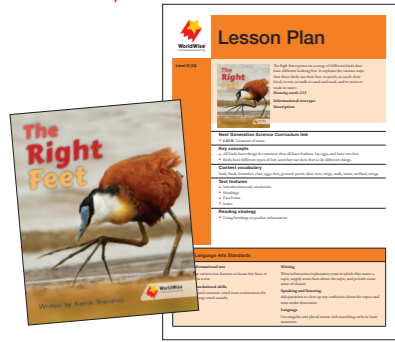


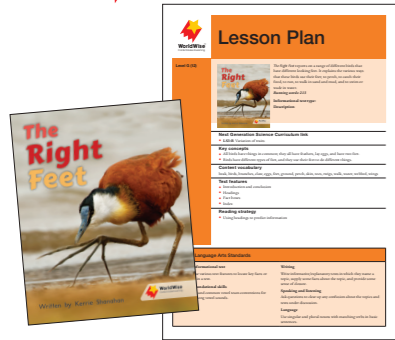
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	Seeds on the Move	Wings	Looking at the Sky	Hear This!	Eyes	Amazing Plants	Using Colour	Wheels	Animal Close-Ups	The Right Feet	Looking in Mirrors	Summer Days, Winter Days	In the Treetops	Dangerous Plants	Hungry, Cold or Scared	Weird and Wonderful Sea Animals	Amazing Sea Lizards	Mushrooms and Toadstools	Shark Attack!	Alike but Different	Looking After Their Young	How Spiders Catch Their Food	Tunnels	Shadows and Shade
<b>LANGUAGE</b>	7-8	7-8	7-8	7-8	9-10	9-10	9-10	9-10	11-12	11-12	11-12	11-12	13-14	13-14	13-14	13-14	15-16	15-16	15-16	15-16	17-18	17-18	17-18	17-18
<b>Language variation and change</b>																								
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)																								
<b>Language for interaction</b>																								
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)																								
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Text structure and organisation</b>																								
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand patterns of repetition and contrast in simple texts (ACELA1448)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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 (ACELA1449)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



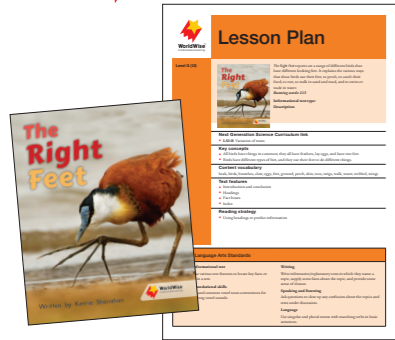
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LANGUAGE	7-8	7-8	7-8	7-8	9-10	9-10	9-10	9-10	11-12	11-12	11-12	11-12	13-14	13-14	13-14	13-14	15-16	15-16	15-16	15-16	17-18	17-18	17-18	17-18	
<b>Expressing and developing ideas</b>																									
Identify the parts of a simple sentence that 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 meaning (ACELA1453)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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 of address in different contexts (ACELA1454)																									
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 write high-frequency words (ACELA1778)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Sound and letter knowledge</b>																									
Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand the variability of sound-letter matches (ACELA1459)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Literature and context</b>																									
Discuss how authors create characters using language and images (ACELT1581)																									



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LANGUAGE	Reading Levels	7-8	7-8	7-8	7-8	9-10	9-10	9-10	9-10	11-12	11-12	11-12	11-12	13-14	13-14	13-14	13-14	15-16	15-16	15-16	15-16	17-18	17-18	17-18	17-18
<b>Responding to literature</b>																									
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)																									
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Examining literature</b>																									
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)																									
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)																									
<b>Creating literature</b>																									
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)																									
<b>LITERACY</b>																									
<b>Texts in context</b>																									
Respond to texts drawn from a range of cultures and experiences (ACELY1655)																									
<b>Interacting with others</b>																									
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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 statements (ACELY1657)																									



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Reading Levels	7-8	7-8	7-8	7-8	9-10	9-10	9-10	9-10	11-12	11-12	11-12	11-12	13-14	13-14	13-14	13-14	15-16	15-16	15-16	15-16	17-18	17-18	17-18	17-18	
<b>Interpreting, analysing, evaluating</b>																									
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 rereading (ACELY1659)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Creating texts</b>																									
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 (ACELY1662)																									
Write using unjoined lower case and upper case letters (ACELY1663)																									
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)																									