

# *BRAINtastic!* Reading Success

Correlation with the  
UK National Curriculum

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Programme of study: English

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# Key Stage 1

## En1 Speaking and Listening

### Knowledge, skills and understanding

#### Listening

- 2 To listen, understand and respond to others, *BRAINtastic! Reading Success* gives pupils the opportunity to:
- a sustain concentration
  - b remember specific points of spoken electronic texts
  - f identify and respond to sound patterns in language [for example, alliteration, rhyme, word play].

#### Standard English

- 5 *BRAINtastic! Reading Success* introduces pupils to some of the main features of spoken standard English.

#### Language variation

- 6 *BRAINtastic! Reading Success* gives pupils the opportunity to recognise how speech varies:
- a in communicating meaning in different circumstances [for example, how speech changes according to purpose, such as entertaining or informing].

### Breadth of study

- 7 During the key stage, *BRAINtastic! Reading Success* gives pupils the opportunity to learn about the **Knowledge, skills and understanding** through the following range of activities, contexts and purposes.

#### Listening

- 9 *BRAINtastic! Reading Success* gives pupils the opportunity to listen to:
- b detailed explanations through spoken electronic texts [for example, how something works]
  - c recordings.

## En2 Reading

### Knowledge, skills and understanding

#### Reading strategies

- 1 To read with fluency, accuracy, understanding and enjoyment, *BRAINtastic! Reading Success* exposes pupils to a range of strategies to make sense of what they read. These strategies include:

#### *Phonemic awareness and phonic knowledge*

- a hear, identify, segment and blend phonemes in words
- b sound the letters of the alphabet
- c link sound and letter patterns, exploring rhyme, alliteration and other sound patterns
- e recognise that the same sound may have different spellings and that the same spellings may relate to different sounds.

#### *Word recognition and graphic knowledge*

- f read on sight high-frequency words and other familiar words
- g recognise words with common spelling patterns
- h recognise specific parts of words.

#### *Grammatical awareness*

- i understand how word order affects meaning
- j decipher new words
- k work out the sense of a sentence by reading ahead.

#### *Contextual understanding*

- l focus on meaning derived from the text as a whole
- n draw on their background knowledge and understanding of the content.

#### Reading for information

- 2 *BRAINtastic! Reading Success* gives pupils the opportunity to:
  - a use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters, to find information
  - c use reference material for different purposes.

#### Literature

- 3 To develop their understanding of fiction and poetry, *BRAINtastic! Reading Success* gives pupils the opportunity to:
  - a identify characters, events and settings in fiction
  - e identify patterns of rhythm, rhyme and sounds in poems and their effects.

#### Language structure and variation

- 4 To read texts with greater accuracy and understanding, *BRAINtastic! Reading Success* gives pupils the opportunity to learn about the characteristics of

different types of text [for example, beginnings and endings in stories, use of captions].

## Breadth of study

- 5 During the key stage, *BRAINtastic! Reading Success* gives pupils the opportunity to learn about the **Knowledge, skills and understanding** through the following range of literature and non-fiction and non-literary texts.

### Literature

- 6 The range should include:
- a stories and poems with familiar settings and those based on imaginary or fantasy worlds
  - b stories, play extracts and poems by significant author's
  - c retellings of traditional folk and fairy stories
  - d stories and poems from a range of cultures
  - e stories and poems with patterned and predictable language
  - f stories and poems that are challenging in terms of length or vocabulary.

### Non-fiction and non-literary texts

- 7 The range should include:
- a ICT-based information texts, including those with illustrations
  - b reference materials.

## En3 Writing

### Knowledge, skills and understanding

#### Composition

- 1 *BRAINtastic! Reading Success* gives pupils the opportunity to learn to:
  - a use an expanding vocabulary in text construction
  - b sequence events and recount them in appropriate detail
  - c respond to questions using sentences representative of their ideas
  - f use the texts they read and the information supplied as a basis for text construction.

#### Spelling

- 4 *BRAINtastic! Reading Success* gives pupils the opportunity to learn to:

##### *Spelling strategies*

- a use a keyboard to enter text into the computer
- b use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes]
- c recognise and use simple spelling patterns
- d write common letter strings
- e spell common words

##### *Checking spelling*

- g check the accuracy of their spelling, using a variety of strategies, such as second attempts
- h use their knowledge of word families and other words

#### Language structure

- 7 In constructing own texts, *BRAINtastic! Reading Success* gives pupils the opportunity to consider:
  - a how word choice and order are crucial to meaning
  - b the nature and use of nouns, verbs and pronouns
  - c how ideas may be linked in sentences and how sequences of sentences fit together.

### Breadth of study

- 8 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through addressing the following ranges of purposes and forms of writing.
- 9 The range of purposes for writing should included:
  - a to communicate
  - b to create imaginary worlds
  - c to explore experience
  - d to organise and explain information.

12 The range of forms of writing should include captions, messages and instructions.

# Key Stage 2

## En1 Speaking and Listening

### Knowledge, skills and understanding

#### Listening

- 2 To listen, understand and respond to spoken electronic texts, *BRAINtastic! Reading Success* gives pupils opportunity to:
- a identify the gist of an account or key points and respond to what they hear
  - c recall and re-present important features of an argument, talk or reading
  - d identify features of language used for a specific purpose [for example to instruct or entertain]
  - e respond to texts appropriately, taking into account what is said.

#### Standard English

- 5 *BRAINtastic! Reading Success* gives pupils the opportunity to hear the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts.

#### Language variation

- 6 *BRAINtastic! Reading Success* gives pupils opportunities to learn about how speech varies:
- a according to context and purpose [for example, choice of vocabulary in more formal situations]
  - c between spoken and written forms [for example, the differences between transcribed speech, direct speech and reported speech].

### Breadth of study

- 7 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following range of activities, contexts and purposes.

#### Listening

- 9 *BRAINtastic! Reading Success* gives pupils the opportunity to listen to:
- a readings

## En2 Reading

### Knowledge, skills and understanding

#### Reading strategies

- 1 To read with fluency, accuracy and understanding, *BRAINtastic! Reading Success* exposes pupils to a range of strategies to make sense of what they read. These strategies include:
  - a phonemic awareness and phonic knowledge
  - b word recognition and graphic knowledge
  - c knowledge of grammatical structures
  - d contextual understanding.

#### Understanding texts

- 2 *BRAINtastic! Reading Success* gives pupils the opportunity to:
  - a use inference and deduction
  - b look for meaning beyond the literal
  - c make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing]
  - d use their knowledge of other texts they have read.

#### Reading for information

- 3 *BRAINtastic! Reading Success* gives pupils the opportunity to:
  - a scan texts to find information
  - c obtain specific information through detailed reading
  - d draw on different features of texts, including print, sound and image, to obtain meaning
  - f distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information].

#### Literature

- 4 To develop understanding and appreciation of literary texts, *BRAINtastic! Reading Success* gives pupils the opportunity to:
  - a recognise the choice, use and effect of figurative language, vocabulary and patterns of language
  - b identify different ways of constructing sentences and their effects
  - c identify how character and setting are created, and how plot, narrative structure and themes are developed
  - e evaluate ideas and themes that broaden perspectives and extend thinking
  - f consider poetic forms and their effects
  - i read stories, poems and plays.

#### Non-fiction and non-literary texts

- 5 To develop understanding and appreciation of non-fiction and non-literary texts, *BRAINtastic! Reading Success* gives pupils the opportunity to:
  - a identify the use and effect of specialist vocabulary

- d identify links between ideas and sentences in non-chronological writing
- g engage with challenging and demanding subject matter.

### Language structure and variation

- 6 To read texts with greater accuracy and understanding, *BRAINtastic! Reading Success* gives pupils the opportunity to identify and comment on features of English at word, sentences and text level, using appropriate terminology.

### Breadth of study

- 7 During the key stage, *BRAINtastic! Reading Success* gives pupils the opportunity to learn the **Knowledge, skills and understanding** through the following ranges of literature and non-fiction and non-literary texts.

### Literature

- 8 The range should include:
  - a a range of modern fiction by significant children's authors
  - b long-established children's fiction
  - c a range of good-quality modern poetry
  - d classic poetry
  - e texts drawn from a variety of cultures and traditions
  - f myths, legends and traditional stories
  - g playscripts.

### Non-fiction and non-literary texts

- 9 The range should include:
  - a biographies, letters
  - b reference and information materials [for example, textbooks, reports]
  - c newspapers, magazines, articles, advertisements.

## En3 Writing

### Knowledge, skills and understanding

#### Composition

- 1 *BRAINtastic! Reading Success* gives pupils the opportunity to learn to:
  - a choose form and content to suit a particular purpose
  - b broaden their vocabulary
  - c use language and style that are appropriate to the reader
  - d use and adapt the features of a form of writing, drawing on their reading.

#### Spelling

- 4 *BRAINtastic! Reading Success* gives pupils the opportunity to learn to:

##### *Spelling strategies*

- a to sound out phonemes
- c to apply knowledge of spelling conventions
- d to use knowledge of common letter strings, visual patterns and analogies
- f to revise and build on their knowledge of words and spelling patterns

##### *Morphology*

- g the meaning, use and spelling of common prefixes and suffixes
- h the spelling of words with inflectional endings
- i the relevance of word families, roots and origins of words
- j the use of appropriate terminology, including vowel, consonant and homophone.

#### Language structure

- 7 In constructing own texts, *BRAINtastic! Reading Success* gives pupils the opportunity to consider:
  - a word classes and the grammatical functions of words, including nouns, verbs, adjectives and adverbs
  - b the features of different types of sentence, including statements, questions and commands, and how to use them
  - c the grammar of complex sentences, including clauses, phrases and connectives

### Breadth of study

- 8 During the key stage, *BRAINtastic! Reading Success* gives pupils the opportunity to learn the **Knowledge, skills and understanding** through addressing the following range of purposes, readers and forms of writing.
- 9 The range of purposes for constructing should include:
  - a to imagine and explore ideas, focusing on creative uses of language and how to interest the reader

- b to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader
- d to review what has been read or heard, focusing on both the topic and the writer's view of it.

12 The range of forms of writing include narratives, poems, reports, procedures, explanations and instructions.

# Key Stage 3

## En 2 Reading

### Knowledge, skills and understanding

#### Understanding texts

- 1 To develop understanding and appreciation of texts, *BRAINtastic! Reading Success* provides pupils with the opportunity:

#### *Reading for meaning*

- a to extract meaning beyond the literal, understanding how the choice of language and style affects implied and explicit meanings
- c how ideas, values and emotions are explored and portrayed
- d to identify the perspectives offered on individuals, community and society
- f to read and appreciate the scope and richness of plays and poems.

#### *Understanding the author's craft*

- g how language is used in diverse ways
- h to reflect on the writer's presentation of ideas and issues, the motivation and behaviour of characters, the development of plot and the overall impact of a text
- j how techniques, structure, forms and styles vary

#### Printed and ICT-based information texts

- 4 To develop their reading of print, *BRAINtastic! Reading Success* gives pupils the opportunity to:
- c sift the relevant from the irrelevant, and distinguish between fact and opinion
  - d identify the characteristic features, at word, sentence and text level, of different types of texts.

#### Media and moving image texts

- 5 *BRAINtastic! Reading Success* gives pupils the opportunity to learn:
- a how meaning is conveyed in texts that include print and images

#### Language structure and variation

- 6 *BRAINtastic! Reading Success* gives pupils the opportunity to draw on their knowledge of grammar and language variation to develop their understanding of texts and how language works.

## Breadth of study

- 7 During the key stage, *BRAINtastic! Reading Success* gives pupils the opportunity to learn the **Knowledge, skills and understanding** through the following ranges of literature and non-fiction and non-literary texts.

### Literature

- 8 The range should include:
- a plays and poetry from the English literary heritage, including:
    - i excerpts from Shakespeare,
    - ii poetry of major poets before and after 1914 as listed in the programme of study, including Percy Bysshe Shelly, William Blake, Wilfred Owen, W B Yeats.
  - b recent and contemporary fiction and poetry written for young people and adults
  - c fiction and poetry by major writers from different cultures and traditions.

### Non-fiction and non-literary texts

9. The range should include:
- a literary non-fiction
  - b print information texts
  - c media and moving image texts [for example, newspapers, magazines].

## En3 Writing

### Knowledge, skills and understanding

#### Composition

- 1 *BRAINtastic! Reading Success* gives pupils the opportunity to learn to complete the composition of imaginative texts.

#### Spelling

- 4 *BRAINtastic! Reading Success* gives pupils the opportunity to:
  - a increase their knowledge of regular patterns of spelling, word families, roots of words and derivations, including stem, prefix, suffix, inflection
  - b apply their knowledge of word formation
  - c spell increasingly complex polysyllabic words.

#### Standard English

- 6 *BRAINtastic! Reading Success* gives pupils the opportunity to learn about the variations in written standard English and how they differ from spoken language.