

Upfront Reading Success

Correlation with the
New Zealand Curriculum

English

ORAL LANGUAGE: LISTENING AND SPEAKING

Students should be able to:

- engage with and enjoy oral language in all its varieties;
- understand, respond to, and use oral language effectively in a range of contexts

ORAL LANGUAGE: ACHIEVEMENT OBJECTIVES

Listening Functions

Listening to Texts

Students should:

LEVEL 1	<ul style="list-style-type: none">• listen to texts
LEVEL 2	<ul style="list-style-type: none">• listen and respond to texts, recall the main ideas
LEVEL 3	<ul style="list-style-type: none">• listen to texts and recall and respond to the main ideas in an organised way
LEVEL 4	<ul style="list-style-type: none">• listen to texts, identify the purposes, and recall and respond to the main ideas in a well structured way

Listening Processes

	Exploring Language <i>In achieving the objectives of understanding oral language, students should:</i>	Thinking Critically <i>In achieving the objectives of understanding oral language, students should:</i>	Processing Information <i>In achieving the objectives of understanding oral language, students should:</i>
Levels 1 and 2	<ul style="list-style-type: none">• identify and use some commonly used verbal and non-verbal features in a range of texts	<ul style="list-style-type: none">• identify meanings in spoken texts	<ul style="list-style-type: none">• listen to and interpret information
Levels 3 and 4	<ul style="list-style-type: none">• identify language features and their effects in a range of texts	<ul style="list-style-type: none">• interpret spoken texts	<ul style="list-style-type: none">• select and interpret information.

WRITTEN LANGUAGE: READING AND WRITING

Students should be able to:

- engage with and enjoy written language in all its varieties;
- understand, respond to, and use written language effectively in a range of contexts.

WRITTEN LANGUAGE: ACHIEVEMENT OBJECTIVES

Reading Functions

Personal Reading

Close Reading

Students should:

Students should:

LEVEL 1	<ul style="list-style-type: none">• begin to read a range of written texts for enjoyment and information, beginning to use semantic, syntactic, visual and grapho-phonetic cues to gain meaning	<ul style="list-style-type: none">• respond to language and meaning in texts
LEVEL 2	<ul style="list-style-type: none">• read for information and enjoyment a range of written texts, making confident use of semantic, syntactic, visual and grapho-phonetic cues and the conventions of print, and predicting and self-correcting while clarifying ideas	<ul style="list-style-type: none">• respond to language, meanings and ideas in different texts
LEVEL 3	<ul style="list-style-type: none">• read independently, for enjoyment and information, different historical and contemporary texts, integrating reading processes with ease	<ul style="list-style-type: none">• understand language, meanings, and ideas and a range of texts
LEVEL 4	<ul style="list-style-type: none">• read independently, for enjoyment and information, a range of contemporary and historical texts, integrating reading processes and using a variety of reading strategies	<ul style="list-style-type: none">• understand language, meanings and ideas in a range of texts, relating purposes and audience

WRITTEN LANGUAGE: ACHIEVEMENT OBJECTIVES

Writing Functions

	Poetic Writing	Transactional Writing
	<i>Students should:</i>	<i>Students should:</i>
1	<ul style="list-style-type: none">• construct text with a variety of ideas	<ul style="list-style-type: none">• order instructions and events
2	<ul style="list-style-type: none">• construct texts on a variety of topics, shaping ideas in a number of genres, such as letters, poems, and narrative and making choices in language and form	<ul style="list-style-type: none">• construct and order instructions and explanations, event recounts
3	<ul style="list-style-type: none">• construct, edit and rework texts about a variety of topics in a range of genres, and using vocabulary and conventions, such as spelling and sentences structure, appropriate to the genre	<ul style="list-style-type: none">• construct and order instructions, explanations and factual accounts, sequencing ideas logically
4	<ul style="list-style-type: none">• form texts on a variety of topics, shaping, editing and reworking texts in a range of genres, expressing ideas and using appropriate language features and using conventions of writing accurately	<ul style="list-style-type: none">• construct texts, such as instructions, explanations and factual accounts, organising and linking ideas logically and making language choices appropriately

WRITTEN LANGUAGE: ACHIEVEMENT OBJECTIVES

Reading and Writing Processes

	Exploring Language <i>In achieving the objectives of understanding and using written language, students should:</i>	Thinking Critically <i>In achieving the objectives of understanding and using written language, students should:</i>	Processing Information <i>In achieving the objectives of understanding and using written language, students should:</i>
Levels 1 and 2	<ul style="list-style-type: none">• identify and use common conventions of writing and organisation of text which affect understanding	<ul style="list-style-type: none">• identify and express meanings in written texts	<ul style="list-style-type: none">• identify, retrieve, record and present information
Levels 3 and 4	<ul style="list-style-type: none">• identify and use the conventions, structures and language features of different texts	<ul style="list-style-type: none">• convey meanings in written texts	<ul style="list-style-type: none">• select, interpret and record information from a variety of texts

VISUAL LANGUAGE: VIEWING AND PRESENTING

Students should be able to:

- engage with and enjoy visual language
- understand, respond to, and use visual language effectively in a range of contexts.

VISUAL LANGUAGE: ACHIEVEMENT OBJECTIVES

Viewing and Presenting Functions

	Viewing	Presenting
	<i>Reading visual texts, including static images, students should:</i>	<i>Using static images, students should:</i>
LEVEL 1	<ul style="list-style-type: none"> respond to meanings and ideas 	<ul style="list-style-type: none"> present ideas using layouts
LEVEL 2	<ul style="list-style-type: none"> responds to meanings and ideas and identifies textual features 	<ul style="list-style-type: none"> use visual and verbal features to communicate ideas or stories
LEVEL 3	<ul style="list-style-type: none"> respond to meanings and ideas 	<ul style="list-style-type: none"> use visual and verbal features to communicate information and ideas
LEVEL 4	<ul style="list-style-type: none"> respond to meanings, identify the purpose for which the verbal and visual features are combined 	

Viewing and Presenting Processes

	Exploring Language	Thinking Critically	Processing Information
	<i>In achieving the objectives of understanding and using visual language, students should:</i>	<i>In achieving the objectives of understanding and using visual language, students should:</i>	<i>In achieving the objectives of understanding and using visual language, students should:</i>
Levels 1 and 2	<ul style="list-style-type: none"> understand that communication involves verbal and visual features which have conventionally accepted meanings 	<ul style="list-style-type: none"> show awareness of how words and images can be combined to make meaning 	<ul style="list-style-type: none"> view visual texts to gain information; use letter forms to present ideas

Levels 3
and 4

- identify important features of verbal and visual language and use them to create particular meanings and effects.
 - identify ways in which verbal and visual features can be combined for a particular purpose and audience
 - view and use visual text to interpret information
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