

		Joey Runs Away; A Kangaroo Joey Grows Up	Keeping House; Jobs	Lon Po Po; Wolves	Miss Rumphius; From Seed to Dandelion	Morris' Disappearing Bag; Rabbits	Owen; Mice	Owl Moon; Owls and Other Animals with Amazing Eyes	Possum Magic; Australia	Red Riding Hood; Living in the Forest	Roberto the Insect Architect; Termites	Rosie's Walk; A Chick Grows Up	Sam and the Lucky Money; Chinese New Year	Scaredy Squirrel; Squirrels	Space Case; Earth	Stone Soup; Vegetables; Vegetables	The Stonecutter; The Sun	Strega Nona; Grains	Sylvester and the Magic Pebble; Rock Collecting	T is for Terrible; Dinosaur Teeth	Teacher from the Black Lagoon; This Is the Way We Go to School	That 'New Animal'; Let's Explore the Five Senses	There Was an Old Lady Who Swallowed a Fly; Flies Are Fascinating	Three Legged Cat; You Can Use a Compass	The Three Little Pigs; Pigs	Waiting for Wings; Butterflies	Where the Wild Things Are; Where Land Meets Sea	Why Mosquitoes Buzz in People's Ears; Mosquitoes	Wild About Books; Welcome to the Library	Wilfrid Gordon MacDonald Partridge; How Does Your Brain Work?	
Objective	Indicator	0-3	0-3	0-3	0-3	0-3	0-3	2-3	0-3	0-3	2-3	0-2	0-3	2-3	0-3	0-3	2-3	0-3	2-3	0-3	0-3	0-3	2-3	0-3	0-3	0-3	0-3	2-3	0-3	0-3	
Level One - Listening, Reading, and Viewing																															
Processes and strategies: Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.	has an awareness of the connections between oral, written, and visual language.		F	NF	NF	F	F	F	NF	F	NF	F	F	NF	F	NF	F	NF				NF	NF	F	NF	F	NF			NF	
	uses sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge to make sense of a range of texts.			NF								F						NF			NF			F	F	NF	F		F		
	associates sounds with letter clusters as well as with individual letters.				NF				F		NF	F					NF					F	F	F	NF	F					
	uses processing and some comprehension strategies with some confidence.	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF
	is developing the ability to think critically about texts.	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF
Purposes and audiences: Recognise that texts are shaped for different purposes and audiences.	identifies the purposes of simple texts.	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF
Ideas: Recognise and identify ideas within and across texts.	understands that personal experience can influence the meaning gained from texts.	F	F	NF	F	F	F	F	F	F	NF	F	F	F	NF	F	NF	F	NF	F	F	F	F	F	F	F	NF	F	F	F	
	makes meaning of texts by identifying ideas in some texts.																							F							
Language features: Recognise and begin to understand how language features are used for effect within and across texts.	begins to recognise that oral, written, and visual language features can be used for effect.	F	F	NF	F	NF	F	NF	F	NF	F	F	F	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF	F	NF
	recognises a large bank of high-frequency and some topic-specific words.											F																			
	shows some knowledge of text conventions, such as: capital letters, full stops, and word order; volume and clarity; and simple symbols.			NF		NF			NF			F	NF		NF													NF	F		
Structure: Recognise and begin to understand text structures.	understands that the order and organisation of words, sentences, and images contribute to text meaning.	F	F	NF	NF	F	NF					F			F	NF	NF	F		F	NF	F	NF			F	NF	NF	NF		
	recognises some text forms and some differences between them.	F	NF	F	NF	NF	NF	F	NF	F	NF	NF	F	NF	F	NF	NF	NF	NF	F	NF	F	NF	NF	NF		F	NF	NF	NF	

New Zealand Curriculum: English – BookFlix Alignment

Objective	Indicator	0-3	0-3	0-3	0-3	0-3	0-3	2-3	0-3	0-3	2-3	0-2	0-3	2-3	0-3	0-3	2-3	0-3	2-3	0-3	0-3	2-3	0-3	0-3	2-3	0-3	0-3	0-3	0-3	0-3
		Joey Runs Away; A Kangaroo Joey Grows Up	Keeping House; Jobs	Lon Po Po; Wolves	Miss Rumphius; From Seed to Dandelion	Morris' Disappearing Bag; Rabbits	Owen; Mice	Owl Moon; Owls and Other Animals with Amazing Eyes	Possum Magic; Australia	Red Riding Hood; Living in the Forest	Roberto the Insect Architect; Termites	Rosie's Walk; A Chick Grows Up	Sam and the Lucky Money; Chinese New Year	Scaredy Squirrel; Squirrels	Space Case; Earth	Stone Soup; Vegetables; Vegetables	The Stonecutter; The Sun	Strega Nona; Grains	Sylvester and the Magic Pebble; Rock Collecting	T is for Terrible; Dinosaur Teeth	Teacher from the Black Lagoon; This Is the Way We Go to School	That New Animal; Let's Explore the Five Senses	There Was an Old Lady Who Swallowed a Fly; Flies Are Fascinating	Three Legged Cat; You Can Use a Compass	The Three Little Pigs; Pigs	Waiting for Wings; Butterflies	Where the Wild Things Are; Where Land Meets Sea	Why Mosquitoes Buzz in People's Ears; Mosquitoes	Wild About Books; Welcome to the Library	Wilfrid Gordon MacDonald Partridge; How Does Your Brain Work?
Level One - Speaking, Writing, and Presenting																														
Processes and Strategies: Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas.	has an awareness of the connections between oral, written, and visual language when creating text.					F					F				F	F	F	F											F	
	creates texts by using meaning, structure, visual and grapho-phonics sources of information, prior knowledge, and some processing strategies with some confidence.	F NF	F NF	F NF	F NF	F NF	NF		F NF	F NF		F NF				F NF		NF		F NF		F NF	NF		F NF	NF	NF			F NF
	seeks feedback and makes changes to texts.						F NF	F NF							F					F NF		F NF	F NF				NF			
	is becoming reflective about the production of own texts.						F NF	F NF							F					F NF		F NF	F NF				NF			
Purposes and audiences: Recognise how to shape texts for a purpose and an audience.	constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language, and text form.	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF	F NF
Ideas: Form and express ideas on a range of topics.	forms and expresses simple ideas and information, usually drawing from personal experience and knowledge.			NF	F	F NF		NF		NF	F NF	F NF	F NF	F NF		NF	NF	NF	NF	F	F NF	F	NF		F			NF	NF	F NF
Language Features: Use language features, showing some recognition of their effects.	uses some oral, written, and visual language features to create meaning and effect.	F NF	F NF	F NF		F NF	F NF		F	F NF	F NF		F NF	F	F	F NF	F NF	F NF		F		F NF	F	F		F NF	F	F	F	
	spells some high-frequency words correctly and begins to use some common spelling patterns.								F		NF	F					NF		F			F	F		F NF	F NF				