

BRAINtastic! Reading Success

Correlation with the

Australian Capital Territory Syllabus

English

Early years of schooling

(Preschool to Year 1)

Literature texts

BRAINtastic! Reading Success uses literature in the early years of schooling that draws on stories, poems, and fiction and non-fiction texts from a variety of settings. Students are given the opportunity to explore and enjoy a wide range of texts.

Students explore sound-supported texts, listening and responding to familiar stories, fiction and non-fiction texts. They also receive a guided introduction to a variety of literature, its special uses of language and the new knowledge and experience it offers.

In this band, students respond in various ways to their own reading and to texts read aloud to them. Students consider such things as storyline, characters and language usage. They may select the correct illustrations for a story.

Sound-supported reading material and activities with enlarged texts provide students with ideas and models for their early writing efforts. They recognise that pictures and symbols can communicate meaning. They experiment with forming their own messages in responding to questions. In this way, students begin to learn how language is used to construct different text types and to consider linguistic structures and features when writing.

Drawing on these activities, students construct texts from given information to entertain, inform or instruct familiar audiences. *BRAINtastic! Reading Success* encourages students' attempts and supports their efforts to solve problems with visual and verbal feedback.

Language: contextual understanding

BRAINtastic! Reading Success draws on texts that give students opportunity to learn to relate what they are reading or viewing to their own knowledge and experience.

Language: linguistic structures and features

Texts are used to introduce students to aspects of literature such as plot structure, setting and characterisation. *BRAINtastic! Reading Success* gives students the opportunity to distinguish between types of literature by pointing out their features and functions. Children learn, for example, that narrative texts often have a beginning, a problem and a resolution. Through sound-symbol relationships and exposure to a range of texts, students are given opportunity to extend their vocabularies.

Language: strategies

BRAINtastic! Reading Success uses enlarged texts with sound support and visual highlights to demonstrate basic reading strategies. Students are given opportunity to use their knowledge of the topic, contextual meaning, patterns of language, letter and sound relationships and picture cues to enhance their reading ability.

Everyday texts

BRAINtastic! Reading Success uses everyday texts with clear, functional purposes that relate to students' lives. Work includes reading and using captions, lists, tables, messages, notes, instructions and other texts. Students are introduced to different text types and shown how their features vary according to factors such as purpose, topic and audience.

Language: contextual understandings

In this band, everyday texts are used to teach students about the nature of spoken, written and visual language and the many purposes for which these can be used. They learn that language has an important communicative function – for example, that written and symbolic road signs convey the same information to all drivers, which enables traffic to proceed in relative safety.

Language: linguistic structures and features

BRAINtastic! Reading Success exposes students to the basic linguistic structures and features of written English, such as directionality of print, letter-sound relationships and simple punctuation. They also learn some features of text organisation, such as that used in invitations, letters and recipes. These understandings develop as they construct texts from given information. Students listen for the beginnings and ends of words, sentences and texts.

Language: strategies

Students may learn to use a range of cues to understand meaning in texts – for example, using their linguistic and contextual knowledge and from pictures accompanying the text. Students are also introduced to the skills of sorting and organising information.

Lower primary

(Year 1 to Year 4)

Literature texts

Literature in this band focuses on stories, poems, play extracts, and a variety of other fiction and non-fiction texts.

A central activity for students is listening and responding to stories, fiction and non-fiction texts and poetry. This continues their guided introduction to the variety of literature, its special uses of language and its offerings of new knowledge and experiences.

Children are exposed to rhymes, stories, humorous verse, riddles and jokes.

Students consider things like storyline, characterisation and the language of literature.

BRAINtastic! Reading Success allows students to find models for their early writing efforts in similar texts already covered in the software. Students may thus advance their understanding of how language is used to construct different text types and of the need to consider linguistic structures and features when writing.

These activities prepare students to construct texts from given information to entertain, inform or instruct familiar audiences. Appropriateness to purpose, topic and audience is considered through such things as text organisation, topic development, word choice and spelling.

Language: contextual understandings

Students have opportunity to learn that texts can be constructed to present a range of views.

Students also may consider the topics and themes of texts and the images of life they reflect.

Language: linguistic structures and features

Students have opportunity to be more involved in aspects of literature, such as plot structure, setting and characterisation. They also have opportunity to learn about characteristic or unique features of some kinds of literature texts, such as the use of rhyming lines in some poetry.

BRAINtastic! Reading Success exposes students to the differences between types of literature. Children learn, for example, that in poetry we express feelings

and experiences, tell stories or voice opinions. There is also a focus on the way language is used in literature by discussing word choices, rhyme and imagery.

Language: strategies

BRAINtastic! Reading Success demonstrates the use of basic reading strategies through large and clear sound-supported text combined with visual highlights. Students are given opportunity to use their knowledge of the topic, contextual meaning, patterns of language, letter and sound relationships and picture clues to enhance their reading ability.

As they become more confident and fluent readers, students rely less on pictures and more on the print for meaning. Students summarise the key ideas and events in material read.

Students are given the opportunity to use a variety of strategies to spell familiar and unfamiliar words, using letter/sound and word knowledge.

Everyday texts

BRAINtastic! Reading Success uses everyday texts with clear, functional purposes that relate to students' lives. Work with everyday texts includes the use of captions, lists, labels, signs, maps, tables, messages, notes, instructions, journals or diaries and other texts.

Students are introduced to new text types and the features that vary according to factors such as purpose, topic and audience.

Language: contextual understanding

Everyday texts are used to teach students about the nature and many purposes of spoken, visual and written language and that language has an important communicative function.

BRAINtastic! Reading Success allows students to learn that writing can convey messages to people across time and place, influence people, and help them.

Language: linguistic structures and features

BRAINtastic! Reading Success exposes students to basic linguistic structures and features of written English, such as directionality of print, letter-sound relationships and punctuation. Students also have opportunity to learn some features of text organisation, such as the use of tables of contents and headings. These understandings can be developed through exposure to a variety of texts and through activities in which the students construct texts.

Language: strategies

Students develop their skills in rephrasing parts of texts to make their meanings clear.

Students continue to learn how to use cues to predict meaning in texts, a skill growing in importance as they try to maintain a flow of meaning in longer texts where not every word is known to them. They practise the skills of sorting and organising information.

Mass media texts

BRAINtastic! Reading Success draws on mass media texts such as newspapers, magazines and advertisements.

Language: linguistic structures and features

Students are exposed to some structures and features of mass media texts.

Language: strategies

In dealing with mass media texts, students draw on many of the strategies used in reading and viewing everyday and literature texts.

Upper primary

(Year 4 to Year 7)

Literature

Language: contextual understanding

BRAINtastic! Reading Success gives students the opportunity to consider how issues and ideas are represented in texts.

Students are called upon to use information in the texts and to draw on their own experience and knowledge.

Language: linguistic structures and features

BRAINtastic! Reading Success allows students the opportunity to develop an awareness of the basic features of literary forms, identifying the linguistic features used in particular types of literary texts. Aspects of literature such as plot, characterisation, imagery, atmosphere, suspense and setting are considered more fully than in the lower primary band.

BRAINtastic! Reading Success allows students to construct texts from given information with settings, problems and events and resolutions. Students are given opportunity to identify different types of figurative language such as simile, metaphor and personification, and to expand their vocabulary and understanding of grammar.

Language: strategies

BRAINtastic! Reading Success gives students the opportunity to read longer, more complex texts written for a range of purposes, such as for pleasure, entertainment and information.

BRAINtastic! Reading Success encourages a wide range of strategies to help students improve their reading ability, such as cloze activities, re-reading or reading on, using contextual clues, and drawing on knowledge of text organisation, sound/letter relationships and patterns of sounds and letters.

Students are given opportunity to use a variety of literature forms, such as poetry, short stories and play extracts.

Everyday texts

Students interact with everyday texts, including persuasive and argumentative texts about familiar topics and situations.

Language: contextual understanding

BRAINtastic! Reading Success gives students opportunity to consider audience needs of written texts.

Students are exposed to the differences between types of texts and how these differences are related to purpose and context (for example, that the use of standard Australian English is important if you are to communicate without hindrance with a variety of people).

Language: linguistic structures and features

BRAINtastic! Reading Success gives students opportunity to learn about the special features of particular everyday texts, including aspects of structure, organisation and vocabulary of written texts, for example, why diagrams are used in informational texts.

Language: strategies

BRAINtastic! Reading Success gives students opportunity for organising and recording data.

As students progress through this band, they use increasingly complex and complicated informational texts.

Mass media texts

BRAINtastic! Reading Success includes mass media texts such as newspapers and magazines.

Language: linguistic structures and features

BRAINtastic! Reading Success exposes students to the features of types of mass media texts and how target audiences influence content. Students have the opportunity to use text signals to distinguish fact from opinion.

Level Outcomes for English

Level 1

Speaking and Listening – A student:

- uses knowledge of spoken language in comprehending information.

Reading and Viewing – A student:

- makes connections between their own ideas and experiences and what they hear and view.
- usually recognises everyday symbols, signs, and some letters of the alphabet.
- uses pictures and some letter clues to tell what may happen next when reading and viewing.

Writing – A student:

- uses letters, abstract symbols and pictures to construct messages and/or ideas.
- recognises that writing has a purpose to communicate meaning to others.
- knows and begins to use standard written symbols and methods when expressing ideas and information.
- tries out and practises ways to record information and ideas using written symbols.

Level 2

Speaking and Listening – A student:

- changes own listening to suit different situations.

Reading and Viewing – A student:

- understands and communicates meanings from written language and pictures.
- understands that people write stories about real and imagined experiences.
- recognises basic patterns and features of written language.
- makes sense of written language using beginning reading techniques, e.g. sounds out an unfamiliar word, automatically recognises and uses a 'bank' of sight words when reading.
- uses simple methods to maintain the flow of reading and understanding when reading, e.g. self correcting and repeating, making connections between pictures and written text.

Writing – A student:

- constructs texts on familiar topics from given information.
- usually spells words by sounding out and/or using a variety of resources including familiar letter patterns.

Level 3

Reading and Viewing – A student:

- understands some links between ideas, information and events in written and visual texts.
- recognises the use of some ‘symbols’ in texts and what they mean, e.g. a heart for love.
- identifies and uses the structures and features of different types of written and visual texts, e.g. picks out and understands the main elements of plot, setting and character.
- combines a variety of ways to make meaning from written and visual texts, e.g. using knowledge of letter combinations, grammar and sentence structure.

Writing – A student:

- combines several ideas or steps in a logical sequence.
- uses a range of ways to spell.

Level 4

Speaking and Listening – A student:

- listens to, selects and organises information to present ideas and information clearly.

Reading and Viewing – A student:

- identifies how the structures and features of language influence understanding and affect meaning, e.g. the effect of descriptive language when reading.
- selects and uses techniques to interpret a range of texts, e.g. re-reading, making notes.

Writing – A student:

- uses a range of spelling methods to develop an increasingly accurate spelling vocabulary.

Level 5

Speaking and listening – A student:

- develops and uses specific ways of listening for information, e.g. selecting key ideas.

Reading and Viewing – A student:

- reads about challenging themes, issues and ideas.
- recognises that texts are constructed in particular ways which appeal to different individuals and groups.
- uses knowledge of the structures and features of written and viewed texts when reading.
- identifies features, purposes and effects in stories.

Writing – A student:

- constructs texts from given information about familiar subjects and more challenging ideas. Text types may include stories, poems, journals, information reports and articles.

Level 6

Reading and Viewing – A student:

- reads and views opinions of complex issues in a range of texts.
- understands the structures and features of different text types that emphasise their similarities and differences
- develops a range of ways to understand difficult and extended texts, e.g. using cues from diagrams.
- selects and organises information for different purposes.

Writing – A student:

- constructs texts from given information that explore some complex issues for specific and general audiences.

Level 7

Reading and Viewing – A student:

- critically reads and views a wide range of complex texts.
- uses a range of reading strategies.

Writing – A student:

- selects subject matter and language specific purposes and audiences.
- knows and uses a range of spelling strategies.