YEAR 1 InitiaLit LESSONS (ACARA)	TERM 1	TERM 2	TERM 3	TERM 4

National Literacy Learning Progression Levels

Phonological awareness: PhA2; PhA3; PhA4

Phonic knowledge and word recognition (reading decodable texts): PKW3; PKW4; PKW5; PKW6

Fluency (reading decodable texts): FlY1; FlY2; FlY3

Understanding texts (reading decodable texts; applying phonic knowledge): UnT2; UnT3; UnT4; UnT5 UnT6

LANGUAGE	Phonic teaching points introduced in InitiaLit–1 lessons reading and spelling			
Phonics and word knowledge				
ACELA 1457 Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words • recognising words that start with a given sound, or end with a given sound, or have medial sound, for example 'b-e-d' and 'l-e-g' • replacing initial sounds in spoken words, for example replace 'm' in mat with 'c' to form a new word 'cat' • deleting initial onset sound in spoken words, for example delete the 'f' from 'farm' to make a new word 'arm' • substituting medial sounds in spoken words to make new words, for example, 'pin', 'pen', 'pan' • substituting final sounds in spoken words, for example substitute the 't' in 'pet' with 'g' to form a new word 'peg' **ACELA1458** Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words • using knowledge of letters and sounds to write words with short vowels, for example 'man', and common long vowel sounds, for example 'cake' • using knowledge of letters sounds to write single-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' **ACELA1459** Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound • Use spelling knowledge	s, m, t, a, p, i, f, r, o, c, d, h, e, n, g, l, k, u, b, j, qu, v, w, x, y, z, CVCC, CCVC, CCVCC words ll, ss, ff, zz ck sh wh ch th (thumb, feather) oo (moon, book) ng Two-syllable words (VC/CV pattern) ai/ay ee/ea (leaf) oa (boat) ow (snow)	_y (cry) igh(light) ue (glue) ew (grew) Review – vowel digraphs What is a suffix? Adding 's' - plurals ar or/ore Adding 's' – noun/verb agreement Suffix 'ing' Base word + suffix ir/ur er 2 syllable words 'er' Suffix 'er' Split digraph a_e Split digraph i_e Split digraph o_e Split digraph e_e, u_e	ow – cow ou – cloud Past tense 'ed' aw au Spelling rule: FLoSS and 'ck' _y/ey (ee) Adjectives with suffix 'y' oy/oi Adverb 'ly' Contractions ear eer air _are (care)	Soft 'c' Soft 'g' dge/_ge ch tch Prefix 'un' 2, 3 syllable words Final review
ACELA1778 Understand how to spell one and two syllable words with common letter patterns • writing one-syllable words containing known blends, for example 'bl' and 'st' **ACELA1455** Recognise and know how to use simple grammatical morphemes to create word families • building word families from common morphemes, for example 'play', 'plays', 'playing', 'played', 'playground' • using morphemes to read words, for example by recognising the base word in words such as 'walk-ed'	Spelling rules and concepts defined using concept cards/posters – taught explicitly and defined with examples			
	Concept card – define and model examples Use of ay/ai Use of oa/ow Syllables Vowels Phonemes Digraphs Consonants Compound words Homophones	*Concept card – define and model examples* Add 'y' to vowels Trigraphs Suffixes ('s', 'er') Plurals Base word and suffix Split digraph (Bossy 'e')	*Concept card – define and model examples* Floss and Zack rule *(when f/l/s/z/k is heard after a short vowel at the end of a one-syllable word, it is spelled with a double ff, ll, ss, zz or ck)* Contractions	*Concept card – define and model examples* Softening vowels Use of ch/tch Use of j/dge/ge Prefix ('un')

YEAR 1 InitiaLit LESSONS (ACARA)	TERM 1	TERM 2	TERM 3	TERM 4
	Additional concepts introduced in InitiaLit–1 lessons			
ACELA1821 Use visual memory to read and write high-frequency words • learning an increasing number of high-frequency words recognised in shared texts and texts being read independently, for example 'one', 'have', 'them' and 'about' **ACELA1822** Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words • saying sounds in order for a given spoken word, for example 's-p-oo-n' and 'f-i-s-t' • segmenting blends at the beginning and end of given words, for example 'b-l-ue' and 'd-u-s-t'	• Recognise lower case letters (graphemes) and the most common sounds (phonemes) they represent • Review rhyme, syllables and phonemes in spoken words by clapping syllables, blending onset and rime, oral segmenting and blending • Spelling irregular high-frequency words (tricky words) accurately when writing words and short sentences • Define, clap, count and isolate syllables in words • Understand that many words have more than one vowel and every syllable must have a vowel sound • Morphological spelling 's', 'ing', 'ed', 'ly' • Manipulate and discriminate beginning, middle and end sounds in words • Identify short and long vowels • Identify and count phonemes in words to help with spelling and reading • Add a phoneme to the beginning or end of a word to make a new word • Spell and write words using knowledge of sounds (using sound focus) • Build words using knowledge of phonemes (using sound focus) • Define concepts using concept cards; explicitly teach and apply concepts when spelling words • Read and count syllables in compound words • Blend and segment • Spell and write compound words, homophones, contractions as they are introduced • Spell using knowledge of consonants and vowels (short and long vowels); digraphs, trigraphs • Apply knowledge of taught spelling rules and concepts eg vowel with 'y'; suffixes; plurals; bossy 'e'; floss rule and prefixes • Dictate words for spelling • Use 'Spellometer' to check and review spelling of words • Reading regular and irregular words /'tricky' words • Reading sentences • Sentence dictation			

YEAR 1 InitiaLit LESSONS (ACARA)	TERM 1	TERM 2	TERM 3	TERM 4
	• Spell, read and write CVC, CCVC, CVCC and CCVCC words using knowledge of sounds • Explicit teaching of spelling using focus sounds • Learn that a grapheme can make more than one sound, e.g, 'oo' (book, broom); 'th' (thumb, this) • Understand that some sounds are used at the beginning, middle and end of words			

Text structure and organisation
ACELA1449 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
    • using intonation and pauses in response to punctuation when reading
    • reading texts and identifying different sentence-level punctuation
    • writing different types of sentences, for example statements and questions, and discussing appropriate punctuation
	• Writes sentences to show understanding of basic sentence structure
	• Grab Bag 'Independent activities' – pick a word or sentence – read it and write it
	• Independent tricky word sentence writing ('other independent activities')
	• Apply knowledge of 'Super Sentence' when writing a sentence, e.g, capital letter, full stop, must makes sense
	• Read simple sentences and identify simple punctuation, e.g., capital letter, full stops, capital letters for proper nouns; questions marks
	• Modelled reading to demonstrate fluency			

Expressing and developing ideas
ACELA1451 Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances
 	
ACELA1452 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)
    • talking about effective words that describe a place, person or event
    • learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs
	Grammar focus areas introduced during scripted lessons and integrated into storybook and decodable/ guided reading activities			

	Concept card – define and model examples Nouns Verbs Super Sentence	*Concept card – define and model examples* Adjectives	*Concept card – define and model examples* Past tense - ed Adjectives (ending with 'y') Adverbs ending 'ly'	*Concept card – define and model examples* Review using concept cards

YEAR 1 InitiaLit LESSONS (ACARA)	TERM 1	TERM 2	TERM 3	TERM 4
	• Discuss how adjectives help to create a picture in the reader's mind. • Identifying parts of speech using grammatical knowledge, e.g. 'Helpful House of Words' • Discuss the use of suffixes eg '-er' on the end of an adjective to add meaning • Discuss and model the use of 'ed' to show past tense • Identify grammatical and language features in texts that enhance meaning and purpose e.g., nouns, verbs, adjectives, past tense • Introduce compound words, nouns, verbs, homophones– define using concept cards • Teacher models sentences using nouns, verbs, adjectives as they are introduced to enhance understanding and meaning • Teacher models sentences using previously taught sounds, irregular high frequency words (tricky words) and including grammatical concepts taught • Teacher models sentences using previously taught sounds, irregular high frequency words (tricky words) • Identify and learn grammatical concepts through use of songs and rhymes (eg noun song) • Identify verbs as action words (link to Helpful House of Words) • Identify adjectives as describing words (link to Helpful House of Words) • Build vocabulary by defining and using words in context • Teacher models a 'super sentence' ('punctuating sentences correctly, ensuring there is a space between each word, a capital letter and a full stop) • Punctuate sentences correctly when writing (Independent activities) ensuring there is a space between each word, a capital letter and a full stop • Use previously taught sounds, irregular high frequency words (tricky words) when writing sentences (Independent activities) • Vocabulary – use words in context through modelled sentences (oral and written) • Revise vocabulary using story context and with more detailed definitions during interactive reading sessions • Revise vocabulary by encouraging students to say and act our words, and to use words in various activities • Demonstrate an awareness that some words have multiple meanings • Understand the use of vocabulary about familiar and new topics • Understand the use of vocabulary in everyday contexts (when do we use certain words) • Compete 'Word Play' activity to reinforce meaning of new vocabulary (Storybooks)			
LITERATURE **Responding to literature** **ACELT1582** Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences • comparing characters and events in texts to students' own experiences	• Model excerpts from decodable readers (provided in the PowerPoints) and model applying comprehension strategies when reading – predicting; making connections (text to self; text to world); questioning; summarising • When reading and responding to excerpts of decodable readers - begin to understand that their own experience helps shape their responses to and enjoyment of texts • Discuss aspects of stories (excerpts of text shown) e.g. setting, characters and makes connections with students' own experiences			

YEAR 1 InitiaLit LESSONS (ACARA)	TERM 1	TERM 2	TERM 3	TERM 4

Examining literature
ACELT1584 Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts
   • examining different types of literature including traditional tales, humorous stories and poetry
   • discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)
	• Discuss the characters and settings of different texts and explore how language is used to present these features in different ways
	• Discuss parts of the text e.g., beginning, middle and end; identify the problem and solution in the text when retelling			

LITERACY
Interacting with others
ACELY1656 Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
   • participating in informal and structured class, group and pair discussions about content area topics, ideas and information
 	
ACELY1788 Use interaction including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
 	
   • identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space'
   • participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others
   • taking turns, asking and answering questions and attempting to involve others in discussions
   • demonstrating active listening behaviour and responding to what others say in pair, group and class discussions
   • attempting correct pronunciation of new vocabulary
	• Model read **excerpts from decodable readers** and respond to texts through discussion in pairs, groups and as a class
	• Actively listens and responds appropriately during class discussions
	• Promote oral language through interactive reading techniques that elicit longer responses from students
	• Responds to teacher and peer instructions
	• Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
	• Orally retelling stories and ordering events in correct sequence
	• Expressing opinions about stories
	• Demonstrates active listening and responds appropriately during class discussions
	• Follows instructions given by the teacher during independent and group activities			

Interpreting, analysing, evaluating
ACELY1660 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
 	
   • making connections between the text and students' own experiences, and between information in print and images
   • finding key information in a text
   • making inferences about characters' feelings and motives
   • making predictions from the cover, from illustrations and at points in the text before reading on
	• Apply comprehension strategies (prediction; making connections; summarising; questioning; visualizing; monitoring/clarifying) through a variety of activities to show understanding of selected decodable story excerpts and written sentences
	• Apply comprehension strategies, predicting, making connections, questioning, summarising (identifying main idea) and visualising to show understanding of selected decodable readers
	• Predicts and discusses ideas drawn from title, illustrations and blurb; predict author intent, series of events and possible endings when responding to excerpts from decodable readers
	• Read and sequence a summary of events from excerpts of stories			

YEAR 1 INITIALIT SCRIPT LESSONS (ACARA)	TERM 1	TERM 2	TERM 3	TERM 4
	• Respond to literal, inferential, definitional and evaluative questions before, during and after reading except from decodable reader • Identify characteristic features of text excerpts read eg repetition, vocabulary, compare/contrast, cause-and- effect • Use background knowledge to make inferences about character actions, ideas in a text • Understands text by making connections using own experiences and knowledge of the world - 'text to self' and 'text to world' connections • Discuss prior knowledge before reading text providing opportunities to make connections before and during reading			

Creating texts
ACELY1661 Create short imaginative 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
    • referring to learned knowledge of text structure and grammar when creating a new text
    • applying new vocabulary appropriately in creating text
 	
ACELY1662 Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation
    • reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks and exclamation marks
	• Writes words and sentences to show understanding of basic sentence structure, applying phonic knowledge
	• Writes sentences that contain focused grammatical concepts
	• Builds words using letter tiles using knowledge of different sounds taught
	• Grab Bag – pick a word or sentence – read it and write it
	• Independent tricky word sentence writing
	• Read words and sentences using knowledge of syllables
	• Composes own sentences using ideas from the story
	• Apply 'Super sentence' guidelines when writing e.g., capital letter, full stop and read sentences to ensure they make sense
	• Discussing and highlighting new vocabulary in texts
	• Understand that choice of vocabulary adds to the quality of written text
	• Explores differences in words that represent basic parts of speech (grammatical features); and discuss their different effects
	• Dictation
	
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YEAR 1 INITIALIT SCRIPT LESSONS (ACARA)	TERM 1	TERM 2	TERM 3	TERM 4

ACELY1663 Write using unjoined lower case and upper-case letters
    • using correct posture and pencil grip
    • learning how each letter is constructed including where to start and the direction to follow
    • writing words legibly using unjoined print script of consistent size
	• Forms letters correctly during writing activities (consistent size and spacing)
	• Using correct pencil grip and correct posture when writing
	• Write words and sentences– encouraged to form letters and words correctly
	• Differentiate between lower and upper-case letters
	• Modelling of lower and upper-case letters to practise letter formation
	• Complete tricky word rainbow writing and handwriting activities linking sound to grapheme			

INITIALIT-1 STORYBOOK COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4
Text structure and organisation **ACELA1447** Understand that the purposes texts serve shape their structure in predictable ways • discussing and comparing the purposes of familiar texts drawn from local contexts and interests **ACELA1449** 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 • using intonation and pauses in response to punctuation when reading • reading texts and identifying different sentence-level punctuation • writing different types of sentences, for example statements and questions, and discussing appropriate punctuation	• Recognise that capital letters signal proper nouns and commas are used to separate items in lists • Identifies the purpose of texts, e.g., to entertain; to tell a story • Understand how sentence punctuation is used to enhance meaning, fluency and expression • Differentiate between a story (narrative) and poem • Differentiate between an imaginative text and an informative text • Highlight parts of a story (using a story slide to identify different components) • Read imaginative texts and poetry; and identify purpose of text and author intention • Identify components of different texts, e.g., imaginative, informative and persuasive texts • Discuss purpose and structure of texts (imaginative, informative, persuasive)			
Expressing and developing ideas **ACELA1451** Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances • knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase) **ACELA1452** 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) • talking about effective words that describe a place, person or event • learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs	• Write sentences based on ideas from the story and include words from the 'Helpful House of Words' • Use describing words to describe characters from the story and different aspects of the story • Identify grammatical and language features in texts that enhance meaning and purpose e.g., nouns, verbs, adjectives, synonyms, prepositions, time connectives, verbs, onomatopoeia, tense, alliteration, similes • Compose sentences effectively using basic grammatical features and punctuation conventions • Recognise grammatical patterns to enhance comprehension, e.g., parts of speech and groups of words that tell who, what, when, where and how			
Creating texts **ACELY1661** Create short imaginative 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 • referring to learned knowledge of text structure and grammar when creating a new text • applying new vocabulary appropriately in creating text	• Writes using appropriate letter size and shape when completing writing activities to show understanding of texts • Writes sentences using ideas from the story that contain decodable words and 'tricky' words • Writes simple sentences independently using knowledge of phonemes and 'tricky words' • Complete sentences using words from the text • Apply 'Super sentence' guidelines when writing, e.g., capital letter, full stop and read sentences to ensure they make sense • Discussing and highlighting new vocabulary in texts • Investigating new vocabulary, e.g., definition, synonyms, sentences, antonyms • Understand that choice of vocabulary adds to the effectiveness of the text • Explores differences in words that represent basic parts of speech (grammatical features); and discuss their different effects • Revise vocabulary using story context and with more detailed definitions during interactive reading sessions • Revise vocabulary by encouraging students to say and act our words, and to use words in various activities			

INITIALIT-1 STORYBOOK COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4

ACELY1662 Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation
   • reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks and exclamation marks
 	
ACELY1663 Write using unjoined lower case and upper-case letters
   • using correct posture and pencil grip
   • learning how each letter is constructed including where to start and the direction to follow
   • writing words legibly using unjoined print script of consistent size
	• Demonstrate an awareness that some words have multiple meanings
	• Understand the use of vocabulary about familiar and new topics
	• Understand the use of vocabulary in everyday contexts (when do we use certain words)
	• Show understanding of texts through appropriate written responses, e.g., recounting events in stories or own similar events; writing acrostic poetry; listing facts; writing descriptions; persuasive texts; writing letters; writing about favourite parts
	• Complete 'Word Work' by identifying new vocabulary, saying the word, using the word and acting the word
	• Complete 'Word Connection' activities – choose a particular word and define it, use it in a sentence and illustrate it
	• Using the 'Helpful House of Words' poster to categorise vocabulary from texts according to parts of speech
	• Compete 'Word play' activity to reinforce meaning of vocabulary
	• Complete writing activities that provide opportunities to make connections using own experiences, e.g., comparing self and character or event in the text
	• Provide writing opportunities for students to creative imaginative, informative and persuasive texts
	• Make connections and draw on personal experiences and text knowledge to express opinions and compose sentences about varying aspects of the story book
	• Forms letters correctly during writing activities (consistent size and spacing)
	• Using correct pencil grip and correct posture when writing			

Expressing and developing ideas
ACELA1451 Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances
 	
ACELA1452 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)
   • talking about effective words that describe a place, person or event
   • learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs
	Grammar focus areas introduced during script lessons and integrated into storybook activities			

	Concept card – define and model examples nouns verbs Super Sentences	*Concept card – define and model examples* Adjectives	*Concept card – define and model examples* Past tense – 'ed' Adjectives (ending with 'y') Adverbs	*Concept card – define and model examples*
	• Use previously taught sounds, irregular high frequency words (tricky words) when writing sentences (Independent activities) and completing writing activities based on story book ideas • Use **compound words, nouns, verbs, homophones** when writing sentences independently to			

INITIALIT-1 STORYBOOK COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4
Creating literature **ACELT1586** Recreate texts imaginatively using drawing, writing, performance and digital forms of communication • retelling key events in stories using oral language, arts, digital technologies and performance media • writing character descriptions drawn from illustrations in stories retelling key events in stories using oral language, arts, digital technologies and performance media	• Show understanding of texts and ideas in texts through appropriate written responses e.g. writing descriptions; writing letters; writing about favourite parts; retelling of the story • Completing a range of activities that show an understanding of the texts read and their language features e.g. story maps; illustration activities; cloze passages; general responses; crossword puzzles, find-a-words • Illustrating parts of the text or particular aspects of the text to show understanding • Write words and sentences in response to stories to describe characters and events and to express personal preferences • Use art forms, including drawing, craft and beginning writing to express personal responses to stories • Writing simple sentences and responses to show understanding of stories • Completing a range of activities that show an understanding of the texts read, e.g., story maps; illustration activities; cloze passages; general responses; word maps; word webs; character descriptions; sequencing			
Interacting with others **ACELY1656** Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions • participating in informal and structured class, group and pair discussions about content area topics, ideas and information **ACELY1788** Use interaction including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace • identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space' • participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others • taking turns, asking and answering questions and attempting to involve others in discussions • demonstrating active listening behaviour and responding to what others say in pair, group and class discussions • attempting correct pronunciation of new vocabulary	• Respond to a wide range of texts through discussion in pairs, groups and as a class • Actively listens and responds appropriately during class discussions • Promote oral language through interactive reading techniques that elicit longer responses from students • Responds to teacher and peer instructions • Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction • Orally retelling stories and ordering events in correct sequence • Expressing opinions about stories • Demonstrates active listening and responds appropriately during class discussions • Follows instructions given by the teacher during independent and group activities			

INITIALIT-1 STORYBOOK COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4
Interpreting, analysing, evaluating **ACELY1660** 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 • making connections between the text and students' own experiences, and between information in print and images • finding key information in a text • making inferences about characters' feelings and motives • making predictions from the cover, from illustrations and at points in the text before reading on	• Apply comprehension strategies (prediction; making connections; summarising; questioning; visualizing; monitoring/clarifying) through a variety of activities to show understanding of story books • Apply comprehension strategies, predicting, making connections, questioning, summarising (identifying main idea) and visualising to show understanding of story books • Predicts and discusses ideas drawn from title, illustrations and blurb; predict author intent, series of events and possible endings • Beginning to make inferences using ideas from the text • Retells familiar stories and events in logical sequence to show understanding • Sequence a summary of events • Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to the meaning of accompanying words • Respond to literal, inferential, definitional and evaluative questions during interactive reading as part of text comprehension • Identify characteristic features of texts, e.g., repetition, vocabulary, compare/contrast, cause-and- effect • Use background knowledge to make inferences about character actions, ideas in a text • Understands text by making connections using own experiences and knowledge of the world • Opportunities provided to make 'text to self' and 'text to world' connections • Compare characters and/or events to own experiences • Understands patterns of repetition in simple texts • Question before, during and after reading to show understanding • Discuss prior knowledge before reading text providing opportunities to make connections before and during reading			
Literature and context **ACELT1581** Discuss how authors create characters using language and images identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous	• Discuss the characters and settings of different texts and explore how language is used to present these features in different ways • understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment • Discuss possible author intent and audience			
Responding to literature **ACELT1582** Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences • comparing characters and events in texts to students' own experiences	• Begin to understand that their own experience helps shape their responses to and enjoyment of texts • Discuss aspects of stories e.g. setting, characters and makes connections with students' own experiences • Begin to understand that their own experience helps shape their responses to and enjoyment of texts • Discuss the different organisational pattern of texts, e.g., stories • Recreate parts of text through drawing and writing • Express a range of feelings in response to a text			

INITIALIT-1 STORYBOOK COMPONENT	TERM 1	TERM 2	TERM 3	TERM 4

Examining literature
ACELT1584 Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts
 	
    • examining different types of literature including traditional tales, humorous stories and poetry
    • discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)
	• Identify type of text, briefly discuss structure and purpose
	• Identifies the purpose of texts, e.g., to entertain; to tell a story
	• Discuss the characters and settings of different texts and explore how language is used to present these features in different ways
	• Discuss possible author intent and audience
	• Discuss parts of the text, e.g., beginning, middle and end; identify the problem and solution in the text when retelling
	• Complete activities that require retelling of the story			

National Literacy Learning Progression Levels

Phonological awareness PhA2; PhA3; PhA4

Phonic knowledge and word recognition (reading decodable texts) PKW3; PKW4; PKW5; PKW6

Fluency (reading decodable texts) FlY1; FlY2; FlY3

Understanding texts (reading decodable texts; applying phonic knowledge) UnT2; UnT3; UnT4; UnT5 UnT6

YEAR 1 INITIALIT READERS / TEXT READING	TERM 1	TERM 2	TERM 3	TERM 4
Language **Phonics and word knowledge**	**Initialit focus areas introduced and/or reviewed as per scope and sequence - Students use and apply knowledge of sounds and concepts taught to read text**			
ACELA 1457 Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words • recognising words that start with a given sound, or end with a given sound, or have medial sound, for example 'b-e-d' and 'l-e-g' ACELA1458 Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words • using knowledge of letters and sounds to write words with short vowels, for example 'man', and common long vowel sounds, for example 'cake' • using knowledge of letters sounds to write single-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' ACELA1459 Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound • Use spelling knowledge ACELA1778 Understand how to spell one and two syllable words with common letter patterns • writing one-syllable words containing known blends, for example 'bl' and 'st' ACELA1455 Recognise and know how to use simple grammatical morphemes to create word families • building word families from common morphemes, for example 'play', 'plays', 'playing', 'played', 'playground'	s, m, t, a, p, i, f, r o, c, d, h, e, n, g, l k, u, b, j qu, v, w, x, y, z CVCC, CCVC, CCVCC words doublets ¬ll, ss, ff, zz ck sh, wh ch th (thumb, feather) oo (moon, book) ng VC/CV words ai/ay ee/ea oa (boat) ow (snow)	_y (cry) igh(light) ue (glue) ew (grew) Review – vowel digraphs What is a suffix? Adding 's' - plurals ar or/ore Adding 's' – noun/verb agreement Suffix 'ing' Base word + suffix ir/ur er 2 syllable words 'er' Suffix 'er' Split digraph a_e Split digraph i_e Split digraph o_e Split digraph e_e, u_e	ow – cow ou – cloud Past tense 'ed' aw au Spelling rule: FLoSS and 'ck' _y/ey (ee) Adjectives with suffix 'y' oy/oi Adverb 'ly' Contractions ear eer air are (care)	Soft 'c' Soft 'g' dge/_ge ch tch Prefix 'un' 2, 3 syllable words
• using morphemes to read words, for example by recognising the base word in words such as 'walk-ed' ACELA1821 Use visual memory to read and write high-frequency words • learning an increasing number of high-frequency words recognised in shared texts and texts being read independently, for example 'one', 'have', 'them' and 'about'	**Concepts defined using concept cards (during scripted lessons) - Students use and apply knowledge of sounds, concepts and rules taught to read decodable / guided readers**			
	Concept card – define and model examples Syllables Vowels Phonemes Digraphs	*Concept card – define and model examples* Vowel with 'y' Trigraphs Suffixes ('s'; 'ing'; 'er') Plurals	*Concept card define and model examples* Floss rule *(when f/l/s/z is heard after a short vowel at the end of a one-syllable*	*Concept card define and model examples* Prefix ('un')

Consonants Compound words Homophones	Base word and suffix Bossy 'e'	*word, it is spelled with* *a double ff, ll, ss,zz_)* Contractions Past tense 'ed'	

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Phonics and word knowledge	Initialit readers and associated sound / concept			
ACELA1822 Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words • saying sounds in order for a given spoken word, for example 's-p-oo-n' and 'f-i-s-t' • segmenting blends at the beginning and end of given words, for example 'b-l-ue' and 'd-u-s-t'	**Level 10.1 – 10.7** s, m, t, a, p, i, f, r o, c, d, h, e, n, g, l k, u, b, j qu, v, w, x, y, z doublets ¬ll, ss, ff, zz ck sh, wh ch th (thumb, feather) oo (moon, book) ng **Level 11.1a– 11.1b** ai/ay **Level 11.2a – 11.2b** ee/ea **Level 11.3a – 11.3b** oa (boat) ow (snow) **Level 10.7 shared**	**Level 11.4a – 11.4b** y (cry) igh(light) **Level 11.5a – 11.5b** ue (glue) ew (grew) **Level 11.6 shared** **Level 12.1a – 12.1b** ar **Level 12.2a – 12.2b** or/ore **Level 12.3a – 12.3b** ir/ur er	**Level 12.4a** ear eer **Level 12.4b** air are (care) **Level 12.5 shared** **Level 13.1 – 13.8** split digraph (review) **Level 13.9 shared** **Level 14.1a – 14.1b** ow – cow ou – cloud **Level 14.2a – 14.2b** aw au **Level 14.3a – 14.3b** oy/oi **Level 14.4 shared** **Level 15.1 – 15.10** vowel digraph (review) **Level 15.11 shared**	**Level 16.1 – 16.6** Review using all graphemes taught
	Initialit readers / guided reading activities			
	• Read decodable texts • Review sounds to be found in the reader (Initialit reader includes the targeted sounds) • Use knowledge of phonemes and letter-sound relationships to decode words whilst reading • Use knowledge of 'tricky words' to read sight words and high frequency words			

	- Read aloud to practise fluency and respond to punctuation - Working towards fluency (automaticity) when using knowledge of sounds to decode words - Working towards fluency (automaticity) when recognising and reading 'tricky' words - Reading regular and irregular words /'tricky' words - Apply knowledge of short vowels to read words accurately - Read CV, CVC, CCVC, CVCC and CCVCC words using knowledge of sounds

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	Initialit readers / guided reading activities			
	• Recognise lower case letters (graphemes) and the most common sounds (phonemes) they represent • Apply knowledge of short vowels when reading words • Read words with sounds taught • Pronounce sounds correctly as taught - 'voiced' or 'unvoiced' • Differentiates the different sounds and pronunciation of 'oo' (e.g.: book, broom); 'th' (thumb, this); 'ay' (play) and 'ai' (rain) when reading • Apply knowledge of short and long vowels when reading • Read words containing sounds taught			
Text structure and organisation **ACELA1449** 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 • using intonation and pauses in response to punctuation when reading • reading texts and identifying different sentence-level punctuation	• Respond to punctuation correctly when reading (eg stopping at a fullstop) • Recognise that a question and statement is different by changing expression			
# Literature **Literature and context** **ACELT1581** Discuss how authors create characters using language and images • identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous	• Discuss the different organisational patterns of texts e.g., stories (have a beginning, middle and end; with characters and a series of events) • Express a range of feelings in response to a text • Discuss characters and story in small groups • Orally describe characters using language from the text			
Responding to literature **ACELT1582** Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences • comparing characters and events in texts to students' own experiences	• Begin to understand that their own experience helps shape their responses to and enjoyment of texts • Discuss aspects of stories in relation to own experiences eg setting, characters and make connections with own experiences • Begin to understand that their own experience helps shape their responses to and enjoyment of texts • Discuss the different organisational pattern of texts eg stories • Express a range of feelings in response to a text • Discuss texts in groups to demonstrate an understanding of the story • Discuss favourite parts of the text and why the students liked particular parts of the text			
Examining literature **ACELT1584** Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts • examining different types of literature including traditional tales, humorous stories and poetry	• Identify type of text, briefly discuss structure and purpose (eg story) • Identifies the purpose of texts e.g. to entertain; to tell a story • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways • Discuss possible author intent and audience • Discuss parts of the text e.g. beginning, middle and end; identify the problem and solution in the text when retelling			

• discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)	• Orally retell the story

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Literacy

Interacting with others

ACELY1656 Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- participating in informal and structured class, group and pair discussions about content area topics, ideas and information

ACELY1788 Use interaction including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
- identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space'
- participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others
- taking turns, asking and answering questions and attempting to involve others in discussions
- demonstrating active listening behaviour and responding to what others say in pair, group and class discussions
- attempting correct pronunciation of new vocabulary

- Actively listens and responds appropriately during discussions
- Responds to teacher instructions
- Explains personal opinions orally using supporting reasons, simple inferences and reasonable prediction
- Engages in conversations and discussions with peers about stories
- Contributes to group discussions about the story, characters and events
- Responds to simple questions during group discussions
- Orally retell stories and order events in correct sequence
- Expressing opinions about stories
- Demonstrates active listening and responds appropriately during class discussions

Interpreting, analysing, evaluating

ACELY1660 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
- making connections between the text and students' own experiences, and between information in print and images
- finding key information in a text
- making inferences about characters' feelings and motives
- making predictions from the cover, from illustrations and at points in the text before reading on

- Apply comprehension strategies (prediction; making connections; summarising; questioning; visualizing; monitoring/clarifying) when discussing different aspects of the text
- Apply self-correcting strategies whilst reading eg: re-reading and pausing
- Monitor comprehension by checking for understanding eg re-reading for meaning, reading ahead and sounding out using knowledge of phonemes to ensure the text makes sense
- Predicts and discusses ideas drawn from title, illustrations and blurb; predict author intent, series of events and possible endings
- Retells familiar stories and events in logical sequence to show understanding
- Sequence a summary of events after reading
- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to the meaning of accompanying words
- Respond to literal, inferential, definitional and evaluative questions during and after reading as part of text comprehension
- Identify characteristic features of texts during small group discussion after reading eg repetition, vocabulary, compare/contrast, cause-and- effect
- Use background knowledge to make inferences about character actions, ideas in a text
- Understands text by making connections using own experiences and knowledge of the world
- Complete cloze passages/ add words to complete sentences - to show understanding of text and vocabulary
- Monitor and clarify understanding whilst reading by re-reading when understanding is unclear

	• Question before, during and after reading to show understanding