

Foundation				
Strands and substrands	Content descriptions <i>Students learn to:</i>	Content elaborations	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics (FP)
Literacy				
Analysing, interpreting and evaluating	read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge	navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word	AC9EFLY04	RE: 5, 10, 13, 16, 19, 20, 22, 24, 28, 35, 37, 40, 43–47, 50 FP: 1
		attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words		RE: 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 FP: 1–7
Creating texts	form most lower-case and upper-case letters using learnt letter formations	following clear demonstrations of how to construct each letter; for example, where to start and in which direction to write	AC9EFLY08	RE: 1–3, 6–9, 11–12, 14, 15, 17, 18, 21, 23, 25, 27, 30, 31, 32, 34, 36, 38, 39, 41, 45, 46
Phonic and word knowledge	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	recognising and producing rhyming words when listening to rhyming stories or rhymes	AC9EFLY09	RE: 10, 13, 16, 20, 22, 26, 27, 33, 35, 37, 39, 41, 42, 43, 46
		identifying syllables in spoken words		FP: 4, 5, 6, 7
	segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	saying the sounds when given a word	AC9EFLY10	RE: 18, 20, 26, 30, 33, 35, 37, 38, 44, 46, 50 FP: 1–7
		saying the word when given the sounds		RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50
		saying the new word when the beginning phoneme/ medial/end phoneme in a word is replaced with a different phoneme		RE: 49 FP: 1, 2, 3, 5, 6
	recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents	matching upper- and lower-case letters	AC9EFLY11	RE: 1–4, 6–12, 14–18, 20, 21, 23, 25, 27, 29–32, 34, 36–42, 47
		identifying sounds for upper- and lower-case letters		RE: 1–50 FP: 1–7 Library: 150+ Phonics books
	write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words		AC9EFLY12	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 1–7
	use knowledge of letters and sounds to spell words	making plausible spelling choices using letter–sound correspondences and morphemic knowledge	AC9EFLY13	
	read and write some high-frequency words and other familiar words	knowing how to read and write some high-frequency words recognised in shared texts and texts being read independently	AC9EFLY14	RE: 5, 6, 8–10, 12–17, 19–20, 22, 24–25, 28–29, 31, 33, 35–36, 38, 41, 43–45, 48 FP: 1–7 SB: Levels A–D, Lessons 1–32
		knowing how to read and write some familiar words		



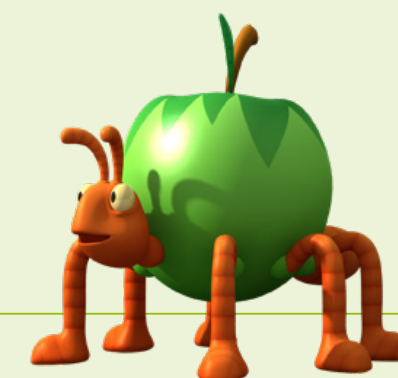
Year 1				
Strands and substrands	Content descriptions <i>Students learn to:</i>	Content elaborations	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Literature				
Literature and contexts	discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	discussing how animal characters reflect human characteristics; for example, the creation of animal characters and their human qualities in fables by wide-ranging world authors	AC9E1LE01	Library: Shared reading and discussion using Aesop series (20+ titles)
		discussing how characters, settings and events are described or depicted in literature by First Nations Australians authors and illustrators		Library: Shared reading and discussion using First Nations titles (3 titles)
Examining literature	listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme		AC9E1LE04	Library: 270+ Poems with comprehension quizzes (Lexile Range 350L–570L)
Literacy				
Analysing, interpreting and evaluating	read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge		AC9E1LY04	RE: 51–100 SL: 1–10 FP: 8–13 REX: 1–20 REX Library: 180+ Fiction books, 75+ Poems, and 160+ Nonfiction texts with comprehension quizzes (Lexile Range 130L–340L)
	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures	building topic knowledge and learning new vocabulary before and during reading	AC9E1LY05	REX: 1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19
		making predictions from the cover, from illustrations and at points in the text before reading on, and confirming and adjusting understanding after reading		REX: 1–8, 10, 12, 14, 16, 18, 20
		drawing inferences and explaining inferences using clues from the text		REX: 3, 5, 7, 8, 10, 13, 15, 18, 20
		making connections with existing knowledge and personal experiences		REX: 1, 5, 7, 9, 11, 13, 15, 17, 19
Phonic and word knowledge	segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	saying sounds in order for a given spoken word	AC9E1LY09	RE: 51–61, 63–68, 70, 72, 73, 76–80 FP: 8–13
	orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes	AC9E1LY10	FP: 8, 9, 13
		substituting medial sounds in spoken words to make new words		
		substituting final sounds in spoken words		
	use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	using knowledge of letters and sounds to write words with short vowels	AC9E1LY11	RE: 51–100 FP: 8–13
		using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends		RE: 85, 86, 88, 89, 90 FP: 13
	understand that a letter can represent more than one sound and that a syllable must contain a vowel sound		AC9E1LY12	FP: 8–13
	spell one- and two-syllable words with common letter patterns		AC9E1LY13	RE: 81, 87, 91, 92, 96, 100 SB: Levels E–H, Lessons 33–64 REX Spelling: 1.1–1.36 FP: 8–13
	read and write an increasing number of high-frequency words	learning an increasing number of high-frequency words and reading them independently	AC9E1LY14	SB: Levels E–H, Lessons 33–64 FP: 8–13



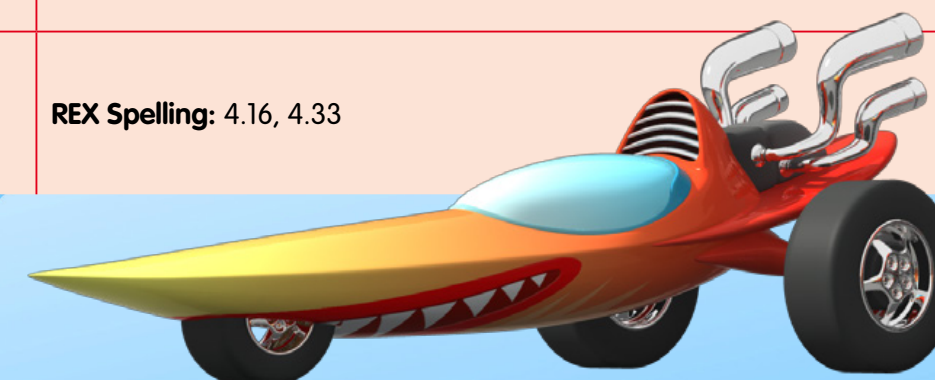
Year 2				
Strands and substrands	Content descriptions <i>Students learn to:</i>	Content elaborations	Code	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Literature				
Literature and contexts	discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators	discussing the depiction of characters in particular settings in well-known fairytales from wide-ranging world authors	AC9E2LE01	Library: Shared reading and discussion using REX library books, refer to <i>Multiple Versions Stories PDF</i> for guidance (88+ titles)
		exploring the way wide-ranging Australian authors and illustrators depict the Australian outback and the associated characters		Library: Shared reading and discussion using outback titles in REX library (10+ titles)
Engaging with and responding to literature	identify features of literary texts, such as characters and settings, and give reasons for personal preferences	discussing their feelings about the positive and negative behaviours of non-human characters such as animals	AC9E2LE02	Library: Shared reading and discussion using Aesop titles in REX library (24+ titles)
Examining literature	identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs		AC9E2LE04	Library: 270+ Poems with comprehension quizzes (Lexile Range 350L–570L)
Literacy				
Analysing, interpreting and evaluating	identify the purpose and audience of imaginative, informative and persuasive texts		AC9E2LY03	REX: 21–60
	read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting	using phonic (sound–letter) and morphemic knowledge, and knowledge of high-frequency words when decoding text	AC9E2LY04	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60 REX Library: 400+ Fiction books, 270+ Poems, and 400+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
		monitoring own reading, self-correcting or reading back, re-reading when meaning does not make sense		
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning	listening for specific information and providing key facts or points from an informative or persuasive text	AC9E2LY05	REX: 26–30, 36–40, 46–50, 56–60
		listening and responding to detailed instructions		REX: 21–60
		integrating information from print, images and prior knowledge to make supportable inferences		SL: 12, 13, 15, 16, 18 REX: 21–60
		identifying the main idea of a text		REX: 21–60
		using prior knowledge to make and confirm predictions when reading a text		REX: 21–60
Phonic and word knowledge	manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	blending and segmenting sounds in words	AC9E2LY09	FP: 14–20
		deleting and substituting sounds (phonemes) in spoken words to form new words		
	use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words	reading words with digraphs where one letter is not pronounced	AC9E2LY10	FP: 14–20
		providing the sounds for less common letter–sound matches		
		reading words with vowel digraphs		
	use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words	using known words and knowledge of spelling patterns and morphemes to write unknown words	AC9E2LY11	RE: 102, 105, 106, 108, 111–117, 119, 120 SL: 16, 15, 17, 18, 19 REX Spelling: 2.1–2.36
		using context to read the correct word when an unknown word has more than one plausible pronunciation		
	build morphemic word families using knowledge of prefixes and suffixes	using morphemic knowledge of words to spell unknown words	AC9E2LY12	REX Spelling: 2.1, 2.6, 2.7, 2.15, 2.19, 2.23, 2.27, 2.33, 2.34, 2.36
		writing unknown words using morphemic knowledge		



Year 3				
Strands and substrands	Content descriptions <i>Students learn to:</i>	Content elaborations	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Literature				
Literature and contexts	discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	exploring the ways wide-ranging authors tell the same story, identifying variations in the storyline	AC9E3LE01	Library: Shared reading and discussion using REX library books, refer to <i>Multiple Versions Stories PDF</i> for guidance (88+ titles)
		discussing characters and their relationship with Country/Place and families in literature by First Nations Australian authors		Library: Shared reading and discussion using First Nations titles in REX library (10+ titles)
		exploring the ways Australian settings are portrayed in stories		Library: Shared reading and discussion using titles in REX library (30+ titles)
Examining literature	discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose		AC9E3LE04	Library: 150+ Poems with comprehension quizzes (Lexile Range 580L–720L)
Literacy				
Analysing, interpreting and evaluating	identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images		AC9E3LY03	REX: 61–100
	read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required	using phonic knowledge, word knowledge, vocabulary and grammatical knowledge to read unknown words	AC9E3LY04	REX: 61–100 REX Library: 230+ Fiction books, 150+ Poems, and 150+ Nonfiction texts with comprehension quizzes (Lexile Range 580L–720L)
		reading a wider range of texts from different learning areas, including chapter books and informative texts		
	use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic	AC9E3LY05	REX: 61–100
		determining important ideas, events, or details in texts		
		comparing and contrasting how different texts present similar ideas or information		
Phonic and word knowledge	understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns	reading and writing more complex words with consonant digraphs and consonant blends	AC9E3LY09	REX Spelling: 3.1–3.36
		reading and writing consonant digraphs representing different sounds		
	understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words	understanding how to use knowledge of prefixes to change the meaning of a base word	AC9E3LY10	REX Spelling: 3.34
		using generalisations for adding a suffix to a base word to form a plural or past tense		REX Spelling: 3.7, 3.9, 3.11, 3.14, 3.17, 3.21, 3.25, 3.29, 3.32, 3.36
	use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words	using phonic knowledge to explore less common letter patterns after short vowels	AC9E3LY11	REX Spelling: 3.3, 3.13, 3.24
		using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends		REX Spelling: 3.2, 3.28
	recognise and know how to write most high-frequency words including some homophones		AC9E3LY12	REX Spelling: 3.15, 3.35



Year 4				
Strands and substrands	Content descriptions <i>Students learn to:</i>	Content elaborations	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Literature				
Literature and contexts	recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors	recognising similar storylines and ideas in literature by First Nations Australian authors	AC9E4LE01	Library: Shared reading and discussion using First Nations titles in REX library (10+ titles)
Examining literature	examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning		AC9E4LE04	Library: 140+ Poems with comprehension quizzes (Lexile Range 730L–850L)
Literacy				
Analysing, interpreting and evaluating	identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text		AC9E4LY03	REX: 101–140
	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed		AC9E4LY04	REX: 101–140 REX Library: 80+ Fiction books, 140+ Poems, and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts	making connections between information in print, images and sound	AC9E4LY05	REX: 101–140
		reading or listening to interpret the main idea and supporting ideas		REX: 104, 106, 110, 112, 115, 117, 120, 123, 125, 130, 133, 138, 140
		identifying evidence and reasoning used by authors to support points or arguments		REX: 109, 119
		evaluating an author's use of evidence to support arguments		REX: 101–140
Phonic and word knowledge	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes		AC9E4LY09	REX Spelling: 4.1–4.36
	understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words	applying generalisations for adding affixes	AC9E4LY10	REX Spelling: 4.4, 4.9, 4.10, 4.11, 4.13, 4.15, 4.25, 4.26, 4.28, 4.29, 4.34
		building morphemic word families and exploring word origins		REX Spelling: 4.32, 4.36
	read and write high-frequency words including homophones and know how to use context to identify correct spelling		AC9E4LY11	REX Spelling: 4.16, 4.33



Year 5				
Strands and substrands	Content descriptions <i>Students learn to:</i>	Content elaborations	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Literature				
Literature and contexts	identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors	exploring aspects of literature that represent historical context in texts by First Nations Australian authors	AC9E5LE01	Library: Shared reading and discussion using First Nations titles in REX library (10+ titles)
Examining literature	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs		AC9E5LE04	Library: 70+ Poems with comprehension quizzes (Lexile Range 860L–970L) Figurative language: 151, 154, 165, 174
Literacy				
Analysing, interpreting and evaluating	explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text		AC9E5LY03	REX: 147, 148, 154, 160, 168, 170, 172, 179
	navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming		AC9E5LY04	REX: 141–180 REX Library: 60+ Fiction books, 70+ Poems, and 130+ Nonfiction texts with comprehension quizzes (Lexile Range 860L–970L)
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas		AC9E5LY05	REX: 141–180
Phonic and word knowledge	use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations		AC9E5LY08	REX Spelling: 5.1–5.36
	build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations		AC9E5LY09	REX Spelling: 5.1–5.36
	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word		AC9E5LY10	REX Spelling: 5.5, 5.13, 5.16, 5.20, 5.32

Year 6				
Strands and substrands	Content descriptions <i>Students learn to:</i>	Content elaborations	Code	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Literature				
Literature and contexts	identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors		AC9E6LE01	Library: Shared reading and discussion using First Nations titles in REX library (10+ titles)
Examining literature	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs		AC9E5LE04	Library: 70+ Poems with comprehension quizzes (Lexile Range 980L+) Figurative language: 181, 182, 189, 194, 195, 214
Literacy				
Analysing, interpreting and evaluating	analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences		AC9E6LY03	REX: 184, 193, 196, 199, 206, 209, 214, 217
	select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings		AC9E6LY04	REX: 181–220 REX Library: 120+ Fiction books, 70+ Poems, and 190+ Nonfiction texts with comprehension quizzes (Lexile Range 980L+)
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources		AC9E6LY05	REX: 181–220
Phonic and word knowledge	use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words		AC9E6LY08	REX Spelling: 6.1–6.36
	use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words		AC9E6LY09	