**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.

|  |  |  |
| --- | --- | --- |
|  | **Mode/Strand** | **Reading and Viewing / Language** |
|  | **Sub-strand** | **Text structure and organisation** | **Expressing and developing ideas** | **Phonics and word knowledge** |
|  | **Content Description** | Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose [(VCELA212)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA212) | Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams [(VCELA213)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA213) | Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction [(VCELA214)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA214) | Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words [(VCELA215)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA215) | Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives [(VCELA216)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA216) | Learn some generalisations for adding suffixes to words[(VCELA217)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA217) | Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations [(VCELA218)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA218) |
|  |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mode/Strand** | **Reading and Viewing / Literature**  | **Reading and Viewing / Literacy** |
|  | **Sub-strand** | **Examining literature** | **Texts in context** | **Interpreting, analysing, evaluating** |
|  | **Content Description** | Discuss the characters and settings of different texts and explore how language is used to present these features in different ways [(VCELT219)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT219) | Discuss different texts on a similar topic, identifying similarities and differences between the texts[(VCELY220)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY220) | Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting[(VCELY221)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY221) | Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures [(VCELY222)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY222) | Analyse how different texts use nouns to represent people, places, things and ideas in particular ways[(VCELY223)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY223) |
|  |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Reading and Viewing Level 1 Achievement Standard** | **Reading and Viewing Level 2 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 3 Achievement Standard** |
| 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.
 | By the end of Level 2* Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. (1)
* They recognise all Standard Australian English phonemes, and most letter–sound matches. (2)
* They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. (3)
* They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. (4)
* They identify literal and implied meaning, main ideas and supporting detail. (5)
* Students make connections between texts by comparing content. (6)
 | By the end of Level 3* Students understand how content can be organised using different text structures depending on the purpose of the text.
* They understand how language features, images and vocabulary choices are used for different effects.
* They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
* They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.
* They can identify literal and implied meaning connecting ideas in different parts of a text.
* They select information, ideas and events in texts that relate to their own lives and to other texts.
 |

*See next pages for Writing and Speaking and Listening Modes and the Assessments section*

|  |  |  |
| --- | --- | --- |
|  | **Mode / Strand** | **Writing / Language** |
|  | **Sub-strand** | **Text structure and organisation** | **Phonics and word knowledge** |
|  | **Content Description** | Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms [(VCELA224)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA224) | Recognise that capital letters signal proper nouns and commas are used to separate items in lists[(VCELA225)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA225) | Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words [(VCELA226)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA226) | Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds[(VCELA227)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA227) |
|  |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mode / Strand** | **Writing / Literature** | **Writing / Literacy** |
|  | **Sub-strand** | **Creating literature** | **Creating texts** |
|  | **Content Description** | Create events and characters using different media that develop key events and characters from literary texts [(VCELT228)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT228) | Build on familiar texts by experimenting with character, setting or plot [(VCELT229)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT229) | Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose [(VCELY230)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY230) | Reread and edit text for spelling, sentence-boundary punctuation and text structure [(VCELY231)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY231) | Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position [(VCELY232)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY232) | Construct texts featuring print, visual and audio elements using software, including word processing programs [(VCELY233)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY233) |
|  |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Writing Level 1 Achievement Standard** | **Writing Level 2 Achievement Standard** | **Writing Level 3 Achievement Standard** |
| * 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.
 | * Students create texts that show how images support the meaning of the text. (7)
* They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. (8)
* They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters. (9)
 | * Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.
* They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
* They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters.
* They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning.
* They write using joined letters that are accurately formed and consistent in size.
 |

*See next page for Speaking and Listening Mode and Assessments section*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Mode / Strand** | **Speaking and Listening / Language** | **Speaking and Listening / Literature** | **Speaking and Listening / Literacy** |
|  | **Sub-strand** | **Language variation and change** | **Language for interaction** |  | **Expressing and developing ideas** | **Phonics and word knowledge** |  | **Literature and context** | **Responding to literature** | **Examining literature** | **Interacting with others** |  |
| **Content Description** | Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background[(VCELA234)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA234) | Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context[(VCELA235)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA235) | Identify language that can be used for appreciating texts and the qualities of people and things[(VCELA236)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA236) | Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose [(VCELA237)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA237) | Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution[(VCELA238)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA238) | Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters [(VCELA239)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA239) | Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created [(VCELT240)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT240) | Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences[(VCELT241)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT241) | Compare opinions about characters, events and settings in and between texts [(VCELT242)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT242) | Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs [(VCELT243)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT243) | Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner [(VCELY244)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY244) | Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props[(VCELY245)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY245) |
| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Speaking and Listening Level 1 Achievement Standard** | **Speaking and Listening Level 2 Achievement Standard** | **Speaking and Listening Level 3 Achievement Standard** |
| * 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.
 | * Students listen for particular purposes.
* They listen for and manipulate sound combinations and rhythmic sound patterns. (10)
* When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. (11)
* They explain their preferences for aspects of texts using other texts as comparisons. (12)
* They create texts that show how images support the meaning of the text. (13)
* Students create texts, drawing on their own experiences, their imagination and information they have learned. (14)
* Students use a variety of strategies to engage in group and class discussions and make presentations. (15)
 | * Students listen to others’ views and respond appropriately using interaction skills.
* They understand how language features are used to link and sequence ideas.
* They understand how language can be used to express feelings and opinions on topics.
* They create a range of texts for familiar and unfamiliar audiences.
* They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.
 |

|  |  |  |
| --- | --- | --- |
| **Assessments** – across Reading and Viewing, Writing and Speaking and Listening |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |