

Relevance of Bubble Dome Writing Adventures to the English Curriculum in Western Australia

Outcomes and Standards Framework – English © Department of Education and Training, Western Australia, 2005 has been consulted on-line at: <http://www.det.wa.edu.au/education/curriculum/cip2/docs/English%20OSF.pdf> to check for relevance to Bubble Dome products. This has indicated that much of the content of the *Bubble Dome Writing Adventures* already links comfortably to standards in the Western Australia Education Department's English curriculum.

Bubble Dome Writing Adventures sets can be linked to years and curriculum levels as follows:

Bubble Dome Set	Student Age	Year	Curriculum Level
Mud Ants	5 – 6 years	Foundation – 1	Foundation – 1
Bubble Cats	6 – 7 years	1 – 2	1
Pumpkin World	7 – 8 years	2 – 3	2
Zinger Pinger	8 – 9 years	3 – 4	2 – 3
Shell Children	9 – 10 years	4 – 5	3
Furkle Stroy Williams	10 – 11 years	5 – 6	3 – 4

On the following pages are examples of the applications of each of the six *Bubble Dome Writing Adventures* sets in relation to the WA English F-6 English Outcomes.

Mud Ants (Years: Foundation – 1; Levels Foundation – 1)

Outcomes	Outcome Aspects	Outcome descriptions (F = Foundation Level; 1 = Level 1)	Writing Adventures – Mud Ants links
<p>Listening Students listen with purpose, understanding and critical awareness in a wide range of situations</p> <p>Speaking Students speak with purpose and effect in a wide range of contexts</p>		<p>F - The student: Responds to a variety of stimuli, uses behaviours to communicate needs, and interacts in familiar social settings.</p> <p>1 - The student: Listens to and talks with students, teachers and other adults in routine classroom activities, uses their own variety of English and generally stays on the topic, sharing personal experiences and using strategies to adjust their communication in familiar situations; and locates and obtains simple, discrete, concrete information from accessible texts.</p>	<p>Talking to teacher and/or peers about the contents of the Mud Ants set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. Listening to Mud Ants Storybook being read. Taking part in teacher-led discussions about Mud Ants Storybook and Mud Ants in general. Answering questions about what was heard. Discussing each Activity Cards task before engaging in writing plus on-going discussions while engaging in the activity. Listening to what others have to say about the task. Taking part in Thinking Hats discussions included on each of the Activity Cards. Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Mud Ants set.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts.</p>	<p>F - The student: Responds to a variety of auditory stimuli including familiar language patterns. Asks, tells and shares using familiar language patterns including vocalisations and gestures.</p> <p>1 - The student: Responds to questions, instructions, statements and narratives, and locates simple discrete and concrete information from texts characterised by simple linguistic structures, brevity, familiarity and predictability. Uses expressions of routine social interaction correctly; recounts and discusses personal experiences; and conveys key information or ideas on a familiar topic.</p>	<p>Using the text content of the Mud Ants set to explore language patterns – includes Storybook, sample texts such as poems on Activity Cards, and saying own poems and stories aloud in preparation for writing them down. Using contents of Mud Ants Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as attending birthday parties, visiting a fun park and playing with mud.</p>

	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>F - The student: Shows some listening and speaking behaviours associated with common social situations.</p> <p>1 - The student: Shows emerging awareness of school purposes and expectations for using and interpreting spoken language.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Mud Ants set including the Mud Ants Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour.</p>
	<p>Conventions Students interpret and use the conventions of spoken texts with understanding and critical awareness.</p>	<p>F - The student: Uses the context and language to interpret and convey meaning.</p> <p>1 - The student: Draws on the language structures and features of own variety of English when listening and speaking and relies on simple sentences or uses simple connectives to link ideas.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Mud Ants set including the Mud Ants Storybook, Activity Cards and Mystery Object while showing understanding of how to interpret and convey meaning, using simple sentences and connecting ideas.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way language works.</p>	<p>F - The student: Uses particular behaviours to communicate.</p> <p>1 - The student: Uses a small range of listening and speaking strategies to improve communication in familiar situations.</p>	<p>Completing Mud Ants Activity Cards tasks and presenting poems and stories by speaking them aloud to others – teacher or other adults, peers in small or larger groups.</p>

Outcome	Outcome Aspects	Outcome descriptions (F = Foundation Level; 1 = Level 1)	Mud Ants links
<p>Viewing</p> <p>Students view a wide range of visual texts with purpose, understanding and critical awareness.</p>		<p>F - The student: Attends and responds to visual texts, recognises common content and elements and accesses visual texts.</p> <p>1 - The student: Retells meanings and makes simple interpretations from visual texts, often making connections with their own experiences; uses cues to predict meaning from visual texts; and demonstrates an emerging awareness of the use of symbols and conventions.</p>	<p>Talking to teacher and/or peers about the visual elements of the Mud Ants set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Interpreting the visual elements of the Mud Ants set, predicting meaning and looking for connections with own experience.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning from visual texts.</p>	<p>F - The student: Attends and responds to common objects in visual texts.</p> <p>1 - The student: Retells meanings and makes simple interpretations from visual texts.</p>	<p>Looking at the visual elements in the Mud Ants set to find objects or visual symbols they recognise.</p> <p>Interpreting the visual elements in the Mud Ants set and explaining what they understand from these elements.</p>
	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>F - The student: Recognises some familiar content in visual texts.</p> <p>1 - The student: Makes connections between own knowledge and experience and ideas, events and information in viewed texts.</p>	<p>Looking for familiar visual elements in the Mud Ants set.</p> <p>Connecting ideas, events and information in the visual elements in the Mud Ants set to own experiences.</p>

	<p>Conventions Students interpret the conventions of visual texts with understanding and critical awareness.</p>	<p>F - The student: Recognises some elements in visual texts.</p> <p>1 - The student: Demonstrates an emerging awareness and use of symbols and conventions when making meaning from visual texts.</p>	<p>Recognising familiar items or symbols in the visual elements of the Mud Ants set.</p> <p>Identifying visual elements in the Mud Ants sets that provide symbolic meaning.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.</p>	<p>F - The student: Demonstrates strategies to access visual texts.</p> <p>1 - The student: Recognises and uses cues, including background knowledge, to predict and make meaning from visual texts.</p>	<p>Developing effective ways of viewing and interpreting the visual elements in the Mud Ants set.</p> <p>Drawing on prior experience and knowledge to gather meaning from visual elements in the Mud Ants set.</p>

Outcome	Outcome Aspects	Outcome descriptions (F = Foundation Level; 1 = Level 1)	Mud Ants links
<p>Reading</p> <p>Students read a wide range of texts with purpose, understanding and critical awareness.</p>		<p>F - The student: Attends and responds to written texts, recognises common content and elements and accesses content in written texts.</p> <p>1 - The student: Engages in reading-like behaviour and demonstrates an understanding that written symbols and illustrations convey information.</p>	<p>Reading or attempting to read the Mud Ants Storybook and looking at the pictures. Reading or attempting to read the instructions for the Mud Ants Activity Cards. Reading or attempting to read own writing produced for the tasks set on the Activity Cards. Demonstrating understanding of what they have read from the Mud Ants set text.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making meaning from written texts.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Role plays being a competent reader and recognises familiar symbols.</p>	<p>Apply and develop understanding while reading Storybook, Activity Cards task instructions and own story writing.</p> <p>Practising the process of reading using text from the Mud Ants set.</p>
	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Makes connections between own knowledge and experience, and the ideas, events and information in texts read aloud.</p>	<p>Using the text from the Mud Ants set to connect with own knowledge and experience.</p>
	<p>Conventions Students interpret the conventions of written texts with understanding and critical awareness.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Demonstrates emerging awareness and use of symbols and conventions when making meaning from texts.</p>	<p>Using text from the Mud Ants set to demonstrate awareness of symbols and conventions that help to create meaning in written text.</p>

	<p>Processes and strategies Students select from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Recognises and uses cues to predict and construct meaning in texts.</p>	<p>Using text from the Mud Ants set to recognise cues and predict and construct meaning from written text.</p>
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Outcome	Outcome Aspects	Outcome descriptions (F = Foundation Level; 1 = Level 1)	Mud Ants links
<p>Writing</p> <p>Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.</p>		<p>F - The student: Uses pre-writing behaviours, including motor skills; approximates written symbols and recognizes the communicative potential of writing implements.</p> <p>1 - The student: Recognises that writing conveys information, produces written symbols with the intention of conveying a message and demonstrates an emerging awareness of the conventions of writing.</p>	<p>Completing any of the Mud Ants Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Story 2. Shopping List 3. Rhyme patterns 4. Recipe 5. Information 6. Labels 7. Recount 8. Fantasy Story 9. Alphabet Poem 10. Fact File. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Foundation and Level 1 outcomes.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when conveying meaning with written texts.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Produces written symbols with the intention of conveying an idea or message.</p>	
	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Recognises that writing is used by people to convey meanings to others.</p>	

	<p>Conventions Students use the conventions of written texts with understanding and critical awareness.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Demonstrates emerging awareness of how to use conventional written symbols for expressing ideas and information.</p>	
	<p>Processes and strategies Students select from a repertoire of processes and strategies when writing by reflecting on their understanding of the way language works.</p>	<p>F - The student: Is working toward achieving level 1.</p> <p>1 - The student: Explores ways of representing ideas and information using written symbols.</p>	

Bubble Cats (Years: 1 – 2; Levels 1 – 2)

Outcomes	Outcome Aspects	Outcome descriptions (1 = Level 1)	Writing Adventures – Bubble Cats links
<p>Listening Students listen with purpose, understanding and critical awareness in a wide range of situations</p> <p>Speaking Students speak with purpose and effect in a wide range of contexts</p>		<p>1 - The student: Listens to and talks with students, teachers and other adults in routine classroom activities, uses their own variety of English and generally stays on the topic, sharing personal experiences and using strategies to adjust their communication in familiar situations; and locates and obtains simple, discrete, concrete information from accessible texts.</p>	<p>Talking to teacher/other adults and/or peers about the contents of the Bubble Cats set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. Listening to Bubble Cats Storybook being read. Taking part in teacher-led discussions about Bubble Cats Storybook and Bubble Cats in general. Answering questions about what was heard. Discussing each Activity Cards task before engaging in writing plus on-going discussions while engaging in the activity. Listening to what others have to say about the task. Taking part in Thinking Hats discussions included on each Activity Card. Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Bubble Cats set.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts.</p>	<p>1 - The student: Responds to questions, instructions, statements and narratives, and locates simple discrete and concrete information from texts characterised by simple linguistic structures, brevity, familiarity and predictability. Uses expressions of routine social interaction correctly; recounts and discusses personal experiences; and conveys key information or ideas on a familiar topic.</p>	<p>Using the text content of the Bubble Cats set to explore language patterns – includes Storybook, sample texts such as poems and stories on Activity Cards, and saying own poems and stories aloud in preparation for writing them down. Using contents of Bubble Cats Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as spending time with cats and blowing bubbles.</p>

	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>1 - The student: Shows emerging awareness of school purposes and expectations for using and interpreting spoken language.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Bubble Cats set including the Bubble Cats Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour.</p>
	<p>Conventions Students interpret and use the conventions of spoken texts with understanding and critical awareness.</p>	<p>1 - The student: Draws on the language structures and features of own variety of English when listening and speaking and relies on simple sentences or uses simple connectives to link ideas.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Bubble Cats set including the Bubble Cats Storybook, Activity Cards and Mystery Object while showing understanding of how to interpret and convey meaning, using simple sentences and connecting ideas.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way language works.</p>	<p>1 - The student: Uses a small range of listening and speaking strategies to improve communication in familiar situations.</p>	<p>Completing Bubble Cats Activity Cards tasks and presenting poems and stories by speaking them aloud to others – teacher or other adults, peers in small or larger groups.</p>

Outcome	Outcome Aspects	Outcome descriptions (1 = Level 1)	Bubble Cats links
<p>Viewing</p> <p>Students view a wide range of visual texts with purpose, understanding and critical awareness.</p>		<p>1 - The student:</p> <p>Retells meanings and makes simple interpretations from visual texts, often making connections with their own experiences; uses cues to predict meaning from visual texts; and demonstrates an emerging awareness of the use of symbols and conventions.</p>	<p>Talking to teacher and/or peers about the visual elements of the Bubble Cats set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Interpreting the visual elements of the Bubble Cats set, predicting meaning and looking for connections with own experience.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning from visual texts.</p>	<p>1 - The student:</p> <p>Retells meanings and makes simple interpretations from visual texts.</p>	<p>Looking at the visual elements in the Bubble Cats set to find objects or visual symbols they recognise.</p> <p>Interpreting the visual elements in the Bubble Cats set and explaining what they understand from these elements.</p>
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>1 - The student:</p> <p>Makes connections between own knowledge and experience and ideas, events and information in viewed texts.</p>	<p>Looking for familiar visual elements in the Bubble Cats set.</p> <p>Connecting ideas, events and information in the visual elements in the Bubble Cats set to own experiences.</p>

	<p>Conventions Students interpret the conventions of visual texts with understanding and critical awareness.</p>	<p>1 - The student: Demonstrates an emerging awareness and use of symbols and conventions when making meaning from visual texts.</p>	<p>Recognising familiar items or symbols in the visual elements of the Bubble Cats set.</p> <p>Identifying visual elements in the Bubble Cats sets that provide symbolic meaning.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.</p>	<p>1 - The student: Recognises and uses cues, including background knowledge, to predict and make meaning from visual texts.</p>	<p>Developing effective ways of viewing and interpreting the visual elements in the Bubble Cats set.</p> <p>Drawing on prior experience and knowledge to gather meaning from visual elements in the Bubble Cats set.</p>

Outcome	Outcome Aspects	Outcome descriptions (1 = Level 1)	Bubble Cats links
<p>Reading</p> <p>Students read a wide range of texts with purpose, understanding and critical awareness.</p>		<p>1 - The student:</p> <p>Engages in reading-like behaviour and demonstrates an understanding that written symbols and illustrations convey information.</p>	<p>Reading or attempting to read the Bubble Cats Storybook and looking at the pictures.</p> <p>Reading or attempting to read the instructions for the Bubble Cats Activity Cards.</p> <p>Reading or attempting to read own writing produced for the tasks set on the Activity Cards.</p> <p>Demonstrating understanding of what they have read from the Bubble Cats set text.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when making meaning from written texts.</p>	<p>1 - The student:</p> <p>Role plays being a competent reader and recognises familiar symbols.</p>	<p>Applying and developing understanding while reading Storybook, Activity Cards instructions and own story writing.</p> <p>Practising the process of reading using text from the Bubble Cats set.</p>
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>1 - The student:</p> <p>Makes connections between own knowledge and experience, and the ideas, events and information in texts read aloud.</p>	<p>Using the text from the Bubble Cats set to connect with own knowledge and experience.</p>
	<p>Conventions</p> <p>Students interpret the conventions of written texts with understanding and critical awareness.</p>	<p>1 - The student:</p> <p>Demonstrates emerging awareness and use of symbols and conventions when making meaning from texts.</p>	<p>Using text from the Bubble Cats set to demonstrate awareness of symbols and conventions that help to create meaning in written text.</p>

	<p>Processes and strategies Students select from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.</p>	<p>1 - The student: Recognises and uses cues to predict and construct meaning in texts.</p>	<p>Using text from the Bubble Cats set to recognise cues and predict and construct meaning from written text.</p>
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Outcome	Outcome Aspects	Outcome descriptions (1 = Level 1)	Bubble Cats links
<p>Writing</p> <p>Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.</p>		<p>1 - The student:</p> <p>Recognises that writing conveys information, produces written symbols with the intention of conveying a message and demonstrates an emerging awareness of the conventions of writing.</p>	<p>Completing any of the Bubble Cats Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Instructions 2. Time Story 3. Non-chronological Report 4. Acrostic Poem 5. Colour Poem Story 6. Explanation 7. Information 8. Traditional Tales 9. Dialogue 10. Tongue Twisters. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 1 outcomes.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when conveying meaning with written texts.</p>	<p>1 - The student:</p> <p>Produces written symbols with the intention of conveying an idea or message.</p>	
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>1 - The student:</p> <p>Recognises that writing is used by people to convey meanings to others.</p>	
	<p>Conventions</p> <p>Students use the conventions of written texts with understanding and critical awareness.</p>	<p>1 - The student:</p> <p>Demonstrates emerging awareness of how to use conventional written symbols for expressing ideas and information.</p>	

	Processes and strategies Students select from a repertoire of processes and strategies when writing by reflecting on their understanding of the way language works.	1 - The student: Explores ways of representing ideas and information using written symbols.	
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Pumpkin World (Years: 2 – 3; Level 2)

Outcomes	Outcome Aspects	Outcome descriptions (2 = Level 2)	Writing Adventures – Pumpkin World links
<p>Listening Students listen with purpose, understanding and critical awareness in a wide range of situations</p> <p>Speaking Students speak with purpose and effect in a wide range of contexts</p>		<p>2 - The student: Listens and talks with peers, teachers and other adults in school activities; is aware of the need to change listening and speaking to suit different situations; experiments with ways of improving communication with others; and locates and obtains simple, discrete information from accessible spoken texts.</p>	<p>Talking to teacher/other adults and/or peers about the contents of the Pumpkin World set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. Listening to Pumpkin World Storybook being read. Taking part in teacher-led discussions about Pumpkin World Storybook and Pumpkin World in general. Answering questions about what was heard. Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. Listening to what others have to say about the Activity Cards tasks. Taking part in Thinking Hats discussions included on each card. Interact with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Pumpkin World set.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts.</p>	<p>2 - The student: Identifies the main ideas in, and locates and obtains simple discrete information from, clearly-articulated informational and expressive texts. Explains familiar procedures, describes or recounts events in a logical sequence and sustains conversations on a familiar topic.</p>	<p>Using the text content of the Pumpkin World set to explore language patterns – includes Storybook, sample texts such as poems, play script and description on Activity Cards, and saying own poems and play dialogue aloud in preparation for writing them down. Using contents of Pumpkin World Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about pumpkins, clouds and other things from Pumpkin World.</p>

	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student: Shows awareness of how speaking is adjusted in different situations; observes conventions of taking turns, interrupting; and makes some use of nonverbal cues and differences in tone and pace of text delivery.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Pumpkin World set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour.</p>
	<p>Conventions Students interpret and use the conventions of spoken texts with understanding and critical awareness.</p>	<p>2 - The student: Understands and experiments with grammatical connectives and language features for interpreting and expressing spoken ideas and information.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Pumpkin World set including the Pumpkin World Storybook, Activity Cards and Mystery Object while showing understanding of how to interpret and convey meaning, expressing ideas and information clearly.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way language works.</p>	<p>2 - The student: Experiments with and demonstrates an emerging awareness of the application of strategies for formal and informal interactions.</p>	<p>Completing Pumpkin World Activity Cards tasks and presenting poems, plays and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups.</p>

Outcome	Outcome Aspects	Outcome descriptions (2 = Level 2)	Pumpkin World links
<p>Viewing</p> <p>Students view a wide range of visual texts with purpose, understanding and critical awareness.</p>		<p>2 - The student:</p> <p>Discusses and categorises familiar visual texts; understands that these texts are created by people to represent real or imaginary experiences; identifies some distinguishing features of and interprets some symbolic meanings in commonly-viewed texts; and uses knowledge of familiar texts to construct meaning from new texts.</p>	<p>Talking to teacher and/or peers about the visual elements of the Pumpkin World set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Interpreting the visual elements of the Pumpkin World set, predicting meaning and looking for connections with own experience that will help them construct meaning from Pumpkin World visual texts.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning from visual texts.</p>	<p>2 - The student:</p> <p>Identifies, categorises and makes inferences about visual texts based on familiar structures.</p>	<p>Looking at the visual elements in the Pumpkin World set to find objects or visual symbols they recognise.</p> <p>Interpreting the visual elements in the Pumpkin World set and explaining what they understand from these elements.</p>
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student:</p> <p>Understands that visual texts are constructed by people to represent real and imaginary experience and identifies simple symbolic meanings.</p>	<p>Looking for familiar visual elements in the Pumpkin World set and understanding that there are many elements of Pumpkin World that are imaginary.</p> <p>Connecting ideas, events, symbols and information in the visual elements in the Pumpkin World set to own experiences.</p>

	<p>Conventions Students interpret the conventions of visual texts with understanding and critical awareness.</p>	<p>2 - The student: Recognises and interprets some conventions of visual texts.</p>	<p>Recognising familiar items or symbols in the visual elements of the Pumpkin World set.</p> <p>Identifying visual elements in the Pumpkin World sets that provide symbolic meaning.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.</p>	<p>2 - The student: Uses some strategies for interpreting visual texts and maintaining continuity of understanding.</p>	<p>Developing effective ways of viewing and interpreting the visual elements in the Pumpkin World set.</p> <p>Drawing on prior experience, knowledge and learned strategies to gather meaning from visual elements in the Pumpkin World set.</p>

Outcome	Outcome Aspects	Outcome descriptions (2 = Level 2)	Pumpkin World links
<p>Reading</p> <p>Students read a wide range of texts with purpose, understanding and critical awareness.</p>		<p>2 - The student:</p> <p>Uses basic strategies to locate, select and read a range of simple texts; recalls and discusses significant ideas from texts; and understands that people write about real and imagined experiences.</p>	<p>Reading the Pumpkin World Storybook and looking at the pictures.</p> <p>Reading the instructions for the Pumpkin World Activity Cards.</p> <p>Reading own writing produced for the tasks set on the Activity Cards.</p> <p>Demonstrating understanding of what they have read from the Pumpkin World text.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when making meaning from written texts.</p>	<p>2 - The student:</p> <p>Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations.</p>	<p>Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing.</p> <p>Practising the process of reading using text from the Pumpkin World set.</p>
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student:</p> <p>Understands that print texts are constructed by people and represent real or imaginary experiences.</p>	<p>Using the text from the Pumpkin World set to create a mental picture of the Pumpkin People and their environment.</p> <p>Understanding that some aspects of the Pumpkin World text are imaginary and some could be based on real experience.</p>
	<p>Conventions</p> <p>Students interpret the conventions of written texts with understanding and critical awareness.</p>	<p>2 - The student:</p> <p>Recognises and interprets some language structures and conventions of texts.</p>	<p>Using text from the Pumpkin World set to recognise and interpret language structures and conventions that help to create meaning in written text.</p>

	<p>Processes and strategies Students select from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.</p>	<p>2 - The student: Uses some strategies for selecting texts, making meaning and maintaining continuity of understanding.</p>	<p>Using learned strategies to work with text from the Pumpkin World set and construct meaning and understanding from the written text.</p>
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Outcome	Outcome Aspects	Outcome descriptions (2 = Level 2)	Pumpkin World links
<p>Writing</p> <p>Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.</p>		<p>2 - The student:</p> <p>Produces simple written texts to communicate experiences, information and feelings; discusses some of the purposes of writing; knows that writing can be planned, reviewed and changed; and produces texts that follow some of the conventions of writing and can be read by others.</p>	<p>Completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Shape Poem 2. Report 3. Description 4. Legend 5. Instructions 6. Performance Poetry 7. Alliteration 8. Letter 9. Play 10. Summary. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 2 outcomes.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when conveying meaning with written texts.</p>	<p>2 - The student:</p> <p>Writes simple imaginative and informative texts that include some related ideas about familiar topics.</p>	
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student:</p> <p>Recognises some of the purposes and advantages of writing.</p>	
	<p>Conventions</p> <p>Students use the conventions of written texts with understanding and critical awareness.</p>	<p>2 - The student:</p> <p>Uses some language structures and features so that writing can be readily interpreted by others.</p>	

	<p>Processes and strategies Students select from a repertoire of processes and strategies when writing by reflecting on their understanding of the way language works.</p>	<p>2 - The student: Demonstrates an awareness of processes and strategies for planning and reviewing own writing.</p>	
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Zinger Pinger (Years: 3 – 4; Level 2 – 3)

Outcomes	Outcome Aspects	Outcome descriptions (2 = Level 2; 3 = Level 3)	Writing Adventures – Zinger Pinger links
<p>Listening Students listen with purpose, understanding and critical awareness in a wide range of situations</p> <p>Speaking Students speak with purpose and effect in a wide range of contexts</p>		<p>2 - The student: Listens and talks with peers, teachers and other adults in school activities; is aware of the need to change listening and speaking to suit different situations; experiments with ways of improving communication with others; and locates and obtains simple, discrete information from accessible spoken texts.</p> <p>3 - The student: Uses an increasing range of spoken texts with accessible themes to communicate and obtain specific information; and when communicating about familiar concepts, usually uses the structures and features of spoken language appropriately, adapting listening and speaking for different purposes.</p>	<p>Talking to teacher/other adults and/or peers about the contents of the Zinger Pinger set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. Listening to Zinger Pinger Storybook being read. Taking part in teacher-led discussions about Zinger Pinger Storybook and Zinger Pinger in general. Answering questions about what was heard. Discussing each Activity Card task before engaging in writing plus on-going discussions while engaging in the activity. Listening to what others have to say about the task. Taking part in Thinking Hats discussions included on each card. Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Zinger Pinger set.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts.</p>	<p>2 - The student: Identifies the main ideas in, and locates and obtains simple discrete information from, clearly-articulated informational and expressive texts. Explains familiar procedures, describes or recounts events in a logical sequence and sustains conversations on a familiar topic.</p> <p>3 - The student: Obtains closely connected or related information from informational and expressive spoken texts; follows peer discourse in group discussions; and identifies key information in audio or video texts with accessible topics. Interacts to express opinions and perceptions, participates in problem solving discussions with peers and gives brief reports and summaries.</p>	<p>Using the text content of the Zinger Pinger set to explore language patterns – includes Storybook, sample texts such as poems, play script and description on Activity Cards, and saying own poems, news report and debates aloud in preparation for writing them down.</p> <p>Using contents of Zinger Pinger Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about islands, birds and other things from the Zinger Pinger set.</p> <p>Locating and listening to audio or video texts that have some connection with the content or themes of the Zinger Pinger set, then using what was heard as the basis for further discussions.</p>

	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student: Shows awareness of how speaking is adjusted in different situations; observes conventions of taking turns, interrupting; and makes some use of nonverbal cues and differences in tone and pace of text delivery.</p> <p>3 - The student: Recognises and uses forms of spoken text associated with particular contexts and purposes.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Zinger Pinger set including the Zinger Pinger Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour.</p> <p>Understanding the forms associated with spoken texts such as news reports or debates which are included in the Zinger Pinger Activity Cards.</p>
	<p>Conventions Students interpret and use the conventions of spoken texts with understanding and critical awareness.</p>	<p>2 - The student: Understands and experiments with grammatical connectives and language features for interpreting and expressing spoken ideas and information.</p> <p>3 - The student: Uses most language structures and features appropriately for expressing ideas and interpreting information.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Zinger Pinger set including the Zinger Pinger Storybook, Activity Cards and Mystery Object while showing understanding of how to interpret and convey meaning, expressing ideas and interpreting information clearly.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way language works.</p>	<p>2 - The student: Experiments with and demonstrates an emerging awareness of the application of strategies for formal and informal interactions.</p> <p>3 - The student: Uses a variety of strategies to assist and sustain communication about known concepts in familiar contexts.</p>	<p>Completing Zinger Pinger Activity Cards tasks and presenting poems, reports, debates and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups – while applying listening and speaking strategies to ensure effective communication.</p>

Outcome	Outcome Aspects	Outcome descriptions (2 = Level 2; 3 = Level 3)	Zinger Pinger links
<p>Viewing</p> <p>Students view a wide range of visual texts with purpose, understanding and critical awareness.</p>		<p>2 - The student: Discusses and categorises familiar visual texts; understands that these texts are created by people to represent real or imaginary experiences; identifies some distinguishing features of and interprets some symbolic meanings in commonly-viewed texts; and uses knowledge of familiar texts to construct meaning from new texts.</p> <p>3 - The student: Examines and discusses the ways in which the content and purpose of visual texts are interrelated with their form; identifies and interprets simple symbolic representations and stereotypes; recognises ways in which particular codes or conventions work to shape a viewer's understandings; and integrates a variety of strategies for interpreting familiar visual texts.</p>	<p>Discussing with teacher/other adults and/or peers about the visual elements of the Zinger Pinger set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Interpreting the visual elements of the Zinger Pinger set, predicting meaning and looking for connections with own experience and established symbols and stereotypes that will help construct meaning from Zinger Pinger visual texts.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning from visual texts.</p>	<p>2 - The student: Identifies, categorises and makes inferences about visual texts based on familiar structures.</p> <p>3 - The student: Understands the interaction between form and content in visual texts.</p>	<p>Looking at the visual elements in the Zinger Pinger set to find objects or visual symbols they recognise.</p> <p>Interpreting the visual elements in the Zinger Pinger set and explaining what they understand from these elements and how these relate to the written text.</p>

	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student: Understands that visual texts are constructed by people to represent real and imaginary experience and identifies simple symbolic meanings.</p> <p>3 - The student: Recognises the relationship among context, form and values, including simple symbolic representations, identifying purpose and meaning.</p>	<p>Looking for familiar visual elements in the Zinger Pinger set and understanding that there are many elements of Zinger Pinger that are imaginary.</p> <p>Connecting ideas, events, symbols and information in the visual elements in the Zinger Pinger set to own experiences.</p> <p>Using these connections with the imaginary Zinger Pinger world to express values, purpose and meaning in relation to the real world.</p>
	<p>Conventions Students interpret the conventions of visual texts with understanding and critical awareness.</p>	<p>2 - The student: Recognises and interprets some conventions of visual texts.</p> <p>3 - The student: Identifies and uses the codes and conventions characteristic of a range of text types to construct meaning.</p>	<p>Recognising familiar items or symbols in the visual elements of the Zinger Pinger set.</p> <p>Identifying visual elements including different text types used in the Zinger Pinger sets that provide symbolic meaning.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.</p>	<p>2 - The student: Uses some strategies for interpreting visual texts and maintaining continuity of understanding.</p> <p>3 - The student: Integrates a variety of strategies for interpreting familiar visual texts.</p>	<p>Developing effective ways of viewing and interpreting the visual elements in the Zinger Pinger set.</p> <p>Drawing on prior experience, knowledge and a variety of learned strategies to gather meaning from visual elements in the Zinger Pinger set.</p>

Outcome	Outcome Aspects	Outcome descriptions (2 = Level 2; 3 = Level 3)	Zinger Pinger links
<p>Reading</p> <p>Students read a wide range of texts with purpose, understanding and critical awareness.</p>		<p>2 - The student: Uses basic strategies to locate, select and read a range of simple texts; recalls and discusses significant ideas from texts; and understands that people write about real and imagined experiences.</p> <p>3 - The student: Integrates a range of strategies to interpret and discuss relationships among ideas, information and events in written texts; identifies and uses language structures; and recognises and discusses the use of symbols and stereotypes to make meaning.</p>	<p>Reading the Zinger Pinger Storybook and looking at the pictures. Reading the instructions for the Zinger Pinger Activity Cards. Reading own writing produced for the tasks set on the Activity Cards. Demonstrating understanding of what they have read from the Zinger Pinger text. Identifying various strategies by which meaning has been established.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making meaning from written texts.</p>	<p>2 - The student: Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations.</p> <p>3 - The student: Interprets and discusses some relationships among ideas, information and events, and draws inferences from them in texts with familiar content and which include some unfamiliar words or language structures and features.</p>	<p>Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing.</p> <p>Practising the process of reading and exploring its outcomes – developing knowledge, ideas and improved reading strategies – using text from the Zinger Pinger set.</p>
	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student: Understands that print texts are constructed by people and represent real or imaginary experiences.</p> <p>3 - The student: Interprets simple symbolic meanings and identifies stereotypes in texts and discusses their purpose and meaning.</p>	<p>Using the text from the Zinger Pinger set to create a mental picture of the Zinger Pinger and its environment.</p> <p>Understanding that some aspects of the Zinger Pinger text are imaginary and some could be based on real experience.</p> <p>Identifying stereotypes and symbols that may also exist outside the Zinger Pinger text and are used there to concisely convey meaning.</p>

	<p>Conventions Students interpret the conventions of written texts with understanding and critical awareness.</p>	<p>2 - The student: Recognises and interprets some language structures and conventions of texts.</p> <p>3 - The student: Identifies and uses the language structures and conventions characteristic of a range of text types to make meaning.</p>	<p>Using text from the Zinger Pinger set to recognise and interpret an increasing range of language structures and conventions that help to create meaning in written text.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.</p>	<p>2 - The student: Uses some strategies for selecting texts, making meaning and maintaining continuity of understanding.</p> <p>3 - The student: Integrates a variety of strategies for interpreting texts and uses some strategies for identifying resources and finding information in texts.</p>	<p>Using a variety of learned strategies to work with text from the Zinger Pinger set and construct meaning and understanding from the written text.</p>

Outcome	Outcome Aspects	Outcome descriptions (2 = Level 2; 3 = Level 3)	Zinger Pinger links
<p>Writing</p> <p>Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.</p>		<p>2 - The student: Produces simple written texts to communicate experiences, information and feelings; discusses some of the purposes of writing; knows that writing can be planned, reviewed and changed; and produces texts that follow some of the conventions of writing and can be read by others.</p> <p>3 - The student: Combines ideas in logical sequence to write a small range of text types; recognises the needs of particular audiences and purposes for writing; demonstrates control over many of the conventions of language; experiments with other conventions; and uses strategies for planning, reviewing and proofreading.</p>	<p>Completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Character Sketch 2. Haiku Poem 3. Fantasy Adventure 4. News Report 5. Rhyme 6. Cinquain 7. Debate 8. Diary 9. Explanation 10. Advertisement. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 2 and 3 outcomes.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when conveying meaning with written texts.</p>	<p>2 - The student: Writes simple imaginative and informative texts that include some related ideas about familiar topics.</p> <p>3 - The student: Experiments with interrelating ideas and information when writing about familiar topics.</p>	
	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>2 - The student: Recognises some of the purposes and advantages of writing.</p> <p>3 - The student: Recognises that certain text types and features are associated with particular audiences and purposes.</p>	

	<p>Conventions Students use the conventions of written texts with understanding and critical awareness.</p>	<p>2 - The student: Uses some language structures and features so that writing can be readily interpreted by others.</p> <p>3 - The student: Controls many features of written language and experiments with some organisational and language features of different text types.</p>	
	<p>Processes and strategies Students select from a repertoire of processes and strategies when writing by reflecting on their understanding of the way language works.</p>	<p>2 - The student: Demonstrates an awareness of processes and strategies for planning and reviewing own writing.</p> <p>3 - The student: Applies familiar strategies and experiments with new strategies for planning, drafting and reviewing own writing.</p>	

Shell Children (Years: 4 – 5; Level 3)

Outcomes	Outcome Aspects	Outcome descriptions (3 = Level 3)	Writing Adventures – Shell Children links
<p>Listening Students listen with purpose, understanding and critical awareness in a wide range of situations</p> <p>Speaking Students speak with purpose and effect in a wide range of contexts</p>		<p>3 - The student: Uses an increasing range of spoken texts with accessible themes to communicate and obtain specific information; and when communicating about familiar concepts, usually uses the structures and features of spoken language appropriately, adapting listening and speaking for different purposes.</p>	<p>Talking to teacher/other adults and/or peers about the contents of the Shell Children set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. Listening to Shell Children Storybook being read. Taking part in teacher-led discussions about Shell Children Storybook and Shell Children in general. Answering questions about what was heard. Discussing each Activity Cards task before engaging in writing plus on-going discussions while engaging in the activity. Listening to what others have to say about the task. Taking part in Thinking Hats discussions included on each card. Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Shell Children set.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts.</p>	<p>3 - The student: Obtains closely connected or related information from informational and expressive spoken texts; follows peer discourse in group discussions; and identifies key information in audio or video texts with accessible topics. Interacts to express opinions and perceptions, participates in problem solving discussions with peers and gives brief reports and summaries.</p>	<p>Using the text content of the Shell Children set to explore language patterns – includes Storybook, sample texts such as report, recount and viewpoint on Activity Cards, and saying own reports, viewpoints etc aloud in preparation for writing them down.</p> <p>Using contents of Shell Children Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about shells, earthquakes, rivers, pancakes, jungles and other things from the Shell Children set.</p> <p>Locating and listening to audio or video texts that have some connection with the content or themes of the Shell Children set, then using what was heard as the basis for further discussions.</p>

	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student: Recognises and uses forms of spoken text associated with particular contexts and purposes.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Shell Children set including the Shell Children Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour.</p> <p>Understanding the forms associated with spoken texts such as viewpoints or narrative poems which are included in the Shell Children Activity Cards.</p>
	<p>Conventions Students interpret and use the conventions of spoken texts with understanding and critical awareness.</p>	<p>3 - The student: Uses most language structures and features appropriately for expressing ideas and interpreting information.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Shell Children set including the Shell Children Storybook, Activity Cards and Mystery Object while showing understanding of how to interpret and convey meaning, expressing ideas and interpreting information clearly.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way language works.</p>	<p>3 - The student: Uses a variety of strategies to assist and sustain communication about known concepts in familiar contexts.</p>	<p>Completing Shell Children Activity Cards tasks and presenting poems, reports, instructions and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups – while applying listening and speaking strategies to ensure effective communication.</p>

Outcome	Outcome Aspects	Outcome descriptions (3 = Level 3)	Shell Children links
<p>Viewing</p> <p>Students view a wide range of visual texts with purpose, understanding and critical awareness.</p>		<p>3 - The student:</p> <p>Examines and discusses the ways in which the content and purpose of visual texts are interrelated with their form; identifies and interprets simple symbolic representations and stereotypes; recognises ways in which particular codes or conventions work to shape a viewer's understandings; and integrates a variety of strategies for interpreting familiar visual texts.</p>	<p>Discussing with teacher/other adults and/or peers about the visual elements of the Shell Children set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Interpreting the visual elements of the Shell Children set, predicting meaning and looking for connections with own experience and established symbols and stereotypes that will help construct meaning from Shell Children visual texts.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning from visual texts.</p>	<p>3 - The student:</p> <p>Understands the interaction between form and content in visual texts.</p>	<p>Looking at the visual elements in the Shell Children set to find objects or visual symbols they recognise.</p> <p>Interpreting the visual elements in the Shell Children set and explaining what they understand from these elements and how these relate to the written text.</p>
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student:</p> <p>Recognises the relationship among context, form and values, including simple symbolic representations, identifying purpose and meaning.</p>	<p>Looking for familiar visual elements in the Shell Children set and understanding that there are many elements of Shell Children that are imaginary.</p> <p>Connecting ideas, events, symbols and information in the visual elements in the Shell Children set to own experiences.</p> <p>Using these connections with the imaginary Shell Children world to express values, purpose and meaning in relation to the real world.</p>

	<p>Conventions Students interpret the conventions of visual texts with understanding and critical awareness.</p>	<p>3 - The student: Identifies and uses the codes and conventions characteristic of a range of text types to construct meaning.</p>	<p>Recognising familiar items or symbols in the visual elements of the Shell Children set.</p> <p>Identifying visual elements including different text types used in the Shell Children sets that provide symbolic meaning.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.</p>	<p>3 - The student: Integrates a variety of strategies for interpreting familiar visual texts.</p>	<p>Developing effective ways of viewing and interpreting the visual elements in the Shell Children set.</p> <p>Drawing on prior experience, knowledge and a variety of learned strategies to gather meaning from visual elements in the Shell Children set.</p>

Outcome	Outcome Aspects	Outcome descriptions (3 = Level 3)	Shell Children links
<p>Reading</p> <p>Students read a wide range of texts with purpose, understanding and critical awareness.</p>		<p>3 - The student:</p> <p>Integrates a range of strategies to interpret and discuss relationships among ideas, information and events in written texts; identifies and uses language structures; and recognises and discusses the use of symbols and stereotypes to make meaning.</p>	<p>Reading the Shell Children Storybook and looking at the pictures.</p> <p>Reading the instructions for the Shell Children Activity Cards.</p> <p>Reading own writing produced for the tasks set on the Activity Cards.</p> <p>Demonstrating understanding of what they have read from the Shell Children text.</p> <p>Identifying various strategies by which meaning has been established.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when making meaning from written texts.</p>	<p>3 - The student:</p> <p>Interprets and discusses some relationships among ideas, information and events, and draws inferences from them in texts with familiar content and which include some unfamiliar words or language structures and features.</p>	<p>Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing.</p> <p>Practising the process of reading and exploring its outcomes – developing knowledge, ideas and improved reading strategies – using text from the Shell Children set.</p>
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student:</p> <p>Interprets simple symbolic meanings and identifies stereotypes in texts and discusses their purpose and meaning.</p>	<p>Using the text from the Shell Children set to create a mental picture of the Shell Children and their environment.</p> <p>Understanding that some aspects of the Shell Children text are imaginary and some could be based on real experience.</p> <p>Identifying stereotypes and symbols that may also exist outside the Shell Children text and are used there to concisely convey meaning.</p>
	<p>Conventions</p> <p>Students interpret the conventions of written texts with understanding and critical awareness.</p>	<p>3 - The student:</p> <p>Identifies and uses the language structures and conventions characteristic of a range of text types to make meaning.</p>	<p>Using text from the Shell Children set to recognise and interpret an increasing range of language structures and conventions that help to create meaning in written text.</p>

	<p>Processes and strategies Students select from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.</p>	<p>3 - The student: Integrates a variety of strategies for interpreting texts and uses some strategies for identifying resources and finding information in texts.</p>	<p>Using a variety of learned strategies to work with text from the Shell Children set and construct meaning and understanding from the written text.</p>
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Outcome	Outcome Aspects	Outcome descriptions (3 = Level 3)	Shell Children links
<p>Writing</p> <p>Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.</p>		<p>3 - The student:</p> <p>Combines ideas in logical sequence to write a small range of text types; recognises the needs of particular audiences and purposes for writing; demonstrates control over many of the conventions of language; experiments with other conventions; and uses strategies for planning, reviewing and proofreading.</p>	<p>Completing any of the Shell Children Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Similes 2. Instructions 3. Recount 4. Report 5. Narrative Poem 6. Myth 7. Persuasive Letter 8. Advertisement 9. Viewpoint 10. Information. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 3 outcomes.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when conveying meaning with written texts.</p>	<p>3 - The student:</p> <p>Experiments with interrelating ideas and information when writing about familiar topics.</p>	
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student:</p> <p>Recognises that certain text types and features are associated with particular audiences and purposes.</p>	
	<p>Conventions</p> <p>Students use the conventions of written texts with understanding and critical awareness.</p>	<p>3 - The student:</p> <p>Controls many features of written language and experiments with some organisational and language features of different text types.</p>	

	<p>Processes and strategies Students select from a repertoire of processes and strategies when writing by reflecting on their understanding of the way language works.</p>	<p>3 - The student: Applies familiar strategies and experiments with new strategies for planning, drafting and reviewing own writing.</p>	
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Furkle Stroy Williams (Years: 5 – 6; Level 3 – 4)

Outcomes	Outcome Aspects	Outcome descriptions (3 = Level 3; 4 = Level 4)	Writing Adventures – Furkle Stroy Williams links
<p>Listening Students listen with purpose, understanding and critical awareness in a wide range of situations</p> <p>Speaking Students speak with purpose and effect in a wide range of contexts</p>		<p>3 - The student: Uses an increasing range of spoken texts with accessible themes to communicate and obtain specific information; and when communicating about familiar concepts, usually uses the structures and features of spoken language appropriately, adapting listening and speaking for different purposes.</p> <p>4 - The student: Identifies and expands on the main ideas in familiar spoken texts, controlling most linguistic structures and features of spoken language; improves communication by considering conventions, audience, purpose and context; and plans, rehearses and thinks about their own listening and speaking. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 9, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Talking to teacher/other adults and/or peers about the contents of the Furkle Stroy Williams set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object. Listening to Furkle Stroy Williams Storybook being read. Taking part in teacher-led discussions about Furkle Stroy Williams Storybook and Furkle Stroy Williams in general. Answering questions about what was heard. Discussing each Activity Cards task before engaging in writing plus on-going discussions while engaging in the activity. Listening to what others have to say about the task. Taking part in Thinking Hats discussions included on each card. Interacting with class peers in large and small groups or pairs, and with teacher or other adults one-to-one while working with Furkle Stroy Williams set.</p>

	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts.</p>	<p>3 - The student: Obtains closely connected or related information from informational and expressive spoken texts; follows peer discourse in group discussions; and identifies key information in audio or video texts with accessible topics. Interacts to express opinions and perceptions, participates in problem solving discussions with peers and gives brief reports and summaries.</p> <p>4 - The student: Identifies the main ideas and explicit supporting details of clearly-structured spoken informational or expressive texts and identifies alternative viewpoints in spoken, audio and video texts on an issue relating to an accessible topic. Develops and presents familiar ideas and information and supports opinions with some detail in a variety of classroom situations. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Using the text content of the Furkle Stroy Williams set to explore language patterns – includes Storybook, sample texts such as poems, play script and debate on Activity Cards, and saying own poems, news report and debates aloud in preparation for writing them down.</p> <p>Using contents of Furkle Stroy Williams Storybook and Activity Cards to link to recounts and discussions of familiar personal experiences such as what they know about lilypads, keys and other things from the Furkle Stroy Williams set.</p> <p>Locating and listening to audio or video texts that have some connection with the content or themes of the Furkle Stroy Williams set, then using what was heard as the basis for further discussions.</p>
	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student: Recognises and uses forms of spoken text associated with particular contexts and purposes.</p> <p>4 - The student: Considers the appropriateness of text form and register and the conventions of non-verbal communication in relation to audience when listening and speaking in familiar situations. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Participating in class/group/pair discussions relating to any aspects of the Furkle Stroy Williams set including the Furkle Stroy Williams Storybook, Activity Cards and Mystery Object while showing understanding of how to speak and listen effectively and in line with school expectations of behaviour.</p> <p>Understanding the forms associated with spoken texts such as news reports or debates which are included in the Furkle Stroy Williams Activity Cards.</p>

	<p>Conventions Students interpret and use the conventions of spoken texts with understanding and critical awareness.</p>	<p>3 - The student: Uses most language structures and features appropriately for expressing ideas and interpreting information. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p> <p>4 - The student: Recognises and controls most structures and features of spoken language for expressing and interpreting meaning and developing and presenting ideas and information in familiar situations.</p>	<p>Participating in class/group/pair discussions relating to any aspects of the Furkle Stroy Williams set including the Furkle Stroy Williams Storybook, Activity Cards and Mystery Object while showing understanding of how to interpret and convey meaning, expressing ideas and interpreting information clearly.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way language works.</p>	<p>3 - The student: Uses a variety of strategies to assist and sustain communication about known concepts in familiar contexts. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p> <p>4 - The student: Draws on a range of strategies and deliberately adjusts listening and speaking to meet the needs of the task.</p>	<p>Completing Furkle Stroy Williams Activity Cards tasks and presenting poems, reports, debates and other written activities by speaking/reading them aloud to others – teacher or other adults, peers in small or larger groups – while applying listening and speaking strategies to ensure effective communication.</p>

Outcome	Outcome Aspects	Outcome descriptions (3 = Level 3; 4 = Level 4)	Furkle Story Williams links
<p>Viewing</p> <p>Students view a wide range of visual texts with purpose, understanding and critical awareness.</p>		<p>3 - The student: Examines and discusses the ways in which the content and purpose of visual texts are interrelated with their form; identifies and interprets simple symbolic representations and stereotypes; recognises ways in which particular codes or conventions work to shape a viewer's understandings; and integrates a variety of strategies for interpreting familiar visual texts.</p> <p>4 - The student: Recognises that texts are constructed for particular purposes, contexts and audiences and identifies how codes and conventions are used to construct meanings and shape viewers' interpretations; and selects, applies and reflects on strategies used for different viewing purposes.</p>	<p>Discussing with teacher/other adults and/or peers about the visual elements of the Furkle Stroy Williams set including the Storybook, Map and Facts cards, Activity Cards and Mystery Object.</p> <p>Interpreting the visual elements of the Furkle Stroy Williams set, predicting meaning and looking for connections with own experience and established symbols and stereotypes that will help construct meaning from Furkle Stroy Williams visual texts.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning from visual texts.</p>	<p>3 - The student: Understands the interaction between form and content in visual texts.</p> <p>4 - The student: Uses knowledge of principal characteristics of visual texts to construct meaning.</p>	<p>Looking at the visual elements in the Furkle Stroy Williams set to find objects or visual symbols they recognise.</p> <p>Interpreting the visual elements in the Furkle Stroy Williams set and explaining what they understand from these elements and how these relate to the written text.</p>
	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student: Recognises the relationship among context, form and values, including simple symbolic representations, identifying purpose and meaning.</p> <p>4 - The student: Recognises that visual texts are constructed for particular purposes and to appeal to certain groups.</p>	<p>Looking for familiar visual elements in the Furkle Stroy Williams set and understanding that there are many elements of Furkle Stroy Williams that are imaginary.</p> <p>Connecting ideas, events, symbols and information in the visual elements in the Furkle Stroy Williams set to own experiences.</p> <p>Using these connections with the imaginary Furkle Stroy Williams world to express values, purpose and meaning in relation to the real world.</p>

	<p>Conventions Students interpret the conventions of visual texts with understanding and critical awareness.</p>	<p>3 - The student: Identifies and uses the codes and conventions characteristic of a range of text types to construct meaning.</p> <p>4 - The student: Identifies and discusses how codes and conventions work to shape viewers' understandings of visual texts.</p>	<p>Recognising familiar items or symbols in the visual elements of the Furkle Stroy Williams set.</p> <p>Identifying visual elements including different text types used in the Furkle Stroy Williams sets that provide symbolic meaning.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.</p>	<p>3 - The student: Integrates a variety of strategies for interpreting familiar visual texts.</p> <p>4 - The student: Reflects on and discusses the strategies used to make meaning from a variety of visual texts.</p>	<p>Developing effective ways of viewing and interpreting the visual elements in the Furkle Stroy Williams set.</p> <p>Drawing on prior experience, knowledge and a variety of learned strategies to gather meaning from visual elements in the Furkle Stroy Williams set.</p>

Outcome	Outcome Aspects	Outcome descriptions (3 = Level 3; 4 = Level 4)	Furkle Story Williams links
<p>Reading</p> <p>Students read a wide range of texts with purpose, understanding and critical awareness.</p>		<p>3 - The student: Integrates a range of strategies to interpret and discuss relationships among ideas, information and events in written texts; identifies and uses language structures; and recognises and discusses the use of symbols and stereotypes to make meaning.</p> <p>4 - The student: The student: Understands how language structures and conventions work to shape meaning; recognises that texts are constructed for particular audiences, contexts and purposes; and justifies their own interpretation of ideas, information and events in texts. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 9, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Reading the Furkle Stroy Williams Storybook and looking at the pictures.</p> <p>Reading the instructions for the Furkle Stroy Williams Activity Cards.</p> <p>Reading own writing produced for the tasks set on the Activity Cards.</p> <p>Demonstrating understanding of what they have read from the Furkle Stroy Williams text.</p> <p>Identifying various strategies by which meaning has been established.</p>
	<p>Use of texts Students demonstrate increasing sophistication, complexity, variety and control when making meaning from written texts.</p>	<p>3 - The student: Interprets and discusses some relationships among ideas, information and events, and draws inferences from them in texts with familiar content and which include some unfamiliar words or language structures and features.</p> <p>4 - The student: Interprets and discusses ideas, information and events in texts containing some unfamiliar concepts and topics. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Constructing and responding to meanings from reading Storybook, Activity Cards task instructions and own story writing.</p> <p>Practising the process of reading and exploring its outcomes – developing knowledge, ideas and improved reading strategies – using text from the Furkle Stroy Williams set.</p>

	<p>Contextual understandings Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student: Interprets simple symbolic meanings and identifies stereotypes in texts and discusses their purpose and meaning.</p> <p>4 - The student: Recognises that texts are constructed for particular contexts, purposes and to appeal to certain groups. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Using the text from the Furkle Stroy Williams set to create a mental picture of Furkle Stroy Williams and his environment.</p> <p>Understanding that some aspects of the Furkle Stroy Williams text are imaginary and some could be based on real experience.</p> <p>Identifying stereotypes and symbols that may also exist outside the Furkle Stroy Williams text and are used there to concisely convey meaning.</p>
	<p>Conventions Students interpret the conventions of written texts with understanding and critical awareness.</p>	<p>3 - The student: Identifies and uses the language structures and conventions characteristic of a range of text types to make meaning.</p> <p>4 - The student: Identifies and discusses how language structures and conventions work to shape readers' understandings of text. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Using text from the Furkle Stroy Williams set to recognise and interpret an increasing range of language structures and conventions that help to create meaning in written text.</p>
	<p>Processes and strategies Students select from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.</p>	<p>3 - The student: Integrates a variety of strategies for interpreting texts and uses some strategies for identifying resources and finding information in texts.</p> <p>4 - The student: Selects, uses and reflects on strategies appropriate for different texts and reading purposes; identifies information needs; and finds resources for specific purposes. <i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 7, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Using a variety of learned strategies to work with text from the Furkle Stroy Williams set and construct meaning and understanding from the written text.</p>

Outcome	Outcome Aspects	Outcome descriptions (3 = Level 3; 4 = Level 4)	Furkle Story Williams links
<p>Writing</p> <p>Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.</p>		<p>3 - The student:</p> <p>Combines ideas in logical sequence to write a small range of text types; recognises the needs of particular audiences and purposes for writing; demonstrates control over many of the conventions of language; experiments with other conventions; and uses strategies for planning, reviewing and proofreading.</p> <p>4 - The student:</p> <p>Develops familiar ideas and information in their writing, taking account of aspects of audience, purposes and context; experiments with specific text types and demonstrates control over most language conventions; and uses a range of strategies to plan and revise writing.</p> <p><i>NB – this L4 outcome is one of the Achievement Targets to be reached by Year 9, not by Year 5 or 6 but students may be working toward this outcome.</i></p>	<p>Completing any of the Furkle Story Williams Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Autobiography 2. Nonsense Poem 3. Debate 4. Argument 5. Flashback Story 6. Play Script 7. Story 8. News Report 9. Mystery Story 10. Limericks. <p>Completing any or all of the Activity Cards tasks provides opportunities to develop and practise all the skills that can lead to achieving Level 3 and 4 outcomes.</p>
	<p>Use of texts</p> <p>Students demonstrate increasing sophistication, complexity, variety and control when conveying meaning with written texts.</p>	<p>3 - The student:</p> <p>Experiments with interrelating ideas and information when writing about familiar topics.</p> <p>4 - The student:</p> <p>Controls a range of text types to express familiar ideas, events and information and experiments with an increasing variety of text types.</p>	
	<p>Contextual understandings</p> <p>Students develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live.</p>	<p>3 - The student:</p> <p>Recognises that certain text types and features are associated with particular audiences and purposes.</p> <p>4 - The student:</p> <p>Adjusts writing to take account of aspects of context, purpose and audience.</p>	

	<p>Conventions Students use the conventions of written texts with understanding and critical awareness.</p>	<p>3 - The student: Controls many features of written language and experiments with some organisational and language features of different text types.</p> <p>4 - The student: Controls most distinguishing language structures and features of text types such as narratives, procedures, reports and arguments.</p>	
	<p>Processes and strategies Students select from a repertoire of processes and strategies when writing by reflecting on their understanding of the way language works.</p>	<p>3 - The student: Applies familiar strategies and experiments with new strategies for planning, drafting and reviewing own writing.</p> <p>4 - The student: Applies a range of strategies for planning, drafting and reviewing writing appropriate to context, purpose and audience.</p>	