**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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| **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. |

*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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| **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. |

*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 | 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** | 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 | 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** | **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 | | |  |  | | |
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