

# BRAIN*tastic!* Reading Success

Correlation with the  
Northern Territory Curriculum  
Framework

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English Learning Area

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# Listening and Speaking

## KEY GROWTH POINT 1

### OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

#### **L/S KGP1.1 Texts and Contexts**

understand meaning through spoken electronic texts that use simple language structures

### INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

#### **Texts and Contexts**

- focus attention on spoken electronic text

## KEY GROWTH POINT 2

### OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

#### **L/S KGP 2.1 Texts and Contexts**

become attentive to verbal electronic texts; adjust listening to respond appropriately

### INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

**Texts and Contexts**

- recount information
- use pictures, symbols, words and phrases to respond to spoken electronic texts
- demonstrate some listening/attending behaviour

**Language Structures and Features**

- use words and/or phrases in response to simple questions
- interpret and follow simple verbal instructions

**KEY GROWTH POINT 3****OUTCOMES**

Learners demonstrating evidence of **Key Growth Point 3**

**L/S KGP3.1 Texts and Contexts**

interact in structured computer activities; adjust listening to respond appropriately

**L/S KGP3.2 Language Structures and Features**

use some Standard Australian English structures and features to interpret and respond to spoken electronic texts

**INDICATORS**

Learners demonstrating evidence of **Key Growth Point 3** for example

### **Texts and Contexts**

- listen to spoken electronic texts and respond to questions and instructions
- listen to texts in multi-modal format making connections between sound, meaning and images

### **Language Structures and Features**

- interpret and respond to simple statements, directions and questions
- use most English language sounds for responding to statements, directions and questions
- hear and use sounds in their correct sequence, eg 'hospital' not 'hostipal'
- identify onset and rime in spoken words, eg n-ice, kn-ee
- identify initial, final and medial sounds in some spoken words
- link knowledge of sounds with sound/symbol relationships

## **BAND 1**

### **OUTCOMES**

Learners demonstrating evidence of **Band 1**

#### **L/S 1.2**

#### **Language Structures and Features**

use Standard Australian English structures and features for interpreting spoken ideas and information

### **INDICATORS**

Learners demonstrating evidence of **Band 1** for example

#### **Language Structures and Features**

- compare standard/non-standard grammatical alternatives for expressing similar meaning
- identify initial/medial/final sounds in spoken words

## **BAND 2**

### **OUTCOMES**

Learners demonstrating evidence of **Band 2**

- L/S 2.1      Texts and Contexts**  
interpret texts about familiar ideas, recognising aspects of context and purpose
- L/S 2.2      Language Structures and Features**  
use appropriate language structures and features of spoken language for interpreting ideas and information

### **INDICATORS**

Learners demonstrating evidence of **Band 2** for example

#### **Texts and Contexts**

- follow a given set of directions or instructions
- listen and respond to a range of texts, eg narratives, poetry, procedures, recounts, descriptions and reports

#### **Language Structures and Features**

- recognise and use the key organisational features of different oral presentations, eg instructions.

# Reading and Viewing

## KEY GROWTH POINT 1

### OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

**R/V KGP1 Texts and Contexts; Language Structures and Features; Strategies**  
attend to, respond, anticipate and explore stimuli using their senses (auditory and visual) to make meaning from symbols in texts

### INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

#### **Texts and Contexts**

- respond to parts of stories, spoken electronic texts and computer graphics
- demonstrate object/symbol/picture permanence, eg recognise a cup or visual of a cup in a consistent way
- match
  - verbal to object
  - object to object
  - object to colour picture representing object
- attribute meaning to familiar visual texts

#### **Language Structures and Features**

- locate familiar symbols and objects in a text
- respond to words or signs as they are read or heard

## KEY GROWTH POINT 2

### OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

#### **R/V KGP2.1 Texts and Contexts**

demonstrates reading/viewing behaviours and interpret common symbols

#### **R/V KGP2.2 Language Structures and Features**

recognise some elements in texts

### **R/V KGP2.3 Strategies**

use simple strategies to begin interaction with visual, verbal and written texts

## **INDICATORS**

Learners demonstrating evidence of **Key Growth Point 2** for example

### **Texts and Contexts**

- demonstrate visual perception skills, eg find specific objects in a picture, recognise a letter in a word
- identify familiar features in viewed and picture texts, eg beach, shop, school, bush settings
- identify a familiar object by its label, eg milk, bread
- recognise some signs/symbols in the environment, eg stop sign

### **Language Structures and Features**

- name some letters and recognise familiar words
- recognise the beginning and end of texts viewed or heard

### **Strategies**

- sequence pictures, photos or objects in a computer application eg. for a daily routine

## **KEY GROWTH POINT 3**

## **OUTCOMES**

Learners demonstrating evidence of **Key Growth Point 3**

### **R/V KGP3.1 Texts and Contexts**

construct meaning from visual and written texts with familiar content and symbols

### **R/V KGP3.2 Language Structures and Features**

demonstrate emerging awareness and use of symbols and conventions to make meaning from texts

### **R/V KGP3.3 Strategies**

recognise and use a variety of familiar cues to predict and confirm meaning in visual, audio and written texts

## **INDICATORS**

Learners demonstrating evidence of **Key Growth Point 3** for example

### **Texts and Contexts**

- read texts for beginning readers with repetitive language structures and supportive illustrations
- demonstrate comprehension by answering simple questions

### **Language Structures and Features**

- develop some familiarity with the use of full stops, capital letters and spaces between words in printed texts
- show awareness of directionality of text, eg 'read' from top to bottom, left to right
- recognise high frequency and basic sight words encountered in familiar texts, eg the, a, I, am, is
- differentiate between letters, numerals and pictures
- identify and distinguish between some letters and letter/sound relationships
- locate words in a text, eg the first or last word on a page, word at the end of a sentence

### **Strategies**

- use sound/symbol relationships when attempting to read unknown words, eg initial letter/letters
- use implicit knowledge of English language structures to make meaning, eg predicts 'road' (noun) rather than 'raced' (verb) in 'The boy ran along the r---.'

## **BAND 1**

### **OUTCOMES**

Learners demonstrating evidence of **Band 1**

#### **R/V 1.1**

#### **Texts and Contexts**

read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures

#### **R/V 1.2**

#### **Language Structures and Features**

recognise and interpret basic language structures and features of texts

#### **R/V 1.3**

#### **Strategies**

use a range of basic strategies to interpret short written and visual texts

### **INDICATORS**

Learners demonstrating evidence of **Band 1** for example



### **Texts and Contexts**

- read/view written and visual texts for beginning readers with sound support and independently respond, eg
  - identify sequences of events in narratives/recounts
  - identify the main idea of a story in informational text
- read/view a variety of simple texts and make connections between ideas, eg
  - select the most plausible story ending
  - suggest a motive for a character's actions
  - interpret a diagram and its labels
- identify the main purpose of a range of texts
- consider how likely events/behaviour/outcomes in texts are based on own knowledge and experiences
- answer questions and respond to directions directly related to texts read or viewed

### **Language Structures and Features**

- identify and distinguish between letters and the variety of sounds they may produce
- recognise some letter combinations and sounds in words
- recognise and use known sight words automatically in different contexts

### **Strategies**

- make meaning in visual and written texts using simple methods, eg
  - make connections between illustrations and written text, decode unknown words using graphophonic cues, eg initial letter/s knowledge of blends and word segments, knowledge of letter patterns ('sh' 'ing' 'ar' 'ou')
- locate directly stated information in the written text and/or illustrations

## **BAND 2**

### **OUTCOMES**

Learners demonstrating evidence of **Band 2**

#### **R/V 2.1**

##### **Texts and Contexts**

read/view with understanding a range of visual and written texts with familiar content and some unfamiliar vocabulary or language structures and features; identify simple symbolic meanings

#### **R/V 2.2**

##### **Language Structures and Features**

identify and use the language structures and features of texts to construct meaning

### R/V 2.3

#### **Strategies**

integrate a variety of strategies to interpret visual and written texts and find information

## **INDICATORS**

Learners demonstrating evidence of **Band 2** for example

#### **Texts and Context**

- use simple texts to locate/order specific information, eg factual report, simple diagram
- connect ideas/information/events stated in a text, eg predict a plausible ending for a story, make links between a diagram and its label, illustrations and words
- read a text independently and answer inferential questions

#### **Language Structures and Features**

- recognise characteristic features of different text types, eg in narratives, identify main structural elements (plot, settings, characters)
- recognise an increasing bank of sight words including some difficult or topic/subject specific words
- locate information in written/visual texts with support, eg table of contents, flow chart
- interpret labelled and captioned illustrations

#### **Strategies**

- combine a variety of ways to make meaning in texts, eg
  - knowledge of grammar, sentence structure and text organization
  - knowledge of letter combinations, (initial sound, common letter patterns, syllables, blends)
  - knowledge of derivations, (uni = one)

## **BAND 3**

## **OUTCOMES**

Learners demonstrating evidence of **Band 3**

### R/V 3.1

#### **Texts and Contexts**

read/view with understanding a range of visual and written texts containing some unfamiliar concepts, topics, language structures and features

### R/V 3.2

#### **Language Structures and Features**

identify how language is used to shape readers' and viewers' understanding of a range of texts

### R/V 3.3

#### **Strategies**

identify strategies appropriate for interpreting texts, and information for specific purposes

## **INDICATORS**

Learners demonstrating evidence of **Band 3** for example

### **Texts and Contexts**

- read/view a range of texts, eg narratives, mythology, poetry, play extracts, recounts, reports, magazines, newspaper articles, descriptions and other texts
- read/view texts which explore some unfamiliar concepts
- interpret/follow printed instructions or directions, eg maze

### **Language Structures and Features**

- identify the main purpose and language features of different text types
- interpret figurative language in a variety of texts, eg simile, metaphor, imagery
- interpret the meaning of unfamiliar phrases, words and symbols
- recognise sight words and continue to broaden vocabulary

### **Strategies**

- select and use techniques to interpret a range of texts, eg semantic knowledge, root words, prefixes

## **BAND 4**

### **OUTCOMES**

Learners demonstrating evidence of **Band 4**

#### **R/V 4.1**

#### **Texts and Contexts**

interpret and respond to texts demonstrating knowledge that texts are created for a particular audience and purpose

#### **R/V 4.2**

#### **Language Structures and Features**

identify techniques used to shape audience response to literary, media and everyday texts

#### **R/V 4.3**

#### **Strategies**

use strategies to identify and respond to the way conventions shape meaning in a range of texts

### **INDICATORS**

Learners demonstrating evidence of **Band 4** for example

#### **Texts and Contexts**

- identify stylistic features of everyday texts, including poetry, recounts, reports, procedures and imaginative texts
- identify persuasive techniques in texts

#### **Language Structures and Features**

- identify use of language features particular to writing styles/forms, eg descriptive, argumentative
- cultivate analytical and critical thinking through determining some stylistic features used by authors/producers to create

#### **Strategies**

- analyse information for clarity, relevance and point of view
- explore the world of text through independent reading activities

reality, eg word choice,  
similes, metaphors

- identify the distinction  
and difference in language  
for formal, informal and  
everyday texts

# Writing

## KEY GROWTH POINT 1

### OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

**W KGP1**      **Texts and Contexts; Language Structures and Features; Strategies**  
attend to, respond to and initiate interaction with and explore stimuli using their senses (auditory and visual) to convey a message.

### INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

#### **Texts and Contexts**

- use a keyboard to type a small number of letters
- use objects or symbols to convey a message

#### **Language Structures and Features**

- use a computer to produce a written message
- recognise that a visual text can convey meaning
- repeat a symbol in a single pattern

## KEY GROWTH POINT 2

### OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

**W KGP2.1**      **Texts and Contexts**  
experiment with symbols and recognise that these symbols within their context can be used to convey meaning

**W KGP2.2**      **Language Structures and Features**  
use conventional and unconventional written symbols for expressing ideas

### INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

**Texts and Contexts**

- use symbols that simulate the function of letters and words
- use pictures and symbols to convey a message

**Language Structures and Features**

- use commonly encountered letters of the alphabet, eg m, s, t, a, p, n, l
- use keyboard as an input device to write simple words

**KEY GROWTH POINT 3****OUTCOMES**

Learners demonstrating evidence of **Key Growth Point 3**

**W KGP3.1 Texts and Contexts**

use letters and symbols with the intention of conveying an idea or message; recognise that writing conveys meaning to others

**W KGP3.2 Language Structures and Features**

use conventional written symbols for expressing ideas and information

**INDICATORS**

Learners demonstrating evidence of **Key Growth Point 3** for example

### **Texts and Contexts**

- use written symbols and letters to convey information
- recognise that writing has a purpose to communicate meaning to others

### **Language Structures and Features**

- use symbols consistently within a text to convey meaning and respond to questions and instructions
- attempt spelling showing some evidence of sound/symbol relationships and some known letter patterns
- spell simple words with common spelling patterns, accurately, eg word families – ‘at’, ‘in’, ‘on’
- identify and distinguish most letters and the sounds they represent

## **BAND 1**

### **OUTCOMES**

Learners demonstrating evidence of **Band 1**

- W 1.1**      **Texts and Contexts**  
from given information, construct a range of simple texts which contain a few ideas about familiar topics
- W 1.2**      **Language Structures and Features**  
use some basic language structures and features when constructing texts from given information so that writing can be readily interpreted
- W 1.3**      **Strategies**  
use some strategies to plan, compose and review own writing

### **INDICATORS**

Learners demonstrating evidence of **Band 1** for example

### **Texts and contexts**

- complete simple written texts containing a few related ideas in sequence and some specific words
- narratives
- simple explanations
- instructions for known procedures outlining the main steps in logical order

### **Language Structures and Features**

- identifies and selects correct word order in sentences
- demonstrate an understanding of sound/symbol relationships, eg blends, simple digraphs
- spell frequently used, readily recognised words and use common spelling patterns accurately

### **Strategies**

- identify and correct simple errors or omissions through the use of second attempts
- spell words by sounding out and/or using a variety of resources, eg familiar letter patterns, knowledge of sound/symbol correspondences

## **BAND 2**

### **OUTCOMES**

Learners demonstrating evidence of **Band 2**

#### **W 2.1**

##### **Texts and Contexts**

construct a range of short texts from given information about familiar topics; consider aspects of audience and purpose

#### **W 2.2**

##### **Language Structures and Features**

identify and use most basic language structures and features when constructing a range of texts

#### **W 2.3**

##### **Strategies**

use familiar strategies and experiment with new strategies to construct texts

### **OUTCOMES**

Learners demonstrating evidence of **Band 2** for example



### **Texts and Contexts**

- construct short written texts on familiar topics
  - narratives including an orientation, complication and resolution
  - recounts sequencing several aspects of an event
  - reports with a general classification and a description containing a few items of information
  - procedures and explanations that list ideas/information in a logical sequence

### **Language Structures and Features**

- demonstrate organisation of subject matter, eg
  - recount – sequential events
  - procedure – logical steps
- enhance meaning using descriptive and topic-specific words
- spell most one and two syllable words with common spelling patterns, frequently used words and some other words with less common spelling patterns, accurately, eg yesterday, afternoon

### **Strategies**

- use a range of ways and a variety of resources to spell, eg knowledge of letter combinations and visual patterns

## **BAND 3**

### **OUTCOMES**

Learners demonstrating evidence of **Band 3**

#### **W 3.1**

#### **Texts and Contexts**

construct a range of cohesive texts from given information that include both familiar and new topics and ideas

#### **W 3.2**

#### **Language Structures and Features**

control most language structures and features when constructing a range of texts

### **INDICATORS**

Learners demonstrating evidence of **Band 3** for example

### **Texts and Contexts**

- construct logically organised written texts from given information for diverse purposes/audiences, including narratives, reports, expositions, procedures and other forms of text.

### **Language Structures and Features**

- divide meaningful sections of text
- use adjectives, nouns, verbs and adverbs
- apply knowledge of word meanings/spelling rules/root derivations for more accurate spelling
- recognise and spell base, sight, interest and function words using logical letter combinations
- write with an understanding of digraphs and language conventions

### **Strategies**

- recognise most misspelt words through visual/phonic patterns and word derivations/meanings
- use a range of spelling methods to develop an increasingly accurate spelling vocabulary, eg visual strategies (common letter patterns, critical features of words) and knowledge of word parts to extend base words (prefixes, suffixes, compound words)

## **BAND 4**

### **OUTCOMES**

Learners demonstrating evidence of **Band 4**

- W 4.1**      **Texts and Contexts**  
construct a range of texts from given information appropriate to audience, purpose and context
- W 4.2**      **Language Structures and Features**  
control language structures and features necessary to communicate ideas and information clearly in written texts of some length and complexity
- W 4.3**      **Strategies**  
use a range of strategies to construct written texts for meaning and effectiveness

### **INDICATORS**

Learners demonstrating evidence of **Band 4** for example

**Texts and Contexts**

- construct a range of texts from given information

**Language Structures and Features**

- demonstrate functional grammar skills, eg subject-verb agreement
- develop an understanding of the meta-language of various literary forms
- spell accurately and attempt to edit own spelling in order to broaden working vocabulary