Fast Phonics Australian Curriculum Correlation Chart K-2

| Strands | Sub-strands | Content Descriptions | Codes | Fast Phonics Peaks |
| :---: | :---: | :---: | :---: | :---: |
|  |  | KINDERGARTEN |  |  |
| Language | Phonics and word knowledge | Build word families using onset and rime. | ACELA1438 | 1, 2, 3, 4, 5, 6, 7 |
|  |  | Identify and manipulate sounds (phonemes) in spoken words. | ACELA1439 | 1, 2, 3, 4, 5, 6, 7 |
|  |  | Identify letters and the use of upper and lower case. | ACELA1440 | 1, 2, 3, 4, 5, 6, 7 |
|  |  | Know how to read and write some high-frequency words. | ACELA1817 | 1, 2, 3, 4, 5, 6, 7 |
|  |  | Isolate, blend and manipulate phonemes. | ACELA1819 | 1, 2, 3, 4, 5, 6, 7 |
|  |  | Write consonant-vowel-consonant (CVC) words. | ACELA1820 | 1, 2, 3, 4, 5, 6, 7 |
| Literacy | Interpreting, analysing and evaluating | Read predictable texts, practising phrasing and fluency. | ACELY1649 | 1, 2, 3, 4, 5, 6, 7 |
|  |  | Use comprehension strategies to understand texts. | ACELY1650 | 1, 2, 3, 4, 5, 6, 7 |
|  |  | YEAR 1 |  |  |
| Language | Phonics and word knowledge | Manipulate phonemes in spoken words. | ACELA1457 | 8, 9, 10, 11, 12, 13 |
|  |  | Use short vowels, common long vowels, consonant digraphs and consonant blends when writing and reading. | ACELA1458 | 8, 9, 10, 11, 12, 13 |
|  |  | Understand that a letter can represent more than one sound. | ACELA1459 | 8, 9, 10, 11, 12, 13 |
|  |  | Spell one and two syllable words with common letter patterns. | ACELA1778 | 8, 9, 10, 11, 12, 13 |
|  |  | Use visual memory to read and write high-frequency words. | ACELA1821 | 8, 9, 10, 11, 12, 13 |
| Literacy | Interpreting, analysing and evaluating | Read texts using a range of strategies. | ACELY1659 | 8, 9, 10, 11, 12, 13 |
|  |  | Use comprehension strategies. | ACELY1660 | 8, 9, 10, 11, 12, 13 |
|  |  | YEAR 2 |  |  |
| Language | Phonics and word knowledge | Manipulate more complex sounds in reading and writing. | ACELA1474 | 14, 15, 16, 17, 18, 19, 20 |
|  |  | Use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words. | ACELA1471 | $14,15,16,17,18,19,20$ |
|  |  | Use knowledge of letter patterns and morphemes to read and write high-frequency words. | ACELA1823 | 14, 15, 16, 17, 18, 19, 20 |
|  |  | Use most letter-sound matches when reading and writing. | ACELA1824 | 14, 15, 16, 17, 18, 19, 20 |
|  |  | Understand that a sound can be represented by various letter combinations. | ACELA1825 | 14, 15, 16, 17, 18, 19, 20 |
| Literacy | Interpreting, analysing and evaluating | Read texts using a range of strategies. | ACELY1669 | $14,15,16,17,18,19,20$ |
|  |  | Use comprehension strategies. | ACELY 1670 | 14, 15, 16, 17, 18, 19, 20 |

## 漛－Fast Phonics Overview • Kindergarten

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| Activities | Descriptions | Peaks | Language <br> Phonics and word knowledge |  |  |  |  |  | Literacy Interpreting，analysing， evaluating |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ACELA1438 | ACELA1439 | ACELA1440 | ACELA1817 | ACELA1819 | ACELA1820 | ACELY1649 | ACELY1650 |
| Fly the flag | Segment for spelling | 1，2，3，4，5，6， 7 |  |  |  |  |  | $\checkmark$ |  |  |
| Build a fire | Automaticity and fluency | 1，2，3， 7 |  |  |  | $\checkmark$ |  |  |  |  |
| Captions | Read and comprehend | 3， 4 |  |  |  |  |  | $\checkmark$ |  | $\checkmark$ |
| Find the sound | Phonemic awareness and letter－sound correspondence | 1，2，3，4，5，6， 7 |  | $\checkmark$ |  |  |  |  |  |  |
| Flip and spin | Sound out and blend | 4，5， 6 |  |  |  |  |  | $\checkmark$ |  |  |
| Flying furballs | Phonemic awareness and letter－sound correspondence | 1，2，3，4，5，6， 7 |  |  | $\checkmark$ |  |  |  |  |  |
| Four square | Phonemic awareness and letter－sound correspondence | 1，3，5，6， 7 |  |  | $\checkmark$ |  |  |  |  |  |
| Full circle | Segment for spelling | 1，2，3，5， 6 | $\checkmark$ |  |  |  |  |  |  |  |
| Furball fun | Sound out and blend | 1，3， 6 |  |  |  |  | $\checkmark$ |  |  |  |
| Knock it down | Automaticity and fluency | 2，4，5，6， 7 |  |  |  | $\checkmark$ |  |  |  |  |
| Mountain climb | Phonemic awareness and letter－sound correspondence | 6，7 |  |  |  |  | $\checkmark$ |  |  |  |
| Read a book | Read and comprehend | 1，2，3，4，5，6， 7 |  |  |  |  |  |  | $\checkmark$ | $\checkmark$ |
| Send a message | Segment for spelling and comprehend | 6，7 |  |  |  |  |  | $\checkmark$ |  | $\checkmark$ |
| Silly bulls | Sound out and blend | 4，5，6， 7 |  | $\checkmark$ |  |  |  |  |  |  |
| Snowballs | Phonemic awareness and letter－sound correspondence | 1，2，3，4， 7 |  |  | $\checkmark$ |  |  |  |  |  |
| Stretch it out | Sound out and blend | 1，2，3，4，5， 6 |  |  |  |  | $\checkmark$ |  |  |  |
| The daily dozen | Automaticity and fluency | 1，2，3，4，5， 7 |  |  |  |  |  | $\checkmark$ |  |  |
| Tickle giggle | Phonemic awareness and letter－sound correspondence | 5，6 |  |  |  |  |  | $\checkmark$ |  |  |
| Videos：CVC words | Sound out and blend | 1，2，3， 4 |  |  |  |  | $\checkmark$ |  |  |  |
| Video：Double consonants | Sound out and blend | 5 |  |  |  |  |  |  |  |  |
| Video：Letters make words | Decoding and segmenting | 1 |  |  | $\checkmark$ |  | $\checkmark$ |  |  |  |
| Videos：Letter－sound correspondence | Phonemic awareness and letter－sound correspondence | 1，2，3，4，5，6， 7 |  | $\checkmark$ | $\checkmark$ |  |  |  |  |  |
| Video：Syllables | Sound out and blend | 4 |  | $\checkmark$ |  |  | $\checkmark$ |  |  |  |
| Videos：Tricky words and letters | Sound out and blend | 2，5， 7 |  |  |  |  | $\checkmark$ |  |  |  |
| Videos：Vowels and consonants | Sound out and blend | 4， 6 | $\checkmark$ |  |  |  |  | $\checkmark$ |  |  |
| Who＇s in the tree | Phonemic awareness and letter－sound correspondence | 1，2，4，5， 6 |  |  | $\checkmark$ |  |  |  |  |  |
| Yes or no questions | Read and comprehend | 7 |  |  |  |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Yeti stomp | Automaticity and fluency | 1，2，3，4，5，6， 7 |  |  |  | $\checkmark$ |  |  |  |  |

Fast Phonics Overview • Year 1

Language
Phonics and word knowledge

Literacy Interpreting, analysing, evaluating

| Activities | Descriptions | Peaks | Language Phonics and word knowledge |  |  |  |  | Literacy Interpreting, analysing, evaluating |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ACELA1457 | ACELA1458 | ACELA1459 | ACELA1778 | ACELA1821 | ACELY1659 | ACELY1660 |
| Fly the flag | Segment for spelling | 8, 9, 10 |  |  |  | $\checkmark$ |  |  |  |
| Build a fire | Automaticity and fluency | 8 |  |  |  |  | $\checkmark$ |  |  |
| Captions | Read and comprehend | 8, 11 |  |  |  |  |  |  | $\checkmark$ |
| Flip and spin | Sound out and blend | 10, 11 |  | $\checkmark$ |  |  |  |  |  |
| Flying furballs | Phonemic awareness and letter-sound correspondence | 10, 11 |  | $\checkmark$ |  |  |  |  |  |
| Four square | Phonemic awareness and letter-sound correspondence | 8, 9, 10, 11 |  |  |  | $\checkmark$ |  |  |  |
| Full circle | Segment for spelling | 8, 9 | $\checkmark$ |  |  |  |  |  |  |
| Furball fun | Sound out and blend | 8, 9, 10, 11 |  | $\checkmark$ |  |  |  |  |  |
| Knock it down | Automaticity and fluency | 8, 9, 10, 11 |  | $\checkmark$ |  |  | $\checkmark$ |  |  |
| Mountain climb | Phonemic awareness and letter-sound correspondence | 8, 9, 10, 11 |  |  |  | $\checkmark$ |  |  |  |
| Read a book | Read and comprehend | 8, 9, 10, 11 |  |  |  |  |  | $\checkmark$ | $\checkmark$ |
| Roll along | Sound out and blend | 8, 9, 10, 11 |  | $\checkmark$ |  |  |  |  |  |
| Send a message | Segment for spelling and comprehend | 8, 9, 10 |  | $\checkmark$ |  |  |  |  | $\checkmark$ |
| Silly bulls | Sound out and blend | 8, 9, 10, 11 |  |  | $\checkmark$ |  |  |  |  |
| Snowplow | Segment for spelling | 9, 10, 11 |  |  |  | $\checkmark$ |  |  |  |
| Stretch it out | Sound out and blend | 9, 10, 11 |  | $\checkmark$ |  |  |  |  |  |
| The daily dozen | Automaticity and fluency | 8, 9, 10, 11 |  | $\checkmark$ |  |  |  |  |  |
| Tickle giggle | Phonemic awareness and letter-sound correspondence | 10, 11 |  | $\checkmark$ |  |  |  |  |  |
| Videos: ai, ee, igh, oa, ow, oi | Phonemic awareness and letter-sound correspondence | 9, 11 |  | $\checkmark$ |  |  |  |  |  |
| Video: 00, oo | Phonemic awareness and letter-sound correspondence | 10 |  | $\checkmark$ |  |  |  |  |  |
| Video: $r$ controlled vowels | Phonemic awareness and letter-sound correspondence | 10 |  | $\checkmark$ |  |  |  |  |  |
| Video: sh, ch, th, ng | Phonemic awareness and letter-sound correspondence | 8 |  | $\checkmark$ |  |  |  |  |  |
| Video: Trigraphs | Phonemic awareness and letter-sound correspondence | 11 |  | $\checkmark$ |  |  |  |  |  |
| Video: Words that rhyme | Phonemic awareness and letter-sound correspondence | 11 | $\checkmark$ |  |  |  |  |  |  |
| Yes or no questions | Read and comprehend | 9 |  |  |  |  |  | $\checkmark$ | $\checkmark$ |
| Yeti stomp | Automaticity and fluency | 8, 9, 11 |  |  |  |  | $\checkmark$ |  |  |

