

Sprints Correlation Chart Indicating Links to Australian Curriculum

Indicates Year 2 Descriptions

Indicates Year 3 Descriptions

Reading Level	Book Title	Language Descriptions	Literature Descriptions	Literacy Descriptions
20	Professor Dinglebat and the Super Sock Power	<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 Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines 	<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 Identify the audience of imaginative, informative and persuasive texts 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
20	Gotchal!	<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"> Discuss different texts on a similar topic, identifying similarities and differences between the texts 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
21	Slinky Inky	<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 Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; 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
21	A Cold Spell	<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 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 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 	<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>22</p> <p>Sam Snoop and the Mystery of the Missing Jelly Beans</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 • 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 	<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"> • Discuss different texts on a similar topic, identifying similarities and differences between the texts • 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 • Rehearse and deliver short presentations on familiar and new topics • 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>22</p> <p>Cat-Napped?</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 • Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines • Recognise common prefixes and suffixes and how they change a word's meaning 	<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 • Rehearse and deliver short presentations on familiar and new topics • Identify the audience of imaginative, informative and persuasive texts • 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>23</p> <p>The Chocolate Martians</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 • 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 	<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 • Rehearse and deliver short presentations on familiar and new topics • 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>23</p> <p>Pickles</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 • Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines • 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 	<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 • Identify the audience of imaginative, informative and persuasive texts • 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>24</p>	<p>Snookums</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"> 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 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>24</p>	<p>Louie the Spy</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 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 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>25</p>	<p>Whales I Have Rescued</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 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"> 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 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>25</p>	<p>Hamsterboy and the Interschol Vegetable-Growing Competition</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"> 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>26</p>	<p>Dad Helps Out</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>26</p>	<p>His Royal Spineless</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 	<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 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>27</p>	<p>My Robot Friend</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"> 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 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>27</p>	<p>Hair Today, Gone Tomorrow</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 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 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

