**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.

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|  | **Mode/Strand** | **Reading and Viewing / Language** | | | | | | | | **Reading and Viewing / Literature** | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | **Phonics and word knowledge** | | **Literature and context** | | **Responding to literature** | |
|  | **Content Description** | Understand how texts vary in purpose, structure and topic as well as the degree of formality  [(VCELA309)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA309) | | Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation  [(VCELA310)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA310) | | Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations  [(VCELA311)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA311) | | Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals  [(VCELA312)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA312) | | Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts  [(VCELT313)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT313) | | Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences [(VCELT314)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT314) | |
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|  | **Mode/Strand** | **Reading and Viewing / Literature** *(continued)* | | | | **Reading and Viewing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Examining literature** | | | | **Texts in context** | | **Interpreting, analysing, evaluating** | | | | | |
|  | **Content Description** | Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses  [(VCELT315)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT315) | | Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes  [(VCELT316)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT316) | | Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context  [(VCELY317)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY317) | | Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning [(VCELY318)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY318) | | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources  [(VCELY319)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY319) | | Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text  [(VCELY320)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY320) | |
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| **Reading and Viewing Level 4 Achievement Standard** | **Reading and Viewing Level 5 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 6 Achievement Standard** |
| 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. | By the end of Level 5   * Students explain how text structures assist in understanding the text. (1) * They understand how language features, images and vocabulary influence interpretations of characters, settings and events. (2) * They analyse and explain literal and implied information from a variety of texts. (3) * They describe how events, characters and settings in texts are depicted and explain their own responses to them. (4) * When reading, they confidently encounter and can decode less familiar words. (5) | By the end of Level 6   * Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. * They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. * They compare and analyse information in different texts, explaining literal and implied meaning. * They select and use evidence from a text to explain their response to it. |

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

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|  | **Mode / Strand** | **Writing / Language** | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | | **Expressing and developing ideas** | | | | | | | | **Phonics and word knowledge** | |
|  | **Content Description** | Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold  [(VCELA321)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA321) | | Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns  [(VCELA322)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA322) | | | Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause  [(VCELA323)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA323) | | Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea  [(VCELA324)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA324) | | | Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts  [(VCELA325)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA325) | | | Recognise and write less familiar words that share common letter patterns but have different pronunciations  [(VCELA326)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA326) | |
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|  | **Mode / Strand** | **Writing / Literature** | | | | **Writing / Literacy** | | | | | | | | | | |
|  | **Sub-strand** | **Creating literature** | | | | **Texts in context** | | | **Creating texts** | | | | | | | |
|  | **Content Description** | Create literary texts that experiment with structures, ideas and stylistic features of selected authors  [(VCELT327)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT327) | | Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced  [(VCELT328)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT328) | | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience  [(VCELY329)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY329) | | | Reread and edit own and others’ work using agreed criteria for text structures and language features  [(VCELY330)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY330) | | | Develop a handwriting style that is becoming legible, fluent and automatic  [(VCELY331)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY331) | | | Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements  [(VCELY332)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY332) | |
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| **Writing Level 4 Achievement Standard** | **Writing Level 5 Achievement Standard** | **Writing Level 6 Achievement Standard** |
| * 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. | * Students use language features to show how ideas can be extended. (6) * They develop and explain a point of view about a text. (7) * They create imaginative, informative and persuasive texts for different purposes and audiences. (8) * When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. (9) * They edit their work for cohesive structure and meaning. (10) | * Students understand how language features and language patterns can be used for emphasis. * They show how specific details can be used to support a point of view. * They explain how their choices of language features and images are used. * They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. * They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. * They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria. |

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

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|  | **Mode / Strand** | **Speaking and Listening / Language** | | | | | | **Speaking and Listening / Literature** | | **Speaking and Listening / Literacy** | | | |
|  | **Sub-strand** | **Language variation and change** | | **Language for interaction** | |  | | **Responding to literature** | | **Interacting with others** | | | |
| **Content Description** | Understand that the pronunciation, spelling and meanings of words have histories and change over time  [(VCELA333)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA333) | | Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships  [(VCELA334)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA334) | | Understand how to move beyond making bare assertions and take account of differing perspectives and points of view  [(VCELA335)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA335) | | Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others  [(VCELT336)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT336) | | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills  [(VCELY337)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY337) | | Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements  [(VCELY338)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY338) | |
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| **Speaking and Listening Level 4 Achievement Standard** | **Speaking and Listening Level 5 Achievement Standard** | **Speaking and Listening Level 6 Achievement Standard** |
| * 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. | * Students listen and ask questions to clarify content. (11) * They use language features to show how ideas can be extended. (12) * They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. (13) * They create a variety of sequenced texts for different purposes and audiences. (14) * They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives. (15) | * Students listen to discussions, clarifying content and challenging others’ ideas. * They understand how language and language patterns can be used for emphasis. * They show how specific details can be used to support a point of view. * They explain how their choices of language features and images are used. * They create detailed texts, elaborating on key ideas for a range of purposes and audiences. * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. |

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| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening | | |  |  | | |
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