**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 and communication can take various forms including multimodal and picture books  [(VCELA071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA071) | | Know that successive pages or images in a book or on a screen present a story in sequence  [(VCELA072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA072) | | Recognise that a group of words can communicate a message  [(VCELA073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA073) | | Know how to use the connection between the object, its name, image or sign  [(VCELA074)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA074) | | Recognise the use of images to represent an event, object or idea  [(VCELA075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA075) | | Explore similarities and differences between letters by shape and size and match some letters with their name or sound  [(VCELA076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA076) | | Recognise different sounds and their connection to a word or image  [(VCELA077)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA077) | |
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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** | Recognise key events in texts which reflect personal and familiar experiences  [(VCELT078)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT078) | | Identify characteristics of familiar literary texts including poetry  [(VCELT079)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT079) | | Recognise familiar texts which share the same character or similar topic or event  [(VCELT080)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT080) | | Explore some familiar texts and images used in the community  [(VCELY081)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY081) | | Recognise that images, words and symbols convey meaning  [(VCELY082)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY082) | | Use images within text to identify key objects and events  [(VCELY083)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY083) | | Use simple visual schedules and selected imaginative and informative texts  [(VCELY084)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY084) | |
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| **Reading and Viewing Level B Achievement Standard** | **Reading and Viewing Level C 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 D Achievement Standard** |
| 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. | By the end of Level C   * Students listen to and view a range of spoken, written and multimodal texts from familiar contexts. (1) * They identify the main character or event in a familiar text using visual images from the text. (2) * They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text. (3) * When reading, students move through a print text from front to back. (4) * They can comment or point to illustrations in reading material to predict the topic of the material. (5) * They use a key word to respond to questions about what is happening in a text. (6) * They can make a graphophonic identification of their own name. (7) * They can match letters and numbers, and identify some letters and numbers named by another.(8) | By the end of Level D   * Students listen to and view a range of spoken, written and multimodal texts from familiar contexts. * They identify the main character and event in an imaginative text. * They use visual images to identity the key topic or theme within an informative text. * They understand familiar text by using images and communicate a short statement about the text. * They can follow a simple pictorial timetable. * They select their own reading material by looking at the picture on the cover. * They model reading by tracking text page by page, from left to right and top to bottom, and follow or point to a line of text as it is being read. * They use illustrations to retell a story and answer simple questions about a story. * They recognise the connection between print and the spoken word, identifying spaces, letters and/or words in text, and reading familiar words and signs using partial cues and illustrations. * They identify some letters of the English alphabet and their associated sound. * They retell a picture story they have selected using key words to describe each picture. * They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book. |

*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** | Know that symbols, words and images can communicate needs  [(VCELA085)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA085) | | Know their written name (as a grapheme) and match the letters in their name  [(VCELA086)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA086) | | Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas  [(VCELA087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA087) | | Know the beginning sounds (onset) of familiar words  [(VCELA088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA088) | | Retell an event or familiar text through images and illustrations  [(VCELT089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT089) | |
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|  | **Mode / Strand** | **Writing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Creating texts** | | | | | | | |
|  | **Content Description** | Create simple texts by labelling images from an event with own ‘writing’  [(VCELY090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY090) | | Review choices made during shared construction of personalised multimodal texts during shared review  [(VCELY091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY091) | | Trace patterns and letters  [(VCELY092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY092) | | Use software or application by selecting images and typing to ‘label’ images  [(VCELY093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY093) | |
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| **Writing Level B Achievement Standard** | **Writing Level C Achievement Standard** | **Writing Level D Achievement Standard** |
| * 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. | * When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. (9) * They express and record their wants and needs through a word, a picture or symbol selection. (10) * They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. (11) * They can hold and use a pencil to make purposeful marks on paper. (12) * They apply colour to an outline and draw with purposeful direction. (13) * They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. (14) * They can select pictures that are important to create a picture storybook. (15) | * When writing, students produce ‘text-like’ writing to convey meaning and label images. * They trace letter-like patterns moving left to right across a page. * They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. * They colour within a clearly defined area. * They copy or write familiar letters with beginning accuracy and copy/type their first name. * They select and sequence pictures and key words to describe a personally significant event or experience. * They contribute key words to teacher-constructed texts to describe pictures they have selected. * They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing. |

*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** | Recognise that words, images and actions have the same meaning across environments  [(VCELA094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA094) | | Recognise ways to greet and interact with familiar people  [(VCELA095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA095) | | Recognise different ways to communicate needs, likes and dislikes  [(VCELA096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA096) | | Use words and images to make a request, indicate a choice, recount information, and express a feeling  [(VCELA097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA097) | | Recognise the beginning sounds of familiar words  [(VCELA098)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA098) | | Identify the initial sound of a single syllable word  [(VCELA099)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA099) | |
| **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 aspect of text, such as image, refrain within a multimodal text  [(VCELT100)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT100) | | Identify a favourite character or event within a story  [(VCELT101)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT101) | | Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures  [(VCELT102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT102) | | Modify part of a refrain from a familiar text  [(VCELT103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT103) | | Listen to and respond to the communication from an adult in classroom situations  [(VCELY104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY104) | | Deliver some comment to a small group  [(VCELY105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY105) | |
| **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 B Achievement Standard** | **Speaking and Listening Level C Achievement Standard** | **Speaking and Listening Level D Achievement Standard** |
| * 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. | * Students listen to and interact with others. (16) * 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. (17) * They can share their favourite items or experience with a small group of students and respond to questions about it. (18) * They express and record their wants and needs through a word, picture or symbol selection. (19) * They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things. (20) * They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. (21) * They make a request by linking key words, signs and/or symbols in a meaningful context. (22) | * Students listen to and use spoken language to acknowledge and answer a person who communicates with them, giving a response of up to three words. * Students use some social conventions during social interaction, such as making eye contact, show some understanding of turn taking, use appropriate volume, and articulate clearly. * They participate in communication with others by expressing likes, dislikes and ideas; sequence key words, signs or symbols to describe a favourite object or a completed piece of work, or to make a request; and communicate needs and give reasons. * They use simple phrases and simple sentences and sequence two key ideas. * They listen to and respond to sequence sentences when interacting with others, and ask questions at appropriate intervals to show an interest in what the speaker is saying. * Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program. |

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