



Build and consolidate reading skills with...

# Flying Colours



- NEW RELEASES...**
- First Chapter Books Levels 15–16/17
  - First Chapter Books Levels 17–18/19
  - First Chapter Books Levels 19–20/21
  - First Chapter Books Levels 21–22/23
  - First Chapter Books Levels 23–24/25
  - Non-fiction books Levels 15–16/17
  - Non-fiction books Levels 17–18/19
  - Non-fiction books Levels 19–20/21
- NEW IN 2005...**
- Non-fiction books Levels 21–22/23
  - Non-fiction books Levels 23–24/25
  - Flying Colours Benchmark Kit

*Flying Colours* is a complete literacy program for the first 3 years of primary school. It focuses on the crucial components of teaching literacy: written language, oral language, visual literacy and technology.

Developed in response to teachers who recognise the importance of the following features when teaching literacy skills to young children, *Flying Colours* books:

- are broadly levelled to extend children's literacy learning
- feature both fiction and non-fiction texts
- contain a range of text types
- feature high-interest stories
- are thematically linked to key learning areas
- include a variety of visual support to reinforce meaning of the texts
- include online interactive books to provide additional reading experiences and reinforce comprehension of texts

## Flying Colours Benchmark Kit



The *Flying Colours Benchmark Kit* includes 20 benchmark books, a prepared reading record for each text and an assessment record pro forma.

The *Flying Colours Benchmark Kit* books have been carefully written, levelled and designed for the assessment of children's progress and achievements at the end of each *Flying Colours* level.

One fiction and one non-fiction benchmark book is provided for each level. Each book includes:

- high-frequency words specific to the level
- language structures appropriate to the specific level

- concepts appropriate to the specific level
- simple, clear plot structures
- known characters from the specific level wherever appropriate
- a balance of gender, ethnicity, disability, fantasy and realism

The non-fiction books also include a range of text types and are linked to the theme of the specific level.

The *Flying Colours Benchmark Kit Assessment and Profiling Software* is also available. This CD-ROM assists teachers to accurately identify students' reading levels, record their achievements and progress, and provide accurate data for individual, class and whole school review.

### HIGH-INTEREST STORIES AND THEMES

*Flying Colours* stories expose children to a range of experiences. Interest levels are matched to those of the reader to ensure that they become fully engaged with the texts.



favourite characters recur throughout *Flying Colours* levels.

### VISUAL LITERACY

The visual components of *Flying Colours* books communicate and reinforce the meaning of each text. A range of illustration styles is presented, and a close text–picture match for each story is ensured.

The visual representations in the *Flying Colours* books can also serve as models for children when illustrating their own work.

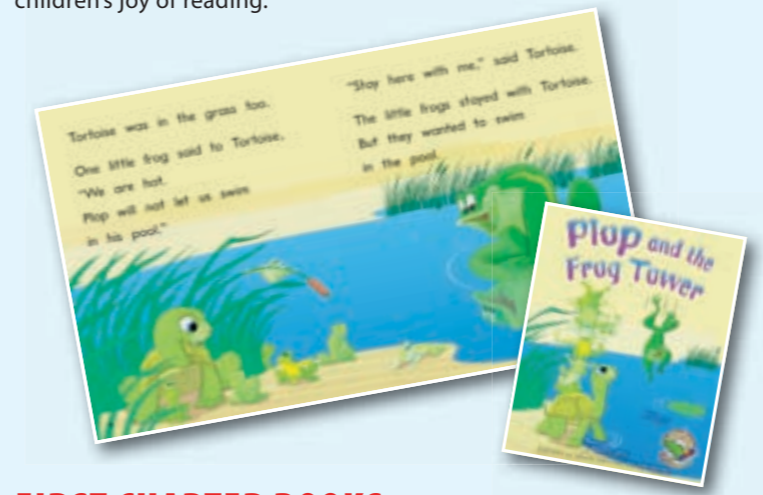


### FLYING COLOURS FICTION

The fiction books in *Flying Colours* include high-interest stories with strong storylines.

Recurring characters appear throughout the series, and children are able to identify these characters instantly.

Humorous stories have also been included to help stimulate children's joy of reading.



### FIRST CHAPTER BOOKS



The First Chapter Books are introduced at levels 15–16/17. The texts include:

- more elaborate episodes and events
- extended descriptions
- more varied sentence patterns
- more unusual and challenging vocabulary

At this level children are reading with increased comprehension, fluency and phrasing, and they are often choosing to read independently. They are reading their own writing for meaning and spelling, and are writing texts for a purpose and on a range of topics. The *Flying Colours* First Chapter Books have been designed to accommodate the literacy needs of these children.

### FLYING COLOURS NON-FICTION

When children are learning to read and write it is important to expose them to both fiction and non-fiction books because reading and comprehending each genre requires different literacy skills.

The highly-visual non-fiction books in *Flying Colours* incorporate accurate, well-researched information that is thematically linked to key learning areas.

#### NON-FICTION THEMES INCLUDE

- Small Creatures
- Food
- Water Places
- Plants
- The Arts
- Farming
- Homes and Shelter
- Transport
- Animals

### TEXT TYPES

*Flying Colours* presents a range of text types to children to help them learn how to read and write their own texts and know when it is appropriate to write them in a particular way. The *Flying Colours* non-fiction books provide teachers with an excellent resource for the explicit teaching of text types in reading and writing.



TEXT TYPES USED IN FLYING COLOURS			
TEXT TYPE	PURPOSE	GENERAL STRUCTURE	GENERAL LANGUAGE FEATURES
<b>Report</b>	To classify and/or describe	<ul style="list-style-type: none"> <li>• General statement or classification</li> <li>• Description</li> </ul>	<ul style="list-style-type: none"> <li>• technical language</li> <li>• simple present tense</li> <li>• generalised terms</li> </ul>
<b>Recount (factual or literary)</b>	To retell a series of events	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Series of events sequenced in time</li> </ul>	<ul style="list-style-type: none"> <li>• descriptive language</li> <li>• past tense</li> <li>• time words to connect events</li> <li>• words which tell us where, when, with whom, how</li> </ul>
<b>Narrative</b>	To entertain, amuse or instruct	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Complication</li> <li>• Evaluation</li> <li>• Resolution</li> <li>• Coda (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• usually specific participants</li> <li>• time words used to connect events</li> <li>• action words predominate in complication and resolution</li> <li>• noun groups important in describing characters and settings</li> </ul>
<b>Procedure</b>	To instruct someone on how to do something	<ul style="list-style-type: none"> <li>• Goal</li> <li>• Steps</li> </ul>	<ul style="list-style-type: none"> <li>• verbs usually at the beginning of each instruction</li> <li>• words or groups of words which tell us how, when, where, with whom</li> </ul>
<b>Explanation (factual or literary)</b>	To explain how or why something occurs	<ul style="list-style-type: none"> <li>• Phenomenon identification</li> <li>• Explanation sequence</li> </ul>	<ul style="list-style-type: none"> <li>• technical language</li> <li>• use of words such as because, as a result, to establish cause/effect sequences</li> </ul>
<b>Exposition</b>	To persuade by arguing one side of an issue	<ul style="list-style-type: none"> <li>• Thesis</li> <li>• Arguments</li> <li>• Reinforcement of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• words that qualify, e.g. usually, probably</li> <li>• words that link arguments, e.g. firstly, on the other hand</li> </ul>
<b>Description (factual or literary)</b> *This text type is often embedded within other texts	To describe the characteristics or features of a thing or a phenomenon	<ul style="list-style-type: none"> <li>• Introduction to the subject of the description</li> <li>• Characteristic features of the subject, e.g. physical appearance, qualities, behaviour, significant attributes</li> </ul>	<ul style="list-style-type: none"> <li>• particular nouns</li> <li>• variety of adjectives</li> <li>• action verbs</li> <li>• similes, metaphors, figurative language</li> </ul>