

Sprints Correlation Chart Indicating Links to Australian Curriculum

Indicates Year 1 Descriptions

Indicates Year 2 Descriptions

Reading Level	Book Title	Language Descriptions	Literature Descriptions	Literacy Descriptions
12	Dad's Day Off	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) 	<ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts 	<ul style="list-style-type: none"> 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 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 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
12	Andy the Champion	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways 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 Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances 	<ul style="list-style-type: none"> Discuss how authors create characters using language and images Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts 	<ul style="list-style-type: none"> 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 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 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
13	Sam Snoop and the Mystery of the Noisy Racing Car	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways 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 Manipulate sounds in spoken words including phoneme deletion and substitution 	<ul style="list-style-type: none"> Discuss how authors create characters using language and images 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 Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts 	<ul style="list-style-type: none"> 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 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 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
13	Dad Disappears	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) 	<ul style="list-style-type: none"> Discuss how authors create characters using language and images 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 Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts 	<ul style="list-style-type: none"> 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 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 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

<p>14</p> <p>The New Kid</p>	<ul style="list-style-type: none"> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions Understand that the purposes texts serve shape their structure in predictable ways 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 Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) 	<ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts 	<ul style="list-style-type: none"> 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 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 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
<p>14</p> <p>Hamsterboy and the Agents from SHAC</p>	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links 	<ul style="list-style-type: none"> Discuss how authors create characters using language and images Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts Recreate texts imaginatively using drawing, writing, performance and digital forms of communication 	<ul style="list-style-type: none"> 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 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 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
<p>15</p> <p>Zoo Goo</p>	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning Manipulate sounds in spoken words including phoneme deletion and substitution Recognise sound – letter matches including common vowel and consonant digraphs and consonant blends 	<ul style="list-style-type: none"> Discuss how authors create characters using language and images Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts Recreate texts imaginatively using drawing, writing, performance and digital forms of communication 	<ul style="list-style-type: none"> 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 Describe some differences between imaginative informative and persuasive texts 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 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
<p>15</p> <p>Don't Interrupt</p>	<ul style="list-style-type: none"> Understand that there are different ways of asking for information, making offers and giving commands Understand that the purposes texts serve shape their structure in predictable ways 	<ul style="list-style-type: none"> Discuss how authors create characters using language and images Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts Recreate texts imaginatively using drawing, writing, performance and digital forms of communication 	<ul style="list-style-type: none"> 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 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 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

<p>16</p> <p>King Pong</p>	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways Manipulate sounds in spoken words including phoneme deletion and substitution 	<ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal response to these texts, making connections with students' own experiences Express preferences for specific texts and authors and listen to the opinions of others Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts Recreate texts imaginatively using drawing, writing, performance and digital forms of communication 	<ul style="list-style-type: none"> 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 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 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
<p>16</p> <p>Snookums and Pookie</p>	<ul style="list-style-type: none"> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions Understand that the purposes texts serve shape their structure in predictable ways Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' 	<ul style="list-style-type: none"> 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 Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts 	<ul style="list-style-type: none"> 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 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 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
<p>17</p> <p>Hamsterboy, The Birth of a Hero</p>	<ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms 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 	<ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Create events and characters using different media that develop key events and characters from literary texts 	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately 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 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
<p>17</p> <p>Saving the World</p>	<ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives 	<ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Create events and characters using different media that develop key events and characters from literary texts 	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately 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 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

<p>18</p>	<p>Storm's Bright Idea</p>	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Create events and characters using different media that develop key events and characters from literary texts 	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately 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 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
<p>18</p>	<p>Diary of a Stinky Kid</p>	<ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction 	<ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created Compare opinions about characters, events and settings in and between texts Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Create events and characters using different media that develop key events and characters from literary texts 	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately 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 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
<p>19</p>	<p>Read Me Now!</p>	<ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms 	<ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created Compare opinions about characters, events and settings in and between texts Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences Discuss the characters and settings of different texts and explore how language is used to present these features in different ways 	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately 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 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
<p>19</p>	<p>Billy Brain Box</p>	<ul style="list-style-type: none"> Identify language that can be used for appreciating texts and the qualities of people and things Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose 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 	<ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts Discuss the characters and settings of different texts and explore how language is used to present these features in different ways Create events and characters using different media that develop key events and characters from literary texts 	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately 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 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

