

| Title                                   | Text type   | Text features  | Curriculum link(s)   | Key concept(s)   | Key vocabulary/Decodable words: Science/Math  | Key vocabulary/Decodable words: Social Studies  |
|---|-------------|--|--|--|---|---|
| <b>Early Reading Stage: Level E (7)</b> |             |  |  |  |   |   |
| Insects                                 | Explanation | • Use of repeated questions; clear photographs illustrate features of insects; use of quantitative language such as “all”  | • Science and Technology: Needs and Characteristics of Living Things | • Animals can be classified by their physical characteristics.<br>• All animals that have six legs can be classified as insects.<br>• Some insects have wings and others do not. | <u>Living things</u> : ant bee bird butterfly insect/s ladybird spider worm<br><u>Body</u> : legs wings<br><u>Numbers</u> : eight six two   |   |
| Where Are the Grapes?                   | Narrative   | • Use of clues (detective story)   |  | • All animals that have six legs can be classified as insects.<br>• Some insects have wings and others do not.   | <u>Living things</u> : animals ant/s bee bird butterfly insect/s worm<br><u>Body</u> : legs<br><u>Environment</u> : mud<br><u>Number</u> : six<br><u>Quantifier</u> : lots  | <u>Food</u> : grapes<br><u>Objects</u> : crack tracks   |
| Squid                                   | Report      | • Uses language of classification “all” and causal language “then”; colour photographs support the information in the text | • Science and Technology: Needs and Characteristics of Living Things | • Squid have features and behaviour that enable them to live and grow, and to protect themselves from predators.<br>• Predator–prey relationships are part of life.              | <u>Living things</u> : fish plants squid<br><u>Colours</u> : black green red yellow<br><u>Environment</u> : rocks sea water<br><u>Body</u> : skin<br><u>Size</u> : big<br><u>Quantifier</u> : lots                  | <u>Actions</u> : hide swim<br><u>Things</u> : eggs ink  |
| Big Squid and Little Squid              | Narrative   | • Use of direct speech, question marks, and exclamation marks  |  | • Many trees are home to a range of animals.<br>• These animals depend upon the tree to survive.   | <u>Living things</u> : fish plants squid<br><u>Colours</u> : black green red<br><u>Environment</u> : sea water<br><u>Body</u> : skin  | <u>Actions</u> : hide playing swim<br><u>Things</u> : ink   |
| The Plum Tree                           | Explanation | • Labelled photographs   | • Science and Technology: Needs and Characteristics of Living Things | • Many animals depend on trees to survive.<br>• The tree and the animals that need the tree form a food chain.   | <u>Living things/Food chain</u> : animals ant/s bee/s bird/s butterfly caterpillar/s flowers grub/s insect/s tree<br><u>Environment</u> : nest  | <u>Food</u> : plum/s<br><u>Things</u> : eggs leaves sap<br><u>Action</u> : feed   |
| My Tree                                 | Narrative   | • Use of direct speech   |  | • Many trees are home to a range of animals.<br>• These animals depend upon the tree to survive.   | <u>Living things/Food chain</u> : ant/s bee/s bird caterpillar/s flowers grub/s tree<br><u>Environment</u> : nest   | <u>Food</u> : plum/s<br><u>Things</u> : leaves sap thing  |
| <b>Early Reading Stage: Level E (8)</b> |             |  |  |  |   |   |
| When the Sun Comes Up                   | Explanation | • A range of action verbs are featured in the text   | • Science and Technology: Needs and Characteristics of Living Things | • Most animals have active times and times when they sleep.<br>• Different animals have different sleep patterns.  | <u>Living things</u> : animals bat bird bugs duck fox frog insects plants rabbit spider/s worm/s<br><u>Environment</u> : hole nest pond sun water web<br><u>Positional word</u> : under<br><u>Quantifier</u> : lots | <u>Actions</u> : catch dives hunts jump/s keep sits sleeps spins swims wake<br><u>Objects</u> : leaves log twigs things   |
| When the Sun Is Going Down              | Narrative   | • A range of action verbs are featured in the text; use of direct speech   |  | • Most animals need sleep.<br>• Most animals have active times and times when they sleep.<br>• Different animals have different sleep patterns.                                  | <u>Living things</u> : bat bird bugs duck fox rabbit spider worms<br><u>Environment</u> : nest sun web<br><u>Concept</u> : time   | <u>Actions</u> : dive hunting keep sing sleep swim wake<br><u>Family</u> : mother<br><u>Object</u> : bed  |
| Our Spot                                | Recount     | • Use of direct speech; a sequence of events   | • Social Studies: Relationships, Rules, and Responsibilities         | • Many children have a special spot where they like to play.<br>• Being able to deal with conflict in a positive way is an important skill.                                      | <u>Concepts</u> : time today<br><u>Number</u> : first   | <u>Actions</u> : hit jumped jump/ing played play/ing<br><u>Feeling</u> : upset<br><u>Places</u> : school spot<br><u>Object</u> : rope   |
| Where Can We Play?                      | Narrative   | • Use of direct speech; illustrations support and extend the text  |  | • Many children have a special spot where they like to play.   | <u>Concepts</u> : safe time<br><u>Colours</u> : blue red yellow<br><u>Living things</u> : plants weeds<br><u>Size</u> : big   | <u>Actions</u> : catch cleaned cut dug fix jump picked paint/ed play/ed skate swept<br><u>Feeling</u> : upset<br><u>Family</u> : father mother<br><u>Vehicles</u> : bulldozer truck<br><u>Places</u> : store spot<br><u>Objects</u> : bag/s bricks litter rope stones |

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| <b>Early Reading Stage: Level E (8) ...continued</b> |             |   |  |   |   |  |
| Looking After Your Frogs                             | Procedure   | • Instructional language used throughout; numbered photographs indicate a sequence of steps   | • Science and Technology: Needs and Characteristics of Living Things<br>• Social Studies: Relationships, Rules, and Responsibilities | • Frogs need food, water, and shelter to live.<br>• Looking after pets requires an understanding of the animal's needs.                 | <u>Living things</u> : crickets frog/s pets plant tadpoles<br><u>Concept</u> : time<br><u>Environment</u> : hole pond sand tank water   | <u>Actions</u> : jump sit swim<br><u>Objects</u> : eggs lid log  |
| Frog's New Pond                                      | Narrative   | • Use of direct speech; illustrations support and extend the text                             | • Science and Technology: Needs and Characteristics of Living Things   | • Frogs need food, water, and shelter to live.  | <u>Living things</u> : frog insects plants worms<br><u>Environment</u> : hot pond rocks sand water<br><u>Quantifier</u> : lots  | <u>Actions</u> : kept<br><u>Object</u> : things  |
| <b>Early Reading Stage: Level F (9)</b>              |             |   |  |   |   |  |
| Bat Rescue   | Explanation | • Written in the first person   | • Science and Technology: Needs and Characteristics of Living Things   | • Animals and humans share the environment.<br>• Some people look after injured animals and return them to the wild when they are well. | <u>Living things</u> : bats insects plants tree/s<br><u>Environment</u> : sun<br><u>Positional word</u> : over<br><u>Body</u> : wings   | <u>Actions</u> : bite check close feed hang help keep see sleep stop stuck take trapped wake<br><u>Food</u> : grapes figs<br><u>Objects</u> : branches cloth leaves net/s things                                 |
| Sally and the Bats                                   | Narrative   | • Use of direct speech  |  | • Animals and humans share the environment.<br>• Some animals can harm plants that are used by humans.                                  | <u>Living things</u> : bats tree<br><u>Environment</u> : wet<br><u>Positional word</u> : under<br><u>Matter</u> : water<br><u>Body</u> : wings<br><u>Number</u> : five  | <u>Actions</u> : ate banged cooked flapped picked rang smiled planted<br><u>Food</u> : jelly plum/s<br><u>Objects</u> : bell drum hose trap  |
| Teach Me How   | Report      | • Opening statement and supporting facts; use of a photographic summary to support conclusion | • Science and Technology: Needs and Characteristics of Living Things   | • Some mothers teach their young how to find food.<br>• Some mothers teach their young how to stay safe.                                | <u>Living things</u> : animals ants chimp/'s cub dogs dolphin/'s elephant/'s fish lion/'s tiger/'s zebra/'s<br><u>Body</u> : feet skin teeth trunk<br><u>Environment</u> : mud sand water<br><u>Weather</u> : hot<br><u>Speed</u> : quickly | <u>Actions</u> : dig grab hunt/s jump keep pick playing rest run swim teach<br><u>Family</u> : mother/s<br><u>Objects</u> : rock things<br><u>Concept</u> : safe   |
| Little Cub   | Narrative   | • Use of direct speech  |  |   | <u>Living things</u> : animals ants chimp cub elephant zebra<br><u>Body</u> : feet skin teeth trunk<br><u>Concept</u> : time  | <u>Actions</u> : catch play run teach/ing<br><u>Feelings</u> : hungry sad<br><u>Family</u> : mother/s<br><u>Objects</u> : stick things<br><u>Concept</u> : safe  |
| The Jump Rope Team                                   | Recount     | • Time-based sequence is presented; photographs support the text                              | • Health and Physical Education: Fundamental Movement Skills; Active Participation   | • Persistence enables achievements that would be unlikely otherwise.<br>• There are many activities that promote fitness.               | <u>Number</u> : two<br><u>Quantifier</u> : lots<br><u>Time</u> : time week  | <u>Actions</u> : help jump/ed jumping keep kept rest speak stop<br><u>People</u> : coach kids<br><u>Place</u> : school<br><u>Family</u> : mother<br><u>Object</u> : rope/s<br><u>Sport</u> : fit fun team tricks |
| The Fun Run  | Narrative   | • Use of direct speech; illustrations extend the story  |  |   | <u>Animals</u> : animals lion tiger<br><u>Number</u> : first<br><u>Positional word</u> : over<br><u>Time</u> : time week  | <u>Action words</u> : grinned hop jump/ed keep pant/ed puff/ed ran run rest stop<br><u>People</u> : vet<br><u>Places</u> : beach zoo<br><u>Object</u> : log<br><u>Sport</u> : finish fit fun line win winning    |

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| <b>Early Reading Stage: Level F (10)</b> |             |  |  |   |  |   |
| Animals That Need Mud                    | Explanation | • Some photographs are labelled; use of a photographic index | • Science and Technology: Needs and Characteristics of Living Things | • Some animals need mud to have healthy lives.  | <u>Animals</u> : animals crab/s elephant frog hippopotamus pig turtle<br><u>Body</u> : skin<br><u>Environment</u> : dust hole mud nest water sun wet<br><u>Weather</u> : cold hot<br><u>Characteristic</u> : soft                                  | <u>Actions</u> : catch digs hides keeps see stops<br><u>Objects</u> : eggs things<br><u>Concept</u> : safe  |
| Mud, Mud, Mud!                           | Narrative   | • Use of direct speech                                       |  | • Some animals need mud to have healthy lives.<br>• More can be achieved by working together than could be achieved alone.  | <u>Living things</u> : animals birds bugs crab elephant frog pig turtle<br><u>Body</u> : skin trunk<br><u>Positional word</u> : over<br><u>Environment</u> : dust hill mud nest pond water sun<br><u>Weather</u> : hot<br><u>Quantifier</u> : lots | <u>Actions</u> : help jump/ed keeps sat stops<br><u>Feeling</u> : sad<br><u>Object</u> : eggs<br><u>Concept</u> : safe  |
| Keeping Safe                             | Report      | • Use of report-style questions and answers; use of index    | • Science and Technology: Needs and Characteristics of Living Things | • Some animals hide to keep safe from predators.<br>• Animals that hide have different ways of doing so.<br>• Some animals hide by pretending to be something else. | <u>Living things</u> : animals birds butterfly caterpillar frog insect/s moth plant spiders snake<br><u>Body</u> : feet<br><u>Number</u> : two   | <u>Actions</u> : catch hangs helps hide holds keep sit/s stop<br><u>Objects</u> : leaf stick  |
| Looking for Lunch                        | Narrative   | • Use of direct speech                                       |  |   |  |   |
| Big Ships Need Tugboats                  | Report      | • Some photographs labelled; use of diagrams                 | • Social Studies: The Local Community                                | • Large vehicles are difficult to maneuver in water.<br>• When people cooperate and work as a team they achieve more than they could on their own.                  | <u>Number</u> : three two<br><u>Positional word</u> : around<br><u>Size</u> : big<br><u>Environment</u> : sea<br><u>Concept</u> : time<br><u>Characteristics</u> : soft strong   | <u>Vehicles</u> : boats ship/s tugboats<br><u>Actions</u> : bump/ing hitting help stop<br><u>Place</u> : dock<br><u>Object</u> : pads ropes things<br><u>Concept</u> : team |
| The Tugboat Team                         | Narrative   | • Use of direct speech; use of repetitive phrasing           |  |   | <u>Ordinal numbers</u> : first second third<br><u>Colour</u> : yellow<br><u>Size</u> : big<br><u>Environment</u> : rocks sea<br><u>Characteristics</u> : soft strong   | <u>Vehicles</u> : boat/s ship tugboat/s<br><u>Action words</u> : bumped help hit sat tug/ged<br><u>Place</u> : dock<br><u>Object</u> : ropes pads<br><u>Concept</u> : team  |