



# Enact: Curriculum Chart

## Australian Curriculum

ELSA wants to give all students the best start to their reading journey and ensure that they develop a love of reading. ELSA therefore begins with whole-class, daily phonics teaching from the first weeks of Foundation. ELSA phonics lessons ensure Tier 1 teaching (high-quality, evidence-based instruction that is provided to all students in the classroom) of phonics and give students many opportunities to review and build their sound and grapheme knowledge and word-reading skills. ELSA also has an emphasis on teaching vocabulary and using this vocabulary in context.

Although ELSA has a focus on phonics and word knowledge, the program crucially also supports students' development in other curriculum sub-strands. These are further detailed in the below tables.



## Curriculum overview

Click on the link to see how each content description is covered in ELSA.

FOUNDATION	
Content description	ELSA
<a href="#">AC9EFLY04</a>	✓
<a href="#">AC9EFLY05</a>	✓
<a href="#">AC9EFLY08</a>	✓
<a href="#">AC9EFLY09</a>	✓
<a href="#">AC9EFLY10</a>	✓
<a href="#">AC9EFLY11</a>	✓
<a href="#">AC9EFLY12</a>	✓
<a href="#">AC9EFLY13</a>	✓
<a href="#">AC9EFLY14</a>	✓
<a href="#">AC9EFLY15</a>	✓
<a href="#">AC9EFLA03</a>	✓
<a href="#">AC9EFLA04</a>	✓
<a href="#">AC9EFLA06</a>	✓
<a href="#">AC9EFLA07</a>	✓
<a href="#">AC9EFLA08</a>	✓
<a href="#">AC9EFLA09</a>	✓



YEAR 1	
Content description	ELSA
<a href="#">AC9E1LY02</a>	✓
<a href="#">AC9E1LY04</a>	✓
<a href="#">AC9E1LY05</a>	✓
<a href="#">AC9E1LY08</a>	✓
<a href="#">AC9E1LY09</a>	✓
<a href="#">AC9E1LY10</a>	✓
<a href="#">AC9E1LY11</a>	✓
<a href="#">AC9E1LY12</a>	✓
<a href="#">AC9E1LY13</a>	✓
<a href="#">AC9E1LY14</a>	✓
<a href="#">AC9E1LY15</a>	✓
<a href="#">AC9E1LA05</a>	✓
<a href="#">AC9E1LA06</a>	✓
<a href="#">AC9E1LA08</a>	✓
<a href="#">AC9E1LA09</a>	✓
<a href="#">AC9E1LA10</a>	✓



## Curriculum links

FOUNDATION	
Curriculum link	How ELSA supports this
<b>Strand: Literacy</b>	
<b>Sub-strand: Texts in context</b>	
identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01	
<b>Sub-strand: Interacting with others</b>	
interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02	
<b>Sub-strand: Analysing, interpreting and evaluating</b>	
identify some differences between imaginative and informative texts AC9EFLY03	



read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04

Students apply their phonic knowledge by reading decodable texts in every ELSA lesson via the front-of-class presentations and Activity Books.

During review lessons, students also have the opportunity to read Oxford University Press decodable readers, which are matched to the ELSA progression. Students re-read each book several times so that they can concentrate at first on decoding, and then re-read to develop comprehension and fluency.

use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05

Throughout ELSA, students read decodable readers matched to the GPCs that they have learnt. Many of these titles are supported by before, during and after reading comprehension activities.

### Sub-strand: Creating texts

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06



create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07

form most lower-case and upper-case letters using learnt letter formations AC9EFLY08

From the first week of Foundation, students are taught how to write graphemes correctly. During the Teach section of the lesson, the teacher models how to form the grapheme for the new sound and students practise writing it. The mnemonics and rhymes are used to assist students with correct letter formation.

Handwriting should be explicitly taught and practised daily. You can use the *Oxford Handwriting* series for your state alongside ELSA to further support accurate and automatic formation of letters.

### Sub-strand: Phonic and word knowledge

recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09

ELSA focuses on teaching individual phonemes. From the first week of Foundation, students are taught how to identify the sounds in a word. During the Review section of the lesson, the teacher models how to sound-talk words (i.e. oral sounding out of a word).

segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10

ELSA teaches students to apply their phonic knowledge and skills by identifying a newly taught GPC, isolating it within a word, segmenting out the word and blending the word.



recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11	The ELSA progression ensures that by the end of Foundation, students will have been taught and had exposure to one sound for each letter in the alphabet and the most common digraphs and trigraphs (37 in total). Refer to the ELSA overview and ELSA week-by-week progression in your Teacher Handbook to see when each GPC is taught.
write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12	By the end of the first week in Foundation, students will be able to read and write CVC words using the ELSA spelling sequence: say the word, stretch the word, segment the word, blend the word, count the sounds within the word, say the whole word.
use knowledge of letters and sounds to spell words AC9EFLY13	From the first week of Foundation, students are taught how to identify the sounds in a word and how to read and write words. On Day 5 of each week during sound and grapheme teaching weeks, and throughout Review weeks, teachers model how to use sound and grapheme knowledge to spell words.
read and write some high-frequency words and other familiar words AC9EFLY14	High-frequency words (known as harder to read and spell words in ELSA) are taught throughout the program from the very first week of teaching. In each instance, teachers identify any graphemes students already know and the sounds they make (i.e. the parts of the word they can decode) and then identify the “tricky” or irregular part. Students practise writing these words in the Apply section of the lesson.
understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15	Suffixes including –s, –es, –ing, –ed, –er and –est are introduced throughout the program. Refer to the ELSA overview and ELSA week-by-week progression in your Teacher Handbook to see when each ending is taught.



## Strand: Language

### Sub-strand: Language for interacting with others

explore how language is used differently at home and school depending on the relationships between people AC9EFLA01

explore different ways of using language to express preferences, likes and dislikes AC9EFLA02

### Sub-strand: Text structure and organisation

understand that texts can take many forms such as signs, books and digital texts AC9EFLA03

Students are exposed to a variety of texts during the ELSA lessons including the front-of-class presentations, Activity Books, digital eLibrary and print Oxford University Press decodable readers.





understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04

ELSA lessons are taught using the front-of-class presentations, Activity Books, digital eLibrary and print Oxford University Press decodable readers.

### Sub-strand: Language for expressing and developing ideas

recognise that sentences are key units for expressing ideas AC9EFLA05

recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06

During all ELSA lessons, students develop understanding of the words they are reading. Teachers model how to use newly taught vocabulary in full, grammatical sentences, and students repeat these to aid understanding of the new word in context and to develop their speaking skills.

explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07

Most vocabulary in the ELSA program is supported by a visual to help give meaning and develop student vocabulary.



recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08

During all ELSA lessons, students develop understanding of the words they are reading. Teachers are encouraged to use the key teaching feature “Give, give, give” to ensure the students develop vocabulary and know how to use words in the correct context.

- Give the word – students decode the word.
- Give the meaning – teachers explain the new word by showing a visual, using an action, giving a child-friendly definition or using the word in a sentence.
- Give the word in context – throughout the day, teachers model using new vocabulary in context.

identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09

The use of capital letters and punctuation is explicitly taught.

ELSA is also supported by Oxford University Press decodable readers. Punctuation marks including capital letters, commas, exclamation marks, full stops, ellipses and question marks are gradually introduced in Foundation.

## Strand: Literature

### Sub-strand: Literature and contexts



share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators  
AC9EFLE01

### Sub-strand: Engaging with and responding to literature

respond to stories and share feelings and thoughts about their events and characters AC9EFLE02

### Sub-strand: Examining literature

recognise different types of literary texts and identify features including events, characters, and beginnings and endings  
AC9EFLE03



explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04

### Sub-strand: Creating literature

retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05



YEAR 1	
Curriculum link	How ELSA supports this
<b>Strand: Literacy</b>	
<b>Sub-strand: Texts in context</b>	
discuss different texts and identify some features that indicate their purposes AC9E1LY01	
<b>Sub-strand: Interacting with others</b>	
use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02	The key teaching technique “My turn, your turn” is used during all ELSA lessons. First, the teacher shows how to do/say something. Then the students copy the teacher, before repeating this by themselves. These steps are repeated, and modelling is reduced as students’ fluency and independence increases.
<b>Sub-strand: Analysing, interpreting and evaluating</b>	
describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03	



read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04

Students apply their phonic knowledge by reading decodable texts in every ELSA lesson via the front-of-class presentations and Activity Books.

During review lessons, students also have the opportunity to read Oxford University Press decodable readers, which are matched to the ELSA progression. Students re-read each book several times so that they can concentrate at first on decoding, and then re-read to develop comprehension and fluency.

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 AC9E1LY05

Throughout ELSA, students read decodable readers matched to the GPCs that they have learnt. Many of these titles are supported by before, during and after reading comprehension activities.

### Sub-strand: Creating texts

create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06



create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace

AC9E1LY07

write words using unjoined lower-case and upper-case letters  
AC9E1LY08

Students continue to write graphemes. During the Teach section of the lesson, the teacher models how to form the grapheme for the new sound and students practise writing it. The mnemonics and rhymes are used to assist students with correct letter formation.

Handwriting should be explicitly taught and practised daily. You can use the *Oxford Handwriting* series for your state alongside ELSA to further support accurate and automatic formation of letters.

### Sub-strand: Phonic and word knowledge

segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09

ELSA teaches students to apply their phonic knowledge and skills by identifying a newly taught GPC, isolating it within a word, segmenting out the word and blending the word.

ELSA focuses on teaching individual phonemes. Students then segment and blend these individual phonemes in words with adjacent consonants at the beginning or end (e.g. CCVC, CVCC, CCVCC words).



orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10	ELSA focuses on teaching individual phonemes. Students then segment and blend these individual phonemes in words with adjacent consonants at the beginning or end (e.g. CCVC, CVCC, CCVCC words).
use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11	<p>The ELSA progression ensures that by the end of Year 1, students will revise previously taught GPCs and word structures and learn 51 new GPCs which include short and long vowels, digraphs, trigraphs and quadgraphs.</p> <p>Students learn to read one- and two-syllable words as soon as their phonic knowledge allows them to.</p> <p>Refer to the ELSA overview and ELSA week-by-week progression in your Teacher Handbook to see when each sound and grapheme is taught.</p> <p>ELSA focuses on teaching individual phonemes. This teaching supports the reading and writing of adjacent consonants.</p>
understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12	The ELSA progression ensures that by the end of Year 1, students will have been taught alternative spellings for previously taught sounds. Refer to the ELSA overview and ELSA week-by-week progression in your Teacher Handbook to see when each sound and grapheme is taught.
spell one- and two-syllable words with common letter patterns AC9E1LY13	Students read and spell multisyllabic words as soon as their phonic knowledge allows them to.





read and write an increasing number of high-frequency words  
AC9E1LY14

Thirteen new high-frequency words (known as harder to read and spell words) are taught throughout Year 1. In each instance, teachers identify any graphemes students already know and the sounds they make (i.e. the parts of the word they can decode) and then identify the “tricky” or irregular part.

recognise and know how to use grammatical morphemes to  
create word families AC9E1LY15

Suffixes including –s, –es, –ing, –ed, –er and –est are introduced throughout the program. Refer to the ELSA overview and ELSA week-by-week progression in your Teacher Handbook to see when each ending is taught.

## **Strand: Language**

### **Sub-strand: Language for interacting with others**

understand how language, facial expressions and gestures are  
used to interact with others when asking for and providing  
information, making offers, exclaiming, requesting and giving  
commands AC9E1LA01

explore language to provide reasons for likes, dislikes and  
preferences AC9E1LA02



### Sub-strand: Text structure and organization

explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03

explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04

understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05

ELSA lessons are taught using the front-of-class presentations, Activity Books, digital eLibrary and print ELSA Phonic Readers.

### Sub-strand: Language for expressing and developing ideas

understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06

During all ELSA lessons, students develop understanding of the words they are reading. Teachers model how to use newly taught vocabulary in full, grammatical sentences, and students repeat these to aid understanding of the new word in context and to develop their speaking skills.



understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07

compare how images in different types of texts contribute to meaning AC9E1LA08

recognise the vocabulary of learning area topics AC9E1LA09

understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10

ELSA is supported by Oxford University Press decodable readers, which are matched to the ELSA progression. These titles contain abundant visual elements such as illustrations, photographs, diagrams, or other graphical representations that enhance the reading experience and provide additional context or information beyond just text.

ELSA is a vocabulary-rich program which introduces new vocabulary to students frequently and ensures that they are able to use it by explaining its meaning and applying it in context. Throughout ELSA, students are encountering unknown words and using their GPC knowledge to decode them.

The use of capital letters and punctuation continues to be explicitly taught.

ELSA is supported by Oxford University Press decodable readers. Punctuation marks including capital letters, commas, exclamation marks, full stops, ellipses, question marks, bullet points, colons, apostrophes, hyphens, and speech marks continue to be introduced in Year 1.

## Strand: Literature



### Sub-strand: 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 AC9E1LE01

### Sub-strand: Engaging with and responding to literature

discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02

### Sub-strand: Examining literature

discuss plot, character and setting, which are features of stories AC9E1LE03



listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04

### Sub-strand: Creating literature

orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools AC9E1LE05