

| FOUNDATION | | | | |
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| Strands and sub-strands | Content descriptions | Elaborations | Codes | Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics (FP) |
| | <i>Students learn to:</i> | <i>This may involve students:</i> | | |
| Language | | | | |
| Language for expressing and developing ideas | recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school | expanding vocabulary through informal interactions and planned experiences with adults and peers, texts, images, and artefacts or objects | VC2EFLA08 | RE: 1–50 |
| Literacy | | | | |
| Phonic and word knowledge | recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness) | recognising and producing rhyming words when listening to rhyming stories or rhymes | VC2EFLY03 | 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 |
| | orally blend, segment and manipulate one-syllable words (phonemic awareness) | saying the sounds when given a word | VC2EFLY04 | 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 or end phoneme in a word is replaced with a different phoneme | | RE: 49 FP: 1, 2, 3, 5, 6 |
| | use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge) | writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words | VC2EFLY05 | RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 1–7 |
| | | making plausible spelling choices using letter–sound correspondences and morphemic knowledge | | |
| | recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships) | matching upper- and lower-case letters | VC2EFLY06 | 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 |
| | 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 read independently | VC2EFLY07 | 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 | | | | |
| Building fluency and making meaning | read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge | attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words | VC2EFLY09 | RE: 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 FP: 1–7 Library: 300+ Phonetically decodable books |
| Creating texts | form most lower-case and upper-case letters using learnt letter formations | following clear demonstrations of how to construct each letter | VC2EFLY15 | 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 |



Reading Eggs, Fast Phonics and Reading Eggspress Mapped to Victorian Curriculum 2.0



| LEVEL 1 | | | | |
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| Strands and sub-strands | Content descriptions | Elaborations | Codes | Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling) |
| | <i>Students learn to:</i> | <i>This may involve students:</i> | | |
| Literature | | | | |
| Literature and contexts | discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators | discussing how animal characters reflect human characteristics, for example discussing the creation of animal characters and their human qualities in fables by a wide range of world authors discussing how characters, settings and events are described or depicted in literature by Aboriginal and Torres Strait Islander authors and illustrators | VC2E1LE01 | Library: Shared reading and discussion using Aesop series (20+ titles) Library: Shared reading and discussion using First Nations titles (12+ titles) |
| Examining literature | listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme | | VC2E1LE04 | Library: 270+ Poems with comprehension quizzes (Lexile Range 350L–570L) |
| Literacy | | | | |
| Phonic and word knowledge | blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable | making sounds in order to say a given spoken word | VC2E1LY03 | RE: 51–61, 63–68, 70, 72, 73, 76–80 FP: 8–13 |
| | | adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes | | FP: 8, 9, 13 |
| | | substituting medial sounds in spoken words to make new words | | |
| | | substituting final sounds in spoken words | | |
| | use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words | using knowledge of letters and sounds to write words with short vowels and with common long vowel sounds | VC2E1LY04 | RE: 51–100 FP: 8–13 |
| | | using knowledge of letter sounds to write one-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 | | VC2E1LY05 | FP: 8–13 |
| spell one- and 2-syllable words with common letter patterns | | VC2E1LY06 | RE: 55, 58, 59, 60, 63, 67, 68, 70, 71, 72, 73, 78, 80, 81, 85, 87, 91, 92, 95, 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 | VC2E1LY07 | SB: Levels E–H, Lessons 33–64 RE: 51–100 FP: 8–13 | |
| Building fluency and making meaning | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge | | VC2E1LY09 | 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) |
| Analysing, interpreting and evaluating | 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 | VC2E1LY12 | 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 |



| LEVEL 2 | | | | |
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| Strands and sub-strands | Content descriptions | Elaborations | Codes | Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling) |
| | <i>Students learn to:</i> | <i>This may involve students:</i> | | |
| Literature | | | | |
| Literature and contexts | discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators | recognising recurring characters in particular settings in texts by Aboriginal and Torres Strait Islander authors exploring the way that a wide range of Australian authors and illustrators depict the Australian outback and the associated characters | VC2E2LE01 | Library: Shared reading and discussion using First Nations titles (20+ titles) Library: Shared reading and discussion using outback titles in REX library (10+ titles) |
| Examining literature | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songs | | VC2E2LE04 | Library: 270+ Poems with comprehension quizzes (Lexile Range 350L–570L) |
| Literacy | | | | |
| Phonic and word knowledge | use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness) | blending and segmenting sounds in words deleting and substituting sounds (phonemes) in spoken words to form new words | VC2E2LY03 | FP: 14–20 |
| | use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge) | reading words with digraphs where one letter is not pronounced providing the sounds for less common sound–letter matches reading words with vowel digraphs | VC2E2LY04 | RE: 101–120 FP: 14–20 |
| | 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 | VC2E2LY05 | RE: 102, 105, 106, 108, 111-117, 119, 120 SL: 16, 15, 17, 18, 19 REX Spelling: 2.1–2.36 |
| | build morphemic word families using knowledge of prefixes and suffixes | using morphemic knowledge of words to spell unknown words writing unknown words using morphemic knowledge | VC2E2LY06 | REX Spelling: 2.1, 2.6, 2.7, 2.15, 2.19, 2.23, 2.27, 2.33, 2.34, 2.36 |
| Building fluency and making meaning | read different types of texts with phrasing and fluency, using phonic and word knowledge, and make and monitor meaning by re-reading and self-correcting | using phonic (sound–letter) and morphemic knowledge, and knowledge of high-frequency words when decoding text monitoring their own reading, self-correcting or reading back, and re-reading when meaning does not make sense | VC2E2LY07 | 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) |
| Analysing, interpreting and evaluating | identify the purpose and audience of different types of texts | | VC2E2LY09 | REX: 21–60 |
| | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings | listening for specific information and providing key facts or points from an informative or persuasive text | | 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 | VC2E2LY10 | 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 | |

