**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** | Recognise that texts can have many forms, can use images, objects and symbols [(VCELA036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA036) | Recognise and attend to images in texts and on the screen [(VCELA037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA037) | Know that an object has a name [(VCELA038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA038) | Recognise an object when named, signed or shown in an image [(VCELA039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA039) | Recognise familiar objects and images in stories and informative texts [(VCELA040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA040) | Explore the concept of difference through matching letters, images, shapes and familiar words and sounds [(VCELA041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA041) | Reproduce sounds associated with familiar objects and names [(VCELA042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA042) |
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| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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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** | Respond to texts which reflect personal and family experiences [(VCELT043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT043) | Attend to features of literary texts such as images, rhyme and refrains[(VCELT044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT044) | Recognise a familiar event or character during shared reading or viewing of text [(VCELT045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT045) | Attend to texts that have a variety of contexts[(VCELY046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY046) | Use images to obtain meaning from shared texts[(VCELY047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY047) | Attend to images while listening to and viewing texts[(VCELY048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY048) | Attend to imaginative and informative texts including visual schedules in everyday experiences[(VCELY049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY049) |
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| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Reading and Viewing Level A Achievement Standard** | **Reading and Viewing Level B 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 C Achievement Standard** |
| By the end of Level A* Students react to a range of spoken, written and multimodal texts from familiar contexts.
* They respond to images of familiar people, objects or events.
* They fleetingly maintain eye contact with a person or object.
* They enjoy reading material as it is being read/experienced, shown or told.
* They can track objects, people or images for a short period of time.
 | By the end of Level B* Students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. (1)
* They can focus on an image during the sharing of a text. (2)
* They select a text using visual images and request a text to be read. (3)
* Students can recognise images of familiar people. (4)
* They recognise their own name in print using a shape or beginning letter. (5)
* They can sort and match pictures and shapes. (6)
* They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. (7)
* They can show another person their favourite character or object in a text. (8)
 | By the end of Level C* Students listen to and view a range of spoken, written and multimodal texts from familiar contexts.
* They identify the main character or event in a familiar text using visual images from the text.
* They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text.
* When reading, students move through a print text from front to back.
* They can comment or point to illustrations in reading material to predict the topic of the material.
* They use a key word to respond to questions about what is happening in a text.
* They can make a graphophonic identification of their own name.
* They can match letters and numbers, and identify some letters and numbers named by another.
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*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** | Recognise the connection between an object, image and spoken word[(VCELA050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA050) | Recognise that text can be attached to images and recognise that people pause when talking and communicating [(VCELA051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA051) | Reproduce speech sounds to communicate basic wants and use images and objects to express their wants and ideas [(VCELA052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA052) | Recognise different sounds and words and their connection to objects and people[(VCELA053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA053) | Select an image and illustration to represent a familiar literary text or recent event [(VCELT054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT054) |
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| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Mode / Strand** | **Writing / Literacy** |
|  | **Sub-strand** | **Creating texts** |
|  | **Content Description** | Select image to be used in a short text about a special event [(VCELY055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY055) | Make simple choices during shared construction of personalised multimodal text[(VCELY056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY056) | Grasp and move objects within and between their hands [(VCELY057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY057) | Use software or applications to select images and sounds for shared texts [(VCELY058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY058) |
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| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Writing Level A Achievement Standard** | **Writing Level B Achievement Standard** | **Writing Level C Achievement Standard** |
| * When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities.
* Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli.
* Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand.
 | * When writing, they can scribble freely using various materials or computer mouse. (9)
* Students draw non-linear shapes and forms. (10)
* They can use a touchscreen, press keys on keyboard and move a computer mouse. (11)
* They begin to hold and manipulate objects. (12)
* They assist in the construction of text by selecting images and topics through choice making. (13)
 | * When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences.
* They express and record their wants and needs through a word, a picture or symbol selection.
* They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects.
* They can hold and use a pencil to make purposeful marks on paper.
* They apply colour to an outline and draw with purposeful direction.
* They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen.
* They can select pictures that are important to create a picture storybook.
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*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, gestures, images and facial expressions to communicate [(VCELA059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA059) | Recognise ways to gain and maintain attention[(VCELA060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA060) | Demonstrate a number of ways to indicate a choice[(VCELA061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA061) | Recognise the connection between words, images, sounds and everyday objects [(VCELA062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA062) | Connect sounds and words and match them to objects [(VCELA063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA063) | Copy a sound [(VCELA064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA064) |
| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
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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** | Identify a preferred text [(VCELT065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT065) | Respond to familiar images or sounds during shared reading/viewing of texts [(VCELT066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT066) | Participate in rhymes and songs from a range of cultures and echo some familiar rhythms and sound patterns[(VCELT067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT067) | Assist to modify a text by producing a sound, noise or using an object[(VCELT068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT068) | Listen to and respond to simple instructions[(VCELY069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY069) | Respond to a presentation on an everyday experience [(VCELY070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY070) |
| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
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| **Speaking and Listening Level A Achievement Standard** | **Speaking and Listening Level B Achievement Standard** | **Speaking and Listening Level C 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.
* They respond to their name and to familiar items when named.
* Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation.
* They recognise that their reaction can change others’ behaviour.
* They can choose between objects, images and activities and accept or reject an object or activity.
* They withdraw attention if no longer interested in a topic of communication.
* Students attempt to imitate sounds.
* They have some consistent vocalisation and gestures in response to different people, activities and environments.
 | * Students look towards and attend to significant people for short periods of time. (14)
* They attend to and respond to key word instructions. (15)
* They imitate familiar words, spoken and/or signed. (16)
* They use gesture or ‘yes’ or ‘no’ responses to answer a question or respond to an instruction. (17)
* They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. (18)
* 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. (19)
* They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. (20)
* They follow a simple one-word instruction. (21)
 | * Students listen to and interact with others.
* They use particular greetings to acknowledge people, respond with ‘yes’, ‘no’ or single words to indicate understanding and use a few words and simple phrases.
* They can share their favourite items or experience with a small group of students and respond to questions about it.
* They express and record their wants and needs through a word, picture or symbol selection.
* They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things.
* They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs.
* They make a request by linking key words, signs and/or symbols in a meaningful context.
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| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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