**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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| **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. |

*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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|  | **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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| **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. |

*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) | |
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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) | |
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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 | | |  |  | | |
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