**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Indicate within each marked cell the connection to the relevant sentence/s in the achievement standard, using the numbering scheme provided. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode/Strand** | **Reading and Viewing / Language** | | | | | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | **Phonics and word knowledge** | | | |
|  | **Content Description** | Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences  [(VCELA246)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA246) | | Identify the features of online texts that enhance navigation  [(VCELA247)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA247) | | Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments  [(VCELA248)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA248) | | Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters  [(VCELA249)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA249) | | Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word  [(VCELA250)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA250) | |
|  |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement  standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode/Strand** | **Reading and Viewing / Literature** | | | | | | | | **Reading and Viewing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Responding to literature** | | | | **Examining literature** | | | | **Texts in context** | | **Interpreting, analysing, evaluating** | | | | | |
|  | **Content Description** | Draw connections between personal experiences and the worlds of texts, and share responses with others  [(VCELT251)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT251) | | Develop criteria for establishing personal preferences for literature  [(VCELT252)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT252) | | Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative  [(VCELT253)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT253) | | Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose  [(VCELT254)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT254) | | Identify the point of view in a text and suggest alternative points of view  [(VCELY255)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY255) | | Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking [(VCELY256)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY256) | | Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features  [(VCELY257)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY257) | | Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)  [(VCELY258)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY258) | |
|  |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Reading and Viewing Level 2 Achievement Standard** | **Reading and Viewing Level 3 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Reading and Viewing Level 4 Achievement Standard** |
| By the end of Level 2   * Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. * They recognise all Standard Australian English phonemes, and most letter–sound matches. * They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. * They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. * They identify literal and implied meaning, main ideas and supporting detail. * Students make connections between texts by comparing content. | By the end of Level 3   * Students understand how content can be organised using different text structures depending on the purpose of the text. (1) * They understand how language features, images and vocabulary choices are used for different effects. (2) * They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. (3) * They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. (4) * They can identify literal and implied meaning connecting ideas in different parts of a text. (5) * They select information, ideas and events in texts that relate to their own lives and to other texts. (6) | By the end of Level 4   * Students understand that texts have different structures depending on the purpose and context. * They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. * They express preferences for particular types of texts, and respond to others’ viewpoints. |

*See next pages for Writing and Speaking and Listening Modes and the Assessments section*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode / Strand** | **Writing / Language** | | | | | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | | | **Phonics and word knowledge** | |
|  | **Content Description** | Understand that paragraphs are a key organisational feature of written texts  [(VCELA259)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA259) | | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters  [(VCELA260)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA260) | | Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(VCELA261)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA261) | | Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense  [(VCELA262)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA262) | | Understand how to use letter–sound relationships and less common letter combinations to spell words  [(VCELA263)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA263) | |
|  |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode / Strand** | **Writing / Literature** | | | | **Writing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Creating literature** | | | | **Creating texts** | | | | | | | |
|  | **Content Description** | Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features  [(VCELT264)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT264) | | Create texts that adapt language features and patterns encountered in literary texts  [(VCELT265)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT265) | | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) | | Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation  [(VCELY267)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY267) | | Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size  [(VCELY268)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY268) | | Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements  [(VCELY269)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY269) | |
|  |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Writing Level 2 Achievement Standard** | **Writing Level 3 Achievement Standard** | **Writing Level 4 Achievement Standard** |
| * Students create texts that show how images support the meaning of the text. * They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. * They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters. | * Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. (7) * They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. (8) * They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. (9) * They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. * They write using joined letters that are accurately formed and consistent in size. (10) | * Students use language features to create coherence and add detail to their texts. * They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. * They create texts that show understanding of how images and detail can be used to extend key ideas. * Students create well-structured texts to explain ideas for different audiences. * They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning. |

*See next page for Speaking and Listening Mode and Assessments section*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mode / Strand** | **Speaking and Listening / Language** | | | | | | | | **Speaking and Listening / Literature** | | **Speaking and Listening / Literacy** | | | |
|  | **Sub-strand** | **Language variation and change** | | **Language for interaction** | | | | **Expressing and developing ideas** | | **Literature and context** | | **Interacting with others** | | | |
| **Content Description** | Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning  [(VCELA270)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA270) | | Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations  [(VCELA271)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA271) | | Examine how evaluative language can be varied to be more or less forceful  [(VCELA272)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA272) | | Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs  [(VCELA273)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA273) | | Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons  [(VCELT274)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT274) | | Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications  [(VCELY275)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY275) | | Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume  [(VCELY276)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY276) | |
| **Unit** | **Semester/ Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Speaking and Listening Level 2 Achievement Standard** | **Speaking and Listening Level 3 Achievement Standard** | **Speaking and Listening Level 4 Achievement Standard** |
| * Students listen for particular purposes. * They listen for and manipulate sound combinations and rhythmic sound patterns. * When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. * They explain their preferences for aspects of texts using other texts as comparisons. * They create texts that show how images support the meaning of the text. * Students create texts, drawing on their own experiences, their imagination and information they have learned. * Students use a variety of strategies to engage in group and class discussions and make presentations. | * Students listen to others’ views and respond appropriately using interaction skills. (11) * They understand how language features are used to link and sequence ideas. (12) * They understand how language can be used to express feelings and opinions on topics. (13) * They create a range of texts for familiar and unfamiliar audiences. (14) * They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. (15) | * Students can collaborate, listen for key points in discussions and use the information to carry out tasks. * They use language features to create coherence and add detail to their texts. * They understand how to express an opinion based on information in a text. * They create texts that show understanding of how images and detail can be used to extend key ideas. * Students create structured texts to explain ideas for different audiences. * They make presentations and contribute actively to class and group discussions, varying language according to context. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |