**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** | Understand that texts can take many forms, and that imaginative and informative texts have different purposes [(VCELA141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA141) | Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality [(VCELA142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA142) | Recognise that sentences are key units for expressing ideas [(VCELA143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA143) | Recognise that texts are made up of words and groups of words that make meaning [(VCELA144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA144) | Explore the different contribution of words and images to meaning in stories and informative texts[(VCELA145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA145) | Recognise all upper- and lower-case letters and the most common sound that each letter represents[(VCELA146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA146) | Blend sounds associated with letters when reading consonant-vowel-consonant words [(VCELA147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA147) |
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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** | Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences[(VCELT148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT148) | Recognise some different types of literary texts and identify some characteristic features of literary texts[(VCELT149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT149) | Identify some features of texts including events and characters and retell events from a text[(VCELT150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT150) | Identify some familiar texts and the contexts in which they are used [(VCELY151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY151) | Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge [(VCELY152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY152) | Use comprehension strategies to understand and discuss texts listened to, viewed or read independently [(VCELY153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY153) | Identify some differences between imaginative and informative texts [(VCELY154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY154) |
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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 Foundation Level Achievement Standard** | **Reading and Viewing Level 1 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. |
| By the end of the Foundation level* Students use questioning and monitoring strategies to make meaning from texts.
* They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. (1)
* They identify connections between texts and their personal experience. (2)
* They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. (3)
* They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters. (4)
 | By the end of Level 1* Students understand the different purposes of texts.
* They make connections to personal experience when explaining characters and main events in short texts.
* They identify that texts serve different purposes and that this affects how they are organised.
* They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
* When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning.
* They recall key ideas and recognise literal and implied meaning in texts.
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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** | Understand that some language in written texts is unlike everyday spoken language [(VCELA155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA155) | Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences [(VCELA156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA156) | Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name[(VCELA157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA157) | Know how to use onset and rime to spell words where sounds map more directly onto letters[(VCELA158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA158) | Retell familiar literary texts through performance, use of illustrations and images [(VCELT159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT159) |
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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** | Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge[(VCELY160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY160) | Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops[(VCELY161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY161) | Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case[(VCELY162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY162) | Construct texts using software including word processing programs [(VCELY163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY163) |
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| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Writing Foundation Level Achievement Standard** | **Writing Level 1 Achievement Standard** |
| * When writing, students use familiar words and phrases and images to convey ideas. (5)
* Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. (6)
* They correctly form all upper- and lower-case letters. (7)
 | * When writing, students provide details about ideas or events, and details about the participants in those events.
* They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words.
* They use capital letters and full stops appropriately.
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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** | Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community[(VCELA164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA164) | Explore how language is used differently at home and school depending on the relationships between people [(VCELA165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA165) | Understand that language can be used to explore ways of expressing needs, likes and dislikes[(VCELA166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA166) | Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school[(VCELA167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA167) | Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words[(VCELA168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA168) | Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound)[(VCELA169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA169) |
| **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** | Respond to texts, identifying favourite stories, authors and illustrators [(VCELT170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT170) | Share feelings and thoughts about the events and characters in texts[(VCELT171)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT171) | Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures[(VCELT172)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT172) | Modify familiar texts [(VCELT173)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT173) | Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak [(VCELY174)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY174) | Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact[(VCELY175)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY175) |
| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
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| **Speaking and Listening Foundation Level Achievement Standard** | **Speaking and Listening Level 1 Achievement Standard** |
| * Students listen to and use appropriate interaction skills to respond to others in a familiar environment. (8)
* They can identify rhyme, letter patterns and sounds in words. (9)
* Students understand that their texts can reflect their own experiences. (10)
* They identify and describe likes and dislikes about familiar texts, objects, characters and events. (11)
* In informal group and whole-class settings, students communicate clearly. (12)
* They retell events and experiences with peers and known adults. (13)
* They identify and use rhyme, letter patterns and sounds in words. (14)
 | * Students listen to others when taking part in conversations using appropriate interaction skills.
* They listen for and reproduce letter patterns and letter clusters.
* Students understand how characters in texts are developed and give reasons for personal preferences.
* They can describe characters, settings and events in different types of literature.
* They create texts that show understanding of the connection between writing, speech and images.
* They create short texts for a small range of purposes.
* They interact in pair, group and class discussions, taking turns when responding.
* They make short presentations on familiar topics.
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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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