





LANGUAGE

(ACELA1444)

(ACELA1446)

(ACELA1449)

Language variation and change

Language for interaction

expressions (ACELA1787)

simple texts (ACELA1448)

Text structure and organisation

Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others

Understand that there are different ways of asking for information, making offers and giving commands

Understand that the purposes texts serve shape their

Understand patterns of repetition and contrast in

Explore different ways of expressing emotions, including verbal, visual, body language and facial

structure in predictable ways (ACELA1447)

Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands

to communicate with others (ACELA1443)

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							Level	Reading	
•	•	•	•	•		,	7	7	The Great Cake Bake-off/A Cake for Cuddles
•	•	•	•	•		,	7	7	Super Dogs/Nosey Saves the Day!
•	•	•	•	•			7	7	Insects/Where Are the Grapes?
•	•	•	•	•			7	7	Squid/Big Squid and Little Squid
•	•	•	•	•		,	7	7	The Plum Tree/My Tree
•	•	•	•	•		0	8	8	Charlie and the Crocodiles/Don't Eat Mel
•	•	•	•	•		0	8	8	Big Homes, Little Animals/Tiff Leaves Home!
•	•	•	•	•			8	8	When the Sun Comes Up/When the Sun is Going Down
•	•	•	•	•			8	8	Our Spot/Where Can We Play?
•	•	•	•	•			8	8	Looking After Your Frogs/Frog's New Pond
•	•	•	•	•			9	9	Keep Safe at the Beach/Sally's Beach Rescue
•	•	•	•	•			9	9	Amazing Caterpillars/Caterpillars for Lunch
•	•	•	•	•			9	9	Bat Rescue/Sally and the Bats
•	•	•	•	•			9	9	Teach Me How/Little Cub
•	•	•	•	•			9	9	The Skipping Team/The Fun Run
•	•	•	•	•		10	10	10	Rides for Everyone/At the Fun Park
•	•	•	•	•		10	10	10	Looking After Ostrich Chicks/Father Ostrich and the New Chi
•	•	•	•	•		10	10	10	Animals That Need Mud/Mud, Mud, Mud!
•	•	•	•	•		10	10	10	Keeping Safe/Looking For Lunch
•	•	•	•	•		10	10	10	Big Ships Need Tugboats/The Tugboat Team
•	•	•	•	•		"	11	11	Insect Hunt/Getting Rid of Insects
•	•	•	•	•		"	11	11	A Frog in a Pond/Too Cold For Frog
•	•	•	•	•		••	11	11	What's For Breakfast?/The King's Breakfast
•	•	•	•	•		••	11	11	The Skating Club/Elly Goes Skating
•	•	•	•	•		•••	11	11	Hiking/Maddy and the Prince
•	•	•	•	•		12	12	12	Summer Holidays/Camping With Dad
•	•	•	•	•		12	12	12	Manta Rays/The Ray Who Wanted to Fly
•	•	•	•	•		12	12	12	Clever Tails/The Monkey's Tail
•	•	•	•	•		12	12	12	Creepers and Climbers/Growing Watermelons
•	•	•	•	•		12	12	12	Making Friends/The Blue Crane
•	•	•	•	•		13	13	13	Fantastic Bridges/Jack the Explorer
•	•	•	•	•		13	13	13	Caring For A Baby Monkey/Baby Squirrel Rescue
•	•	•	•	•		13	13	13	Insect Eaters/l'm Hungry
•	•	•	•	•		13	13	13	Animals in Caves/There's Gold in That Cave
•	•	•	•	•		13	13	13	The Wreck of the Maitland/The Great Paddleboat Race
•	•	•	•	•		14	14	14	Cyclone Scrapbook/Where is Coco?
•	•	•	•	•		14	14	14	What Do Plants Need?/The Great Pumpkin-Growing Cont
•	•	•	•	•		14	14	14	Sea Otters and the Kelp Forest/The Luck of the Sea Otter
•	•	•	•	•		14	14	14	Monsoon Rain/The Wise Bird
•	•	•	•	•		14	14	14	No More Rubbish/The Rock of Killeen





Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)

Identify the parts of a simple sentence that represent 'What's happening?','Who or what is involved?' and the surrounding circumstances (ACELA1451)

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) Compare different kinds of images in narrative and informative texts and discuss how they contribute to

Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms

Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to

Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'

of address in different contexts (ACELA1454)

write high-frequency words (ACELA1778)

Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457) Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends

Understand the variability of sound-letter matches

LANGUAGE

Expressing and developing ideas

meaning (ACELA1453)

(ACELA1455)

(ACELA1458)

(ACELA1459)

Sound and letter knowledge

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8 8 8 8 9 9 9 9 9 10 10 10 10 11	•	•	•	•	•	•	•	•	•	7	The Plum Tree/My Tree
8 8 8 9 9 9 9 9 10 10 10 10 11	•	•	•	•	•	•	•	•	•	8	Charlie and the Crocodiles/Don't Eat Me!
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13 13 13 14 14 14 14 14	•	•	•	•	•	•	•	•	•	13	Caring For A Baby Monkey/Baby Squirrel Rescue
13 13 14 14 14 14 14	•	•	•	•	•	•	•	•	•	13	Insect Eaters/I'm Hungry
13 14 14 14 14 14	•	•	•	•	•	•	•	•	•	13	Animals in Caves/There's Gold in That Cave
	•	•	•	•	•	•	•	•	•	13	The Wreck of the Maitland/The Great Paddleboat Race
	•	•	•	•	•	•	•	•	•	14	Cyclone Scrapbook/Where is Coco?
Sea Otters and the Kelp Forest/The Luck of the Sea Monsoon Rain/The Wise Bird No More Rubbish/The Rock of Killeen	•	•	•	•	•	•	•	•	•	14	What Do Plants Need?/The Great Pumpkin-Growing Cor
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	•	•	•	•	•	•	•	•	•	14	Monsoon Rain/The Wise Bird
	•	•	•	•	•	•	•	•	•	14	No More Rubbish/The Rock of Killeen





LANGUAGE

(ACELT1582)

Examining literature

Creating literature

(ACELT1586)

LITERACY

Texts in context

experiences (ACELY1655)

Interacting with others

Literature and context

Responding to literature

Discuss how authors create characters using

listen to the opinions of others (ACELT1583)

of characters in different texts (ACELT1584)

Discuss features of plot, character and setting in different types of literature and explore some features

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication

Respond to texts drawn from a range of cultures and

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing

ideas, information and questions (ACELY1656)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences

Express preferences for specific texts and authors and

language and images (ACELT1581)

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						Reading Level	
•	•			•	•	7	The Great Cake Bake-off/A Cake for Cuddles
•	•			•	•	7	Super Dogs/Nosey Saves the Day!
•	•			•	•	7	Insects/Where Are the Grapes?
•	•			•	•	7	Squid/Big Squid and Little Squid
•	•			•	•	7	The Plum Tree/My Tree
•	•			•	•	8	Charlie and the Crocodiles/Don't Eat Mel
•	•			•	•	8	Big Homes, Little Animals/Tiff Leaves Home!
•	•			•	•	8	When the Sun Comes Up/When the Sun is Going Dow
•	•			•	•	8	Our Spot/Where Can We Play?
•	•			•	•	8	Looking After Your Frogs/Frog's New Pond
•	•			•	•	9	Keep Safe at the Beach/Sally's Beach Rescue
•	•			•	•	9	Amazing Caterpillars/Caterpillars for Lunch
•	•			•	•	9	Bat Rescue/Sally and the Bats
•	•			•	•	9	Teach Me How/Little Cub
•	•			•	•	9	The Skipping Team/The Fun Run
•	•			•	•	10	Rides for Everyone/At the Fun Park
•	•			•	•	10	Looking After Ostrich Chicks/Father Ostrich and the New (
•	•			•	•	10	Animals That Need Mud/Mud, Mud, Mud!
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•	•			•	•	10	Big Ships Need Tugboats/The Tugboat Team
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•	•			•	•	12	Manta Rays/The Ray Who Wanted to Fly
•	•			•	•	12	Clever Tails/The Monkey's Tail
•	•			•	•	12	Creepers and Climbers/Growing Watermelons
•	•			•	•	12	Making Friends/The Blue Crane
•	•			•	•	13	Fantastic Bridges/Jack the Explorer
•	•			•	•	13	Caring For A Baby Monkey/Baby Squirrel Rescue
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•	•			•	•	14	Monsoon Rain/The Wise Bird
•	•			•	•	14	No More Rubbish/The Rock of Killeen





Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using

appropriate volume and pace (ACELY1788) Make short presentations using some introduced text structures and language, for example opening

Describe some differences between imaginative, informative and persuasive texts (ACELY1658) Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and

Use comprehension strategies to build literal and inferred meaning about key events, ideas and

information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation

Write using unjoined lower case and upper case

Construct texts that incorporate supporting images using software including word processing programs

LANGUAGE

statements (ACELY1657)

rereading (ACELY1659)

Creating texts

(ACELY1662)

(ACELY1664)

letters (ACELY1663)

Interpreting, analysing, evaluating

1	+					j		ıg.
							Reading Level	
		•	•	•	•	•	7	The Great Cake Bake-off/A Cake for Cuddles
		•	•	•	•	•	7	Super Dogs/Nosey Saves the Day!
		•	•	•	•	•	7	Insects/Where Are the Grapes?
		•	•	•	•	•	7	Squid/Big Squid and Little Squid
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		•	•	•	•	•	8	When the Sun Comes Up/When the Sun is Going Dowr
		•	•	•	•	•	8	Our Spot/Where Can We Play?
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		•	•	•	•	•	9	Bat Rescue/Sally and the Bats
		•	•	•	•	•	9	Teach Me How/Little Cub
		•	•	•	•	•	9	The Skipping Team/The Fun Run
		•	•	•	•	•	10	Rides for Everyone/At the Fun Park
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		•	•	•	•	•	11	A Frog in a Pond/Too Cold For Frog
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		•	•	•	•	•	14	Sea Otters and the Kelp Forest/The Luck of the Sea Ot
		•	•	•	•	•	14	Monsoon Rain/The Wise Bird
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