

BRAIN*tastic!* Reading Success

Correlation with the
Tasmanian Curriculum
K-10 syllabus and support materials

English-literacy

Learning opportunities for reading and viewing at standard one

| Stage one | Stage two | Stage three |
|---|--|--|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as descriptions, instructional texts, nursery rhymes, recounts, fairy tales, questions, instructions and other multimodal texts in a simulated environment • name characters read or viewed in imaginative texts • build on understandings of language and story patterns • become aware of sounds in words • develop awareness that letters have different shapes and sounds and that words are made up of letters • recognise some letters in context and associate sounds with letters • use reading strategies such as: <ul style="list-style-type: none"> - use context to ‘read’ illustrations, labels and signs - use illustrations, knowledge of letter sounds and words and familiarity with the content | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as descriptions, instructional texts, nursery rhymes, recounts, fairy tales, questions, instructions and other multimodal texts in a simulated environment • listen for the beginning, middle and ending sound in words • follow print in a left to right, top to bottom direction with a one to one match between the spoken and written word. Distinguish between a letter, a word and a sentence • use reading strategies such as: <ul style="list-style-type: none"> - use context to ‘read’ illustrations, labels and signs - use illustrations, knowledge of letter sounds and words and familiarity with the content | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as descriptions, instructional texts, nursery rhymes, recounts, fairy tales, questions, instructions and other multimodal texts in a simulated environment • independently respond to predictable texts • select words that begin and end with the same sound • understand the difference between a letter, a word and a sentence • distinguish between upper and lower case letters and the sound that each letter of the alphabet represents • read a small number of high frequency words that are found in different contexts • understands that there are codes and conventions of different texts • use reading strategies such as: <ul style="list-style-type: none"> - use context to ‘read’ illustrations, labels and signs - use illustrations, knowledge of letter sounds and words and familiarity with the content |

Learning opportunities for writing and representing at standard one

| Stage one | Stage two | Stage three |
|---|---|---|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none">• type and use words, letters and symbols in an electronic medium• hear sounds in words• recognise and use some letters in context and write common words | <p>Students have opportunities to:</p> <ul style="list-style-type: none">• type and use words, letters and symbols in an electronic medium• type and use words and strings of letters in a left to right, top to bottom orientation to create messages• use captions for characters and events• represent ideas through sequencing pictures, letters, words and sentences• distinguish between capital and lower case letters, full stops and question marks• hear sounds in words and distinguish between upper and lower case letters• recognise appropriate use of upper and lower case letters e.g. in a person's name | <p>Students have opportunities to:</p> <ul style="list-style-type: none">• construct texts for familiar purposes such as communicating information• retell familiar stories by ordering events• sequence sentences and pictures to show an ordered set of events• develop phonemic awareness, segment words into onset and rime, use the different letter-sound correspondences• spell some frequently used words and build words where rime has same spelling pattern such as w-ent, s-ent, b-ent |

Learning opportunities for speaking and listening at standard one

| Stage one | Stage two | Stage three |
|---|--|--|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none">• respond to simple and familiar questions and instructions with the aid of sound support• use listening strategies such as predicting aspects of spoken texts | <p>Students have opportunities to:</p> <ul style="list-style-type: none">• listen to spoken texts such as recounts, descriptions and instructions• use listening strategies such as predicting aspects of spoken texts | <p>Students have opportunities to:</p> <ul style="list-style-type: none">• actively listen to spoken texts such as recounts, descriptions and instructions• comprehend a variety of sound supported texts, some with supporting illustrations• recall significant information from spoken texts• use listening strategies such as predicting aspects of spoken texts |

Learning opportunities for reading a viewing at standard two

| Stage four | Stage five | Stage six |
|--|---|---|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as narratives, fairy tales, nursery rhymes, recounts, procedures, lists, descriptions, information reports and other multimodal texts • with sound support, read and respond to short, simple texts about familiar ideas and issues • understand some of the differences between imaginative and information texts • become aware of simple plots, characters and settings in imaginative texts • retell a sequence of ideas or events and locate some directly stated information in written texts and illustrations • segment and blend sounds in words of few syllables • recognise digraphs e.g. sh, th, ch, and common rimes e.g. ack, it, am • read some high frequency words • use reading strategies such as: <ul style="list-style-type: none"> - break words into chunks - attempt to self-correct when the meaning is disrupted | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as narratives, fairy tales, nursery rhymes, recounts, procedures, lists, descriptions, information reports and other multimodal texts • with sound support, read and respond to short, simple texts about familiar ideas and issues • recognise some basic structures and features of imaginative and information texts e.g. steps in a procedure • identify plots, characters and settings in different texts • locate directly stated information in text and illustrations, and recall the main ideas in sequence, using some words and pictures to make inferences about the text • form generalisations, such as the most common ways to represent a sound or how position in word affects pronunciation. Recognise long vowels e.g. oa, ow, ea, ee, ir • read high frequency words, including some subject-specific words • recognise some of the codes and conventions of visual texts | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as narratives, fairy tales, nursery rhymes, recounts, procedures, lists, descriptions, information reports and other multimodal texts • recognise that texts are produced for particular audiences • read and respond to simple texts that entertain, recount, inform and explain ideas and issues • consider some of the ways in which authors and illustrators present particular points of view • recognise the basic structures and features of imaginative and information texts e.g. recipes have a list of ingredients, a methods section and may include pictures • recognise the ways in which characters, people, places and events are represented and consider some of the ways in which they might be represented differently • identify the major purpose of a text, retell the order of ideas, locate directly stated information in the written text and / or illustrations and make connections |

| | | |
|--|--|---|
| | <ul style="list-style-type: none">• use reading strategies e.g.- use knowledge of letter sounds and common letter patterns to decode words- use sound, visual and meaning cues, knowledge of high-frequency words and topic related vocabulary | <p>between ideas in the text</p> <ul style="list-style-type: none">• form generalisations, such as the most common ways to represent a sound or how the position of letters in a word affects pronunciation. Recognise long vowels e.g. oa, ow, ea, ee, ir• read high frequency words, including some subject-specific words• identify elements of setting in texts• use a variety of reading strategies |
|--|--|---|

Learning opportunities for writing and representing at standard two

| Stage four | Stage five | Stage six |
|---|---|--|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct short simple texts such as recounts and procedures with sequenced ideas from given information • use a small range of words related to the topic including appropriate nouns and verbs • use knowledge of onset and rime to spell new words. Recognise and use digraphs and initial consonant blends • spell some frequently used words, some words of one syllable and explore onset and rime | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts such as recounts, narratives, procedures and information reports in electronic mediums from given information • group related information together • use vocabulary related to the topic including a variety of descriptive words such as nouns, verbs and adjectives • develop knowledge of long vowels e.g. ee, oo. Use knowledge of onset and rime and initial and final consonant blends to spell new words • spell frequently used words and words of one syllable and explore common spelling patterns e.g. a-e, i-e, igh • use words, pictures and written language to represent people, places, events and things in particular ways in simple texts | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts such as recounts, narratives, procedures and information reports in electronic mediums from given information for a range of purposes • use modelled structures to write simple information texts with several logically sequenced ideas, some subject specific vocabulary and some detail e.g. factual recounts • use some specific and technical vocabulary related to the topic including a variety of descriptive words such as verbs • explore sounds and groupings according to letters representing the sound e.g. /a/-ay, a-e, ai, eigh and form generalisations e.g. the most common ways to represent a sound • spell an increasing number of frequently used words; explore homophones and common spelling patterns e.g. form generalisations about common ways to pronounce spelling patterns • use some compound words and build word families from base words e.g. play, plays, playing, replay |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none">• use particular words e.g. strong adjectives to represent people, places, events and things in particular ways• link ideas using images and written language in a variety of texts |
|--|--|--|

Learning opportunities for speaking and listening at standard two

| Stage four | Stage five | Stage six |
|---|---|---|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • listen to spoken electronic texts such as narratives, poems, fairy tales, nursery rhymes, recounts, procedures, lists, descriptions, information reports, questions, instructions and other multimodal texts • listen to texts with supporting visual information • recall and respond appropriately to spoken electronic texts • use listening strategies such as listening for key words and phrases | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • listen to spoken electronic texts such as narratives, poems, fairy tales, nursery rhymes, recounts, procedures, lists, descriptions, information reports, questions, instructions and other multimodal texts • listen to texts about real and imaginary events, recalling what was said in order, and responding to questions and instructions • listen for specific information when given instructions • use a variety of listening strategies | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • listen to spoken electronic texts such as narratives, poems, fairy tales, nursery rhymes, recounts, procedures, lists, descriptions, information reports, questions, instructions and other multimodal texts • listen to texts read aloud, recalling information, and responding to questions and instructions • obtain specific information from short spoken texts • use a variety of listening strategies |

Learning opportunities for reading and viewing at standard three

| Stage seven | Stage eight | Stage nine |
|---|---|---|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as easy fiction series, narratives, fairy tales, fables, nursery rhymes, poetry, quotations, plays, recounts, procedures, lists, descriptions, information reports, newspaper articles, biographies and other multimodal texts • recognise that particular texts are created for different audiences and purposes • read and respond to texts that entertain, inform, report, explain and present opinions • examine the basic structures and features of a range of imaginative and information texts • identify the ways in which characters, people, places and events are represented in texts • identify the main ideas, plots, characters and settings in imaginative texts • identify the major purpose and main ideas of a text, make inferences from directly stated supporting information and make connections between ideas in the text e.g. draw inferences from descriptions and actions; identify words in texts that | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as easy fiction series, narratives, fairy tales, fables, nursery rhymes, poetry, quotations, plays, recounts, procedures, lists, descriptions, information reports, newspaper articles, biographies and other multimodal texts • read and respond to texts that entertain, move, inform, report, explain and present opinions • understand that texts target particular audiences • understand the purposes, structures and features of imaginative and information texts e.g. the purposes of headings, subheadings, tables and diagrams in information texts • identify the ways in which characters, people, places and events are represented in texts • identify the main ideas in imaginative texts and consider the ways they are developed in the plot, characters and setting • identify the main ideas stated in the text, making inferences and drawing | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read and view texts such as easy fiction series, narratives, fairy tales, fables, nursery rhymes, poetry, quotations, plays, recounts, procedures, lists, reference material, descriptions, information reports, newspaper articles, magazines, biographies and other multimodal texts • read and respond to texts that entertain, move, inform, report, explain and present opinions • understand the purposes, structures and features of a range of imaginative and information texts e.g. how rhyme, simile and metaphor are used in poetry • explore some of the ways in which language is used to construct characters, people, places, events, ideas and information • explore the main ideas in imaginative texts and suggest some connections between plot, characters and settings that develop those ideas • interpret texts by summarising the main ideas, making inferences and drawing conclusions |

| | | |
|---|--|--|
| <p>describe characters and events; interpret labelled diagrams and contents pages</p> <ul style="list-style-type: none"> • recognise long vowels, digraphs and consonant blends • read high frequency words, including subject-specific word that have been taught • consider the relevance of some information • use reading strategies e.g. <ul style="list-style-type: none"> - break words into chunks - consider the context of unknown words - use knowledge of grammar, sentence and text structures, vocabulary | <p>conclusions</p> <ul style="list-style-type: none"> • understand the ways in which information texts report and explain information and events. Consider some of the ideas implied in the events or information • use reading strategies e.g. <ul style="list-style-type: none"> - use sound, visual and meaning cues, knowledge of high frequency words and topic related vocabulary - determine importance ‘What is most important in this sentence, paragraph, chapter or whole text?’ | <ul style="list-style-type: none"> • assess the relevance of information • use reading strategies e.g. generate appropriate key words from a text for a specific purpose |
|---|--|--|

Learning opportunities for writing and representing at standard three

| Stage seven | Stage eight | Stage nine |
|---|--|--|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts from given information such as procedures, narratives, recounts and information reports in electronic medium • from given information, construct a range of simple imaginative and information texts on familiar topics • consider which text forms suit particular purposes and known audiences. • identify and use the structures and language features of the text form when constructing simple recounts, information reports, explanations and procedures that order information • group information that mainly focus on a single idea • choose specific and technical vocabulary related to the topic • spell frequently used words with less common spelling patterns, explore spelling patterns and homophones • use compound words; use base words to build more extensive word families; explore common prefixes and suffixes. • use a range of strategies to generate | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts from given information such as procedures, narratives, recounts and information reports in electronic medium • from given information, construct a range of simple imaginative and information texts on familiar topics • identify and use the structures and language features of the text form when constructing information texts and ordering information • use specific and technical vocabulary appropriate to the subject matter, including particular adjectives and verbs to express ideas appropriate to the text • spell frequently used and subject specific words with less common spelling patterns and explore spelling patterns e.g. ough, ei • explore how to add common prefixes e.g. dis, im, re, mis, form past tense endings e.g. write, wrote and use common suffixes e.g. ly, er • use a range of strategies to spell unfamiliar words when writing | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts from given information such as procedures, narratives, recounts and information reports in electronic medium • from given information, construct a range of simple imaginative and information texts on familiar topics • identify and use the structures and language features of the text form when constructing information texts and ordering information • group information that contain one idea or similar ideas • spell frequently used words and subject specific words with less common spelling patterns • explore word derivations and use knowledge of word parts such as prefixes, suffixes and base words to learn new words • apply spelling rules and generalisations and select from a range of strategies to spell unfamiliar words e.g. use knowledge of word origin spelling |

| | | |
|---|--|--|
| plausible attempts at spelling unfamiliar words when writing e.g. use visual strategies such as knowledge of common letter patterns, vowel and consonant digraphs, base words | | |
|---|--|--|

Learning opportunities for speaking and listening at standard three

| Stage seven | Stage eight | Stage nine |
|--|-------------|------------|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none">• listen to spoken electronic texts such as narratives, poems, fairy tales, nursery rhymes, recounts, procedures, lists, descriptions, information reports, questions, instructions and other multimodal texts• listen to texts read aloud, recalling information, making inferences and responding to questions and instructions• use listening strategies such as actively attempting to identify the topic, focus and main ideas in texts | | |

Learning opportunities for reading and viewing at standard four

| Stage ten | Stage eleven | Stage twelve |
|---|---|---|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read young fiction, including series fiction, poetry, play extracts, reference material, newspaper reports, advertisements, biographies and other electronic texts • read and respond to a range of texts that entertain, move, inform, report and explain • identify the ways in which particular points of view are presented in texts according to the purpose, context and audience • understand the purposes, structures and features of a range of imaginative and information texts • understand some of the ways in which language is used to construct characters, people, places, events, ideas and information e.g. infer character's qualities, motives and actions, recognise how similes, personification, idiom and metaphor are used • identify and distinguish between some of the different genres they have read • interpret texts by identifying main ideas, making inferences, drawing conclusions | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read young fiction, including series fiction, poetry, play extracts, reference material, newspaper reports, advertisements, biographies and other electronic texts • read and respond to challenging texts that entertain, move, inform, report and explain • identify the ways in which particular points of view are presented in texts according to the purpose, context and audience • understand the purposes, structures and features of challenging imaginative and information texts • understand some of the ways in which language is used to construct characters, people, places, events, ideas and information • explore the main ideas developed in imaginative texts • identify the ways in which texts entertain, convey important messages and represent human behaviour • interpret challenging texts by identifying main ideas, making inferences and drawing | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • read young fiction, including series fiction, poetry, play extracts, reference material, newspaper reports, advertisements, biographies and other electronic texts • read and respond to challenging texts that entertain, move, inform, report and explain • consider some of the language features used in texts to present particular points of view for different purposes, contexts and audiences • understand the purposes, structures and features of challenging imaginative and information texts • explore the ways in which language has been used to represent characters, people, places, events, ideas and information • explore the main ideas developed in imaginative texts • identify the ways in which texts entertain, convey important messages and represent human behaviour • interpret challenging texts by inferring meanings, identifying cause and effect, considering the relevance of information |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • consider some of the ways in which words and images are used to develop subject matter • use some strategies to assess the accuracy and relevance of information • use reading strategies e.g. <ul style="list-style-type: none"> - break words into chunks - adjust reading strategies for different texts - use sound, visual and meaning cues, knowledge of high frequency words and topic related vocabulary - use knowledge of grammar, sentence and text structures, vocabulary | <p>conclusions</p> <ul style="list-style-type: none"> • use strategies to assess the relevance of information • use reading strategies e.g. determine unknown words by choosing appropriate word identification strategies | <ul style="list-style-type: none"> • use strategies to assess the relevance of information • use reading strategies e.g. use knowledge of text structure, grammar and vocabulary |
|--|--|--|

Learning opportunities for writing and representing at standard four

| Stage ten | Stage eleven | Stage twelve |
|--|---|--|
| <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts from given information such as narratives, reports, procedures, poetry, descriptions, factual recounts and newspapers in electronic medium • select language features to represent ideas, develop subject matter and describe people, places, events and things • sequence ideas and events and select the appropriate orientation, complication and resolution to structure narratives • group related information • use subject specific vocabulary • spell frequently used and subject specific words from a wide range of areas • use word building, sound, visual, and meaning knowledge in a multi-strategy approach to spell unfamiliar words • select written and visual language features to communicate ideas, develop subject matter and portray people, places, events and things | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts from given information such as narratives, reports, procedures, poetry, descriptions, factual recounts and newspapers in electronic medium • select language features to represent ideas, develop subject matter and describe people, places, events and things • group related information • use effective vocabulary to present ideas and information • spell frequently used and subject specific words from a wide range of areas using appropriate strategies, including second attempt, to check for and correct errors • explore word derivations and use sound, visual, and meaning knowledge in a multi strategy approach to spell unfamiliar words • select written and visual language features to represent people, events or ideas in ways that appeal to target audiences | <p>Students have opportunities to:</p> <ul style="list-style-type: none"> • construct texts from given information such as narratives, reports, procedures, poetry, descriptions, factual recounts and newspapers in electronic medium • select language features to appropriately represent ideas, people, events or ideas • construct imaginative texts from given information that develop characters and the plot • select appropriate vocabulary to develop and convey ideas and information in ways that develop mood and atmosphere e.g. repetition, metaphor or similes in poetry • use a variety of strategies to edit texts by reviewing text organisation, sentence structure and use of words • spell frequently used and subject specific words from a wide variety of areas using appropriate strategies, including second attempt, to correct errors • explore word derivations and use sound, visual, and meaning knowledge in a multi strategy approach to spell unfamiliar words |