

Sprints Correlation Chart Indicating Links to Australian Curriculum

■ Indicates Year 3 Descriptions

Reading Level	Book Title	Language Descriptions	Literature Descriptions	Literacy Descriptions
28	The Not-So-Crazy Scientist	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs 	<ul style="list-style-type: none"> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view 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 Plan and deliver short presentations, providing some key details in logical sequence Identify the audience and purpose of imaginative, informative and persuasive texts 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
28	Sam Snoop and the Mystery of the Pink Cupcakes	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense 	<ul style="list-style-type: none"> Develop criteria for establishing personal preferences for literature Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 Plan and deliver short presentations, providing some key details in logical sequence Identify the audience and purpose of imaginative, informative and persuasive texts 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
28	The Great Concrete Mix-Up	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Examine how evaluative language can be varied to be more or less forceful Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) 	<ul style="list-style-type: none"> Develop criteria for establishing personal preferences for literature Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view 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 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
28	Who Let the Dinosaurs Out?	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Examine how evaluative language can be varied to be more or less forceful Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 Plan and deliver short presentations, providing some key details in logical sequence 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

<p>29</p>	<p>Hamsterboy and the Case of the Missing Lunchbox</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement 	<ul style="list-style-type: none"> Develop criteria for establishing personal preferences for literature Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view 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 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>29</p>	<p>Bigfoot</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Understand that paragraphs are a key organisational feature of written texts Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments 	<ul style="list-style-type: none"> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view 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 Plan and deliver short presentations, providing some key details in logical sequence 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>29</p>	<p>Hamsterboy and the Trapped Kitty</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view 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 Plan and deliver short presentations, providing some key details in logical sequence 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>29</p>	<p>Princess Pop-a-Lot</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs 	<ul style="list-style-type: none"> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

<p>29</p> <p>Oodles of Animals</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 Plan and deliver short presentations, providing some key details in logical sequence 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>29</p> <p>The Homework Machine</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Develop criteria for establishing personal preferences for literature Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>30</p> <p>Cricklewood Park</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 Identify the audience and purpose of imaginative, informative and persuasive texts 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>30</p> <p>Polar Blast</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments 	<ul style="list-style-type: none"> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view 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 Identify the audience and purpose of imaginative, informative and persuasive texts 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

<p>30</p>	<p>Professor Dingledat and the Dynamic Dog De-Barker</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) 	<ul style="list-style-type: none"> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 Identify the audience and purpose of imaginative, informative and persuasive texts 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>30</p>	<p>Olle Idol</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view 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 Plan and deliver short presentations, providing some key details in logical sequence 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 Identify the audience and purpose of imaginative, informative and persuasive texts Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>30</p>	<p>Professor Dingledat and the Raven-Rescuer</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle 	<ul style="list-style-type: none"> 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 Identify the audience and purpose of imaginative, informative and persuasive texts 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
<p>30</p>	<p>Louie the Spy and the Abominable Compost Man</p>	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters 	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others Develop criteria for establishing personal preferences for 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 	<ul style="list-style-type: none"> 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 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 Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

