

InitialLit–1 Links with the ACARA English Curriculum V9

Note: This document was prepared in June 2022 in an endeavour to support teachers of InitialLit who may be aligning their instruction with the ACARA English Curriculum V9. Please refer to the ‘Note about ...’ each curriculum strand for specific information related to the InitialLit program and curriculum delivery.

Curriculum content is addressed in the whole-class (‘On the mat’) lesson and further practised and consolidated in the small group and independent activities. Additionally, shared storybook lessons address many aspects of language comprehension.

ACARA Code	ACARA Content descriptions	InitialLit–1 lessons overview	InitialLit–1 content
Note about the Language strand including language for interacting with others, text structure and organisation and language for expressing and developing ideas in InitialLit–1: Language underpins all other component skills in literacy development and across all areas of learning across the curriculum. Curriculum content elaborations for interactive language and communication, text structure and organisation and language for expressing and developing ideas are addressed throughout the InitialLit–1 year starting in Lesson 1 of the explicit whole-class component as well as during the small-group activities. The Language strand is further developed during the Storybook component of the program where quality storybooks are used to develop rich vocabulary and language, reading comprehension and writing skills.			
AC9E1LA01	Language Language for Interacting with others <ul style="list-style-type: none">understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands	Whole class explicit teaching (‘On the mat’) Small group and independent activities Storybook	
AC9E1LA02	<ul style="list-style-type: none">explore language to provide reasons for likes, dislikes and preferences		
AC9E1LA04	Interacting with others <ul style="list-style-type: none">explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs		
AC9E1LA06	Language for expressing and developing ideas <ul style="list-style-type: none">understand that a simple sentence consists of a single independent clause representing a single event or idea		
AC9E1LA07	<ul style="list-style-type: none">understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)		
AC9E1LA08 AC9E1LA10	<ul style="list-style-type: none">compare how images in different types of texts contribute to meaningunderstand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns		

Reading in InitialLit–1

Note about Literacy: Phonic and word knowledge (phonics) in InitialLit–1: InitialLit utilises a sound-by-sound synthetic phonics approach to teach students to read and spell. In InitialLit–1, instruction is completed in most of the remaining phonemes of English and concentrates on teaching several alternative spellings for many of the phonemes already learnt. Alternative sounds are also introduced for a selection of single letters and digraphs. Trigraphs are also taught in InitialLit–1, and quadgraphs are introduced in InitialLit–2.

InitialLit–1 follows a prescribed sequence of phonic skills. The first 18 lessons revise phoneme-grapheme correspondences from InitialLit–F. To develop automatic word recognition, InitialLit-1 provides multiple opportunities for students to practise applying phonic skills to the reading of single words in isolation and in sentences. It explicitly teaches the following digraphs ‘ai’, ‘ay’, ‘ee’, ‘ea’, ‘oa’, ‘ow’ ‘_y’(cry), ‘igh’ (light), ‘ue’, ‘ew’(grew), ‘ar’, ‘or/ore’, ‘ir’, ‘ur’, ‘er’, split digraph, ‘ow’(cow), ‘ou’(cloud), ‘aw’, ‘au’, ‘_y’, ‘_ey’, ‘oy’, ‘oi’, ‘eer’, ‘ear’(hear), ‘ear’ (bear), ‘air’, ‘are’ (care), ‘soft c’, ‘soft g’, ‘_dge/_ge’, ‘_tch’.

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Writing in InitialLit–1			
General overview: Content from AC9E1LA03, AC9E1LY06 will be addressed in explicit whole-class lessons throughout the year and within the small-group and independent activities. Teachers should plan additional time for writing lessons for composition. More extended writing activities are given with each Storybook lesson. These writing tasks may be split over several sessions and cover three main types of text: imaginative, persuasive and informative. Step-by-step instructions take the students from a modelled example through to guided work and independent writing.			
Note about <u>Literacy: Creating texts (writing)</u> in InitialLit–1: Teachers should plan additional time for digital technology use, incorporating opportunities for the creation of multimodal texts and the use of digital tools into their class program (AC9E1LA05). To practise spelling words in context, short writing activities are integrated into the lessons, and these gradually increase in difficulty. At first, students are asked to write dictated sentences. As the year progresses, they are asked to write two or more sentences independently after a group discussion about a topic. Teachers should address the curriculum content when students do writing tasks within InitialLit lessons e.g., dictation, spelling, storybook writing tasks, etc. Grammar concepts are taught and monitored in InitialLit–1 and applied to writing tasks.			
Note about <u>Literacy: Phonic and word knowledge (spelling)</u> in InitialLit–F: Spelling and reading are taught alongside each other following the InitialLit–1 phonic sequence. Students are encouraged to apply their phonic knowledge to any unfamiliar word they need in their writing. Phoneme blending for reading and phoneme segmentation for spelling are practised extensively. Word and sentence dictation occur in every lesson cycle.			
Note about <u>Literacy: Creating texts (handwriting)</u> in InitialLit–1: Students are explicitly taught handwriting skills in InitialLit–1 lessons throughout the year. InitialLit–1 continues to practise the correct formation of all letters that were introduced in InitialLit–F. When learning new digraphs or trigraphs, they will have opportunities to practise the 2 or 3 letters while also saying the phoneme out loud. The students will have already learned the correct formation for each letter they are writing. There will also be formal instruction in capital letter formation.			
AC9E1LA07	Language <u>Language for expressing and developing ideas</u> <ul style="list-style-type: none">▶ understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	Lessons 1–18 <ul style="list-style-type: none">▶ Revision of skills covered in InitialLit Foundation	<ul style="list-style-type: none">▶ Orally blend and segment CVC words through phonemic awareness activities▶ Segment, blend and count syllables▶ Identify long and short vowel sounds▶ Read and spell words and sentences using the most common letter-sound correspondences for the 26 letters of the alphabet▶ Read and spell words and sentences using the digraphs ‘ck’, ‘sh’, ‘wh’, ‘ch’, ‘th’, ‘oo’, ‘ng’▶ Read and spell 20 tricky words (irregular high frequency words or high-frequency words with graphemes not yet taught) introduced in InitialLit–Foundation▶ Review of terminology: syllable, vowel, digraph▶ Introduction to new terminology: phoneme, consonant▶ Concept of a Super Sentence▶ Review and practise handwriting of lower- and upper-case graphemes introduced in InitialLit–F
AC9E1LY08	Literacy <u>Creating texts</u> <ul style="list-style-type: none">▶ Form most lower-case and upper-case letters using learnt letter formations		
AC9E1LY09	<u>Phonic and word knowledge</u> <ul style="list-style-type: none">▶ segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends words (phonological awareness)		
AC9E1LY10	<ul style="list-style-type: none">▶ orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)		
AC9E1LY11	<ul style="list-style-type: none">▶ use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one and two-syllable words		
AC9E1LY12	<ul style="list-style-type: none">▶ understand that a letter can represent more than one sound and that a syllable must contain a vowel sound		
AC9E1LY13	<ul style="list-style-type: none">▶ spell one- and two-syllable words with common letter patterns	Lessons 19–38 <ul style="list-style-type: none">▶ Vowel digraphs (ai’, ‘ay’, ‘ee’, ‘ea’, ‘oa’, ‘ow’),▶ Two-syllable words▶ Nouns▶ Verbs▶ Homophones	<ul style="list-style-type: none">▶ Read and spell words using the long vowel digraphs: ai/ay, ee/ea and ow/oa▶ Read and spell two-syllable words (compound and VC/CV syllable pattern)▶ Terminology: compound word, homophone▶ Grammatical concepts: nouns and verbs▶ Reading and spelling 12 new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)▶ Practise handwriting of graphemes using correct letter formations
AC9E1LY14	<ul style="list-style-type: none">▶ read and write an increasing number of high-frequency words		
AC9E1LY15	<ul style="list-style-type: none">▶ recognise and know how to use grammatical morphemes to create word families	Lessons 39–50 <ul style="list-style-type: none">▶ Vowel digraphs ‘_y’(cry), ‘igh’ (light), ‘ue’, ‘ew’(grew)▶ Adjectives	<ul style="list-style-type: none">▶ Reading and spelling words and sentences using the following graphemes: _y (cry)/igh and ue/ew▶ Grammatical concept: adjectives▶ Terminology: trigraph▶ Reading and spelling six new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)▶ Practise handwriting of graphemes using correct letter formations

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		<p>Lessons 51–65</p> <ul style="list-style-type: none">▶ Suffixes (‘s’, ‘ing’, ‘er’)▶ r-controlled vowels (ar, or/ore, ir/ur/er)	<ul style="list-style-type: none">▶ Reading and spelling words with r-controlled vowels: ar, or/ore, ir/ur/er▶ Two-syllable words ending ‘er’▶ Grammar/morphology: suffix ‘s’ (plurals and subject-verb agreement), suffix ‘ing’, suffix ‘er’▶ Terminology: base word, suffix, plural▶ Reading and spelling six new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)▶ Practise handwriting of graphemes using correct letter formations
		<p>Lessons 66–77</p> <ul style="list-style-type: none">▶ Split digraph (bossy ‘e’)	<ul style="list-style-type: none">▶ Reading and spelling words and sentences with the split digraph spelling pattern (sometimes called bossy or magic ‘e’)▶ Terminology: bossy ‘e’ (other descriptions may be used instead, including split digraph or magic ‘e’)▶ Reading and spelling six new tricky words (irregular high-frequency words or high- frequency words with graphemes not yet taught)▶ Practise handwriting of graphemes using correct letter formations
		<p>Lessons 78–95</p> <ul style="list-style-type: none">▶ Digraphs: ‘ow’ (cow), ‘ou’ (cloud), ‘aw’, ‘au’▶ Suffix (‘ed)▶ Spelling rules: FLoSS doubling rule (f, l, s) ‘ck’ rule	<ul style="list-style-type: none">▶ Reading and spelling words and sentences with ‘ow-cow’, ‘ou’, ‘aw’ and ‘au’; split digraph (bossy ‘e’) review▶ Doubling rule (FLoSS) and ‘ck’ (Zack) spelling rules▶ Grammar/morphology: adding suffix ‘ed’ for past tense▶ Terminology: grapheme▶ Reading and spelling six new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)▶ Practise handwriting of graphemes using correct letter formations
		<p>Lessons 96–113</p> <ul style="list-style-type: none">▶ Digraphs & Trigraphs: ‘_y/ey (ee)’, oy/oi, ‘ear’, ‘eer’, ‘air’ and ‘_are’ saying /air/▶ Adjectives with suffix ‘y’▶ Adverb ‘ly’ Contractions	<ul style="list-style-type: none">▶ Reading and spelling words with ‘ey’ and ‘_y’ saying /ee/, ‘oy’, ‘oi’, ‘ear’, ‘eer’, ‘air’ and ‘_are’ saying /air/▶ Grammar/morphology: adding suffix ‘y’ to make adjectives, adding suffix ‘ly’ to make adverbs, contractions▶ Terminology: adverbs, contractions▶ Reading and spelling 12 new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)▶ Practise handwriting of graphemes using correct letter formations
		<p>Lessons 114–131</p> <ul style="list-style-type: none">▶ Soft ‘c’▶ Soft ‘g’▶ Alternate spellings: ‘dge’, ‘tch’▶ Prefix ‘un’▶ Multisyllable words▶ Final review	<ul style="list-style-type: none">▶ Reading and spelling words with soft ‘c’ and ‘g’, ‘dge’ and ‘tch’▶ Practise handwriting of graphemes using correct letter formations▶ Reading and spelling of multi-syllable words▶ Morphology: adding prefix ‘un’▶ Terminology: prefix▶ Reading and spelling 12 new tricky words (irregular high-frequency words or high-frequency words with graphemes not yet taught)▶ Final review

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Sounds and Words Books and InitialLit–1 decodable readers Levels 10-16			
Note about Literacy: Analysing, interpreting and evaluating (reading fluency) in InitialLit–1: Students are given lots of practice to ensure that they can move from overt sounding out to recalling permanently stored words. We want them to access words off the page accurately and with speed because they have a good understanding of the code. When an unfamiliar word is encountered, they should utilise their phonic knowledge quickly to work out the word, and then confirm the word by checking that it makes sense (not the other way round). Skills to develop fluency are taught explicitly during ‘On the mat’ lessons and regular opportunities for practice are included within teacher-led small group sessions.			
Note about Literacy: Analysing, interpreting and evaluating (reading comprehension) in InitialLit–1: Reading comprehension skills are developed along with the decoding of words and texts during whole class lessons and are further developed when reading decodable InitialLit readers in the small group sessions. InitialLit readers have a ‘before, during and after’ reading guide, and ‘check for understanding’ questions at the back. Fluency skills are also developed in both the explicit teaching part of the lesson and in the small group sessions, developing the students’ comprehension skills. Language and reading comprehension are also supported through engagement with quality storybooks that are read to the students promoting further development of comprehension skills and strategies. Descriptors below will apply to whole class, small group, and Shared Storybook lessons throughout Year One.			
AC9E1LA03	Language <u>Text structure and organization</u> <ul style="list-style-type: none">▶ explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	Small group and independent activities component	
AC9E1LE02	Literature <u>Engaging with and responding to literature</u> <ul style="list-style-type: none">▶ discuss literary texts and share responses by making connections with students’ own experiences	Teacher-led activities: 1. Sounds and Words books- reading sounds, words, sentences and stories	
AC9E1LE03	<u>Examining literature</u> <ul style="list-style-type: none">▶ discuss plot, character and setting, which are features of stories▶ listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme	2. Reading connected text- decodable readers	
AC9E1LE04		<ul style="list-style-type: none">▶ Discuss front cover and blurb on back▶ Discuss title▶ Predict what story may be about▶ Practise sounds and word reading to warm up▶ Preview difficult words for reading▶ Preview words for vocabulary development▶ Reading for accuracy, fluency and comprehension	
AC9E1LE05	<u>Creating literature</u> <ul style="list-style-type: none">▶ orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools		
AC9E1LY01	Literacy <u>Texts in context</u> <ul style="list-style-type: none">▶ discuss different texts and identify some features that indicate their purposes		
AC9E1LY02	<u>Interacting with others</u> <ul style="list-style-type: none">▶ use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions		
AC9E1LY03	<u>Analysing, interpreting and evaluating</u> <ul style="list-style-type: none">▶ describe some similarities and differences between imaginative, informative and persuasive texts▶ read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge▶ use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures		
AC9E1LY04			
AC9E1LY05			

ACARA Code	ACARA Content descriptions	InitialLit–1 lessons overview	InitialLit–1 content
Storybook lessons			
<p>Notes about Literacy: Creating texts and Language: Language for expressing and developing ideas in InitialLit–1: Vocabulary development and comprehension strategies are taught in both the explicit part of the InitialLit lesson as well as in the small group and independent activities time using the Sounds and Words Books and InitialLit readers. Child-friendly definitions are provided for the new vocabulary as well as when working with decodable readers and age-appropriate texts for the more capable readers.</p> <p>The Storybook lessons of InitialLit are designed to encourage listening and reading comprehension and provide opportunities for students to speak while also fostering vocabulary growth. Vocabulary knowledge has been shown to be important to students’ later reading comprehension ability. Along with more general comprehension work, words are selected from each storybook for in-depth and explicit vocabulary instruction.</p> <p>Teachers need to build the language skills of students consciously and explicitly in the early primary years by providing a rich oral language classroom environment which is not limited to the InitialLit session but is fostered throughout the day as well. In ‘Further Sessions’- Writing task, step by step instructions take students from a modelled example, through to guided and independent writing. The writing tasks cover the three main types of text: imaginative, persuasive and informative and are scaffolded by the utilisation of writing templates. Teachers will need to include additional focus on re-reading to edit created texts (AC9E1LY06) and the delivery of short oral and/or multimodal presentations using appropriate gesture, volume and pace (AC9E1LY07).</p>			
AC9E1LA09 AC9E1LA10	Language <u>Language for expressing and developing ideas</u> <ul style="list-style-type: none">▶ recognise the vocabulary of learning area topics▶ understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns		The Storybook lessons focus on listening and reading comprehension, oral language and vocabulary and writing skills.
AC9E1LE01	Literature <u>Literature and contexts</u> <ul style="list-style-type: none">▶ discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators		Throughout the year, the varied activities of the Storybook lessons in InitialLit–1 will address curriculum content for Language, Literacy and Literature, and will also reinforce other content addressed explicitly in whole-class lessons.
AC9E1LE02	<u>Engaging with and responding to literature</u> <ul style="list-style-type: none">▶ discuss literary texts and share responses by making connections with students’ own experiences		<ul style="list-style-type: none">▶ Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction▶ Contribute to group and class discussions about the story, characters and events▶ Write words and sentences in response to stories to describe characters and events and to express preferences▶ Draw on personal experiences and text knowledge to express opinions and compose sentences about varying aspects of the storybook▶ Use a variety of planning strategies and tools for creating texts including graphic organisers▶ Identify the purpose of different texts (imaginative, persuasive, informative, poetry)▶ Show understanding of texts through appropriate written responses e.g., recounting events in stories or own similar events; writing poetry; using scaffolding to plan imaginative, informative and persuasive texts▶ Apply knowledge of grammar concepts taught during the explicit part of the lesson to improve the quality of written texts▶ Identify grammatical and figurative language features in texts that enhance meaning and purpose e.g., adjectives, synonyms, prepositions, time connectives, verbs, idioms, tense, alliteration, similes▶ Express, discuss and compare opinions about characters, events and settings in text▶ Identify concepts about print (directionality, front and back covers, title, author and blurb)▶ Use comprehension strategies: predicting, making connections, questioning, summarising (identifying main idea) and visualising to show understanding of story books▶ Retell stories and events in logical sequence to demonstrate understanding of the text▶ Respond to literal, inferential, definitional and evaluative questions during and after reading to develop reading comprehension▶ Discuss, define and investigate new vocabulary by deeper exploration e.g., definitions, synonyms, antonyms▶ Classify new words into appropriate grammatical concepts using ‘Helpful House of Words’ poster▶ Understand that choice of vocabulary adds to the effectiveness of the text▶ Revise vocabulary by encouraging students to say and act out words and use words in context through sentences▶ Recognise cultural representations in a variety of storybooks
AC9E1LE03 AC9E1LE04	<u>Examining literature</u> <ul style="list-style-type: none">▶ discuss plot, character and setting, which are features of stories▶ listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme		
AC9E1LE05	<u>Creating literature</u> <ul style="list-style-type: none">▶ orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools		
AC9E1LY01	Literacy <u>Texts in context</u> <ul style="list-style-type: none">▶ discuss different texts and identify some features that indicate their purposes		
AC9E1LY02	<u>Interacting with others</u> <ul style="list-style-type: none">▶ use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions		
AC9E1LY03	<u>Analysing, interpreting and evaluating</u> <ul style="list-style-type: none">▶ describe some similarities and differences between imaginative, informative and persuasive texts		
AC9E1LY05	<ul style="list-style-type: none">▶ use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures		
AC9E1LY06	<u>Creating texts</u> <ul style="list-style-type: none">▶ create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words		