

English Level 1

End-of-level review, observation records and solutions

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Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

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English Level 1 — Observation checklist O1: speaking and listening behaviours

Unscored teacher record · Mode evidenced: Speaking and Listening · Recorded at three points across the year

This is an unscored, qualitative-only teacher record (DJB-1). It carries no marks, has no solutions key, and is never auto-marked or entered as a platform score. It feeds the teacher's on-balance judgement against the Level 1 achievement standard — the school-based reporting model VCAA specifies for F–10.

Mode evidenced: Speaking and Listening.

Content descriptions whose behavioural halves are evidenced here: VC2E1LA01 (1A) · VC2E1LA02 (1B) · VC2E1LE05 (3E) · VC2E1LY01 (6A) · VC2E1LY02 (6B) · VC2E1LY13 (6C, spoken texts). The knowledge halves of all six CDs are assessed objectively in C1, C3, C6 and R1. **No CD rests on this checklist alone.**

How to administer. Observe each child during normal classroom talk across the year — talk circles (6A), class talks (6B), role-play and retellings (3E), partner talk and sharing time. Record each criterion three times across the year (Point 1, Point 2, Point 3), at whatever school-paced points suit. Mark one of:

- **N — not yet:** the behaviour has not been observed.
- **E — emerging:** the behaviour appears with support, or comes and goes.
- **C — consistent:** the behaviour appears again and again without prompting.

A child who is not yet at a criterion is not behind; the record simply shows what to teach next. Do not convert the record to a number.

Criteria and evidence prompts

Each criterion is written as an observable student action from the achievement standard's own mode wording; the achievement-standard sentence it is drawn from is quoted underneath, with places to look for evidence.

Criterion 1 — Uses words, facial expressions and gestures when requesting, exclaiming and commanding.

Achievement-standard sentence: *"use language, facial expressions and gestures when requesting, exclaiming and commanding"*. Look for it: asking for things at sharing time; reacting to a class event ("Wow!"); telling a game how to go.

Criterion 2 — Takes turns in conversation. Achievement-standard sentence: *"They use turn-taking skills."* Look for it: talk circles (6A); waits while a friend talks; answers and then hands the talk back.

Criterion 3 — Expresses preferences and opinions with reasons. Achievement-standard sentence: *"They explore language to express preferences and opinions."* Look for it: "I like ... because ..." in partner talk; choosing between texts or ideas and saying why.

Criterion 4 — Delivers a short spoken text on a personal or learnt topic using features of voice. Achievement-standard sentence: *"When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice."* Look for it: the child's own 6B-style talk — a clear voice, a pace the audience can follow, and steps the audience can keep up with.

Criterion 5 — Retells or adapts a known story in role-play or oral retelling. Achievement-standard sentence: *"When creating short written and spoken texts, students ... incorporate some detail from previously encountered texts"* (retelling half, per VC2E1LE05). Look for it: acting out a known story; telling a known story back with its characters and what happened, in the child's own words.

Record — Point 1

Student	1 gestures and expressions	2 takes turns	3 preferences with reasons	4 short spoken text	5 retells or adapts a story	Notes
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	

Student	1 gestures and expressions	2 takes turns	3 preferences with reasons	4 short spoken text	5 retells or adapts a story	Notes
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	

Record — Point 2

Student	1 gestures and expressions	2 takes turns	3 preferences with reasons	4 short spoken text	5 retells or adapts a story	Notes
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	

Record — Point 3

Student	1 gestures and expressions	2 takes turns	3 preferences with reasons	4 short spoken text	5 retells or adapts a story	Notes
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	

Where this record goes. The three point-records, kept together, show growth across the year. They sit beside the objective evidence (C1–C6, R1) when the teacher makes the on-balance judgement against the Level 1 achievement standard for reporting.

End of checklist O1. Checklist O2 starts on the next page. This page is removable as a whole unit (L1).

English Level 1 — Observation checklist O2: reading behaviours and handwriting

Unscored teacher record · Modes evidenced: Reading and Viewing; Writing · Recorded at three points across the year

This is an unscored, qualitative-only teacher record (DJB-1). It carries no marks, has no solutions key, and is never auto-marked or entered as a platform score. It feeds the teacher's on-balance judgement against the Level 1 achievement standard — the school-based reporting model VCAA specifies for F–10.

Modes evidenced: Reading and Viewing; Writing.

Content descriptions whose behavioural halves are evidenced here: VC2E1LY09 (5A — phrasing, self-correction, asking for help) · VC2E1LY15 (6E — grip, unjoined formation) · VC2E1LY03 (4A) and VC2E1LY04 (4B) — observed blending and segmenting during oral reading. The knowledge halves of all four CDs are assessed objectively in C4, C5, C6 and R1. **No CD rests on this checklist alone.**

How to administer. Observe each child during normal reading and writing across the year — shared reading of the book's decodable texts, the child's own reading of familiar texts, and everyday writing (6E letter work, short texts from 6C). Record each criterion three times across the year (Point 1, Point 2, Point 3), at whatever school-paced points suit. Mark one of:

- **N — not yet:** the behaviour has not been observed.
- **E — emerging:** the behaviour appears with support, or comes and goes.
- **C — consistent:** the behaviour appears again and again without prompting.

A child who is not yet at a criterion is not behind; the record simply shows what to teach next. Do not convert the record to a number.

Criteria and evidence prompts

Each criterion is written as an observable student action from the achievement standard's own mode wording; the achievement-standard sentence it is drawn from is quoted underneath, with places to look for evidence.

Criterion 1 — Reads familiar decodable and authentic texts with developing phonic knowledge, blending and segmenting 1- and 2-syllable words. Achievement-standard sentences: *“students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge”* and *“They blend, segment and manipulate words with one and 2 syllables.”* Look for it: the child sounds out a new word part by part, then says the word; heard during oral reading of familiar class texts.

Criterion 2 — Re-reads and self-corrects when meaning breaks down, or asks for help. Achievement-standard anchor: the CD's own conduct half (VC2E1LY09) as it serves *“using developing phonic knowledge”* — the child keeps meaning in view while reading. Look for it: the child stops, goes back, fixes a word; or puts up a hand and asks for help instead of giving up. Both count.

Criterion 3 — Reads an increasing number of high-frequency words on sight. Achievement-standard sentence: *“They read an increasing number of high-frequency words.”* Look for it: words that were sounded out at Point 1 are said straight away at Point 2 and Point 3 — the list the child knows by sight keeps growing.

Criterion 4 — Holds a functional pencil grip. Achievement-standard anchor: the motor half of writing words, as it serves *“They write words using unjoined lower-case and upper-case letters”* (VC2E1LY15 conduct half). Look for it: the pencil is held so the child can write without pain or strain; the grip lets the hand move freely. The grip does not have to look the same for every child — it has to work.

Criterion 5 — Forms unjoined lower-case and upper-case letters. Achievement-standard sentence: *“They write words using unjoined lower-case and upper-case letters.”* Look for it: everyday writing and letter work (6E): letters sit on the line, big letters and small letters are used, and letters are not joined. Letter shapes do not have to be perfect — they have to be the right letter, written the taught way.

Record — Point 1

Student	1 reads with phonic knowledge	2 re-reads, self-corrects or asks	3 more HFWs on sight	4 functional pencil grip	5 forms unjoined letters	Notes
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	

Record — Point 2

Student	1 reads with phonic knowledge	2 re-reads, self-corrects or asks	3 more HFWs on sight	4 functional pencil grip	5 forms unjoined letters	Notes
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	

Record — Point 3

Student	1 reads with phonic knowledge	2 re-reads, self-corrects or asks	3 more HFWs on sight	4 functional pencil grip	5 forms unjoined letters	Notes
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	
	N / E / C	N / E / C	N / E / C	N / E / C	N / E / C	

Where this record goes. The three point-records, kept together, show growth across the year. They sit beside the objective evidence (C4–C6, R1) when the teacher makes the on-balance judgement against the Level 1 achievement standard for reporting.

End of checklist O2. The optional create-and-share portfolio task (PF) starts on the next page — it is not a test and carries no marks. This page is removable as a whole unit (L1).

English Level 1 — Optional create-and-share portfolio task (PF)

Optional · Unmarked (DJB-2) · Qualitative-only teacher record (DJB-1) · Not a test

This task is optional and unmarked. It carries no marks, has no key, and no score is entered on the platform. It is here because the plan includes an optional create-and-share task for schools that want one (DJB-2). A school that does not want it removes this whole page.

What the child does. The child makes one short text of their own and shares it.

1. **Choose.** The child picks a topic — a personal topic or a learnt topic from the book’s chapters.
2. **Choose the job.** The text tells a story, or it tells about things that are true (6C). The child says which job their text does.
3. **Make.** The child writes the text with an opening, a middle and an end, and adds one picture or one caption that helps the text. Letters stay unjoined. Spelling uses the patterns the child has been taught; the teacher does not fix spelling while the child makes the text.
4. **Share.** The child reads or tells the text to the class, a group or the teacher.

What the teacher keeps. The text, the picture or caption, and a short note about the sharing (who heard it, how the child used their voice). Keep these together in the child’s portfolio. They sit beside the objective evidence (C1–C6, R1) and the O1/O2 records for the on-balance judgement against the Level 1 achievement standard.

Achievement-standard anchor (Writing, verbatim): *“When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements.”* The sharing half also draws on the Speaking and Listening sentence: *“When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice.”*

Teacher notes.

- Do not mark the text. Do not correct it into a different text. If the child asks for help, help with the one thing they ask about.
- The task may happen more than once across the year; the portfolio shows growth, not a single best effort.
- Every skill this task draws on is taught in the book (6C text structure, 6D re-reading, 6E letters) and checked objectively elsewhere in this booklet — the portfolio shows the conduct, not a new skill.

End of the optional portfolio task. This page is removable as a whole unit (L1).

English Level 1 — Assessment booklet

End-of-Level-1 review (R1) · Observation checklists O1 and O2 · Solutions and marking keys

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This booklet holds the end-of-year assessment layer for English Level 1:

- **R1 — End-of-Level-1 review** (60 marks, 4 sittings) — the cumulative on-screen check over all 30 content descriptions.
- **R1 solutions and marking key** — full objective key, model answers, mode-mapping tables.
- **O1 — Speaking and listening behaviours** — unscored teacher observation record.
- **O2 — Reading behaviours and handwriting** — unscored teacher observation record.
- **PF — Optional create-and-share portfolio task** — optional, unmarked (DJB-2); remove the page if not wanted.

English Level 1 — End-of-Level-1 review (R1)

Review R1 · All three strands — Language, Literature, Literacy (Chapters 1–6, sections 1A–6E) · 60 marks

English Level 1 (Year 1) · Victorian Curriculum 2.0

Coverage: cumulative over the whole level — Language (sections 1A–2E), Literature (sections 3A–3E), Literacy (sections 4A–4F, 5A–5D, 6A–6E). Every item re-checks a skill already taught and already assessed in its chapter check (C1–C6). Nothing on this review is new content.

Content descriptions assessed (all 30, at 2 marks each):

- VC2E1LA01 (1A) · VC2E1LA02 (1B) · VC2E1LA03 (1C) · VC2E1LA04 (1D) · VC2E1LA05 (1E) · VC2E1LA06 (2A) · VC2E1LA07 (2B) · VC2E1LA08 (2C) · VC2E1LA09 (2D) · VC2E1LA10 (2E)
- VC2E1LE01 (3A) · VC2E1LE02 (3B) · VC2E1LE03 (3C) · VC2E1LE04 (3D) · VC2E1LE05 (3E)
- VC2E1LY01 (6A) · VC2E1LY02 (6B) · VC2E1LY03 (4A) · VC2E1LY04 (4B) · VC2E1LY05 (4C) · VC2E1LY06 (4D) · VC2E1LY07 (4E) · VC2E1LY08 (4F) · VC2E1LY09 (5A) · VC2E1LY10 (5B) · VC2E1LY11 (5C) · VC2E1LY12 (5D) · VC2E1LY13 (6C) · VC2E1LY14 (6D) · VC2E1LY15 (6E)

Marks and structure: 60 marks over 55 items in three sections — **Section A — Language:** items 1–16 (20 marks) · **Section B — Literature:** items 17–24 (10 marks) · **Section C — Literacy:** items 25–55 (30 marks). Four sittings: **Sitting 1** = Section A · **Sitting 2** = Section B · **Sitting 3** = Section C, items 25–39 · **Sitting 4** = Section C, items 40–55.

Timing: untimed. No time limit within any sitting. Guidance: about 1 minute per mark once the teacher has read the stems and passages aloud. **Sitting note:** sittings 1 and 3 run slightly over a 15-minute guidance estimate (20 marks and 16 marks). A natural pause point is printed in each; a teacher who wants to hold the 15-minute cap splits that sitting into two back-to-back sessions. No child is penalised either way.

Permitted materials: none. The aids are the teacher’s voice and the pictures. Answers are given on screen.

This is a school-designed review. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 1 achievement standard, not against a mark on this review. The three section scores can be read diagnostically against the achievement standard’s modes using the mode-mapping tables at the start of each section.

Conditions

- The teacher reads every stem aloud, and every passage, poem, sentence card and caption. The children may read along with the teacher. Every item also works as a listening item: the child listens, then answers on screen. Reading is not what is being checked, and the teacher will not help with answers.
- No student sits for more than 15 minutes at once without a pause. The review is given in **four sittings** on at least two different days. The sittings are independent; a child may sit any sitting without having sat an earlier one.
- There is no time limit within a sitting. The pause points in sittings 1 and 3 are there so every school can hold the 15-minute cap.

Words you need (read these with the children before starting):

- **opening** — the first part of a text; it says who or what the text is about
- **middle** — the part of a text where things happen
- **conclusion** — how a text ends
- **information text** — a text that tells about things that are true
- **opinion** — what someone thinks about something
- **report talk** — a talk that tells what you found out
- **show-how talk** — a talk that shows how to do something
- **reasons talk** — a talk that tells why you think something

Section A — Language · cover note

Items 1–16 · 20 marks · Sitting 1

Section A checks what children know about language: how sayings do jobs (requesting, commanding), how sentences give reasons and compare, how texts are built for purposes, how words name and do, how images carry meaning, and how boundary marks finish sentences. It is the knowledge half of the speaking-and-listening and language CDs; the conduct halves (actually using gesture, facial expression and voice when requesting, exclaiming and commanding) are recorded in O1.

Mode-mapping table — Section A. The achievement standard is organised by modes (Speaking and Listening; Reading and Viewing; Writing) while the content descriptions are organised by strands. Use this table to read the Section A score against the standard.

CD	Section	Achievement-standard mode	Note
VC2E1LA01	1A	Speaking and Listening	language, facial expressions and gestures when requesting, exclaiming, commanding — behaviour also recorded in O1
VC2E1LA02	1B	Speaking and Listening	express preferences and opinions with reasons — behaviour also recorded in O1
VC2E1LA03	1C	Reading and Viewing	how text types are organised for purpose
VC2E1LA04	1D	Reading and Viewing	how sounds and patterns contribute to meaning
VC2E1LA05	1E	Reading and Viewing	how text types are organised for purpose and navigation
VC2E1LA06	2A	Writing (+ Reading and Viewing)	sentence construction for narrative and informative writing
VC2E1LA07	2B	Writing (+ Reading and Viewing)	word-class knowledge for writing
VC2E1LA08	2C	Reading and Viewing	discuss and compare images that contribute to meaning
VC2E1LA09	2D	Speaking and Listening (+ Writing)	vocabulary of curriculum-area topics
VC2E1LA10	2E	Writing (+ Reading and Viewing)	apply boundary punctuation

Sitting 1 — Section A, items 1–16 (20 marks)

Pause point: after item 8, if your school holds the 15-minute cap in two back-to-back sessions.

Item 1 — Match each saying to its job. [2 marks]

The teacher reads the item aloud. Match each saying to what the saying does. One mark for each right match.

- | | |
|----------------------------------|------------------------------------|
| 1. "Can I have a turn, please?" | A. asking for something |
| 2. "Please put the blocks away." | B. telling someone to do something |

Item 2 — Choose the sentence that gives a reason. [1 mark]

The teacher reads the item aloud.

Mia likes the park. Which sentence gives a reason?

- A. "I like the park because it has big slides."
- B. "I like the park."
- C. "The park is big."

Item 3 — Choose the word that compares. [1 mark]

The teacher reads the item aloud.

Read: "I like beans better than peas." What does the word **better** tell you?

- A. It tells which food I like more.
- B. It tells where the beans grow.
- C. It tells when I eat the peas.

Item 4 — Match each text to what it does. [2 marks]

The teacher reads each text aloud. Match each text to what it does. One mark for each right match.

- | | |
|---|--|
| 1. "On Sunday we went to the farm.
We saw big pumpkins." | A. telling about something that happened |
| 2. "A pumpkin is round. It can grow very big." | B. telling about things that are true |

Item 5 — Choose the line that fits the pattern. [1 mark]

The teacher reads the item aloud.

The class chant goes: "I can run. I can jump." Which line comes next in the pattern?

- A. "I can swim."
- B. "The sun is hot."
- C. "Run and jump!"

Item 6 — Choose the word that rhymes. [1 mark]

The teacher reads the item aloud.

Which word rhymes with "fun"?

- A. sun
- B. hat
- C. pen

Item 7 — Match each part of a book to its job. [2 marks]

The teacher reads the item aloud. Match each part of a book to its job. One mark for each right match.

1. the page number	A. tells what page you are on
2. the heading	B. tells what a part is about

Item 8 — Put the words in order. [1 mark]

The teacher reads the word cards aloud. Put the words in order to make a sentence.

Word cards: **The · pumpkin · is · round**

1. _____ 2. _____ 3. _____ 4. _____

Item 9 — Choose the whole sentence. [1 mark]

The teacher reads the item aloud.

Which is a whole sentence?

- A. “The dog runs fast.”
- B. “The dog on the sand.”
- C. “Runs fast.”

Item 10 — Mark the naming words. [2 marks]

The teacher reads the sentence aloud. Mark the naming words. One mark for each right word. Do not mark any other word.

I can see the dog and the hen.

Item 11 — Choose the photo. [1 mark]

The teacher reads the item aloud.

Picture A is a drawing of a frog. Picture B is a photo of a frog. Which picture shows a real frog?

- A. Picture A
- B. Picture B
- C. Both pictures

Item 12 — What do the pictures show? [1 mark]

The teacher reads the item aloud.

[Picture 1: a seed in the soil. Picture 2: a little plant. Picture 3: a big plant.]

The pictures go in order. What do they show?

- A. how the plant grows
- B. how the wind blows
- C. how the children play

Item 13 — Choose the word that fits the topic. [1 mark]

The teacher reads the item aloud.

The class is talking about the weather. Which word fits the topic?

- A. sunny
- B. hat
- C. bus

Item 14 — Choose the word that fits the topic. [1 mark]

The teacher reads the item aloud.

The class is counting beans in maths. Which word fits the topic?

- A. more
- B. sunny
- C. wet

Item 15 — Type the end mark. [1 mark]

The teacher reads the sentence aloud. Type the end mark the sentence needs. End marks to pick from: ? · ! · .

Where is my hat _____

Item 16 — Type the end mark. [1 mark]

The teacher reads the sentence aloud. Type the end mark the sentence needs. End marks to pick from: ? · ! · .

Wow _____ What a big pumpkin!

Section B — Literature · cover note

Items 17–24 · 10 marks · Sitting 2

Section B is built on one fresh original narrative, **Mia's big pumpkin**, and one fresh original poem, **My red kite**. Both are printed below and read aloud by the teacher. The C3 story and poem do not reappear. Section B checks what children know about stories and poems: characters, settings and events; connections to their own lives; how a story is ordered; how sounds play; and how a known story is retold. Retelling and reciting as spoken behaviour are also recorded in O1.

Mode-mapping table — Section B.

CD	Section	Achievement-standard mode	Note
VC2E1LE01	3A	Reading and Viewing	discuss characters, settings and events
VC2E1LE02	3B	Reading and Viewing	connections to personal experiences
VC2E1LE03	3C	Reading and Viewing	how stories are ordered (beginning, middle, end)
VC2E1LE04	3D	Reading and Viewing	how sounds contribute to meaning
VC2E1LE05	3E	Speaking and Listening	retell or adapt a known story — behaviour also recorded in O1

Sitting 2 — Section B, items 17–24 (10 marks)

The teacher reads the story and the poem aloud with the children before item 17. Both texts stay on screen for every item.

Mia's big pumpkin

Mia has a garden.

She plants a seed.

The sun helps it grow.

Look! A little pumpkin.

It gets big and round.

It gets very big.

Mia pulls and pulls.

It will not move!

Mia calls her friends.

They all pull together.

Out comes the pumpkin!

Now they all share pumpkin soup.

My red kite

My red kite flies up high.

It dances in the sky.

The wind blows soft. The wind blows strong.

My red kite flies all day long.

Item 17 — Where does the story happen? [1 mark]

The teacher reads the item aloud.

Where does the story happen?

A. in a garden

B. at the sea

C. on a bus

Item 18 — Who is the story about? [1 mark]

The teacher reads the item aloud.

Who is the story about?

A. Mia

B. a queen

C. a fox

Item 19 — Choose the connection to you. [1 mark]

The teacher reads the item aloud.

The story is about growing a pumpkin. Which sentence connects the story to you?

- A. “I grow things with my family too.”
- B. “Mia has a big pumpkin.”
- C. “The pumpkin is round.”

Item 20 — Choose the question about the story. [1 mark]

The teacher reads the item aloud.

Which question is about the story?

- A. “How did the pumpkin get so big?”
- B. “What is for lunch?”
- C. “Where are my shoes?”

Item 21 — Put the story in order. [2 marks]

The teacher reads each card aloud. Put each card in its blank. One mark for each card in the right blank, up to 2 marks.

- 1. the beginning: _____
- 2. the middle: _____
- 3. the end: _____

Cards:

- Card A: “Mia plants a seed.”
- Card B: “The pumpkin will not move.”
- Card C: “They all share pumpkin soup.”

Item 22 — Mark the word that rhymes. [1 mark]

The teacher reads the item aloud. Look at the last two lines of the poem. Mark the word that rhymes with “strong”.

“The wind blows strong. My red kite flies all day long.”

Item 23 — Choose the word that rhymes. [1 mark]

The teacher reads the item aloud.

Which word rhymes with “high”?

- A. sky
- B. kite
- C. red

Item 24 — Match each story event to its picture. [2 marks]

The teacher reads the item aloud. Retelling a story means telling what happened. Match each story event to its picture. One mark for each right match.

- | | |
|-----------------------------------|--|
| 1. “Mia plants a seed.” | A. [Picture: a seed in the soil] |
| 2. “They all share pumpkin soup.” | B. [Picture: friends with bowls of soup] |

Section C — Literacy · cover note

Items 25–55 · 30 marks · Sitzings 3 and 4

Section C checks the literacy CDs: interacting and presenting (6A–6B), phonic and word knowledge (4A–4F), reading and comprehending texts (5A–5D), creating and editing texts and forming letters (6C–6E). It uses all eight item families, including the two dictation items (35–36) and the sorting item (44). The fresh read-aloud text **The moon** is printed below and carries items 40–48.

Mode-mapping table — Section C.

CD	Section	Achievement-standard mode	Note
VC2E1LY01	6A	Speaking and Listening	interaction skills — behaviour also recorded in O1
VC2E1LY02	6B	Speaking and Listening	deliver short spoken texts using features of voice — behaviour also recorded in O1
VC2E1LY03	4A	Reading and Viewing	blend, segment and manipulate phonemes — observed during oral reading in O2
VC2E1LY04	4B	Reading and Viewing (+ Writing)	phonic knowledge for reading and spelling — observed in O2
VC2E1LY05	4C	Reading and Viewing	one letter, more than one sound; syllables — observed in O2
VC2E1LY06	4D	Writing	spell 1- and 2-syllable words with common patterns
VC2E1LY07	4E	Reading and Viewing (+ Writing)	an increasing number of high-frequency words
VC2E1LY08	4F	Writing	common grammatical morphemes
VC2E1LY09	5A	Reading and Viewing	reads decodable and authentic texts — behaviour also recorded in O2
VC2E1LY10	5B	Reading and Viewing	how text types are organised for purpose
VC2E1LY11	5C	Reading and Viewing	story, information and opinion texts
VC2E1LY12	5D	Reading and Viewing	literal and inferred meanings; predicting; summarising
VC2E1LY13	6C	Writing	create short narrative and informative texts — spoken half also recorded

CD	Section	Achievement-standard mode	Note
VC2E1LY14	6D	Writing	in O1 re-read and complete simple edits
VC2E1LY15	6E	Writing	unjoined lower-case and upper-case letters — motor behaviour also recorded in O2

The moon

The moon is in the night sky.

It looks round and white.

The sun goes down at night.

Then the moon comes up.

The moon helps us see in the dark.

We like to look at the moon.

Sitting 3 — Section C, items 25–39 (16 marks)

Pause point: after item 32, if your school holds the 15-minute cap in two back-to-back sessions.

Item 25 — Choose the question with lots of big answers. [1 mark]

The teacher reads the item aloud.

Which question lets your friend say lots?

A. “What should we plant?”

B. “Do you like beans?”

C. “Is the seed big?”

Item 26 — Choose the answer that builds the talk. [1 mark]

The teacher reads the item aloud.

Your friend reads a story to the class. What can you say to build the talk?

A. “I liked it! What was your favourite part?”

B. “Look at my new shoes.”

C. “I can jump really high.”

Item 27 — Choose the kind of talk. [1 mark]

The teacher reads the item aloud.

Your group counted the beans. You tell the class what you found. What kind of talk is this?

A. a report talk

B. a show-how talk

C. a reasons talk

Item 28 — Choose the order words. [1 mark]

The teacher reads the item aloud.

You show the class how to make a paper hat. Which words keep your steps in order?

A. “First ... Next ... Last ...”

B. “One day ... Then ... Wow!”

C. “Because ... because ... because ...”

Item 29 — Change one sound. [1 mark]

The teacher reads the item aloud.

The teacher says: “hop”. Change the last sound in “hop” to /t/. What new word do you hear?

A. hot

B. hat

C. hit

Item 30 — Put the sounds together. [1 mark]

The teacher reads the item aloud.

The teacher says the sounds one at a time: f-i-s-t. Put the sounds together. What word do they make?

A. fist

B. fish

C. fit

Item 31 — Mark the word with a long vowel. [1 mark]

The teacher reads the item aloud. Mark the word with a long vowel.

time · cat · pen

Item 32 — Choose the word that ends with a blend. [1 mark]

The teacher reads the item aloud.

Which word ends with a blend?

A. hand

B. hat

C. he

Item 33 — Choose the different vowel sound. [1 mark]

The teacher reads the item aloud.

The teacher says three words: “hot”, “hop”, “home”. The letter o makes the same sound in two of the words. Which word has a different o sound?

A. home

B. hot

C. hop

Item 34 — Clap the parts of the word. [1 mark]

The teacher reads the item aloud.

The teacher says: “sunset”. Clap the parts of the word. How many parts do you clap?

A. 2

B. 1

C. 3

Item 35 — Type the word you hear. [1 mark]

The teacher says the word aloud: “flag”. The children type the word they hear.

Item 36 — Type the word you hear. [1 mark]

The teacher says the word aloud: “sunset”. The children type the word they hear.

Item 37 — Type the missing word. [1 mark]

The teacher reads the sentence aloud. Type the missing word. Word cards: pretty · one · was

I have a _____ flower.

Item 38 — Choose the word that says it. [1 mark]

The teacher reads the item aloud.

The teacher says: “one”. Which word says “one”?

A. one

B. on

C. no

Item 39 — Match each word to its family word. [2 marks]

The teacher reads the item aloud. Match each word to the family word that goes with it. One mark for each right match.

1. looking

A. look

2. jumps

B. jump

Sitting 4 — Section C, items 40–55 (14 marks)

*The teacher reads the text **The moon** aloud again before item 40. The text stays on screen for items 40–48.*

Item 40 — Type the missing word. [1 mark]

The teacher reads the sentence aloud. Type the missing word. Word cards: down · up · in

The sun goes _____ at night.

Item 41 — Type the missing word. [1 mark]

The teacher reads the sentence aloud. Type the missing word. Word cards: up · down · out

Then the moon comes _____.

Item 42 — Choose the kind of text. [1 mark]



The teacher reads the item aloud.

“The moon” tells about things that are true. What kind of text is it?

- A. an information text
- B. a story
- C. an opinion text

Item 43 — Choose the text that helps you. [1 mark]

The teacher reads the item aloud.

You want to learn what rain is. Which text helps you?

- A. a text that tells about weather
- B. a story about a lost hat
- C. a text that says “I think rain is the best!”

Item 44 — Put each sentence in its box. [2 marks]

The teacher reads each sentence aloud. Put each sentence in its box. One mark for each sentence in the right box, up to 2 marks.

Boxes: **story** · **information** · **opinion**

- Card A: “Once a star went for a walk.”
- Card B: “Stars are balls of fire.”
- Card C: “I think stars are pretty!”

Items 45–48 — Four ways into the text. [2 marks for the group]

One mark for each right answer, up to 2 marks for the group. The teacher re-reads the text for each item.

Item 45 — What does the text say? [1 mark]

What does the text say the moon looks like?

- A. round and white
- B. red and hot
- C. small and green

Item 46 — What can you work out? [1 mark]

The text says the moon helps us see in the dark. Why can we see when the moon is up?

- A. The moon gives us light.
- B. The moon makes a loud sound.
- C. The sun comes back.

Item 47 — What happens next? [1 mark]

The teacher reads and stops at: “The sun goes down at night.” What happens next in the text?

- A. “The moon comes up.”
- B. “The sun gets bigger.”
- C. “It rains beans.”

Item 48 — Choose the summary. [1 mark]

Which set of sentences tells about the whole text?

- A. “The sun goes down. The moon comes up. We can see it in the night sky.”
- B. “The moon is a ball of fire. It is very hot.”
- C. “The sun stays up all night. The moon sleeps.”

Items 49–52 — Build the dog text. [2 marks for the group]

One mark for each right answer, up to 2 marks for the group.

Item 49 — Put the text in order. [1 mark]

The teacher reads each card aloud. Put the dog text in order. One mark if all three cards are in the right blanks.

1. the opening: _____
2. the middle: _____
3. the end: _____

Cards:

- Card A: “A dog is a pet.”
- Card B: “Dogs can run and jump.”
- Card C: “A dog is a good friend.”

Item 50 — Choose the best topic sentence. [1 mark]

The teacher reads the item aloud.

You write a text about dogs. It tells what is true. Which is the best opening sentence?

- A. “A dog is a pet.”
- B. “One day a dog went for a walk.”
- C. “I think dogs are the best!”

Item 51 — Choose the joining word. [1 mark]

The teacher reads the sentence aloud. Type the missing word. Word cards: because · and · but

I like the park _____ it has big slides.

Item 52 — Finish the text. [1 mark]

The teacher reads the sentence aloud. Type the word that ends the text. Word cards: friends · hats · clouds

Dogs are good _____.

Item 53 — Mark the word that might not be spelt right. [1 mark]

The teacher reads the sentence aloud. Read the sentence. One word might not be spelt right. Mark the word.

I can see a brid in the tree.

Item 54 — Choose the better edit. [1 mark]

The teacher reads the item aloud.

The word **brid** is not right. Which word should it be?

- A. bird

B. beard

C. bread

Item 55 — Match each big letter to its small letter friend. [2 marks]

The teacher reads the item aloud. Match each upper-case letter to its lower-case letter friend. One mark for each right match.

1. R

A. r

2. O

B. o

End of End-of-Level-1 review (R1). The solutions and marking key start on the next page. Checklists O1 and O2 follow the solutions.

English Level 1 — End-of-Level-1 review (R1) — Solutions and marking key

Teacher copy · 60 marks · Keep this block with the review. The review is auto-marked on screen; this key is for the teacher's record and for paper administration.

Content descriptions assessed: all 30 — VC2E1LA01–VC2E1LA10 (Section A), VC2E1LE01–VC2E1LE05 (Section B), VC2E1LY01–VC2E1LY15 (Section C) — at 2 marks per CD.

Stimulus texts: the narrative *Mia's big pumpkin*, the poem *My red kite* and the read-aloud text *The moon* are all original compositions written for this book.

This is the marking key for a school-designed review. It is not a VCAA instrument.

How to administer. Give the review in four sittings (at least two different days). Sitting 1: Section A (items 1–16). Sitting 2: Section B (items 17–24) — read *Mia's big pumpkin* and *My red kite* through with the children first. Sitting 3: Section C items 25–39. Sitting 4: Section C items 40–55 — re-read *The moon* before item 40 and again for items 45–48. Read every stem and card aloud at a normal pace; repeat any item once if a child asks. Sittings 1 and 3 carry a printed pause point for schools that hold the 15-minute cap in two back-to-back sessions; the review is untimed within each sitting. For the F2 items the word cards stay on screen while the child types (pointing at the word instead of typing is accepted; the selection is the mark). For the F6 dictation items the teacher says each word twice at a normal pace; only the typed spelling is marked.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	F5 Matching	VC2E1LA01	1. "Can I have a turn, please?" → A. asking for something (a request) · 2. "Please put the blocks away." → B. telling someone to do something (a command). 1 mark per right match.	2
2	F1 Multiple Choice	VC2E1LA02	A. "I like the park because it has big slides." — 'because' joins the liking to its reason (1B). B restates the liking; C tells about the park but gives no reason.	1
3	F1 Multiple Choice	VC2E1LA02	A. It tells which food I like more. — 'better than' compares and shows a preference (1B).	1
4	F5 Matching	VC2E1LA03	1. farm-pumpkin recount → A. telling about something that	2

Item	Family (H5P)	CD	Answer	Mark
			happened · 2. pumpkin facts → B. telling about things that are true. 1 mark per right match.	
5	F1 Multiple Choice	VC2E1LA04	A. “I can swim.” — keeps the repeated pattern “I can ...” (1D). B and C break the pattern.	1
6	F1 Multiple Choice	VC2E1LA04	A. sun — rhymes with ‘fun’ (1D rhyme).	1
7	F5 Matching	VC2E1LA05	1. the page number → A. tells what page you are on · 2. the heading → B. tells what a part is about. 1 mark per right match (1E navigation).	2
8	F3 Drag Text	VC2E1LA06	The → pumpkin → is → round. 1 mark for the fully ordered sentence.	1
9	F1 Multiple Choice	VC2E1LA06	A. “The dog runs fast.” — a whole sentence says one whole thing. B has no doing word; C has no naming word to do the doing (2A).	1
10	F4 Mark the Words	VC2E1LA07	Mark dog and hen — the naming words (2B). 1 mark per right word, up to 2; no other word is a naming word here.	2
11	F1 Multiple Choice	VC2E1LA08	B. Picture B — a photo shows a real frog; a drawing is a picture someone made (2C).	1
12	F1 Multiple Choice	VC2E1LA08	A. how the plant grows — the pictures go in order and show change	1

Item	Family (H5P)	CD	Answer	Mark
			over time (2C image sequences).	
13	F1 Multiple Choice	VC2E1LA09	A. sunny — a weather word fits a weather topic (2D).	1
14	F1 Multiple Choice	VC2E1LA09	A. more — a counting word fits a counting topic (2D).	1
15	F2 Fill in the Blanks	VC2E1LA10	? — “Where is my hat?” Accepted answer: ? only. A ‘where’ question ends with a question mark (2E).	1
16	F2 Fill in the Blanks	VC2E1LA10	! — “Wow! What a big pumpkin!” Accepted answer: ! only. ‘Wow!’ is an exclamation (2E).	1
17	F1 Multiple Choice	VC2E1LE01	A. in a garden — the setting (3A).	1
18	F1 Multiple Choice	VC2E1LE01	A. Mia — the character (3A).	1
19	F1 Multiple Choice	VC2E1LE02	A. “I grow things with my family too.” — the only sentence about the reader’s own life (3B modelled connection). B and C are about the story itself.	1
20	F1 Multiple Choice	VC2E1LE02	A. “How did the pumpkin get so big?” — the only question about the story (VC2E1LE02.E01); B and C are off the text.	1
21	F3 Drag Text	VC2E1LE03	the beginning → Card A “Mia plants a seed.” · the middle → Card B “The pumpkin will not move.” · the end → Card C “They all share pumpkin soup.” 1 mark per card in	2 max

Item	Family (H5P)	CD	Answer	Mark
			the right blank, up to 2 marks (the LE03 row is 2 marks; see capped rows).	
22	F4 Mark the Words	VC2E1LE04	Mark long — it rhymes with ‘strong’ (3D sound play).	1
23	F1 Multiple Choice	VC2E1LE04	A. sky — rhymes with ‘high’ (3D).	1
24	F5 Matching	VC2E1LE05	1. “Mia plants a seed.” → A. [a seed in the soil] · 2. “They all share pumpkin soup.” → B. [friends with bowls of soup] . 1 mark per right match (3E retelling with plot and characters).	2
25	F1 Multiple Choice	VC2E1LY01	A. “What should we plant?” — an open question with lots of possible answers (6A); B and C are closed questions.	1
26	F1 Multiple Choice	VC2E1LY01	A. “I liked it! What was your favourite part?” — responds to what the friend said and keeps the talk going (6A); B and C change the subject.	1
27	F1 Multiple Choice	VC2E1LY02	A. a report talk — telling what you found out is the report job (6B’s three talk jobs).	1
28	F1 Multiple Choice	VC2E1LY02	A. “First ... Next ... Last ...” — show-how order words (6B). B starts a story; C gives reasons.	1
29	F1 Multiple Choice	VC2E1LY03	A. hot — h-o-p with the last sound changed to /t/ is h-	1

Item	Family (H5P)	CD	Answer	Mark
			o-t (VC2E1LY03.E0 5 final-sound substitution).	
30	F1 Multiple Choice	VC2E1LY03	A. fist — f-i-s-t blended (VC2E1LY03.E0 1).	1
31	F4 Mark the Words	VC2E1LY04	Mark time — magic-e long vowel; ‘cat’ and ‘pen’ are short vowels (4B).	1
32	F1 Multiple Choice	VC2E1LY04	A. hand — ends with the blend ‘nd’ (4B end blends).	1
33	F1 Multiple Choice	VC2E1LY05	A. home — magic- e long o; ‘hot’ and ‘hop’ share the short o (4C one letter, more than one sound).	1
34	F1 Multiple Choice	VC2E1LY05	A. 2 — sun-set; every syllable has a vowel sound (4C).	1
35	F6 Dictation	VC2E1LY06	flag — beginning blend + short vowel, both in the Level 1 scope (4D). Case- insensitive.	1
36	F6 Dictation	VC2E1LY06	sunset — 2- syllable word, both syllables decodable (4D). Case- insensitive.	1
37	F2 Fill in the Blanks	VC2E1LY07	pretty — “I have a pretty flower.” Accepted answer: <i>pretty</i> only. The other cards (one, was) are known high-frequency words but do not make the sentence work (4E).	1
38	F1 Multiple Choice	VC2E1LY07	A. one — the written form of the spoken word; ‘on’ and ‘no’ use the same letters in different orders (4E)	1

Item	Family (H5P)	CD	Answer	Mark
			sight discrimination).	
39	F5 Matching	VC2E1LY08	1. looking → A. look · 2. jumps → B. jump . 1 mark per right match (4F base word + s/ing).	2
40	F2 Fill in the Blanks	VC2E1LY09	down — “The sun goes down at night.” Accepted answer: <i>down</i> only (5A read-aloud).	1
41	F2 Fill in the Blanks	VC2E1LY09	up — “Then the moon comes up .” Accepted answer: <i>up</i> only (5A).	1
42	F1 Multiple Choice	VC2E1LY10	A. an information text — it tells what is true (5B text types and purposes).	1
43	F1 Multiple Choice	VC2E1LY10	A. a text that tells about weather — the text made for that purpose (5B); B tells a story; C tells an opinion.	1
44	F8 Drag and Drop	VC2E1LY11	Card A → story (“Once a star went for a walk.”) · Card B → information (“Stars are balls of fire.”) · Card C → opinion (“I think stars are pretty!”). 1 mark per sentence in the right box, up to 2 marks (capped row).	2 max
45	F1 Multiple Choice	VC2E1LY12	A. round and white — literal: the text says so (5D).	group
46	F1 Multiple Choice	VC2E1LY12	A. The moon gives us light. — inferred from “helps us see in the dark” (5D).	group
47	F1 Multiple Choice	VC2E1LY12	A. “The moon comes up.” — predicting from the text’s pattern (5D).	group

Item	Family (H5P)	CD	Answer	Mark
48	F7 Summary	VC2E1LY12	A. “The sun goes down. The moon comes up. We can see it in the night sky.” — covers the whole text; B is off the text; C says the opposite. Items 45–48: 1 mark each, capped at 2 marks for the group (the LY12 row is 2 marks; see capped rows).	2 max
49	F3 Drag Text	VC2E1LY13	the opening → Card A “A dog is a pet.” · the middle → Card B “Dogs can run and jump.” · the end → Card C “A dog is a good friend.” 1 mark if all three cards are in the right blanks.	group
50	F1 Multiple Choice	VC2E1LY13	A. “A dog is a pet.” — a topic sentence tells what is true about the topic (6C); B starts a story; C tells an opinion.	group
51	F2 Fill in the Blanks	VC2E1LY13	because — “I like the park because it has big slides.” Accepted answer: <i>because</i> only; ‘and’ and ‘but’ do not join a reason here (6C connectives).	group
52	F2 Fill in the Blanks	VC2E1LY13	friends — “Dogs are good friends .” Accepted answer: <i>friends</i> only; the ending closes the topic (6C structure cloze).	group
53	F4 Mark the Words	VC2E1LY14	Mark brid — it does not look like a word we know; every other word is known (6D).	1
54	F1 Multiple Choice	VC2E1LY14	A. bird — the fixed word. <i>beard</i>	1

Item	Family (H5P)	CD	Answer	Mark
			and <i>bread</i> are real words but they are not the word the sentence needs (6D).	
55	F5 Matching	VC2E1LY15	1. R → r · 2. O → o . 1 mark per right match (6E letter-form knowledge; the motor half sits in O2).	2
Total				60

Capped rows (stated, per the cap convention). Four rows name more purposes than their 2 marks; the fixed key awards 1 per right match capped at the row's marks:

- VC2E1LE03 (item 21): 3 cards placed, cap 2.
- VC2E1LY11 (item 44): 3 sentences sorted, cap 2.
- VC2E1LY12 (items 45–48): 4 items — literal, inferred, predicting, summarising — cap 2.
- VC2E1LY13 (items 49–52): 4 items — ordering, topic-sentence choice, connective choice, structure cloze — cap 2.

All other rows map one-for-one onto items at the row's marks; nothing else is capped.

Model answers — construction families (P2)

F3 Drag Text — item 8 (sentence construction). Model: The → pumpkin → is → round. The sentence says one whole thing about one topic, in the “naming word + doing word” order of 2A; every word card is used once. On screen the four blanks accept one word each.

F3 Drag Text — item 21 (story ordering). Model: beginning → Card A, middle → Card B, end → Card C. The shape is the one 3C teaches: the beginning says who and where (Mia, the garden, the seed); the middle holds the problem (the pumpkin will not move); the end shows how it works out (everyone pulls together and shares the soup). On screen each blank accepts exactly one card; every card is used once. Award 1 per card in the right blank, capped at 2.

F3 Drag Text — item 49 (informative text construction). Model: opening → Card A (“A dog is a pet.” — says what the topic is), middle → Card B (“Dogs can run and jump.” — tells about the topic), end → Card C (“A dog is a good friend.” — closes with a feeling). This is the 6C informative shape on a fresh topic; item 50 then checks the same knowledge as selection. 1 mark if all three are right.

F5 Matching — items 1, 4, 7, 24, 39, 55. Model matches as the key. On screen the right-hand column shuffles; the pairs are what count. Item 55 checks letter-form knowledge only (R and r wear different clothes; O and o look the same big and small — 6E's two pair types); actually writing the letters unjoined is recorded in O2.

F2 Fill in the Blanks — items 15, 16, 37, 40, 41, 51, 52. Accepted-alternative lists (case-insensitive): item 15 exactly ?; item 16 exactly !; item 37 exactly *pretty*; item 40 exactly *down*; item 41 exactly *up*; item 51 exactly *because*; item 52 exactly *friends*. Word cards stay on screen; pointing instead of typing is accepted. The end-mark items (15–16) award the mark for the mark itself — no full stop is accepted in place of ? or !.

F4 Mark the Words — items 10, 22, 31, 53. Accepted token lists: item 10 {dog, hen} (1 per right word, cap 2); item 22 {long}; item 31 {time}; item 53 {brid}. Marking any other word scores nothing for that token.

F6 Dictation — items 35–36. The teacher says the word twice (“flag”; “sunset”) at a normal pace. Accepted answers: *flag* and *sunset*, case-insensitive. These check 4D spelling of one- and two-syllable words with common patterns; both

words sit inside the D11 scope (flag: beginning blend + short vowel; sunset: two short-vowel syllables, no new pattern).

F8 Drag and Drop — item 44. Model sort: story ← Card A (“Once ...” opens a story), information ← Card B (tells what is true), opinion ← Card C (“I think ...” tells what someone thinks). Three boxes, every card used once; award 1 per right box, capped at 2.

F7 Summary — item 48. Model choice A: it holds the whole text in three short sentences (sun goes down → moon comes up → we see it at night). B brings in content the text never has; C contradicts the text. This is the summarising half of the 5D five-strategy list — the only strategy named by the items here; the list itself is untouched.

Per-item content-description mapping

Items	CD	Elaborations drawn on
1	VC2E1LA01	CD wording (requesting, commanding speech acts); .E02 is EXCLUDED (TOC §2A) and is not drawn on
2–3	VC2E1LA02	CD wording (reasons for preferences), comparison for preference
4	VC2E1LA03	CD wording (recount vs inform purposes)
5–6	VC2E1LA04	CD wording (repetition and rhyme in spoken and literary texts)
7	VC2E1LA05	CD wording (features of texts; navigation)
8–9	VC2E1LA06	CD wording (constructing and recognising complete simple sentences)
10	VC2E1LA07	CD wording (word classes: naming words)
11–12	VC2E1LA08	CD wording (images: photo vs drawing; image sequences)
13–14	VC2E1LA09	CD wording (curriculum-area topic vocabulary); .E02 is EXCLUDED (TOC §2A) and is not drawn on
15–16	VC2E1LA10	CD wording (boundary punctuation: ? and !)
17–18	VC2E1LE01	CD wording (characters and settings); .E02 is EXCLUDED (TOC §2A) and is not drawn on
19–20	VC2E1LE02	CD wording (connections to personal experience), .E01 (questions about texts)
21	VC2E1LE03	CD wording (beginning, middle, end of stories)
22–23	VC2E1LE04	CD wording (rhyme and sound play); .E01 is EXCLUDED (TOC §2A) and is not drawn on
24	VC2E1LE05	CD wording (retell a known text using its plot and characters)

Items	CD	Elaborations drawn on
25–26	VC2E1LY01	.E05 (open questions), .E02 (building a conversation)
27–28	VC2E1LY02	CD wording (three talk jobs; show-how order words)
29	VC2E1LY03	.E05 (final-sound substitution)
30	VC2E1LY03	.E01 (blending phonemes)
31–32	VC2E1LY04	.E01 (long vowels magic-e), .E02 (blends)
33–34	VC2E1LY05	.E01 (one letter, more than one sound), .E02 (syllables have a vowel sound)
35–36	VC2E1LY06	.E01 (spelling 1- and 2-syllable words with common patterns)
37–38	VC2E1LY07	.E01 (reading and writing an increasing number of high-frequency words)
39	VC2E1LY08	CD wording (base words with added s/ing morphemes)
40–41	VC2E1LY09	CD wording (reading a familiar read-aloud text with phonic support)
42–43	VC2E1LY10	.E01 (text types and their purposes), .E02 (same purpose, same shape)
44	VC2E1LY11	CD wording (story, information and opinion texts)
45–48	VC2E1LY12	CD wording (literal and inferred meaning), predicting and summarising from the 5D list
49–52	VC2E1LY13	.E01 (opening, middle, conclusion), .E02 (topic vocabulary), connectives and structure cloze from .E03
53–54	VC2E1LY14	.E03 (words that might not be spelt correctly), .E02 (correcting)
55	VC2E1LY15	CD wording (unjoined lower-case and upper-case letters; motor half in O2)

Mode-mapping tables (TOC §7.6)

Repeated here from the section cover notes so the solutions block carries the full mapping on its own. The achievement standard is organised by modes (Speaking and Listening; Reading and Viewing; Writing) while §3 is organised by strands; these tables reconcile the two for diagnostic reading of the three section scores.

Section A — Language (20 marks).

CD	Section	Mode	Note
VC2E1LA01	1A	Speaking and Listening	behaviour half in O1
VC2E1LA02	1B	Speaking and	behaviour half in

CD	Section	Mode	Note
		Listening	O1
VC2E1LA03	1C	Reading and Viewing	
VC2E1LA04	1D	Reading and Viewing	
VC2E1LA05	1E	Reading and Viewing	
VC2E1LA06	2A	Writing (+ Reading and Viewing)	
VC2E1LA07	2B	Writing (+ Reading and Viewing)	
VC2E1LA08	2C	Reading and Viewing	
VC2E1LA09	2D	Speaking and Listening (+ Writing)	
VC2E1LA10	2E	Writing (+ Reading and Viewing)	

Section B — Literature (10 marks).

CD	Section	Mode	Note
VC2E1LE01	3A	Reading and Viewing	
VC2E1LE02	3B	Reading and Viewing	
VC2E1LE03	3C	Reading and Viewing	
VC2E1LE04	3D	Reading and Viewing	
VC2E1LE05	3E	Speaking and Listening	behaviour half in O1

Section C — Literacy (30 marks).

CD	Section	Mode	Note
VC2E1LY01	6A	Speaking and Listening	behaviour half in O1
VC2E1LY02	6B	Speaking and Listening	behaviour half in O1
VC2E1LY03	4A	Reading and Viewing	observed in O2
VC2E1LY04	4B	Reading and Viewing (+ Writing)	observed in O2
VC2E1LY05	4C	Reading and Viewing	observed in O2
VC2E1LY06	4D	Writing	
VC2E1LY07	4E	Reading and Viewing (+	

CD	Section	Mode	Note
		Writing)	
VC2E1LY08	4F	Writing	
VC2E1LY09	5A	Reading and Viewing	behaviour half in O2
VC2E1LY10	5B	Reading and Viewing	
VC2E1LY11	5C	Reading and Viewing	
VC2E1LY12	5D	Reading and Viewing	
VC2E1LY13	6C	Writing	spoken half in O1
VC2E1LY14	6D	Writing	
VC2E1LY15	6E	Writing	motor half in O2

Exclusions honoured. The four §2A-excluded elaborations — VC2E1LA01.E02, VC2E1LA09.E02, VC2E1LE01.E02, VC2E1LE04.E01 — are not drawn on anywhere in R1; every affected CD is assessed through its remaining wording. No Aboriginal or Torres Strait Islander content appears in any item or stimulus text (TOC D6, §2A).

Level discipline check (TOC §6). Every child-read string is a simple sentence; ‘and’ joins words or phrases only (*Mia pulls and pulls; Dogs can run and jump; It gets big and round*); boundary punctuation only; no commas in lists; sentence-case titles throughout. Opinion sentences (“I think ...”) appear only as distractors to be recognised, per the 5C recognition ceiling — no persuasive text is produced or edited. No joined script: item 55 is letter-form knowledge on screen, with formation reserved to O2. No monitoring strategy is named by any item beyond summarising and predicting inside VC2E1LY12 items; the 5D five-strategy list is untouched. D11 phonics scope held in the edit pair (items 53–54): *brid* is a transposition of the letters of *bird*, and the fixes *bird/beard/bread* are all real in-scope words with no new pattern.

Sitting-cap disclosure (stated deviation, per the authoring rule). §7.4 fixes both the section marks (20/10/30) and four 15-minute sittings; §7.2 guidance is about one minute per mark once stems are read aloud. Section A (20 marks) and Section C part 1 (16 marks) therefore sit slightly above a 15-minute guidance estimate. R1 resolves this openly: four sittings are kept exactly as §7.4 schedules them, the review stays untimed within each sitting, and sittings 1 and 3 carry printed pause points so any school can hold the 15-minute welfare cap by splitting the sitting into two consecutive sessions. No other §7.4 cell is deviated from: every family, every CD, every section mark and every stimulus condition is delivered exactly.

Gate adjudications. *brid* (item 53) is an intentional transposition of *bird* — no new pattern, both letters already in the word; it is listed in the gate’s ADJUDICATED_NONWORDS. *show-how* (item 27 and the Words-you-need block) is the hyphenated talk-job name from section 6B; the ladder sees it as one unplaced token, and it is adjudicated here: both halves are at or below the Yr1 ceiling (*show* Yr1, *how* F), the compound is taught vocabulary, and it appears in a teacher-read stem and one option exactly as 6B presents it.

Sourcing. *Mia’s big pumpkin*, *My red kite* and *The moon* are original compositions written for this book, along with every item sentence, card and caption (TOC D7, §6; P3 context-first; P5). No published text and no NAPLAN or VCAA content is reproduced. No chapter-check stimulus reappears: Pip and the lost button (C3), the bear by the sea (C3), the big tent (C5), the beach facts text (C6), the bean-count text (C6), the tower text (C4) and every chapter-check caption and editing sentence stay in their own instruments. The only returning element is Mia, the 6A talk-circle name, reused deliberately as this book’s recurring child.

End of R1 solutions. This block is removable as a whole page unit (L1).