**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** |
|  | **Content Description** | Understand that the purposes texts serve shape their structure in predictable ways [(VCELA176)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA176) | Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links[(VCELA177)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA177) | Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances [(VCELA178)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA178) | Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) [(VCELA179)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA179) | Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning [(VCELA180)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA180) |
|  |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mode/Strand** | **Reading and Viewing / Language** *(continued)* | **Reading and Viewing / Literacy** |
|  | **Sub-strand** | **Phonics and word knowledge** | **Texts in context** | **Interpreting, analysing, evaluating** |
|  | **Content Description** | Recognise short vowels, common long vowels and consonant digraphs, and consonant blends[(VCELA181)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA181) | Understand how to spell one and two syllable words with common letter patterns [(VCELA182)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA182) | Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound [(VCELA183)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA183) | Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components [(VCELA184)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA184) | Respond to texts drawn from a range of cultures and experiences [(VCELY185)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY185) | Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features [(VCELY186)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY186) | Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading [(VCELY187)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY187) | Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts [(VCELY188)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY188) |
|  |
| **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 Foundation Level Achievement Standard** | **Reading and Viewing Level 1 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 2 Achievement Standard** |
| By the end of the Foundation level* Students use questioning and monitoring strategies to make meaning from texts.
* They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics.
* They identify connections between texts and their personal experience.
* They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters.
* They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.
 | By the end of Level 1* Students understand the different purposes of texts. (1)
* They make connections to personal experience when explaining characters and main events in short texts. (2)
* They identify that texts serve different purposes and that this affects how they are organised. (3)
* They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. (4)
* When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning. (5)
* They recall key ideas and recognise literal and implied meaning in texts. (6)
 | 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.
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mode / Strand** | **Writing / Language** | **Writing / Literature** |
|  | **Sub-strand** | **Text structure and organisation** | **Phonics and word knowledge** | **Creating literature** |
|  | **Content Description** | Understand patterns of repetition and contrast in simple texts[(VCELA189)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA189) | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands[(VCELA190)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA190) | Recognise and know how to use simple grammatical morphemes in word families [(VCELA191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA191) | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication[(VCELT192)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT192) | Build on familiar texts by using similar characters, repetitive patterns or vocabulary [(VCELT193)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT193) |
|  |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Mode / Strand** | **Writing / Literacy** |
|  | **Sub-strand** | **Creating texts** |
|  | **Content Description** | Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements[(VCELY194)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY194) | Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation [(VCELY195)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY195) | Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters [(VCELY196)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY196) | Construct texts that incorporate supporting images using software including word processing programs[(VCELY197)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY197) |
|  |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Writing Foundation Level Achievement Standard** | **Writing Level 1 Achievement Standard** | **Writing Level 2 Achievement Standard** |
| * When writing, students use familiar words and phrases and images to convey ideas.
* Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.
* They correctly form all upper- and lower-case letters.
 | * When writing, students provide details about ideas or events, and details about the participants in those events. (7)
* They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. (8)
* They use capital letters and full stops appropriately. (9)
 | * 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.
 |

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

|  |  |  |
| --- | --- | --- |
|  | **Mode / Strand** | **Speaking and Listening / Language** |
|  | **Sub-strand** | **Language variation and change** | **Language for interaction** | **Expressing and developing ideas** | **Phonics and word knowledge** |
| **Content Description** | Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others[(VCELA198)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA198) | Understand that language is used in combination with other means of communication[(VCELA199)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA199) | Understand that there are different ways of asking for information, making offers and giving commands[(VCELA200)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA200) | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions [(VCELA201)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA201) | Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts [(VCELA202)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA202) | Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables[(VCELA203)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA203) | Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words [(VCELA204)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA204) |
| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mode / Strand** | **Speaking and Listening / Literature** | **Speaking and Listening / Literacy** |
|  | **Sub-strand** | **Literature and context** | **Responding to literature** | **Examining literature** | **Interacting with others** |
| **Content Description** | Discuss how authors create characters using language and images [(VCELT205)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT205) | Express preferences for specific texts and authors and listen to the opinions of others [(VCELT206)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT206) | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences[(VCELT207)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT207) | Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts [(VCELT208)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT208) | Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme [(VCELT209)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT209) | Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others [(VCELY210)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY210) | Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language [(VCELY211)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY211) |
| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Speaking and Listening Foundation Level Achievement Standard** | **Speaking and Listening Level 1 Achievement Standard** | **Speaking and Listening Level 2 Achievement Standard** |
| * Students listen to and use appropriate interaction skills to respond to others in a familiar environment.
* They can identify rhyme, letter patterns and sounds in words.
* Students understand that their texts can reflect their own experiences.
* They identify and describe likes and dislikes about familiar texts, objects, characters and events.
* In informal group and whole-class settings, students communicate clearly.
* They retell events and experiences with peers and known adults.
* They identify and use rhyme, letter patterns and sounds in words.
 | * Students listen to others when taking part in conversations using appropriate interaction skills. (10)
* They listen for and reproduce letter patterns and letter clusters. (11)
* Students understand how characters in texts are developed and give reasons for personal preferences. (12)
* They can describe characters, settings and events in different types of literature. (13)
* They create texts that show understanding of the connection between writing, speech and images. (14)
* They create short texts for a small range of purposes. (15)
* They interact in pair, group and class discussions, taking turns when responding. (16)
* They make short presentations on familiar topics. (17)
 | * 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.
 |

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