

# BRAIN*tastic!* Reading Success

Correlation with the  
New Zealand Curriculum

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English

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## ORAL LANGUAGE: LISTENING AND SPEAKING

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*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

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# ORAL LANGUAGE: ACHIEVEMENT OBJECTIVES

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## Listening Functions

### Listening to Texts

*Students should:*

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

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## 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"><li>• identify and use some commonly used verbal and non-verbal features in a range of texts</li></ul>	<ul style="list-style-type: none"><li>• identify meanings in spoken texts</li></ul>	<ul style="list-style-type: none"><li>• listen to and interpret information</li></ul>
Levels 3 and 4	<ul style="list-style-type: none"><li>• identify language features and their effects in a range of texts</li></ul>	<ul style="list-style-type: none"><li>• interpret spoken texts</li></ul>	<ul style="list-style-type: none"><li>• select and interpret information.</li></ul>

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## WRITTEN LANGUAGE: READING AND WRITING

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*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.

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## WRITTEN LANGUAGE: ACHIEVEMENT OBJECTIVES

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### Reading Functions

#### Personal Reading

*Students should:*

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|---------|---|
| LEVEL 1 | <ul style="list-style-type: none"><li>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</li></ul>   |
| LEVEL 2 | <ul style="list-style-type: none"><li>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</li></ul> |
| LEVEL 3 | <ul style="list-style-type: none"><li>read independently, for enjoyment and information, different historical and contemporary texts, integrating reading processes with ease</li></ul>   |
| LEVEL 4 | <ul style="list-style-type: none"><li>read independently, for enjoyment and information, a range of contemporary and historical texts, integrating reading processes and using a variety of reading strategies</li></ul>  |
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#### Close Reading

*Students should:*

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| <ul style="list-style-type: none"><li>respond to language and meaning in texts</li></ul>  |
| <ul style="list-style-type: none"><li>respond to language, meanings and ideas in different texts</li></ul>                                  |
| <ul style="list-style-type: none"><li>understand language, meanings, and ideas and a range of texts</li></ul>                               |
| <ul style="list-style-type: none"><li>understand language, meanings and ideas in a range of texts, relating purposes and audience</li></ul> |
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## WRITTEN LANGUAGE: ACHIEVEMENT OBJECTIVES

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### Writing Functions

	Poetic Writing	Transactional Writing
	<i>Students should:</i>	<i>Students should:</i>
1	<ul style="list-style-type: none"><li>• construct text with a variety of ideas</li></ul>	<ul style="list-style-type: none"><li>• order instructions and events</li></ul>
2	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• construct and order instructions and explanations, event recounts</li></ul>
3	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• construct and order instructions, explanations and factual accounts, sequencing ideas logically</li></ul>
4	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• construct texts, such as instructions, explanations and factual accounts, organising and linking ideas logically and making language choices appropriately</li></ul>

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## WRITTEN LANGUAGE: ACHIEVEMENT OBJECTIVES

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### 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"><li>• identify and use common conventions of writing and organisation of text which affect understanding</li></ul>	<ul style="list-style-type: none"><li>• identify and express meanings in written texts</li></ul>	<ul style="list-style-type: none"><li>• identify, retrieve, record and present information</li></ul>
Levels 3 and 4	<ul style="list-style-type: none"><li>• identify and use the conventions, structures and language features of different texts</li></ul>	<ul style="list-style-type: none"><li>• convey meanings in written texts</li></ul>	<ul style="list-style-type: none"><li>• select, interpret and record information from a variety of texts</li></ul>

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## VISUAL LANGUAGE: VIEWING AND PRESENTING

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Students should be able to:

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



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## VISUAL LANGUAGE: ACHIEVEMENT OBJECTIVES

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### 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"> <li>respond to meanings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>present ideas using layouts</li> </ul>
LEVEL 2	<ul style="list-style-type: none"> <li>responds to meanings and ideas and identifies textual features</li> </ul>	<ul style="list-style-type: none"> <li>use visual and verbal features to communicate ideas or stories</li> </ul>
LEVEL 3	<ul style="list-style-type: none"> <li>respond to meanings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>use visual and verbal features to communicate information and ideas</li> </ul>
LEVEL 4	<ul style="list-style-type: none"> <li>respond to meanings, identify the purpose for which the verbal and visual features are combined</li> </ul>	

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### 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"> <li>understand that communication involves verbal and visual features which have conventionally accepted meanings</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of how words and images can be combined to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>view visual texts to gain information; use letter forms to present ideas</li> </ul>

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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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