



# Enact: Curriculum Planner

## Western 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.

PRE-PRIMARY	
Content description	ELSA
<a href="#">WAPELAT1</a>	✓
<a href="#">WAPELAT3</a>	✓
<a href="#">WAPELALA2</a>	✓
<a href="#">WAPELALA3</a>	✓.
<a href="#">WAPELALA4</a>	✓
<a href="#">WAPELALA5</a>	✓
<a href="#">WAPELAP1</a>	✓
<a href="#">WAPELAP2</a>	✓
<a href="#">WAPELAP3</a>	✓.
<a href="#">WAPELAP4</a>	✓
<a href="#">WAPELAP5</a>	✓
<a href="#">WAPELAP6</a>	✓
<a href="#">WAPELAP7</a>	✓
<a href="#">WAPELYA2</a>	✓
<a href="#">WAPELYA3</a>	✓
<a href="#">WAPELYC3</a>	✓



YEAR 1	
Curriculum descriptions	ELSA
<a href="#">WA1ELAT3</a>	✓
<a href="#">WA1ELALA1</a>	✓
<a href="#">WA1ELALA3</a>	✓
<a href="#">WA1ELALA4</a>	✓
<a href="#">WA1ELALA5</a>	✓
<a href="#">WA1ELAP1</a>	✓
<a href="#">WA1ELAP2</a>	✓
<a href="#">WA1ELAP3</a>	✓
<a href="#">WA1ELAP4</a>	✓
<a href="#">WA1ELAP5</a>	✓
<a href="#">WA1ELAP6</a>	✓
<a href="#">WA1ELAP7</a>	✓
<a href="#">WA1ELYA2</a>	✓
<a href="#">WA1ELYA3</a>	✓
<a href="#">WA1ELYC3</a>	✓



## Curriculum links

### PRE-PRIMARY

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, in school and in communities depending on the relationships between people WAPELAI1	
Explore different ways of using language to express opinions, likes and dislikes WAPELAI2	
<b>Sub-strand: Text structure and organisation</b>	



Understand that texts can take many forms, such as signs, books and digital texts WAPELAT1

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.

Recognise that some language in written texts is unlike everyday spoken language WAPELAT2

Explore conventions of print and screen, including how books and simple digital texts are usually organised WAPELAT3

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 WAPELALA1	
Recognise that sentences are made up of groups of words that work together in particular ways to make meaning WAPELALA2	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 WAPELALA3	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 WAPELALA4	<p>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.</p> <ul style="list-style-type: none"> <li>• Give the word – students decode the word.</li> <li>• 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.</li> <li>• Give the word in context – throughout the day, teachers model using new vocabulary in context.</li> </ul>



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 WAPELALA5

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.

### Sub-strand: Phonic and word knowledge

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) WAPELAP1

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 and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) WAPELAP2

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 WAPELAP3

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 WAPELAP4

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 WAPELAP5

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 WAPELAP6

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.

Explore how words are units of meaning and can be made of more than one meaningful part WAPELAP7

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: 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 Aboriginal and Torres Strait Islander, wide ranging Australian and world authors and illustrators  
WAPELICO1

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

Respond to stories and share feelings and thoughts about their settings, events and characters WAPELIEN1

### Sub-strand: Examining literature

Respond to stories and share feelings and thoughts about their settings, events and characters WAPELIEN1



Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs  
WAPELIX2

### Sub-strand: Creating literature

Retell and adapt literary texts through play and performance  
WAPELICR1

## Strand: Literacy

### Sub-strand: Texts in context

Identify some familiar texts, such as stories and informative texts, and their purposes  
WAPELYT1

### Sub-strand: Interacting with others



Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels WAPELY1

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

Identify some differences between imaginative and informative texts WAPELYA1

Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge WAPELYA2

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.



Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read  
WAPELYA3

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 written and multimodal texts for a range of purposes, including:

- giving a message
- expressing an opinion
- sending a greeting
- recounting an experience

WAPELYC1

Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation  
WAPELYC2



Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality  
WAPELYC3

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.

Explore the use of digital tools to create or add to a visual or spoken text  
WAPELYC4



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 WA1ELAI1	
Explore language to provide reasons for likes, dislikes and preferences WA1ELAI2	
<b>Sub-strand: Text structure, organisation and features</b>	
Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain WA1ELAT1	



Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and song WA1ELAT2

Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images WA1ELAT3

ELSA lessons are taught using the front-of-class presentations, 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 WA1ELALA1

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) WA1ELALA2



Compare how images in different types of texts contribute to meaning WA1ELALA3	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.
Recognise the vocabulary in everyday contexts as well as learning area topics WA1ELALA4	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.
Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns WA1ELALA5	<p>The use of capital letters and punctuation continues to be explicitly taught.</p> <p>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.</p>
<b>Sub-strand: Phonic and word knowledge</b>	
Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness) WA1ELAP1	<p>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.</p> <p>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.</p>





<p>Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) WA1ELAP2</p>	<p>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.</p>
<p>Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words WA1ELAP3</p>	<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>
<p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound WA1ELAP4</p>	<p>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.</p>
<p>Spell one- and two-syllable words with common letter patterns WA1ELAP5</p>	<p>Students read and spell multisyllabic words as soon as their phonic knowledge allows them to.</p>



Read and write an increasing number of high-frequency words  
WA1ELAP6

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 WA1ELAP7

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: Literature**

### **Sub-strand: Literature and contexts**

Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators WA1ELICO1

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



Discuss literary texts and share responses by making connections with children's own experiences WA1ELIEN1

### Sub-strand: Examining literature

Discuss plot, character and setting in stories WA1ELIEX1

Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme WA1ELIEX2

### Sub-strand: Creating literature



Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools  
WA1ELICR1

## Strand: Literacy

### Sub-strand: Texts in context

Discuss different texts and identify some features that indicate their purposes  
WA1ELYT1

### Sub-strand: Interacting with others

Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions  
WA1ELYI1

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



Describe some similarities and differences between imaginative, informative and persuasive texts WA1ELYA1

Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge WA1ELYA2

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures WA1ELYA3

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.

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, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  
WA1ELYC1

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  
WA1ELYC2

Write words using unjoined lower- and upper-case letters  
WA1ELYC3

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.

Explore features of familiar digital tools to create or add to texts  
WA1ELYC4