Flying Start to Literacy — Levels 25-30 Correlation to Year 3 of the Australian Curriculum: English

Books at each level are paired.
The lesson plan for each pair of books integrates reading strategies and comprehension, with speaking and listening, vocabulary development, phonics and writing.

	Amazing Salamanders/Salamander Surprise	Owning a Pet	Corn Crazy/The Great Corn Invention	Food	Famous Finds/The Lost Tomb	What is Treasure?	Food Rescue/The King of Waste	Stop Wasting Food!	Saving Wild Wolves/Wolf Secret	The Big, Bad Wolf	Working in the Wild/The Goodmans Go Camping!	Wildlife in the City	Riding the Waves/Wipe-out!	Being Brave	Deadly Venom: Killer or Cure?/The Stubborn Princess	Dangerous Animals	Nature's Red Flags/Bring Back the Frogs!	Mini Beasts	The Question of Water/Ming Saves the Day	Water: The Key to Life?	Seasons in the Kelp Forest/Thunder Cave	Planet Ocean	Dragons/Dragon Tales	Scary Stories	Incredible Underground Homes/The Wild Caves	Places People Live	Bushfires/A Hard Choice	Fire: Friend or Foe?	The Plastic Plague/The Plastic-free Challenge	Plastic: Helpful or Harmful?	We Must Protect Old-Growth Forests/Dan's Trees	Trees	Under the Ice/Professor Valdor and the Giant Laser	Setting Goals	Electric Wind/Marvellous Maddie	Thinking Outside the Box
Reading Level	25	25	25	25	25	25	26	26	26	26	26	26	27	27	27	27	27	27	28	28	28	28	28	28	29	29	29	29	29	29	30	30	30	30	30	30
LANGUAGE																																				
Language variation and change																																				
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)																																				
Language for interaction																																				
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 (ACELA1476)																																				
Examine how evaluative language can be varied to be more or less forceful (ACELA1477)																																				
Text structure and organisation																																				
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) (ACELA1478)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Identify the features of online texts that enhance navigation (ACELA1790)																																				

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Expressing and developing ideas																																				
Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●	
Understand that verbs represent different processes (doing, thinking, saying and relating) and that these processes are anchored in time through tense (ACELA1482)	●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●	
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)																																				
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●	
Sound and letter knowledge																																				
Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)	●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●	
Recognise high-frequency sight words (ACELA1486)	●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●	
Literature and context																																				
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●	
Responding to literature																																				
Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●	
Develop criteria for establishing personal preferences for literature (ACELT1598)																																				

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Examining 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 (ACELT1599)		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●
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 (ACELT1600)																																				
Creating literature																																				
Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●		●
Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)																																				
LITERACY																																				
Texts in context																																				
Identify the point of view in a text and suggest alternative points of view (ACELY1675)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Interacting with others																																				
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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 (ACELY1792)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)																																				

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Interpreting, analysing, evaluating																																				
Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and selfcorrecting (ACELY1679)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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 (ACELY1680)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Creating 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 (ACELY1682)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)																																				
Write using joined letters that are clearly formed and consistent in size (ACELY1684)																																				
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)																																				