properly.

Example: Procedure

Here is an example of what a procedure looks like:



Title

Steps

Images

What a procedure or instruction is

Watch this video about procedures and instructions.



Forms

Forms are used to collect information about a subject, person or event. Information is placed into a 'field' or blank space on the form. The field is where you type or write the information. Forms may include the company name and the title of the form. Information to be filled in may include personal information, specific information and a signature. Forms may be completed online or printed out and filled in.

Here is an example of a form for when someone is hurt at work. It is an Incident Report Form.

Incident Report Form	
Personal Information	
Surname: <i>Deng</i>	First name: <i>Rebekah</i>
Title (Mr, Mrs, Ms, Miss): <i>Mrs</i>	
Address: <i>14 Sealock Ave, Bedingdale 3939</i>	
Details of the incident	
Date: <i>20/3/20</i>	Location: <i>Basketball Court</i>
Description of what happened: <i>Clare Kalinda tripped on a crack in the asphalt on the basketball court. She fell and grazed her elbow on the concrete.</i>	
Signature: <i>Rebecca Deng</i>	

Title

Section heading

Information in fields

Signature

Structure

Forms usually have the following:

- **Title:** tells you what the form is about or for
- **Sections:** some forms have separate sections with different types of information
- **Headings:** tell you what type of information is in the section
- **Information:** typed or written into fields (blank spaces)
- **Signature:** the bottom of a form usually has space for a signature. When a person signs a form, they are officially confirming that the information is correct

Text features

A form can have:

- Headings
- Fields (blank spaces where you type or write information)
- Lines
- Tick boxes (boxes with different options where you tick the option that applies to you)
- Words that you need to circle

Purpose

The purpose of a form is to record information. The example above records information about an incident that happened at Seagrass High School.

Audience

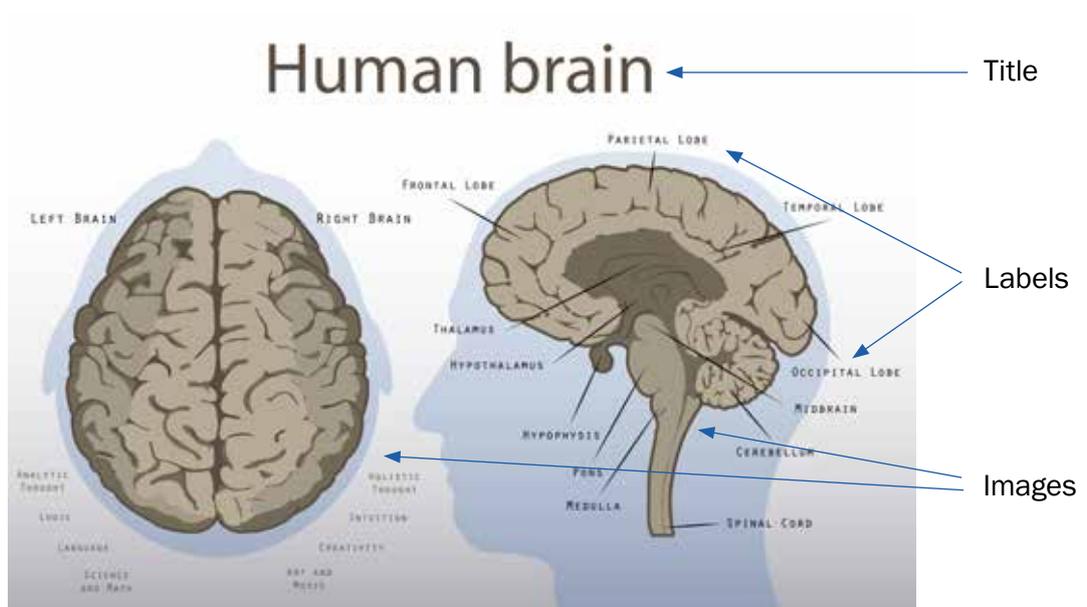
The audience of a form is the people who need to use the information written on the form. In the example above, a health and safety representative may use the information on the form to improve safety at the school.

Diagrams

A diagram is often used to show how something works. A diagram may be used to show the parts of something. Diagrams have simple words to explain the meaning of things shown in the diagram.

A diagram has a line from the image to the word or words that explain it. If you recognise the image, it will help you read the words that describe it.

Here is an example of a diagram:



Structure

Diagrams can have the following:

- **Title:** tells you what the diagram is about
- **Labels:** words that are connected by a line to a part of an image. Labels are used to give information. They are usually simple words, groups of words, or numbers. Labels are connected to an image by a line or an arrow

Text features

A diagram can have:

- Lines and arrows
- Bold, italicised or underlined words

Purpose

The purpose of a diagram is to show the parts of something or to help people understand how something works. The purpose of the previous example is to show people the parts of the brain.

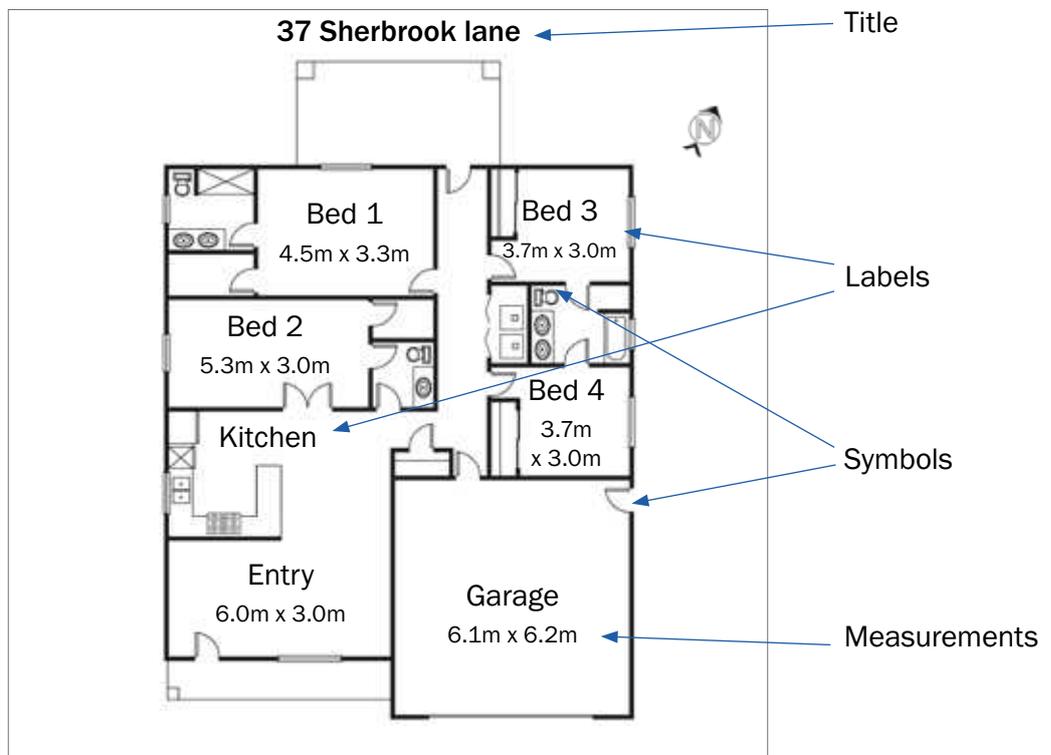
Audience

The audience of a diagram is people who want to know more about the topic of the diagram. The audience for the diagram above is people who want to learn about the brain.

Floorplans

A floorplan is a drawing of the layout of a building. Floorplans show where things are, such as the stairs, toilet and entrance doors. Floorplans may include words, numbers and symbols as additional information.

Here is an example of a floorplan of a house:



Structure

Floorplans have the following:

- **Title:** tells you what the floorplan is of
- **Symbols:** they show the position of walls, windows, doors, wardrobes, stairs and appliances
- **Labels:** names of rooms are written to show their position
- **Measurements:** floorplans often show the sizes of the rooms

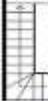
Text features

A floorplan can have words, abbreviations, numbers and symbols showing where items in the building are positioned.

Some common abbreviations used in floorplans include:

- AC – air conditioning
- BIR – built-in robes (wardrobes)
- WC – toilet
- ENS – ensuite bathroom
- ROW – right of way

Some common symbols include:

-  Toilet
-  Cooktop
-  Stairs
-  Window
-  Door

Purpose

The purpose of a floorplan is to show the layout of a building.

Audience

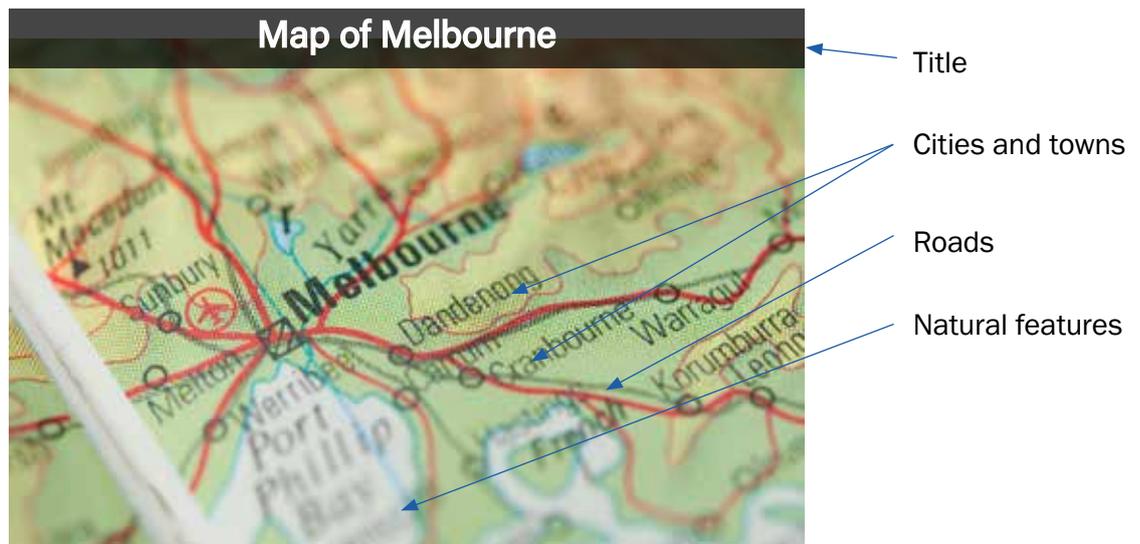
The audience of a floorplan is the people who need to know the layout of a building, such as people interested in buying a house.

Maps

Maps are drawings that show large areas of the world or small areas around you. Maps may have words and symbols on them. There are many kinds of maps. Often maps are used to:

- Find out how to get somewhere
- Find out where something is
- Work out how far away something is
- Work out where you are

Here is an example of what a map looks like:



Structure

Maps can have the following:

- **Title:** the place the map shows
- **Places:** on the map above, cities are shown with red dots. Maps can also show other places such as airports, train stations, shops and sports grounds
- **Roads:** on the map above, major roads are shown with yellow lines

- **Natural features:** the map above shows lakes, deserts and ranges

Text features

Maps use lines, colours and symbols to show the location of places. The names of places usually change in size depending on the size of the place.

Purpose

Maps are made for many different purposes. They can help people:

- Find the location of a place
- Measure distances between places
- Study different features of the Earth
- Plan where to place buildings and roads

Audience

The audience of a map will depend on the type of map. The audience is the people who are interested or need to know more about the place shown on the map. The audience of the map above might be people planning a holiday in Australia.

Timetables or shift rosters

Timetables are used to show what is happening at a certain time. Timetables show a list of times and what is going to happen at the time, such as an event. Timetables are arranged in the order that the events will take place. Timetables are used to show:

- When trains, buses or airplanes arrive and depart
- When events are on, such as a school class

Shift rosters are similar to timetables. Shift rosters show a list of times and the names of the employees who will work at those times. Shift rosters are arranged according to the hours in the day and days of the month. Shift rosters are used to show the:

- Start time of the shift
- Finish time of the shift
- Name of the person working the shift

Here is an example of a shift roster:

Roster from 3 August to 7 August					
	Monday	Tuesday	Wednesday	Thursday	Friday
	3 Aug	4 Aug	5 Aug	6 Aug	7 Aug
Employee					
Jack	PM 2.00–9.00	PM 2.00–9.00	PM 2.00–9.00	Off	PM 2.00–9.00
Sarah	AM 7.30–2.30	AM 7.30–2.30	AM 7.30–2.30	AM 7.30–2.30	AM 7.30–2.30
Frank	AM 11.00–6.00	AM 11.00–6.00	Off	AM 11.00–6.00	AM 11.00–6.00

Structure

Timetables and shift rosters have the following:

- **Title:** the dates the timetable or roster covers; e.g. roster from 3 to 7 August
- **Days and dates:** usually at the top of the timetable or roster
- **Name of person working or event:** e.g., Jack, Sarah, Frank
- **Times that the person worked or the event is happening:**
e.g. Jack worked from 2pm to 9pm on Monday 3 August

Text features

Timetables and rosters use tables with rows and columns to show information.

Purpose

Timetables and rosters are written to show when someone is working or when an event is taking place.

Audience

The audience of a roster is the people who need to know when they or other staff members are working. The audience of a timetable is the people who need to know when an event is happening.

Tables and charts

Tables and charts are ways of organising information so it is easy to read. Tables and charts may contain numbers, images and text.

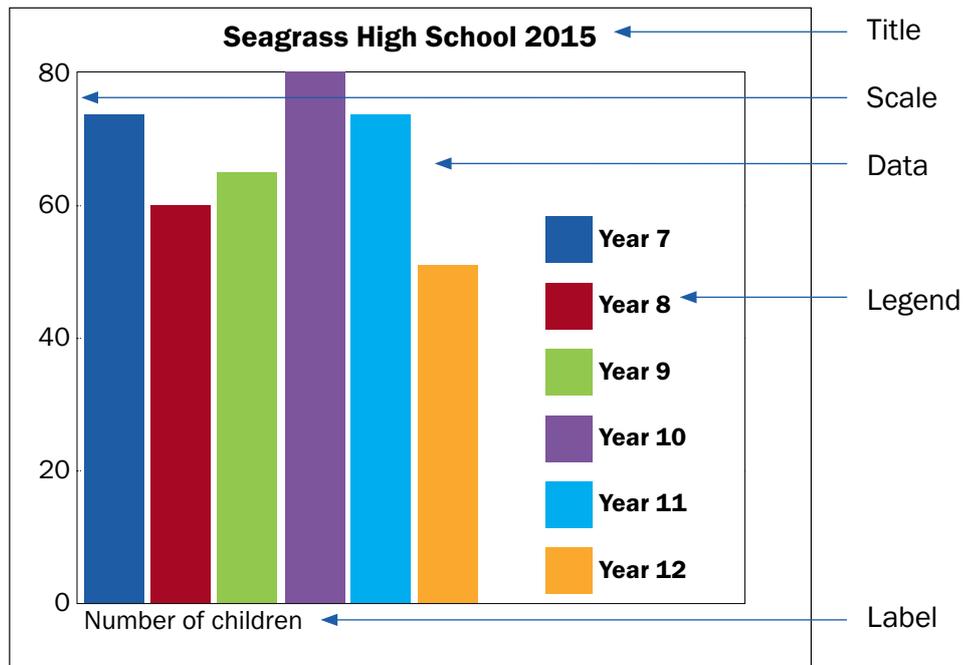
Tables and charts organise information vertically (top to bottom) and horizontally (left to right).

Here are two examples of the same information, first in a table and then in a chart.

Children at Seagrass High School	
School year	Number
Year 7	75
Year 8	60
Year 9	65
Year 10	80
Year 11	75
Year 12	50

Information in a chart

Here is the information from the previous table presented in the form of a chart.



Structure

Tables have:

- **Title:** what the table is about; e.g. children at Seagrass High School
- **Headings:** show the information in the rows or columns
- **Rows and columns:** the information in the rows and columns is connected

Charts have:

- **Title:** what the chart is about; e.g. Seagrass High School 2015
- **Scale:** how many of the item; e.g. 0–80
- **Data:** how many of something has been recorded; e.g. the height of the bars shows how many children there are in each year level
- **Legend:** what each colour represents
- **Label:** what is being measured; e.g. number of children

Text features

Tables:

- Can use bold, italics or underlined words

Charts:

- Numbers
- Lines, bars or dots
- Coloured or shaded areas

Purpose

Tables and charts are used to make data (recorded information) easier to read.

Audience

The audience of a table or chart is the people who need to understand data about a topic.

What has happened on Day 1

On your first day of work at Seagrass High School, you have learned about:

- Identifying the purpose for reading
- Finding the right text for a task
- Audience and purpose
- Text structure
- Text features
- Types of texts

Learning checkpoint: Day 1

1. What is the purpose of reading a message?
Tick the correct answer.
 - Find the location of a place
 - Find out information
 - Learn how to do a task

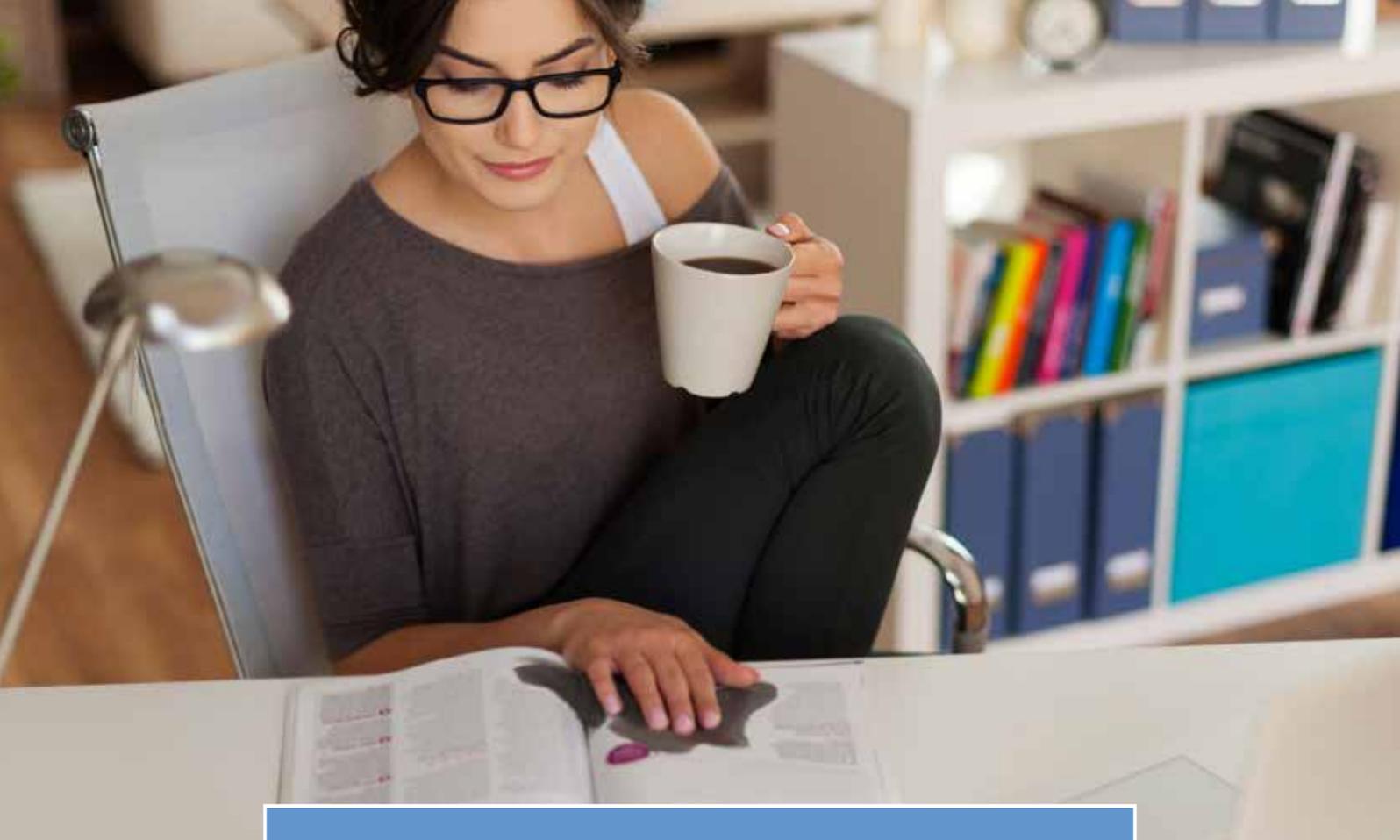
2. Which type of text would you read if you wanted to learn how to do something? Tick the correct answer.
 - Instructions
 - Notice
 - Form

3. What do you call a text that has fields where you need to enter information in? Tick the correct answer.
 - Form
 - Notice
 - Message

4. Which of the following responses best defines what the audience of a text is? Tick the correct answer.
 - Who the text is for
 - The reason for the text
 - The purpose of the text

5. Rebekah has asked you to send an email to the teachers at Seagrass High School. Who is the audience of the email that you will send? Tick the correct answer.
 - Rebekah
 - You
 - Teachers

6. What is the purpose of a form? Tick the correct answer.
- Record information
 - Make data easy to read
 - Share simple information
7. What do procedures contain? Tick the correct answer.
- Information fields
 - Steps
 - The start and end time of a shift
8. Identify what a diagram contains. Tick the correct answer.
- Labels and images
 - Steps
 - Tables



Day 2

Today, Rebekah talks to you about finding information while you are reading. It is important to be able to find the information you need.

Rebekah explains that, as part of your tasks, you will update information in the school database. The database stores information about the students at the school.

You will also reply to emails that ask for information about something at the school.

For example:

- Rebekah may need you to find information in another document for her
- A parent may email asking when an event is on at the school
- Jamie, Linda or Lee may ask you about a procedure that they need to follow

Rebekah talks to you about where to find the information you need within a text.

Finding information

When you are reading texts, there are different ways of finding information.

Ways to find information include:

- Skimming
- Scanning
- Using hyperlinks
- Reading horizontally
- Reading vertically
- Following arrows

Skimming

When you skim read, you do not read every word in the text. Instead, you may look at:

- **Headings:** set on their own line and may be bigger than the rest of the text
- **Pictures:** give you an idea about what this part of the text is about
- **First and last sentence of a paragraph:** tells you what the paragraph is about

Skimming helps you to find important information quickly.



Scanning

When you scan a text, you only look for the information you need.

For example, if you are looking for Sam Smith's telephone number on a list, you would scan for the letter 'S', because that is the first letter of the name.

If you are looking for information about how to change settings on the photocopier, you would scan the instructions for the word 'Settings'. If the information is arranged in the order of the alphabet, you would look under the letter 'S' and look for the word 'Settings'.



Using hyperlinks

A hyperlink is a word or a group of words in an electronic document that is linked to more information. Words, groups of words, pictures and numbers can be hyperlinked to another document or to a website.

This is what a hyperlink looks like: [Seagrass High School](#)



Reading horizontally

If you are reading a table, information may be found by reading horizontally.

This means that you read across the page, starting at the left side and reading towards the right side.

When information is in a table, the headings may be across the top of the table.

Here is an example of a table with a title, headings and information.

Number of children absent 13–17 July				
Monday	Tuesday	Wednesday	Thursday	Friday
10	12	3	5	8

The title is ‘Number of children absent 13–17 July’.

The information is the number of children away from school on each day of the week.

Reading vertically

Sometimes information needs to be read vertically. When you read vertically, you read from the top of the page to the bottom of the page.

In a spreadsheet, the information may be arranged vertically.

For example, if you want to know how many children were away from school on Thursday in Week 1 of February, you would look in the column that lists the days of the week. Read down the rows until you find the word 'Thursday'. To find the number of people, you would then read across into the 'Week 1' column and see that eight children were away from school on Thursday.

	A	B	C	D	E
1	Children absent from school				
2		Week 1	Week 2	Week 3	Week 4
3	Monday	10	12	20	10
4	Tuesday	12	15	18	18
5	Wednesday	13	18	8	12
6	Thursday	8	20	25	25
7	Friday	10	7	13	14
8					

Following arrows

Some information includes arrows. The arrows show you where to find information or the order in which the information should be read.



Reading workplace terminology

Words that are used in a certain workplace are called terminology. The terminology you use in the workplace may also be called 'workplace vocabulary'.

Different workplaces use different terminology. The terminology used in a store is different from the terminology used at Seagrass High School. Depending on where you work, there will be:

- Acronyms
- Abbreviations
- Technical terms
- High-frequency terminology



Acronyms

An acronym is a word that is formed from the first letter of a set of words. An acronym shortens a group of words into a group of letters, which forms another word.

For example, NASA is an acronym. The letters stand for National Aeronautics and Space Administration. You say 'NASA' as a word and don't say the letters individually.

QANTAS is also an acronym. The letters stand for Queensland and Northern Territory Aerial Services. You say 'QANTAS' as a word and don't say the letters individually.

Here is an acronym that is used at Seagrass High School:

Acronym	What it stands for
TAFE	Technical and further education

Abbreviations

Abbreviations are words that have been shortened. They contain the first letter of a word and some other letters, and then a full stop. For example, 'Aust.' for Australia.

Different workplaces use different abbreviations. Abbreviations may be used in messages. Here are some examples of abbreviations you may use at Seagrass High School.

Abbreviation	What it stands for
Mon.	Monday
Tel.	Telephone
Apr.	April
Min.	Minute
WHS	Workplace health and safety
ASAP	As soon as possible
FYI	For your information
No.	Number
PE	Physical education
ICT	Information and communications technology

You can use abbreviations in some workplace documents.

Whether you use abbreviations depends on the workplace and who the audience is for the document. For example, in a message to another staff member, it would be okay to use abbreviations.

If you were writing a letter or an email to a parent, it would be better to avoid using abbreviations. They may not understand the abbreviation, and it may make the document sound informal.

Technical terms

A technical term is a word used in a specialised area. Workplaces, such as a hospital or boat workshop, will use different technical terms. Here are some examples:

Fast
What it means: not to eat food Where it would be used: doctor's office
Loft
What it means: to make a full-size plan of a boat Where it would be used: a boat-building yard
Scan
What it means: to make a print document digital Where it would be used: school office
Mitre
What it means: to cut the edges of wood at an angle Where it would be used: furniture factory

High-frequency terminology

Terminology is a group of words that relate to a particular subject. Frequency is how often something happens. High frequency is when something happens very often. High-frequency terminology (or vocabulary) is when the same words are used very often.

Workplaces can have different terminology depending on the tasks and jobs done.

Here are examples of high-frequency words that may be used in workplace texts.

Word	Meaning
Policy	A document that outlines workplace rules
Attachment	An email attachment is when a file is included with the email
Employee	A person who is hired to do a job
Employer	A person or company that hires people to do a job
Meeting	When employees get together to talk about work
Occupational health and safety	Workplace safety
Pay slip	A record of what you earn and the tax you pay
Team	People who work together
Leave	Taking time off work for holidays, illness or to care for another person
Skills	Abilities that an employee has
Client	Someone who you provide with goods or services

Reading strategies

When reading information, you can use different strategies to help you identify what the information is about and help you understand it. You may use:

- Prediction skills
- Comprehension strategies
- Word-solving strategies
- Syntax and language patterns
- Vocabulary



Prediction skills

You use prediction skills when you use your previous experience to understand the information you are reading. You may recognise signs and symbols that you have seen before. You can predict what the information means because you already understand some of the signs and symbols.

Take note of the layout and the features of the text you are reading. If the text is in a procedure layout, you can predict the text will contain information about how to do something.

If the text is in a notice, you can predict the text will contain specific information for a specific group of people. For example, it may contain information about when choir practice will be held or what to do if there is an emergency at school.



Comprehension strategies

Comprehension is the ability to understand. You can use various strategies to help you understand what you are reading. Some strategies are listed below.

Find key words

Look for key words that will give you clues to what the information is about. Key words describe what the information is about. To help you understand the meaning of the information, circle the key words and find their meaning.

Chunk information

Chunking is separating the information into smaller parts. When separated into smaller parts, it is easier to understand, learn and remember.

Use textual cues

A textual cue is something that helps you work out what the text means. Textual cues may be:

Titles and headings: key words about the information

Bolding: shows important words

Images: visual information

Word-solving strategies

When you are reading, you may come across a word that you have difficulty with. Word-solving strategies can help you with this. Strategies include:

- **Phonemic:** thinking about the sounds in the word
- **Visual:** thinking about the way words look
- **Morphemic:** thinking about the meaning of the words



Phonemic strategies

You can use your knowledge of the sounds of letters to read words. 'Sounding out' a word can help you to recognise the word.

Sometimes, groups of two or more letters make certain sounds. Some letter groups make one sound. For example:

- **ch** – chop, chat, chair
- **th** – thin, this, that
- **sh** – shop, ship, should

Other groups of letters are blends. The letters blend together. For example:

- **br** – brick, broom, broken
- **cl** – clap, clip, close
- **dr** – drive, drink, draw

It is a good idea to use other word-solving strategies as well, because not all words can be sounded out. For example, the word 'eight' is difficult to sound out.



Visual strategies

Some words are used often. It is a good idea to be able to recognise these words when you see them.

You could use flash cards, write out the words or play word games to recognise these types of words quickly.

The table below includes a list of frequently used words.

a	and	he	I	in	is	it	of	that	the
to	was	all	as	at	be	but	are	for	had
have	his	him	not	on	one	said	so	they	we
with	you	about	an	back	been	before	big	by	call
came	can	come	could	did	do	down	first	from	get
go	has	her	here	if	into	just	like	little	look
made	make	more	me	much	must	my	no	new	now
off	old	only	or	our	other	out	over	right	see
she	some	their	them	then	there	this	two	up	want
well	went	were	what	when	where	which	will	who	your

Morphemic strategies

Morphemes are the smallest parts of words that have meaning. Thinking about these word parts can help you read words.

Prefixes and suffixes are morphemes. Understanding what they mean can help you with difficult words:

- A prefix is added to the front of a word to make a new word
- A suffix is added to the end of a word to make a new word

When you understand what the prefix and suffix mean, it will help you.

Here are some examples of prefixes.

re-	dis-	un-	semi-
Meaning: again	Meaning: opposite	Meaning: not	Meaning: half
Example: return	Example: disagree	Example: unfriendly	Example: semicircle

-ed	-ful	-s or -es	-en
Meaning: makes the word past tense	Meaning: full of	Meaning: more than one	Meaning: made of
Example: hopped	Example: careful	Example: books, boxes	Example: wooden

Syntax and language patterns

Syntax is the way words are put together in a sentence. Syntax refers to where verbs, nouns and adjectives go in a sentence.

Language patterns are how words are repeated. For example:

- If you are reading a recipe, each instruction may start with a verb
- If you are listening to a song, the chorus may be repeated after each verse

You may be able to:

- Predict the meaning of words by looking at the context of the word; this means that you read the sentence or the paragraph to understand the setting of the word
- Understand the meaning of the information by identifying adjectives, prepositions and pronouns
- Understand the meaning of a sentence by recognising the punctuation marks, as shown in the table below.

Punctuation mark	What it looks like	What it means when in a sentence
Question mark	?	The sentence is asking something
Comma	,	There is a pause when reading the information
Full stop	.	The end of a sentence

Vocabulary

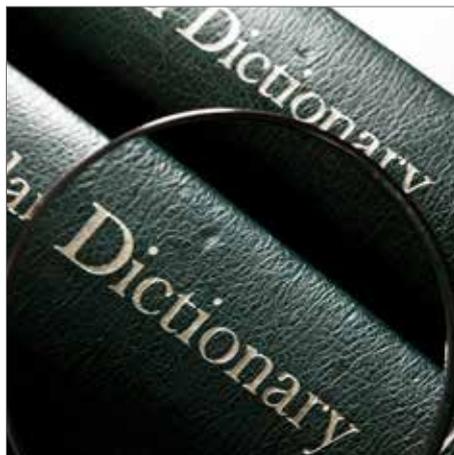
The words a person uses make up their vocabulary. If you know and use many words, you have a big vocabulary. Vocabulary is what we use to speak, listen, write and read. Depending on what information you are reading, there may be words (or vocabulary) you do not understand.

If you are reading a procedure at the Seagrass High School and there is a word you do not understand, then that word is not in your vocabulary.

Here is what you can do if you do not understand the meaning of a word.

If you do not understand the meaning of a word

- Look at the other words around the word you do not understand and see if they help you to work out the meaning.
- Use a dictionary to look up the word.
- Make a list of workplace words, abbreviations and acronyms and list the meanings next to them.



Familiar words

Some words change their meaning depending on how they are used. These words may be familiar words that you hear often. Even if the words are familiar, you need to pay attention to the context they are used in.

The context of a word is the other words or sentences that are around it.

For example, here is a sentence:

'Harry didn't feel like doing homework; he felt lazy.'

If you don't know what the word lazy means, look at the context. Look at the words in the first part of the sentence. The words in that part – *'didn't feel like doing homework'* – give you the meaning of the word 'lazy'.



Interpreting and analysing information

Interpreting and analysing means to understand more than just the words in the information. Interpreting and analysing means that you think about how the information is written.

The information may be written using:

- Formal and informal words
- The author's opinion
- Bias



Formal and informal words

It is important to know the difference between formal and informal language.

If a text is written using formal language, the text may be a notice, a procedure or serious information. It may be from someone that you do not know well. Formal language is polite, professional and often used in a work setting.

If a text is written using informal language, the text may be an SMS or a message from someone that you know well. The language used may be more casual and relaxed.

Here are examples of formal and informal language.

Formal language	Informal language
<ul style="list-style-type: none"> Do not enter the building until the firefighters advise it is safe to do so. 	<ul style="list-style-type: none"> Don't go in the building unless the firefighters say you can.
<ul style="list-style-type: none"> It is not necessary to notify your supervisor. 	<ul style="list-style-type: none"> You don't need to tell your supervisor.
<ul style="list-style-type: none"> I am going to be 15 minutes late. I will be there as soon as possible. 	<ul style="list-style-type: none"> C U in 15. Be there ASAP.
<ul style="list-style-type: none"> Jerry telephoned at 9.15 and requested that you return his call when you are available. 	<ul style="list-style-type: none"> Jerry phoned. He wants you to call him back when you can.

The author's opinion

An author is a person who has written something. If you write a message or letter, you are the author.

An author may write something that includes their opinion. An opinion is what someone believes, or their personal view. Opinions are often argued and discussed, as people may have different opinions about the same thing.

When you are reading text, it is important to know the difference between fact and opinion.

A fact is something that is real or truthful. Factual information contains details of what is real and actual.

An opinion is what someone thinks or believes.



Bias

Bias is a feeling about something or someone that is not based on facts or reason. A bias is when something is favoured or preferred over something else.

When you are reading information, an article that only presents one side of a situation is biased to that side. This is because it is only providing one point of view.



Checking what you have read

When you check your understanding, it means that you confirm you have understood the information correctly. In your workplace, you may confirm your understanding with the people you work with, or with your supervisor.

It is important to check that you understand the meaning of information correctly.

You may check your understanding by:

- Asking your supervisor for confirmation
- Asking the people you work with to explain it to you
- Using a dictionary to look up words you do not understand



Responding

Responding means to reply or answer. When responding to a text, it is important to know what response is needed and how the response should be given. Key words in the information can give you clues about the way you need to respond. Some examples follow.

Information about texts that can give you clues

When the text has sentences ending with a question mark (?), you are being asked a question and you will need to provide a response.

When the text has a word and a blank space beside the word, you need to put in some information.

When the text has numbers after the word 'Step', it means the text is a procedure or a set of instructions telling you how to do something.

Responding to texts

Watch this video to learn how to respond to texts.



Ways to respond

Here are ways that you can respond to a text:

- Record
- Inform
- Complete details
- Follow instructions
- Identify a location
- Read only



Responding to texts

Here are ways that you can respond to a text.

<p>Record</p>	<p>Record</p> <ul style="list-style-type: none"> • When working at Seagrass High School, you receive an email telling you about a meeting that is happening next week. Your response to the information is to record the date and time of the meeting in your diary. • When the work roster is put on the wall, you record the information in your diary. You are responding to the information you have read by recording information in your diary.
<p>Inform</p>	<p>Inform</p> <ul style="list-style-type: none"> • There are some texts that will need a response that includes information. You may need to send information to your supervisor or the people you work with. • For example, at Seagrass High School, Rebekah emails you asking for information about an event that is planned for the school. In your response, you send Rebekah information about the day and time of the event. • Your response is to inform.
<p>Complete details</p>	<p>Complete details</p> <ul style="list-style-type: none"> • Some forms require different information depending on the purpose of the form. When you fill out details on a Personal Information Form, you are entering information that is required in the information fields. • When you enter the details, you are responding to what is required on the form.

Follow instructions	<p>Follow instructions</p> <ul style="list-style-type: none"> Depending on where you work, you may need to follow instructions to do a task. The instructions may be written in a procedure that you need to follow, or be a set of steps that are about how to use a piece of equipment. When you follow the instructions, you are responding to what is written in the procedures or instructions.
Identify a location	<p>Identify a location</p> <ul style="list-style-type: none"> Depending on where you work, you may need to find a location on a floorplan. For example, when starting work at Seagrass High School, Rebekah gives you a floorplan of the school. You want to know if there is an exit door close to the office where you are working. You look at the floorplan to identify the location. When you read the floorplan and locate the information you need, you are responding to what is drawn on the floorplan.
Read only	<p>Read only</p> <ul style="list-style-type: none"> Some texts do not ask for a response. The information is only for you to read. This kind of text does not need a response. At the school, there is a poster on the wall of the office about an upcoming event. This information is only to be read. There is no response required.

Different responses for different texts

Watch this video to learn about different responses required for different texts.



What has happened on Day 2

On your second day of work at Seagrass High School, you have learned about:

- Finding information
- Reading workplace terminology
- Reading strategies
- Checking what you have read
- Responding to information

Learning checkpoint: Day 2

1. What is a hyperlink us for? Tick the correct answer.
 - Scan for information
 - Find more information
 - Skim information
2. What is high-frequency terminology? Tick the correct answer.
 - How to do things in your workplace
 - A set of instructions
 - Words that are used often in your workplace
3. Determine what a prefix is. Tick the correct answer.
 - Something added to the front of a word
 - A key word
 - Something added to the end of a word
4. Define what a reading strategy that helps you understand information is known as. Tick the correct answer.
 - Looking for key words
 - Looking at the punctuation
 - Sounding out
5. If you are unsure about the meaning of a word, what should you look at for context? Tick the correct answer.
 - The first word in the sentence
 - The words around the word
 - An opinion
6. Identify the skills that help you analyse and interpret information. Tick the correct answer.
 - Understanding familiar words in the information
 - Understanding the punctuation used in the sentence
 - Understanding if the information is fact or opinion

7. What is one way to check that you understand the meaning of information? Tick the correct answer.
- Respond to the information
 - Ask your supervisor for confirmation
 - Predict the information
8. When there is a question mark (?) at the end of a sentence, what do you need to do? Tick the correct answer.
- Complete details
 - Follow instructions
 - Provide a response
9. Your supervisor tells you that she would like to set up a meeting with your team and some staff members. Once you have interpreted this information, what would an appropriate response be? Tick the correct answer.
- Confirm with your supervisor what the meeting is about; then confirm the required attendees and notify everyone of the scheduled time for the meeting.
 - Read the email without responding, your supervisor will know you'll organise it when you can.
 - Look at your own schedule and determine if you have time for a meeting before agreeing.
10. The school librarian calls you and asks you to order some more printer paper, as the stock is getting low. How should you respond to this request? Tick the correct answer.
- Put it on your to-do list, you're very busy this week and it isn't urgent.
 - Wait until all the paper runs out.
 - Confirm with your supervisor the ordering process and supplier details, and then order the amount required.

What you have learned

Well done. Since you have started working at Seagrass High School, you have learned about:

- Identifying the purpose for reading
- Finding the right text for a task
- Audience and purpose
- Text structure
- Text features
- Types of texts
- Finding information
- Reading workplace terminology
- Reading strategies
- Checking what you have read
- Responding to information

You are now ready for the Final Assessment.