Flying Start to Literacy — Correlation to Year 4 of the Australian Curriculum: English
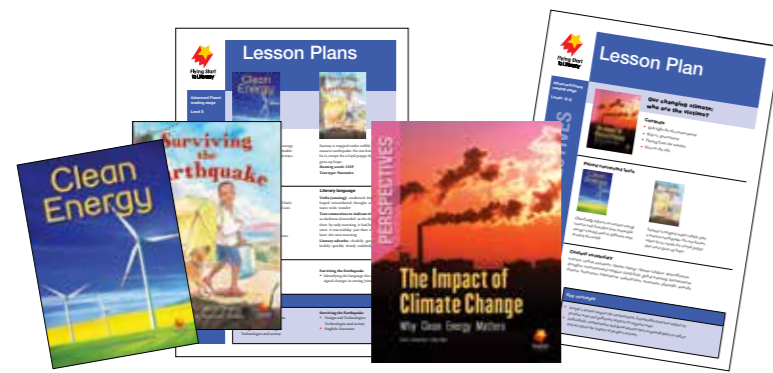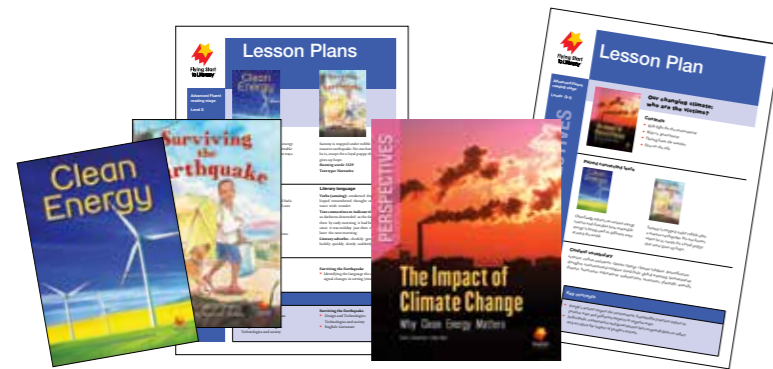
Paired texts (a narrative book and informative book) explore a high-interest topic. Accompanying each pair is a Perspectives title, which explores an issue arising from the high-interest topic. This title is a collection of short texts presenting multiple points of view on the issue.
Separate lesson plans for the paired texts and Perspectives titles support the development of reading, writing, language and speaking and listening skills.

Curriculum content	What Makes a Champion?/Swim Like a Fish	Playing Competitive Sports	HeroRATs/Clever Ratty	Putting Animals to Work	First-Time Visitors/Odysseus and the Cyclops	Hazardous Adventures	Polio: A Frightening Disease/Dance On!	Preventing Diseases	Our Active Earth/A New Geyser Erupts	Living in Dangerous Places	Clean Energy/Surviving the Earthquake	The Impact of Climate Change	Behind the Scenes at the Zoo/So Far from Home	Animals in Captivity: The Good and the Bad	Get Me to School!/Get Me to School!	An Education: A Right or a Privilege?	The Mighty Murray/River Boy	Sharing the River: What Are the Issues?	What's the Attraction?/Rescue at Blue Canyon	Holiday Destinations	Protecting the People of the Arrow/Outsiders!	Uncontacted People: Should We Leave Them Alone?	Exploring Space/Ocean Rescue	Space Exploration: Is It Worth it?
LANGUAGE																								
Language variation and change																								
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)																								
Language for interaction																								
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)		●		●		●		●		●		●		●		●		●		●		●		●
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)																								
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 (ACELA1490)	●		●		●		●		●		●		●		●		●		●		●		●	
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	●		●		●		●		●		●		●		●		●		●		●		●	
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	●		●		●		●		●		●		●		●		●		●		●		●	
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)																								
Expressing and developing ideas																								
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	●		●		●		●		●		●		●		●		●		●		●		●	
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	●		●		●		●		●		●		●		●		●		●		●		●	
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	●		●		●		●		●		●		●		●		●		●		●		●	
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

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LANGUAGE																								
Phonics and word knowledge																								
Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)	●		●		●		●		●		●		●		●		●		●		●		●	
Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	●		●		●		●		●		●		●		●		●		●		●		●	
Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)	●		●		●		●		●		●		●		●		●		●		●		●	
LITERATURE																								
Literature and context																								
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)																								
Responding to literature																								
Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	●		●		●		●		●		●		●		●		●		●		●		●	
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 (ACELT1605)	●		●		●		●		●		●		●		●		●		●		●		●	
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 (ACELT1606)																								
Creating literature																								
Create literary texts that explore students' own experiences and imagining (ACELT1607)																								

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LANGUAGE																								
Create literary texts by developing storylines, characters and settings (ACELT1794)																								
Texts in context																								
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)																								
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 (ACELY1687)																								
Use interaction skills such as acknowledging another's point of view and linking students' response 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 (ACELY1688)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)																								
Interpreting, analysing, evaluating																								
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)		●		●		●		●		●		●		●		●		●		●		●		●
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	●		●		●		●		●		●		●		●		●		●		●		●	
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	●		●		●		●		●		●		●		●		●		●		●		●	
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 (ACELY1694)		●		●		●		●		●		●		●		●		●		●		●		●
Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)		●		●		●		●		●		●		●		●		●		●		●		●
Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)																								
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)																								