

BRAINtastic! Reading Success

Correlation with the
South Australian Curriculum, Standards and Accountability
Framework

Strand
English

SCOPE: Key Ideas Overview

| EARLY YEARS BAND (R-2) The R-2 Key Ideas build upon the Birth-Age 5 Key Ideas. Together they make up the Scope in the Early Years Band. | PRIMARY YEARS BAND | MIDDLE YEARS BAND |
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| Strand: Texts and Context | | |
| <p>Children identify main ideas and information, when listening to a range of texts. [KC1] [KC2]</p> <p>Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures. [T] [KC1]</p> <p>Children recognise some of the purposes and advantages of composing as they express ideas, information and imagination within written texts. [T] [KC1] [KC2]</p> | <p>Students understand and respond to the ideas and views of others, and extract specific information when listening to a range of texts. [T] [KC2]</p> <p>Students identify different interpretations of symbolic meanings as they read, view and critically interpret a range of visual, multi-modal and written texts that contain familiar content and some unfamiliar language. [T] [C] [KC1]</p> <p>Students partake in composing a range of written texts which contain some interrelated ideas and information about familiar topics. They understand that certain text types are associated with particular purposes and audiences and adjust writing accordingly. [T] [KC2]</p> | <p>Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues. [F] [T] [C] [KC1]</p> |
| Strand: Language | | |
| <p>Children listen and learn about some aspects of spoken language. [KC2]</p> <p>Children read, view and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images. [T] [KC1] [KC2]</p> <p>Children construct simple written texts, with the aid of sound support. [T] [KC1] [KC2]</p> | <p>Students listen for a wider range of purposes and contexts, and learn about several aspects of spoken language. [KC2]</p> <p>Students read, view and interpret a range of texts about familiar and some unfamiliar topics with increasing independence and understanding. They identify the language features of written and visual texts and their effect on the reader. [T] [KC1] [KC2]</p> <p>Students partake in the composition of a range of texts about familiar, new and imaginary experience. They demonstrate knowledge about, and increasing control of, language choices in written texts. [T]</p> | <p>Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and identify how these work to influence readers' and viewers' responses and understandings. [T] [KC1] [KC2]</p> <p>Students complete the composing of a range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media. [T] [KC2]</p> |

Strand: Strategies

Children receive meanings from listening attentively (linking sound support with visual highlights and logical layouts) to a range of spoken texts in order to identify ideas and interpret others' views. [T] [KC1] [KC2]

Children experiment with several reading/viewing strategies for identifying and recording information, and interpreting visual texts and short written texts. [T] [KC1] [KC6]

Children partake in learning how to compose simple text. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words. [T] [KC2]

Students receive and respond to a range of texts by listening attentively (linking sound support with visual highlights and logical layouts) to ideas and information, and drawing conclusions. They communicate ideas and information. [KC2]

Students integrate several reading/viewing strategies to locate and compare information and meet own personal reading goals. [Id] [T] [KC1]

They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words. [T] [KC2] [KC3]

Students use a range of reading/viewing strategies to analyse text, record specific information and critically interpret increasingly complex texts. [KC1] [KC2]

Students develop a range of strategies for planning, composing and reviewing specific written texts [KC3] [KC6]

Standards: Outcomes Overview

| <i>DEVELOPMENTAL LEARNING OUTCOMES BIRTH-AGE 3 & AGE 3-AGE 5</i> | <i>AT STANDARD 1, TOWARDS THE END OF YEAR 2, THE CHILD:</i> | <i>AT STANDARD 2, TOWARDS THE END OF YEAR 4, THE STUDENT:</i> | <i>AT STANDARD 3, TOWARDS THE END OF YEAR 6, THE STUDENT:</i> | <i>AT STANDARD 4, TOWARDS THE END OF YEAR 8, THE STUDENT:</i> |
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| <p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings.</p> <ul style="list-style-type: none"> • Children are intellectually inquisitive. [T] • Children are effective communicators. [T] | STRAND: Texts and Contexts | | | |
| | 1.1 Listens to a range of texts to identify feelings, main ideas and events. [T] [KC1] | 2.1 Listens to a range of texts to identify specific information about familiar topics. | | |
| | 1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences. [T] [KC1] | 2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning. | 3.3 Reads and views a range of texts containing some ideas of cultural interest and more complex text structures and language features. [T] [KC1] | 4.3 Reads and views a range of texts containing multiple social and cultural perspectives and examines diverse understandings of the contemporary world. |
| | 1.4 Completes composing a range of texts by ordering ideas and adding vocabulary. | 2.4 Completes composing a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. [T] [KC2] | 3.4 Completes composing a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context. [T] [KC2] | 4.4 Completes composing a range of texts that include detailed information and explore different perspectives about a range of issues. |

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| | STRAND: Language | | | | |
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| <p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> • Children are intellectually inquisitive. [F] [T] • Children develop a range of thinking skills. [F] [T] | <p>1.7 Identifies some features of written language and visual images when reading and viewing a range of texts. [T] [KC1]</p> | <p>2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics. [T] [KC1]</p> | <p>3.7 Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics. [T] [KC1]</p> | <p>4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues. [T] [KC1]</p> | |
| | <p>1.8 Students are exposed to different aspects of language when composing a range of texts. [KC3] [KC6]</p> | <p>2.8 Uses aspects of language when completing the composition of a range of well-structured texts. [T] [KC3]</p> | <p>3.8 Selects and uses a variety of language aspects when completing the composition of a range of well-structured fiction, factual and media texts about familiar, new and possible experience. [T] [KC3]</p> | <p>4.8 Controls most aspects of language when completing the composition of a range of written and multimedia texts on different themes and issues. [T] [KC3] [KC7]</p> | |

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| <p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> • Children are intellectually inquisitive. [F] [T] • Children develop a range of thinking skills. [F] [T] | STRAND: Strategies | | | | | |
| | 1.9 Uses strategies for listening attentively (promoted by linked sound support and visual highlights) to ideas and opinions in a range of spoken texts. [T] [C] | 2.9 Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. [T] [KC6] | | | | |
| | 1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts. [T] [KC1] | 2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. [T] [KC1] | 3.11 Selects and uses a variety of strategies for locating information and for reading, viewing and critically interpreting a range of written and visual texts. [T] [KC1] [KC2] | 4.11 Controls and adjusts a range of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes. [T] [KC1] [KC2] | | |
| | 1.12 Experiments with strategies for completing the composition of written texts and for attempting to spell unfamiliar words. [T] [KC3] | 2.12 Uses strategies for completing the composition of a variety of texts and making informed attempts at spelling. [Id] [T] [C] [KC3] | 3.12 Selects and uses a variety of strategies for completing the composition of written texts and for consistently spelling most common words accurately. [T] [KC3] | 4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts. [T] [C] [KC3] | | |