**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** | Investigate different forms of texts and the relationship between symbols, images and objects  [(VCELA106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA106) | | Identify some of the features of text such as digital/screen layout or the features of a book cover [(VCELA107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA107) | | Understand how to make a statement or ask a question  [(VCELA108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA108) | | Recognise how a group of words can represent an object or image  [(VCELA109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA109) | | Explore connection between words, objects and images in stories and informative texts  [(VCELA110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA110) | | Know that a letter can be the same but look different, including capital and lower-case letters, and match some letters with their sound and name  [(VCELA111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA111) | | Identify and make sounds associated with the beginning letter of words or images  [(VCELA112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA112) | |
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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** | Identify topic and key events in texts that reflect personal and familiar experiences  [(VCELT113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT113) | | Know some characteristics and features of literary texts, such as characters, beginning and ending in stories and rhyme in poetry  [(VCELT114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT114) | | Identify the characters, events and setting in a literary text  [(VCELT115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT115) | | Identify some familiar texts and their use in the community  [(VCELY116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY116) | | Read a simple sentence or pictorial representation of a sentence  [(VCELY117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY117) | | Use images to retell or comment on a familiar text listened to and viewed  [(VCELY118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY118) | | Identify some familiar informative and imaginary texts  [(VCELY119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY119) | |
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| **Reading and Viewing Level C Achievement Standard** | **Reading and Viewing Level D 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 Foundation Level Achievement Standard** |
| By the end of Level C   * Students listen to and view a range of spoken, written and multimodal texts from familiar contexts. * They identify the main character or event in a familiar text using visual images from the text. * They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text. * When reading, students move through a print text from front to back. * They can comment or point to illustrations in reading material to predict the topic of the material. * They use a key word to respond to questions about what is happening in a text. * They can make a graphophonic identification of their own name. * They can match letters and numbers, and identify some letters and numbers named by another. | By the end of Level D   * Students listen to and view a range of spoken, written and multimodal texts from familiar contexts. (1) * They identify the main character and event in an imaginative text. (2) * They use visual images to identity the key topic or theme within an informative text. (3) * They understand familiar text by using images and communicate a short statement about the text. (4) * They can follow a simple pictorial timetable. (5) * They select their own reading material by looking at the picture on the cover. (6) * 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. (7) * They use illustrations to retell a story and answer simple questions about a story. (8) * 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. (9) * They identify some letters of the English alphabet and their associated sound. (10) * They retell a picture story they have selected using key words to describe each picture.(11) * They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book.(12) | 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. * They identify connections between texts and their personal experience. * They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. * 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. |

*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 language can be represented as written text  [(VCELA120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA120) | | Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text  [(VCELA121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA121) | | Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters  [(VCELA122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA122) | | Identify the onset of familiar words and some words that have the same rime  [(VCELA123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA123) | | Retell familiar text or event by sequencing images and simple statements  [(VCELT124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT124) | |
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|  | **Mode / Strand** | **Writing / Literacy** | | | | | | | |
|  | **Sub-strand** | **Creating texts** | | | | | | | |
|  | **Content Description** | Use symbols, letters and words to create a simple statement about an idea or event  [(VCELY125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY125) | | Review own text and make changes during shared editing  [(VCELY126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY126) | | Copy and write letters, symbols and numbers  [(VCELY127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY127) | | Use software or application by selecting images and suggesting simple sentences to accompany the image  [(VCELY128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY128) | |
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| **Writing Level C Achievement Standard** | **Writing Level D Achievement Standard** | **Writing Foundation Level Achievement Standard** |
| * When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. * They express and record their wants and needs through a word, a picture or symbol selection. * They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. * They can hold and use a pencil to make purposeful marks on paper. * They apply colour to an outline and draw with purposeful direction. * They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. * They can select pictures that are important to create a picture storybook. | * When writing, students produce ‘text-like’ writing to convey meaning and label images. (13) * They trace letter-like patterns moving left to right across a page. (14) * They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. (15) * They colour within a clearly defined area. (16) * They copy or write familiar letters with beginning accuracy and copy/type their first name. (17) * They select and sequence pictures and key words to describe a personally significant event or experience. (18) * They contribute key words to teacher-constructed texts to describe pictures they have selected. (19) * 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. (20) | * When writing, students use familiar words and phrases and images to convey ideas. * Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. * They correctly form all upper- and lower-case letters. |

*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 people communicate in different ways  [(VCELA129)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA129) | | Know how to greet and maintain a short interaction with others  [(VCELA130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA130) | | Use different ways to express needs, likes and dislikes  [(VCELA131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA131) | | Use vocabulary in the form of short phrases for a variety of purposes such as to request an object, communicate a need, recount information, or express a feeling  [(VCELA132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA132) | | Identify the sounds within familiar words  [(VCELA133)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA133) | | Blend sounds to produce familiar single syllable words and identify words that have the same rime  [(VCELA134)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA134) | |
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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 favourite texts topic and character  [(VCELT136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT136) | | Express likes or dislikes about characters and events in a text  [(VCELT137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT137) | | Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures  [(VCELT138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT138) | | Add to a familiar text  [(VCELT135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT135) | | Listen and respond to communication of others in classroom situations and routines  [(VCELY139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY139) | | Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics  [(VCELY140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY140) | |
| **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 C Achievement Standard** | **Speaking and Listening Level D Achievement Standard** | **Speaking and Listening Foundation Level Achievement Standard** |
| * Students listen to and interact with others. * 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. * They can share their favourite items or experience with a small group of students and respond to questions about it. * They express and record their wants and needs through a word, picture or symbol selection. * They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things. * They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. * They make a request by linking key words, signs and/or symbols in a meaningful context. | * 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. (21) * 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. (22) * 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. (23) * They use simple phrases and simple sentences and sequence two key ideas. (24) * 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. (25) * Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program. (26) | * Students listen to and use appropriate interaction skills to respond to others in a familiar environment. * They can identify rhyme, letter patterns and sounds in words. * Students understand that their texts can reflect their own experiences. * They identify and describe likes and dislikes about familiar texts, objects, characters and events. * In informal group and whole-class settings, students communicate clearly. * They retell events and experiences with peers and known adults. * They identify and use rhyme, letter patterns and sounds in words. |

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