





| Books at each level are paired. The lesson plan for each pair of books integrates reading strategies and comprehension, with speaking and listening, vocabulary development, phonics and writing. | People Who Help Me/In My Neighbourho | What Can You See?/Animal Babies | A Day at the Beach/What at the Beach? | My Body/Here I Am! | What Shape Can You See?/Shapes Around | I Look at the Fruit/Eating Fruit | Pets at Home/My Pet | Hide and Seek/My Birthday | Me/Dogs | In the Garden/Wow! Look at That | My Toys/Getting Around | Where are the Animals?/Animals at the Z | Making Soup/The Vegetable Garden | A Day at the Zoo/Look at My Dog | I Like the Weather/What the Weather Tod | On My Bike/Can You Go Here? | At Grandpa's House/Cakes For Sale | g Shop | Looking At You/Animals on the Farm | Look at Me May/ the Mayground | At the Shop/Things I Like | | My Family and Me/Can You Do This? What Did You Do?/Going Places | My Horse/The Car Race | | Winners/Rabbit and Fox | In the Forest/Finding Food | Big Brothers/Cat and Mouse | Looking for Animals/Where is Frog? | Amazing Animal Parts/Turtle is Stuck | The Big Box/Pirate Sam | The Fog Came In/Lost in the Fog | At Grandpa's Farm/A New Farm for Cow | Look at my Clothes/Where Is My Mother | What Do Bats Eat?/Big Bat's Lunch | Ant Nests/Where is My Nest? | gs/The Best Legs | My Camp Diary/A Monkey in the Camp | Turtles/A Home For Turtle | ıkey Bo | What Am I?/Tad Grows Up | Spiders/A Good Trap | Off life indversion uniques |
|--|--------------------------------------|---------------------------------|---------------------------------------|--------------------|---------------------------------------|----------------------------------|---------------------|---------------------------|---------|---------------------------------|------------------------|---|----------------------------------|---------------------------------|---|-----------------------------|-----------------------------------|--------|------------------------------------|-------------------------------|---------------------------|-----|---|-----------------------|---|------------------------|----------------------------|----------------------------|------------------------------------|--------------------------------------|------------------------|---------------------------------|--------------------------------------|---------------------------------------|-----------------------------------|-----------------------------|------------------|------------------------------------|---------------------------|---------|-------------------------|---------------------|-----------------------------|
| LANGUAGE Reading Level | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 2 | 2 2 | 2 2 | 2 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 6 | |
| Language variation and change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language for interaction | | | | | | ĺ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explore how language is used differently at home and school depending on the relationships between people (ACELA1428) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • (| • | • |
| Text structure and organisation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) | | | | | | | | | | | | | | | | | | | | | | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Understand that some language in written texts is unlike everyday spoken language (ACELA1431) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • (| • | • |
| Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • • | • | • |
| Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |







| Books at each level are paired. The lesson plan for each pair of books integrates reading strategies and comprehension, with speaking and listening, vocabulary development, phonics and writing. | People Who Help Me/In My Neighbourhood | What Can You See?/Animal Babies | A Day at the Beach/What at the Beach? | My Body/Here I Am! | What Shape Can You See?/Shapes Around Us | Fruit/Eating Fruit | Pets at Home/My Pet | Hide and Seek/My Birthday | Me/Dogs | In the Garden/Wow! Look at That | My Toys/Getting Around | Where are the Animals?/Animals at the Zoo | Making Soup/The Vegetable Garden | A Day at the Zoo/Look at My Dog | I Like the Weather/What the Weather Today? | On My Bike/Can You Go Here? | At Grandpa's House/Cakes For Sale | The Dress-up Box/Going Shopping | Looking At You/Animals on the Farm | Look at Me Play/The Playground | At the Shop/Things I Like | Come and Look!/Fish | My Family and Me/Can You Do This? | Do?/ | My Horse/The Car Race | The Fruit Shop/Bananas Are Best | In the Egreet/Finding Food | Bia Brothers/Cat and Mouse | Looking for Animals/Where is Frod? | | : | The Fog Came In/Lost in the Fog | At Grandpa's Farm/A New Farm for Cow | lothes/Where Is My Mo | ats Eat?/Big Bat's Lun | Ant Nests/Where is My Nest? | Lots of Legs/The Best Legs | My Camp Diary/A Monkey in the Camp | | Let's Do the Monkey Bop/Little Monkey's Dance | What Am 1?/Tad Grows Up | Spiders/A Good Trap | On the Move/Grandpa's Car |
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| LANGUAGE Reading Level | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 |
| Expressing and developing ideas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recognise that sentences are key units for expressing ideas (ACELA1435) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Phonics and word knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Know how to read and write some high-frequency words and other familiar words (ACELA1817) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |







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| LANGUAGE Reading Level | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 |
| Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LITERATURE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literature and context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) | | | | | | | | | | | | | | | | | | | | | | | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Responding to literature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) | | | | | | | | | | | | | | | | | | | | | | | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Share feelings and thoughts about the events and characters in texts (ACELT1783) | • | | • | | | • | | • | | | | 1 | • | • | • | • | • | • | | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Examining literature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Identify some features of texts including events and characters and retell events from a text (ACELT1578) | | | | | | | | | | | | | | | | | | | | | | | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creating literature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retell familiar literary texts through performance, use of illustrations and images (ACELY1580) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |





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|---|--|---------------------------------|---------------------------------------|--------------------|---|----------------------------------|---------------------|---------------------------|---------|---------------------------------|------------------------|---|----------------------------------|---------------------------------|---|-----------------------------|-----------------------------------|---------------------------------|------------------------------------|--------------------------------|---------------------------|---------------------|-----------------------------------|---|---|------------------------|----------------------------|----------------------------|------------------------------------|--------------------------------------|---|---------------------------------|--------------------------------------|-----------------------|-----------------------------------|-----------------------------|----------------------------|------------------------------------|---------------------------|---|-------------------------|-----|---------------------------|
| LITERATURE Reading Level | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 |
| Innovate on familiar texts through play (ACELT1831) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | T | |
| LITERACY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Texts in context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Identify some familiar texts and the contexts in which they are used (ACELY1645) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | T | |
| Interacting with others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Deliver short oral presentations to peers (ACELY1647) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interpreting, analysing, evaluating | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Identify some differences between imaginative and informative texts (ACELY1648) | | | | | | | | | | | | | | | | | | | | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • (| • |
| Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |







Books at each level are paired. The lesson plan for each pair of books integrates reading strategies and comprehension, with speaking and listening, vocabulary development, phonics and writing.

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge

Participate in shared editing of students' own texts for meaning, spelling, capital letters and

Produce some lower case and upper case letters using learned letter formations

processing programs (ACELY1654)

Construct texts using software including word

LITERATURE

Creating texts

full stops (ACELY1652)

(ACELY1653)

| vord | | own | | Readir Level | de contact y |
|------|---|-----|---|-----------------|---|
| | | | • | | |
| | | | | 1 | People vyno Help Me/In My Neignbourhood |
| | • | | • | 1 | What Can You See?/Animal Babies |
| | • | | • | 1 | A Day at the Beach/What at the Beach? |
| | • | | • | 1 | My Body/Here I Am! |
| | • | | • | 1 | What Shape Can You See?/Shapes Around Us |
| | • | | • | 1 | I Look at the Fruit/Eating Fruit |
| | • | | • | 1 | Pets at Home/My Pet |
| | • | | • | 1 | Hide and Seek/My Birthday |
| | • | | • | 1 | Me/Dogs |
| | • | | • | 1 | In the Garden/Wow! Look at That |
| | • | | • | 1 | My Toys/Getting Around |
| | • | | • | 1 | Where are the Animals?/Animals at the Zoo |
| | • | | • | 2 | Making Soup/The Vegetable Garden |
| | • | | • | 2 | A Day at the Zoo/Look at My Dog |
| | • | | • | 2 | I Like the Weather/What the Weather Today? |
| | • | | • | 2 | On My Bike/Can You Go Here? |
| | • | | • | 2 | At Grandpa's House/Cakes For Sale |
| | • | | • | 2 | The Dress-up Box/Going Shopping |
| | • | | • | 2 | Looking At You/Animals on the Farm |
| | • | | • | 2 | Look at Me Play/The Playground |
| | • | | • | 2 | At the Shop/Things I Like |
| | • | | • | 2 | Come and Look!/Fish |
| | • | | • | 2 | My Family and Me/Can You Do This? |
| | • | | • | 2 | What Did You Do?/Going Places |
| | • | | • | 3 | My Horse/The Car Race |
| | • | | • | 3 | The Fruit Shop/Bananas Are Best |
| | • | | • | 3 | Winners/Rabbit and Fox |
| | • | | • | 3 | In the Forest/Finding Food |
| | • | | • | 3 | Big Brothers/Cat and Mouse |
| | • | | • | 4 | Looking for Animals/Where is Frog? |
| | • | | • | 4 | Amazing Animal Parts/Turtle is Stuck |
| | • | | • | 4 | The Big Box/Pirate Sam |
| | • | | • | 4 | The Fog Came In/Lost in the Fog |
| | • | | • | 4 | At Grandpa's Farm/A New Farm for Cow |
| | • | | • | 5 | Look at my Clothes/Where Is My Mother? |
| | • | | • | 5 | What Do Bats Eat?/Big Bat's Lunch |
| | • | | • | 5 | Ant Nests/Where is My Nest? |
| | • | | • | 5 | Lots of Legs/The Best Legs |
| | • | | • | 5 | My Camp Diary/A Monkey in the Camp |
| | • | | • | 6 | Turtles/A Home For Turtle |
| | • | | • | 6 | Let's Do the Monkey Bop/Little Monkey's Dance |
| | • | | • | 6 | What Am 1?/Tad Grows Up |
| | • | | • | 6 | Spiders/A Good Trap |
| | • | | • | 6 | On the Move/Grandpa's Car |