

# InitialLit–F 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–F lessons overview	InitialLit–F content
<b>Note about Language: Language for interacting with others (oral language) in InitialLit–F:</b> Oral language underpins all other component skills in literacy development and across all areas of learning across the curriculum. Curriculum content descriptors for the sub-strand: Language for interacting with others, are addressed throughout the InitialLit Foundation year starting in Lesson 1 of the explicit whole class component as well as during the small-group activities. It is important to recognise that development of oral language skills can, and should, initially be done separately to the teaching of word recognition skills. Skills for interacting with others are further extended during the Storybook component of the program, where quality children’s literature is used to develop vocabulary and listening comprehension skills, utilising the interactive reading and vocabulary instruction techniques.				
AC9EFLA01	<b>Language</b>	<b><u>Language for Interacting with others</u></b> <ul style="list-style-type: none"><li>▶ explore how language is used differently at home and school depending on the relationships between people</li></ul>	Whole class explicit teaching (‘On the mat’) Small group and independent activities Storybook	
AC9EFLA02		<ul style="list-style-type: none"><li>▶ explore different ways of using language to express preferences, likes and dislikes</li></ul>		
AC9EFLY02	<b>Literacy</b>	<b><u>Interacting with others</u></b> <ul style="list-style-type: none"><li>▶ interact in informal and structured situations by listening while others speak and using features of voice including volume levels</li></ul>		
<b>Note about Literacy: Phonic and word knowledge (phonological awareness and phonemic awareness) in InitialLit–F:</b> InitialLit–F focuses on phonological awareness in the first 12 lessons to prepare students for phonics instruction and to teach the routines of ‘On the mat’ explicit lessons. Phonological and phonemic awareness continues to be a focus throughout the year alongside the teaching of phonics. Phonemic awareness skills critical for reading and spelling become the primary focus as the year progresses.				
AC9EFLA05 AC9EFLA06	<b>Language</b>	<b><u>Language for expressing and developing ideas</u></b> <ul style="list-style-type: none"><li>▶ recognise that sentences are key units for expressing ideas</li><li>▶ recognise that sentences are made up of groups of words that work together in particular ways to make meaning</li></ul>	<b>Phonological awareness</b> Lessons 1–2: <ul style="list-style-type: none"><li>▶ Concept of a word: spoken words; written words</li></ul>	<ul style="list-style-type: none"><li>▶ Introduce differences between spoken and written words</li><li>▶ Link spoken words to written words in sentences</li><li>▶ Recognise spaces between words in print</li><li>▶ Learn the purpose of words as discrete units of meaning, to name and convey information</li></ul>
AC9EFLY10	<b>Literacy</b>	<b><u>Phonic and word knowledge</u></b> <ul style="list-style-type: none"><li>▶ segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)</li></ul>		<ul style="list-style-type: none"><li>▶ Understand words as discrete units in sentences through word counting</li><li>▶ Segment spoken words in a sentence</li><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Respond to simple questions</li><li>▶ Follow verbal instructions</li></ul>
AC9EFLY09 AC9EFLY10	<b>Literacy</b>	<b><u>Phonic and word knowledge</u></b> <ul style="list-style-type: none"><li>▶ recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</li><li>▶ segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)</li></ul>	<b>Phonological awareness</b> Lessons 3–10: <ul style="list-style-type: none"><li>▶ Rhyme</li><li>▶ Introduction to syllables</li><li>▶ Syllable clapping</li><li>▶ Syllable segmenting and counting</li></ul>	<ul style="list-style-type: none"><li>▶ Hear and recognise words through rhyming pairs and rhyming chains</li><li>▶ Join in rhymes and chants</li><li>▶ Segment, blend and count syllables</li><li>▶ Orally blend onset and rime in single syllable words</li><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Respond to simple questions</li><li>▶ Follow verbal instructions</li></ul>
			<b>Phonological awareness</b> Lessons 11–12: <ul style="list-style-type: none"><li>▶ Blending onset and rime</li></ul>	<ul style="list-style-type: none"><li>▶ Identify single sounds through onset and rime and phonemic blending and segmenting</li><li>▶ Recognise words that share the same pattern through onset and rime</li><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Respond to simple questions</li><li>▶ Follow verbal instructions</li></ul>

ACARA Code	ACARA Content descriptions	InitialLit–F lessons overview	InitialLit–F content
<b>Note about <u>Language: Text structure and organisation (print conventions)</u> in InitialLit–F:</b> Students learn about the conventions of print during the Storybook component of InitialLit–F as well as during the whole-class lessons and small group work. Students learn these conventions alongside phonics instruction. Teachers should plan to include digital texts in addition to the use of printed materials.			
AC9EFLA04	<b>Language</b> <b><u>Text structure and organisation</u></b> <ul style="list-style-type: none"><li>▶ understand conventions of print and screen, including how books and simple digital texts are usually organised</li></ul>	Whole class explicit teaching (‘On the mat’) Small group and independent activities Storybook	
Reading in InitialLit–F			
<b>Note about <u>Literacy: Phonic and word knowledge (phonics)</u> in InitialLit–F:</b> InitialLit utilises a sound-by-sound synthetic phonics approach to teach students to read and spell. InitialLit–F follows a prescribed sequence of phonic skills including all single letter-sound correspondences and some basic digraphs. To develop automatic word recognition, InitialLit–F 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 ‘ee’, ‘ay’, ‘oo’, ‘ck’, ‘zz’, ‘ll’, ‘ff’, ‘ss’, ‘sh’, ‘ch’, ‘wh’, ‘ng’, ‘th’. Split digraphs and the remaining alphabetic code will be explicitly taught in Year One, however, teachers should point out unknown graphemes incidentally and as needed when encountered in texts or in writing tasks.			
Writing in InitialLit–F			
<b>General overview:</b> Content from Literacy: Creating texts 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 and/ or to extend the utilisation of resources and suggested activities in the Storybook lessons.			
<b>Note about <u>Literacy: Creating texts (writing)</u> in InitialLit–F:</b> Students are explicitly taught the mechanical aspects of writing (handwriting, spelling, constructing an accurate sentence) in InitialLit–F in lessons throughout the year. Compositional aspects of writing should be flexibly addressed in Foundation depending on the skill level and readiness of the class. Teachers should address the syllabus content when students do writing tasks within InitialLit lessons e.g., dictation, spelling, storybook writing tasks, etc. InitialLit teachers will provide a gentle introduction to some grammar in Foundation, however grammar concepts will be taught and monitored more formally in InitialLit–1 and InitialLit–2.			
<b>Note about <u>Literacy: Phonic and word knowledge (spelling)</u> in InitialLit–F:</b> Spelling and reading are taught alongside each other following the InitialLit–F phonic sequence. Although the focus is on the accurate spelling of one-syllable words, 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.			
<b>Note about <u>Literacy: Creating texts (handwriting)</u> in InitialLit–F:</b> InitialLit–F teaches correct formation of all letters from the start, with an initial focus on lower case. Regular practice should be timetabled for students to work on posture, pencil grip and correct letter formation. Students will be introduced to capital letters in lessons as well as during dictation. More formal instruction of capital letter formation takes place in InitialLit–1.			
AC9EFLY08	<b>Literacy</b> <b><u>Creating texts</u></b> <ul style="list-style-type: none"><li>▶ form most lower-case and upper-case letters using learnt letter formations</li></ul>	<b>Phonic Set 1</b> <b>Lessons 13–27: m, s, t, a</b> <ul style="list-style-type: none"><li>▶ Beginning sound discrimination</li><li>▶ Concept of a letter: linking sound to letter; handwriting link</li><li>▶ Oral blending and segmenting – two and three sounds</li><li>▶ End sound discrimination</li><li>▶ Read VC, CVC words using letters taught</li></ul>	<ul style="list-style-type: none"><li>▶ Recognise lower case letters (graphemes) and the most common sounds (phonemes) they represent</li><li>▶ Identify and write single sounds for vowels and consonant letters</li><li>▶ Write lower case letters correctly</li><li>▶ Orally blend and segment VC and CVC words through phonemic awareness activities</li><li>▶ Read and write VC and CVC words using the letters taught (synthetic phonic approach)</li><li>▶ Manipulate and discriminate beginning, middle and end sounds in words</li><li>▶ Understand the importance of sound and letter position through whole class and small group guided activities, e.g., word building</li><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Respond to simple questions</li><li>▶ Follow verbal instructions</li></ul>
AC9EFLY09	<b>Literacy</b> <b><u>Phonic and word knowledge</u></b> <ul style="list-style-type: none"><li>▶ recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</li></ul>		
AC9EFLY10	<ul style="list-style-type: none"><li>▶ segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)</li></ul>		
AC9EFLY11	<ul style="list-style-type: none"><li>▶ recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents</li></ul>		
AC9EFLY12	<ul style="list-style-type: none"><li>▶ write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</li></ul>		
AC9EFLY13	<ul style="list-style-type: none"><li>▶ use knowledge of letters and sounds to spell words</li></ul>		
AC9EFLY14	<ul style="list-style-type: none"><li>▶ read and write some high frequency words and other familiar words</li></ul>		
AC9EFLY15	<ul style="list-style-type: none"><li>▶ understand words are units of meaning and can be made of more than one meaningful part</li></ul>		
AC9EFLA05	<b>Language</b> <b><u>Language for expressing and developing ideas</u></b> <ul style="list-style-type: none"><li>▶ recognise that sentences are key units for expressing ideas</li></ul>	<b>Phonic Set 2</b> <b>Lessons 28–39: p, i, f, r</b> <ul style="list-style-type: none"><li>▶ Beginning sound discrimination</li><li>▶ Concept of a letter: linking sound to letter; handwriting link</li><li>▶ Oral blending and segmenting – two and three sounds</li><li>▶ End sound discrimination</li><li>▶ Read and spell VC, CVC words using all letters taught</li></ul>	
AC9EFLA06	<ul style="list-style-type: none"><li>▶ recognise that sentences are made up of groups of words that work together in particular ways to make meaning</li></ul>		

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		<p><b>Phonic Set 3, 4, 5</b> Lessons 40–75: o, c, d, h; e, n, g, l; k, u, b, j</p> <ul style="list-style-type: none"><li>▶ Beginning, middle and end sound discrimination</li><li>▶ Concept of a letter: linking sound to letter; handwriting link</li><li>▶ Oral blending and segmenting – two and three sounds</li><li>▶ Read VC, CVC words using all letters taught</li><li>▶ Learn 25 tricky words</li></ul>	<ul style="list-style-type: none"><li>▶ Recognise lower- and upper-case (graphemes) and the most common sounds (phonemes) they represent</li><li>▶ Identify and write single sounds for vowels and consonant letters</li><li>▶ Write lower case letters correctly</li><li>▶ Learn basic punctuation (capital letter and full stop)</li><li>▶ Write captions and sentences (dictation) using the sounds and letters taught</li><li>▶ Identify vowel sounds</li><li>▶ Orally blend and segment VC and CVC words through phonemic awareness activities</li><li>▶ Read and write VC and CVC words using the letters taught (synthetic phonic approach)</li><li>▶ Read stories using decodable readers</li><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Respond to simple questions</li><li>▶ Follow verbal instructions</li></ul>
		<p><b>Phonic Sets 6, 7, 8</b> Lessons 76–99: w, ck, ll, ff, ss; sh, qu, ee, z/zz; ch, v, x, y</p> <ul style="list-style-type: none"><li>▶ Beginning, middle and end sound discrimination</li><li>▶ Concept of a letter: linking sound to letter; handwriting link</li><li>▶ Concept of a digraph</li><li>▶ Read words and sentences using all graphemes taught</li><li>▶ Learn 20 new tricky words</li></ul>	<ul style="list-style-type: none"><li>▶ Recognise lower- and upper-case letters (graphemes) and the most common sounds (phonemes) they represent</li><li>▶ Identify and write single sounds for vowels and consonant letters</li><li>▶ Write lower- and upper-case letters correctly</li><li>▶ Learn basic punctuation (capital letter and full stop)</li><li>▶ Identify vowel sounds</li><li>▶ Orally blend and segment VC and CVC words through phonemic awareness activities</li><li>▶ Learn concept of a digraph</li><li>▶ Read and write words and sentences using the graphemes taught (synthetic phonic approach)</li><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Read and write tricky words</li><li>▶ Read stories using decodable readers</li><li>▶ Write simple sentences to generalise skills to own writing</li><li>▶ Respond to simple questions</li><li>▶ Follow verbal instructions</li></ul>
		<p><b>Phonic Set 9</b> Lessons 100–114: wh, th, oo, ng, ay</p> <ul style="list-style-type: none"><li>▶ Beginning, middle and end sound discrimination</li><li>▶ Concept of a letter: linking sound to letter; handwriting link</li><li>▶ Read words and sentences using all graphemes taught</li><li>▶ Read words with digraphs learned</li><li>▶ Learn 12 new tricky words</li></ul>	<ul style="list-style-type: none"><li>▶ Recognise and name lower case letters (graphemes) and the most common sounds (phonemes) they represent</li><li>▶ Identify and write single sounds for vowels and consonant letters</li><li>▶ Read and write high-frequency and familiar words</li><li>▶ Use letter and sound knowledge to write single-syllable words with consonant digraphs</li><li>▶ Write lower- and upper-case letters correctly</li><li>▶ Learn basic punctuation (capital letter, full stop and question mark)</li><li>▶ Identify vowel sounds</li></ul>
		<p><b>Phonic Sets 10, 11</b> Lessons 115–126: CVCC, CCVC words</p> <ul style="list-style-type: none"><li>▶ Read words with beginning and end blends</li><li>▶ Plural ‘s’</li><li>▶ Learn 12 new tricky words</li></ul>	<ul style="list-style-type: none"><li>▶ Use letter and sound knowledge to write single-syllable words with consonant digraphs</li><li>▶ Identify and write letters for phonemes taught</li><li>▶ Orally blend and segment words with adjacent consonants</li><li>▶ Read and write words and sentences with adjacent consonants</li><li>▶ Introduce plural ‘s’ (morphology)</li></ul>

ACARA Code	ACARA Content descriptions	InitialLit–F lessons overview	InitialLit–F content
Sounds and Words Books and InitialLit–F decodable readers Levels 1–9			
<b>Note about Literacy: Analysing, interpreting and evaluating (reading fluency) in InitialLit–F:</b> Fluency is achieved once students can accurately blend sounds together to read words with minimal effort. InitialLit provides opportunities for students to work towards fluency as soon as there is evidence that they can blend and segment successfully. Skills to develop fluency are taught explicitly during ‘On the mat’ lessons and regular opportunities for practice are essential within teacher-led small group sessions. Students are supported to reach fluency at their own pace. Some students will become fluent in the Foundation year while most will need continuing practice to attain greater fluency in Year 1 and Year 2. Automatic word recognition leading to reading fluency is necessary for students to have good reading comprehension.			
<b>Note about Literacy: Analysing, interpreting and evaluating (reading comprehension) in InitialLit–F:</b> 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, ‘check for understanding’ questions and ‘extra laps’ for fluency practice. Additionally, with the Simple View of Reading in mind, language comprehension is supported through engagement with quality storybooks that are read to students promoting further development of comprehension skills and strategies. Descriptors below will apply to whole class, small group, and Shared Storybook lessons throughout the Foundation year.			
AC9EFLA04	<b>Language</b> <b><u>Text structure and organisation</u></b> <ul style="list-style-type: none"><li>▶ understand conventions of print and screen, including how books and simple digital texts are usually organised</li></ul> <b><u>Language for expressing and developing ideas</u></b> <ul style="list-style-type: none"><li>▶ recognise that sentences are key units for expressing ideas</li><li>▶ recognise that sentences are made up of groups of words that work together in particular ways to make meaning</li><li>▶ explore the contribution of images and words to meaning in stories and informative texts</li><li>▶ recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school</li><li>▶ identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end</li></ul>	<b>Small group and independent activities component:</b> <b><u>Teacher-led activities:</u></b> Sounds and Words books – reading sounds, words sentences and stories  Reading connected text – decodable readers	<ul style="list-style-type: none"><li>▶ Explore the differences between spoken and written words</li><li>▶ Link spoken words to written words in sentences</li><li>▶ Highlight the differences between spoken and written words and between words and images</li><li>▶ Review letter-sound correspondences and reading list of words in regular practice using the Sounds and Words books</li><li>▶ Explore the combination of print and images and the enhancement of text when combined with images</li><li>▶ Recognise that capital letters are used for names and at the beginning of sentences</li><li>▶ Preview and practise high-frequency and unfamiliar decodable words</li><li>▶ Apply and practice decoding skills to connected text using sentences, and stories</li><li>▶ Read decodable texts</li><li>▶ Use self-correction strategies such as re-reading and pausing</li><li>▶ Recognise and consolidate print conventions such as word spaces and page layout</li><li>▶ Recognise and engage with print conventions including directionality, front and back covers, title, author and blurb</li><li>▶ Discuss purpose of text and predict story events</li><li>▶ Discuss features of imaginative texts</li><li>▶ Recognise how feelings can be conveyed by visual representations</li><li>▶ Read aloud to practise fluent expression</li><li>▶ Retell a story in sequence and identify the main idea</li><li>▶ Summarise and sequence story events by retelling beginning, middle and end of the story</li><li>▶ Encourage personal responses to stories through comprehension and discussion questions</li><li>▶ Identify literal meanings in text, including character, events and setting</li><li>▶ Introduce and build vocabulary through discussion and reading</li><li>▶ Revise vocabulary using story context and with more detailed definitions during reading sessions</li><li>▶ Demonstrate an awareness that some words have multiple meanings</li><li>▶ Engage personally and respond to texts for enjoyment and pleasure, including shared reading</li><li>▶ Encourage students to respond to texts by relating and comparing own experiences to those depicted in stories</li><li>▶ Express feelings and opinions about texts, including characters, events and ideas in stories</li><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Learn active listening and contribute to class discussions, exchange ideas with peers</li><li>▶ Respond to simple questions and use questions and statements appropriately in class discussion</li><li>▶ Promote oral language through interactive reading techniques that elicit longer responses from students</li></ul>
AC9EFLE02	<b>Literature</b> <b><u>Engaging with and responding to literature</u></b> <ul style="list-style-type: none"><li>▶ respond to stories and share feelings and thoughts about their events and characters</li></ul>		
AC9EFLY04	<b>Literacy</b> <b><u>Analysing, interpreting and evaluating</u></b> <ul style="list-style-type: none"><li>▶ Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge</li><li>▶ use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently</li></ul>		
AC9EFLY05			
AC9EFLY14	<b><u>Phonic and word knowledge</u></b> <ul style="list-style-type: none"><li>▶ read and write some high-frequency words and other familiar words</li><li>▶ understand that words are units of meaning and can be made of more than one meaningful part</li></ul>		
AC9EFLY15			



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Storybook lessons				
<b>Notes about Literature (vocabulary and comprehension) in InitialLit–F:</b> The Storybook lessons of InitialLit are designed to encourage oral language comprehension and provide opportunities for students to speak while also fostering vocabulary growth. Vocabulary knowledge has been shown to be important to student’s later reading comprehension ability. Along with more general comprehension work, words are selected from each storybook for in-depth and explicit vocabulary instruction. Similar comprehension and vocabulary teaching strategies are also recommended when working with decodable readers during small group reading time and in other parts of the day. Teachers need to consciously and explicitly build the language skills of students in the early primary years by providing a rich oral language classroom environment which is not limited to the InitialLit session.				
<b>Notes about Literacy (creating texts) in InitialLit–F:</b> In Session 4: ‘Beyond the book’, students engage in a ‘Getting creative’ activity with a writing task linked to the activity. The writing task increases gradually in complexity to fit with writing expectations for the beginning, middle and end of the Foundation year. Compositional skills move from writing a caption to a sentence to a short paragraph of two or more sentences. Teachers will need to include an additional focus on the shared editing of short written texts (AC9EFLY06) and the delivery of short spoken texts using features of voice such as appropriate volume (AC9EFLY07).				
AC9EFLA03 AC9EFLA04	Language	<b><u>Text structure and organisation</u></b> <ul style="list-style-type: none"><li>▶ understand that texts can take many forms such as signs, books and digital texts</li><li>▶ understand conventions of print and screen, including how books and simple digital texts are usually organised</li></ul>	The <a href="#">Storybook lessons</a> focus on listening comprehension, oral language and vocabulary: <ul style="list-style-type: none"><li>▶ Communicate appropriately in pairs, groups, classroom interactions</li><li>▶ Learn active listening and contribute to class discussions, exchange ideas with peers</li><li>▶ Respond to simple questions, and use questions and statements appropriately in class discussion</li><li>▶ Promote oral language through interactive reading techniques that elicit longer responses from students</li><li>▶ Learn that different languages exist</li><li>▶ Recognise different cultures, especially Australian and indigenous cultures and migrant experiences</li><li>▶ Explore cultural patterns of storytelling through fairy tales and traditional stories</li><li>▶ Engage personally and respond to a range of texts for enjoyment and pleasure, including shared reading</li><li>▶ Listen to texts that portray experiences that are both different and familiar</li><li>▶ Encourage students to respond to texts by relating and comparing own experiences to those depicted in storybooks</li><li>▶ Communicate personal experience and own knowledge to peers and familiar adults</li><li>▶ Respond to stories, including authors, feelings and preferences, humour, ideas and meaning through interactive reading and discussions</li><li>▶ Express feelings and opinions about texts, including characters, events and ideas in stories</li><li>▶ Discuss purpose of print text and storytelling and predict story events</li><li>▶ Learn to recognise text conventions, such as word spaces and page layout</li><li>▶ Recognise print conventions, including directionality, front and back covers, title, author and blurb</li><li>▶ Discuss features of imaginative texts</li><li>▶ Recognise how feelings can be conveyed by visual representations</li><li>▶ Discuss differences between what is ‘real’ and what is imagined in texts</li><li>▶ identify and select texts that include stories where characters use their imagination</li><li>▶ Identify, listen and respond to, and repeat words, alliterative refrains, rhymes and chants</li><li>▶ Retell a familiar story in sequence and identify the main idea</li><li>▶ Summarise and sequence story events by retelling beginning, middle and end of the story</li><li>▶ Encourage personal responses to stories through comprehension and discussion questions</li><li>▶ Respond to literal, inferential, definitional and evaluative questions during interactive reading as part of text comprehension</li><li>▶ Identify literal meanings in text, including character, events and setting</li><li>▶ Encourage students to re-read preferred storybooks</li><li>▶ Introduce and build vocabulary through discussion and listening to stories</li><li>▶ Build vocabulary by making text-to-text connections</li><li>▶ Revise vocabulary using story context and with more detailed definitions during interactive reading sessions</li><li>▶ Revise vocabulary by encouraging students to say and act our words, and to use words in activity</li><li>▶ Demonstrate an awareness that some words have multiple meanings</li><li>▶ Use art forms, including drawing, craft and beginning writing to express personal responses to stories</li><li>▶ Write words and sentences in response to stories to describe characters and events and to express preferences</li></ul>	
AC9EFLA05 AC9EFLA06		<b><u>Language for expressing and developing ideas</u></b> <ul style="list-style-type: none"><li>▶ recognise that sentences are key units for expressing ideas</li><li>▶ recognise that sentences are made up of groups of words that work together in particular ways to make meaning</li></ul>		
AC9EFLA07 AC9EFLA08		<ul style="list-style-type: none"><li>▶ explore the contribution of images and words to meaning in stories and informative texts</li><li>▶ recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school</li></ul>		
AC9EFLA09		<ul style="list-style-type: none"><li>▶ identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end</li></ul>		
AC9EFLE01	Literature	<b><u>Literature and contexts</u></b> <ul style="list-style-type: none"><li>▶ share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators</li></ul>		
AC9EFLE02		<b><u>Engaging with and responding to literature</u></b> <ul style="list-style-type: none"><li>▶ respond to stories and share feelings and thoughts about their events and characters</li></ul>		
AC9EFLE03 AC9EFLE04		<b><u>Examining literature</u></b> <ul style="list-style-type: none"><li>▶ recognise different types of literary texts and identify features including events, characters, and beginnings and endings</li><li>▶ explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs</li></ul>		
AC9EFLE05		<b><u>Creating literature</u></b> <ul style="list-style-type: none"><li>▶ retell and adapt familiar literary texts through play, performance, images or writing</li></ul>		
AC9EFLY01		<b><u>Texts in context</u></b> <ul style="list-style-type: none"><li>▶ identify some familiar texts, such as stories and informative texts, and their purpose</li></ul>		
AC9EFLY03 AC9EFLY05		<b><u>Analysing, interpreting and evaluating</u></b> <ul style="list-style-type: none"><li>▶ identify some differences between imaginative and informative texts</li><li>▶ use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently</li></ul>		
AC9EFLY06  AC9EFLY08	Literacy	<b><u>Creating texts</u></b> <ul style="list-style-type: none"><li>▶ create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly</li><li>▶ form most lower-case and upper-case letters using learnt letter formations</li></ul>		
AC9EFLY13 AC9EFLY14		<b><u>Phonic and word knowledge</u></b> <ul style="list-style-type: none"><li>▶ use knowledge of letters and sounds to spell words</li><li>▶ read and write some high-frequency words and other familiar words</li></ul>		