



# Enact: Curriculum Planner

## Victorian 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	
Curriculum description	ELSA
<a href="#">VC2EFLA03</a>	✓
<a href="#">VC2EFLA04</a>	✓
<a href="#">VC2EFLA06</a>	✓
<a href="#">VC2EFLA07</a>	✓
<a href="#">VC2EFLA08</a>	✓
<a href="#">VC2EFLA09</a>	✓
<a href="#">VC2EFLY03</a>	✓
<a href="#">VC2EFLY04</a>	✓
<a href="#">VC2EFLY05</a>	✓
<a href="#">VC2EFLY06</a>	✓
<a href="#">VC2EFLY07</a>	✓
<a href="#">VC2EFLY08</a>	✓
<a href="#">VC2EFLY09</a>	✓
<a href="#">VC2EFLY12</a>	✓
<a href="#">VC2EFLY15</a>	✓



YEAR 1	
Curriculum descriptions	ELSA
<a href="#">VC2E1LA05</a>	✓
<a href="#">VC2E1LA06</a>	✓
<a href="#">VC2E1LA08</a>	✓
<a href="#">VC2E1LA09</a>	✓
<a href="#">VC2E1LA10</a>	✓
<a href="#">VC2E1LY01</a>	✓
<a href="#">VC2E1LY03</a>	✓
<a href="#">VC2E1LY04</a>	✓
<a href="#">VC2E1LY05</a>	✓
<a href="#">VC2E1LY06</a>	✓
<a href="#">VC2E1LY07</a>	✓
<a href="#">VC2E1LY08</a>	✓
<a href="#">VC2E1LY09</a>	✓
<a href="#">VC2E1LY12</a>	✓
<a href="#">VC2E1LY15</a>	✓



## Curriculum links

FOUNDATION	
Curriculum link	How ELSA supports this
<b>Strand: Language</b>	
<b>Sub-strand: Language for interacting with others</b>	
explore how language is used differently at home and school depending on the relationships between people VC2EFLA01	
explore different ways of using language to express preferences, likes and dislikes VC2EFLA02	
<b>Sub-strand: Text structure and organisation</b>	



understand that texts can take many forms, such as signs, books and digital texts VC2EFLA03

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 concepts about print in print and digital texts, including how books and simple digital texts are usually organised VC2EFLA04

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 VC2EFLA05

recognise that sentences are made up of groups of words that work together in particular ways to make meaning VC2EFLA06

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, words and sound to meaning in stories and informative texts VC2EFLA07

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 VC2EFLA08

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 VC2EFLA09

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**



discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2EFLE01

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

respond to stories and share feelings and thoughts about the events and characters depicted VC2EFLE02

### **Sub-strand: Examining literature**

recognise a range of literary texts and identify features including events, characters, and beginnings and endings VC2EFLE03



explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs VC2EFLE04

### Sub-strand: Creating literature

retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing VC2EFLE05

### Strand: Literacy

### Sub-strand: Interacting with others

interact in informal and structured situations, using appropriate voice levels and listening while others read or speak VC2EFLY01





deliver short spoken texts to an audience using features of voice  
VC2EFLY02

### Sub-strand: Phonic and word knowledge

recognise and generate syllables, rhyming words, alliteration  
patterns and phonemes in spoken words (phonological  
awareness) VC2EFLY03

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).

orally blend, segment and manipulate one-syllable words  
(phonemic awareness) VC2EFLY04

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.



use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge) VC2EFLY05

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.

recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships) VC2EFLY06

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.

read and write some high-frequency words and other familiar words VC2EFLY07

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 (morphemic knowledge) VC2EFLY08

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.

### Sub-strand: 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 VC2EFLY09

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.

### Sub-strand: Texts in context

identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used VC2EFLY10

### Sub-strand: Analysing, interpreting and evaluating

identify some differences between narrative and informative texts VC2EFLY11



use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently  
VC2EFLY12

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 short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge  
VC2EFLY13

participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops  
VC2EFLY14



form most lower-case and upper-case letters using learnt letter formations VC2EFLY15

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.



## YEAR 1

Curriculum link	How ELSA supports this
<b>Strand: Language</b>	
<b>Sub-strand: Language for interacting with others</b>	
explore 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 VC2E1LA01	
explore language to provide reasons for likes, dislikes and preferences VC2E1LA02	
<b>Sub-strand: Text structure and organisation</b>	



explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain VC2E1LA03

explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs VC2E1LA04

understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images VC2E1LA05

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 VC2E1LA06

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), relationships in time and space (prepositions) and details such as when, where and how (adverbs) VC2E1LA07

compare how images and sound in different types of texts contribute to meaning VC2E1LA08

recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas VC2E1LA09

understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns VC2E1LA10

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 literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E1LE01

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

discuss a range of literary texts and share responses by making connections with their own experiences VC2E1LE02

### Sub-strand: Examining literature

discuss plots, characters and settings through a range of literary texts VC2E1LE03



listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme VC2E1LE04

### Sub-strand: Creating literature

retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing VC2E1LE05

## Strand: Literacy

### Sub-strand: Interacting with others

use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions VC2E1LY01

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.

deliver short spoken texts to an audience using features of voice VC2E1LY02



### Sub-strand: 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  
VC2E1LY03

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).

use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words  
VC2E1LY04

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.

Students learn to read one- and two-syllable words as soon as their phonic knowledge allows them to.

Refer to the ELSA overview and ELSA week-by-week progression in your Teacher Handbook to see when each sound and grapheme is taught.

ELSA focuses on teaching individual phonemes. This teaching supports the reading and writing of adjacent consonants.

understand that a letter can represent more than one sound and that a syllable must contain a vowel sound  
VC2E1LY05

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 2-syllable words with common letter patterns  
VC2E1LY06

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  
VC2E1LY07

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 VC2E1LY08

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.

### **Sub-strand: 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

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.

### **Sub-strand: Texts in context**

discuss different types of texts drawn from a range of cultures  
and experiences VC2E1LY10

### **Sub-strand: Analysing, interpreting and evaluating**



describe some similarities and differences between narrative, informative and persuasive texts VC2E1LY11

use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings VC2E1LY12

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 short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion VC2E1LY13



re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation VC2E1LY14

write words using unjoined lower-case and upper-case letters VC2E1LY15

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.