

Springboard

**Australian Curriculum: English – Springboard
Correlation Grid
Foundation**

Strand	English Content Descriptions	Reading Level 1	Reading Level 2	Reading Level 3	Reading Level 4	Reading Level 5	Reading Level 6	Reading Level 7	Reading Level 8
Language	<p>Text structure and organisation</p> <p>Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes</p> <p>Understand that punctuation is a feature of written texts different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences</p> <p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality</p> <p>Expressing and developing ideas</p> <p>Recognise that sentences are key units for expressing ideas</p> <p>Recognise that texts are made up of words and groups of words that make meaning</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school</p> <p>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words</p> <p>Know how to use onset and rime to spell words</p> <p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words</p> <p>Recognise the letters of the alphabet and know there are lower and upper case letters</p>	●	●	●	●	●	●	●	●
Literature	<p>Literature and context</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences</p> <p>Responding to literature</p> <p>Share feelings and thoughts about the events and characters in texts</p> <p>Examining literature</p> <p>Identify some features of texts including events and characters and retell events from a text</p> <p>Creating literature</p> <p>Retell familiar literary texts through performance, use of illustrations and images</p>	●	●	●	●	●	●	●	●
Literacy	<p>Interacting with others</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations</p> <p>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact</p> <p>Deliver short oral presentations to peers</p> <p>Interpreting, analysing, evaluating</p> <p>Identify some differences between imaginative and informative texts</p> <p>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</p> <p>Creating texts</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p>	●	●	●	●	●	●	●	●



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Strand	English Content Descriptions	Reading Level 9	Reading Level 10	Reading Level 11	Reading Level 12	Reading Level 13	Reading Level 14	Reading Level 15	Reading Level 16
Language	Language for interaction								
	Understand that there are different ways of asking for information, making offers and giving commands	●	●						●
	Text structure and organisation								
	Understand that the purposes texts serve shape their structure in predictable ways	●	●	●	●	●	●	●	●
	Understand patterns of repetition and contrast in simple texts	●	●		●	●	●	●	●
	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	●	●	●	●	●	●	●	●
	Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of contents, headings and titles, navigation buttons, bars and links	●	●	●	●	●	●	●	●
	Expressing and developing ideas								
	Explore differences in words that represent people, places and things (nouns and pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	●	●	●	●	●	●	●	●
	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	●	●	●	●	●	●	●	●
	Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words	●	●	●	●	●	●	●	●
	Recognise and know how to use morphemes in word families, for example “play” in “played” and “playing”	●	●	●	●	●	●	●	●
	Sound and letter knowledge								
Manipulate sounds in spoken words including phoneme deletion and substitution	●	●	●	●	●	●	●	●	
Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends	●	●	●	●	●	●	●	●	
Understands the variability of sound-letter matches	●								
Literature	Literature and context								
	Discuss how authors create characters using language and images	●	●	●	●	●	●	●	●
	Responding to literature								
	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences	●	●	●	●	●	●	●	●
	Express preferences for specific texts and authors and listen to the opinions of others	●	●	●	●	●	●	●	●
	Examining literature								
	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	●	●	●	●	●	●	●	●
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme		●							
Creating literature									
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	●	●	●	●	●	●	●	●	
Literacy	Interacting with others								
	Engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions	●	●	●	●	●	●	●	●
	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	●	●	●	●	●	●	●	●
	Make short presentations using some introduced text structures and language, for example opening statements	●	●	●				●	
	Interpreting, analysing, evaluating								
	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example predicting, monitoring meaning and re-reading	●	●	●	●	●	●	●	●
	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	●	●	●	●	●	●	●	●
	Creating texts								
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	●	●	●	●	●	●	●	●	

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Year 2

Strand	English Content Descriptions	Reading Level 17	Reading Level 18	Reading Level 19	Reading Level 20	Reading Level 21	Reading Level 22	Reading Level 23
Language	Text structure and organisation							
	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	●	●	●	●	●	●	●
	Recognise that capital letters signal proper nouns and commas are used to separate items in lists			●		●		
	Know some features of text organisation including page and screen layouts, alphabetical order and different types of diagrams, for example timelines	●	●	●	●	●	●	●
	Expressing and developing ideas							
	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives		●	●		●		
	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives and consider how these images add to or contradict or multiply the meaning of accompanying words	●	●	●	●	●	●	●
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	●	●	●	●	●	●	●	
Understand how to use digraphs, long vowels, blends and silent letters to spell words, use morphemes and syllabification to break up simple words and use visual memory to write irregular words	●	●	●	●	●	●	●	
Recognise common prefixes and suffixes and how they change a word's meaning		●	●	●	●	●	●	
Literature	Literature and context							
	Discuss how depictions of characters in print, sound and images reflect the context in which they were created	●	●	●	●	●	●	●
	Responding to literature							
	Compare opinions about characters, events and settings in and between texts	●		●				
	Examining literature							
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	●	●	●	●	●	●	●	
Creating literature								
Create events and characters using different media that develop key events and characters from literary texts	●	●	●	●	●	●	●	
Literacy	Texts in context							
	Discuss different texts on a similar topic, identifying similarities and differences between the texts	●	●					
	Interacting with others							
	Listen for specific purposes and information, including instructions, and extend students' own and others ideas in discussions	●	●	●	●	●	●	●
	Interpreting, analysing, evaluating							
	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting	●	●	●	●	●	●	●
	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	●	●	●	●	●	●	●
Creating texts								
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	●	●	●	●	●	●	●	

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Year 3

Strand	English Content Descriptions	Reading Level 24	Reading Level 25	Reading Level 26	Reading Level 27	Reading Level 28	Reading Level 29	Reading Level 30
Language	Text structure and organisation Understand how different types of texts vary depending on their purpose and context					●		
	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	●				●		
	Expressing and developing ideas Understand that verbs represent different processes (doing, thinking, saying and relating) and that these processes are anchored in time through tense	●						
	Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes etc.	●	●	●	●	●	●	●
	Recognise high-frequency sight words	●	●	●	●	●	●	●
Literature	Responding to literature Draw connections between personal experiences and the worlds of texts, and share responses with others	●	●	●	●	●	●	●
	Creating literature Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle	●	●	●	●	●	●	●
Literacy	Texts in context Identify the point of view in a text and suggest alternative points of view	●	●					
	Interacting with others Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	●	●	●	●	●	●	●
	Use interaction skills including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume	●	●	●	●	●	●	●
	Interpreting, analysing, evaluating Identify the audience and purpose of imaginative, informative and persuasive texts			●		●		
	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, e.g. monitoring, predicting, confirming, re-reading, reading on and self-correcting	●	●	●	●	●	●	●
	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	●	●	●	●	●	●	●
	Creating texts Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features	●	●	●	●	●	●	●

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Year 4

Strand	English Content Descriptions	Reading Age 8.8–9.2 yrs	Reading Age 9.3–9.7 yrs	Reading Age 9.8–10.2 yrs
Language	<p>Language for interaction Understand differences between the language of opinion and feeling and the language of factual reporting or recording</p> <p>Text structure and organisation Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience</p> <p>Expressing and developing ideas Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research Understand how to use strategies for spelling words including spelling rules, knowledge of morphemic word families, spelling generalisations and letter combinations including double letters</p>	●	●	●
Literature	<p>Responding to literature Discuss literary experiences with others, sharing responses and expressing a point of view Use metalanguage to describe the effects of ideas, text structures and language features of literary texts</p> <p>Examining literature Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns</p> <p>Creating literature Create literary texts that explore students' own experiences and imagining Create literary texts by developing storylines, characters and settings</p>	●	●	●
Literacy	<p>Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information Use interaction skills such as acknowledging another's point of view and linking students' responses to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purpose and audience</p> <p>Interpreting, analysing, evaluating Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, crosschecking and reviewing Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p> <p>Creating texts Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</p>	●	●	●

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Year 5

Strand	English Content Descriptions	Reading Age 9.5–10.5 yrs	Reading Age 10.5–11.5 yrs	Reading Age 11.5–12.5 yrs
Language	<p>Text structure and organisation Understand how texts vary in purpose, structure and topic as well as the degree of formality Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation</p> <p>Expressing and developing ideas Understand how noun and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, thing or idea Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words</p>	● ● ● ●	● ● ● ●	● ● ● ●
Literature	<p>Responding to literature Present a point of view about a particular text using appropriate metalanguage and reflecting on the viewpoints of others Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <p>Examining literature Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p> <p>Creating literature Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p>	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
Literacy	<p>Texts in context Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions and objective and subjective language, and that these can change according to context</p> <p>Interacting with others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues, and choose vocabulary and vocal effects appropriate for different audiences and purposes</p> <p>Interpreting, analysing, evaluating Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text Navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources</p> <p>Creating texts Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p>	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●

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Year 6

Strand	English Content Descriptions	Reading Age 10.5–11.5 yrs	Reading Age 11.5–12.5 yrs	Reading Age 12.5–13.5 yrs
Language	<p>Language for interaction Understand the uses of objective and subjective language and bias</p> <p>Text structure and organisation Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p> <p>Expressing and developing ideas Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts Investigate how vocabulary choices including evaluative language can express shades of meaning, feeling and opinion Understand how to use banks of known words, word origins, base words, suffixes, prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages</p>	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
Literature	<p>Responding to literature Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts</p> <p>Examining literature Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</p> <p>Creating literature Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p>	● ● ●	● ● ●	● ● ●
Literacy	<p>Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace according to group size, formality of interaction and needs and expertise of the audience Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p> <p>Interpreting, analysing, evaluating Analyse how text structures and language features work together to meet the purpose of a text Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts Analyse strategies authors use to influence readers</p> <p>Creating texts Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience</p>	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●