**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** | | | | | | | | | | | | | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Expressing and developing ideas** | | | | | | **Phonics and word knowledge** | | | |
|  | **Content Description** | Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment  [(VCELA001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA001) | | Encounter books, print and digital texts and respond to images in the text  [(VCELA002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA002) | | Experience sentences being used to express ideas and information and responds to different words, sounds and noise  [(VCELA003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA003) | | Respond to words and groups of words and objects in texts and in the environment  [(VCELA004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA004) | | Respond to images and words in texts  [(VCELA005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA005) | | Encounter words and writing within the environment and respond to spoken words in familiar environments  [(VCELA006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA006) | | React to preferred sounds  [(VCELA007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA007) | |
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|  | **Mode/Strand** | **Reading and Viewing / Literature** | | | | | | **Reading and Viewing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Literature and context** | | **Examining literature** | | | | **Texts in context** | | **Interpreting, analysing, evaluating** | | | | | |
|  | **Content Description** | React to texts, related to personal experience and familiar events  [(VCELT008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT008) | | Experience and respond to different types of literary texts in various modes  [(VCELT009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT009) | | Experience texts with different features, events and characters and respond to different literary texts  [(VCELT010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT010) | | Respond to texts within the everyday environment  [(VCELY011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY011) | | React to a range of texts including visual, audio and print text  [(VCELY012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY012) | | Experience and respond to different forms of communication and texts being read or viewed  [(VCELY013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY013) | | React to a variety of imaginative and informative texts  [(VCELY014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY014) | |
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| **Reading and Viewing Level A 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 B Achievement Standard** |
| By the end of Level A   * Students react to a range of spoken, written and multimodal texts from familiar contexts. (1) * They respond to images of familiar people, objects or events. (2) * They fleetingly maintain eye contact with a person or object. (3) * They enjoy reading material as it is being read/experienced, shown or told. (4) * They can track objects, people or images for a short period of time. (5) | By the end of Level B   * Students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. * They can focus on an image during the sharing of a text. * They select a text using visual images and request a text to be read. * Students can recognise images of familiar people. * They recognise their own name in print using a shape or beginning letter. * They can sort and match pictures and shapes. * They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. * They can show another person their favourite character or object in a text. |

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

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|  | **Mode / Strand** | **Writing / Language** | | | | | | | | **Writing / Literature** | |
|  | **Sub-strand** | **Text structure and organisation** | | | | **Phonics and word knowledge** | | | | **Creating literature** | |
|  | **Content Description** | Respond to images, objects and the spoken word  [(VCELA015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA015) | | React to different sounds, and words, and respond to visual text  [(VCELA016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA016) | | Experience people writing, speaking and communicating using various modes  [(VCELA017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA017) | | React to familiar voices and preferred sounds  [(VCELA018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA018) | | Encounter literature being created for various reasons and purposes and react to the retelling of a literary text  [(VCELT019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT019) | |
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|  | **Mode / Strand** | **Writing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Creating texts** | | | | | | | |
|  | **Content Description** | React to the construction of text that reflects everyday events and activities  [(VCELY020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY020) | | Respond to group text and personalised text being edited  [(VCELY021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY021) | | Encounter a variety of objects and textures and hold objects for a short period of time  [(VCELY022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY022) | | React to software being used to construct texts that reflect everyday events and activities  [(VCELY023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY023) | |
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| **Writing Level A Achievement Standard** | **Writing Level B Achievement Standard** |
| * When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities. (6) * Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. (7) * Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand. (8) | * When writing, they can scribble freely using various materials or computer mouse. * Students draw non-linear shapes and forms. * They can use a touchscreen, press keys on keyboard and move a computer mouse. * They begin to hold and manipulate objects. * They assist in the construction of text by selecting images and topics through choice making. |

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

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|  | **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** | Use sounds and facial expressions to affect familiar others  [(VCELA024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA024) | | Respond to a familiar person and engage with them  [(VCELA025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA025) | | Explore how sound, facial expression and actions can cause a change  [(VCELA026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA026) | | Respond to vocabulary used in everyday experiences  [(VCELA027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA027) | | Respond to different sounds and words used in everyday experiences  [(VCELA028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA028) | | Encounter words being isolated into onset and rime  [(VCELA029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA029) | |
| **Unit** | **Semester/ Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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|  | **Mode / Strand** | **Speaking and Listening / Literature** | | | | | | | | **Speaking and Listening / Literacy** | | | |
|  | **Sub-strand** | **Responding to literature** | | | | **Examining literature** | | **Creating literature** | | **Interacting with others** | | | |
| **Content Description** | Respond to images, sounds or actions within a multimodal text  [(VCELT030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT030) | | Respond to texts listened to, viewed or read  [(VCELT031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT031) | | Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures  [(VCELT032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT032) | | React to texts and familiar parts of a preferred text  [(VCELT033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT033) | | Respond to various types of communication  [(VCELY034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY034) | | React to others sharing and delivering a presentation on a personally or culturally relevant event  [(VCELY035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY035) | |
| **Unit** | **Semester/ Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Speaking and Listening Level A Achievement Standard** | **Speaking and Listening Level B Achievement Standard** |
| * Students listen to and react to some familiar objects, people, words and sounds within the environment by turning head, looking, reaching out and/or vocalising. (9) * They respond to their name and to familiar items when named. (10) * Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation. (11) * They recognise that their reaction can change others’ behaviour. (12) * They can choose between objects, images and activities and accept or reject an object or activity. (13) * They withdraw attention if no longer interested in a topic of communication. (14) * Students attempt to imitate sounds. (15) * They have some consistent vocalisation and gestures in response to different people, activities and environments. (16) | * Students look towards and attend to significant people for short periods of time. * They attend to and respond to key word instructions. * They imitate familiar words, spoken and/or signed. * They use gesture or ‘yes’ or ‘no’ responses to answer a question or respond to an instruction. * They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. * Students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are named by the teacher. * They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. * They follow a simple one-word instruction. |

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