**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** | Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment[(VCELA001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA001) | Encounter books, print and digital texts and respond to images in the text [(VCELA002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA002) | Experience sentences being used to express ideas and information and responds to different words, sounds and noise [(VCELA003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA003) | Respond to words and groups of words and objects in texts and in the environment [(VCELA004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA004) | Respond to images and words in texts[(VCELA005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA005) | Encounter words and writing within the environment and respond to spoken words in familiar environments[(VCELA006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA006) | React to preferred sounds [(VCELA007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA007) |
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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** | React to texts, related to personal experience and familiar events[(VCELT008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT008) | Experience and respond to different types of literary texts in various modes[(VCELT009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT009) | Experience texts with different features, events and characters and respond to different literary texts[(VCELT010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT010) | Respond to texts within the everyday environment[(VCELY011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY011) | React to a range of texts including visual, audio and print text [(VCELY012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY012) | Experience and respond to different forms of communication and texts being read or viewed[(VCELY013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY013) | React to a variety of imaginative and informative texts[(VCELY014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY014) |
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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 Level A 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 B Achievement Standard**  |
| By the end of Level A* Students react to a range of spoken, written and multimodal texts from familiar contexts. (1)
* They respond to images of familiar people, objects or events. (2)
* They fleetingly maintain eye contact with a person or object. (3)
* They enjoy reading material as it is being read/experienced, shown or told. (4)
* They can track objects, people or images for a short period of time. (5)
 | 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.
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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** | Respond to images, objects and the spoken word[(VCELA015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA015) | React to different sounds, and words, and respond to visual text [(VCELA016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA016) | Experience people writing, speaking and communicating using various modes[(VCELA017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA017) | React to familiar voices and preferred sounds[(VCELA018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA018) | Encounter literature being created for various reasons and purposes and react to the retelling of a literary text[(VCELT019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT019) |
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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** | React to the construction of text that reflects everyday events and activities[(VCELY020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY020) | Respond to group text and personalised text being edited [(VCELY021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY021) | Encounter a variety of objects and textures and hold objects for a short period of time [(VCELY022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY022) | React to software being used to construct texts that reflect everyday events and activities [(VCELY023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY023) |
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| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Writing Level A Achievement Standard** | **Writing Level B Achievement Standard** |
| * When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities. (6)
* Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. (7)
* Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand. (8)
 | * 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.
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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** | Use sounds and facial expressions to affect familiar others [(VCELA024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA024) | Respond to a familiar person and engage with them[(VCELA025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA025) | Explore how sound, facial expression and actions can cause a change [(VCELA026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA026) | Respond to vocabulary used in everyday experiences[(VCELA027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA027) | Respond to different sounds and words used in everyday experiences[(VCELA028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA028) | Encounter words being isolated into onset and rime[(VCELA029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA029) |
| **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 images, sounds or actions within a multimodal text [(VCELT030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT030) | Respond to texts listened to, viewed or read[(VCELT031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT031) | Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures [(VCELT032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT032) | React to texts and familiar parts of a preferred text[(VCELT033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT033) | Respond to various types of communication[(VCELY034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY034) | React to others sharing and delivering a presentation on a personally or culturally relevant event[(VCELY035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY035) |
| **Unit** | **Semester/ Year** | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # | CD | Achievementstandard # |
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| **Speaking and Listening Level A Achievement Standard** | **Speaking and Listening Level B 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. (9)
* They respond to their name and to familiar items when named. (10)
* Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation. (11)
* They recognise that their reaction can change others’ behaviour. (12)
* They can choose between objects, images and activities and accept or reject an object or activity. (13)
* They withdraw attention if no longer interested in a topic of communication. (14)
* Students attempt to imitate sounds. (15)
* They have some consistent vocalisation and gestures in response to different people, activities and environments. (16)
 | * 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.
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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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