

English Foundation

Chapter 1 — Language: talking with people and finding our way around texts

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How language is used differently at home and school

Section 1A · Chapter 1 — Language: talking with people and finding our way around texts **Strand:** Language · **Sub-strand:** Language for interacting with others **Owens:** VC2EFLA01 · **Draws on:** VC2EFLA01.E01, VC2EFLA01.E02

Content description VC2EFLA01 (verbatim from the VCAA export):

Students learn to: explore how language is used differently at home and school depending on the relationships between people

Elaboration VC2EFLA01.E01 (verbatim): asking relevant questions, and expressing requests and opinions in ways that suit the contexts

Elaboration VC2EFLA01.E02 (verbatim): learning to use language according to the relationship between people, for example between a parent and a child, a teacher and a student, siblings or friends, shopkeepers and customers

Achievement standard, Speaking and Listening (verbatim, the sentence this section delivers): When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.

How this section is administered. Foundation students are pre-readers and beginning readers. Every child-facing line in this section is read aloud by the teacher; no task depends on a child reading anything. The work is carried by the figures, the people-cards, real materials (a glue stick, a red pencil, play food) and the teacher's script. Children respond with their voices, their hands and their fingers.

Scope notes for the teacher. This section is language-register awareness at Foundation scale: asking questions and making requests in ways that suit the context, and matching language to the relationship (parent–child, teacher–student, siblings, friends, shopkeeper–customer) — the relationships named in VC2EFLA01.E02. The metalanguage *register* (the way we shape our language to fit who we are with and where we are) is teacher-only; children work with “home words and school words”. Nothing here assumes prior childcare or kindergarten: the talk routine in Step 0 establishes turn-taking inside the lesson. Home means wherever a child lives and whoever lives with them; a home language other than English is home language too, and children are invited to bring it in. The teaching point is fit, not deficit: home ways of saying things are right at home, school ways are right at school.

Where this sits. First touch of register and purpose. It hands forward to 1B (preferences, likes and dislikes), joins 2D (vocabulary of familiar contexts) and 4A (voice levels and listening), and at Level 1 grows into VC2E1LA01 (asking for and providing information, offers, requests, commands).

Figures: 1a_two_places, 1a_people_cards, 1a_same_ask, 1a_home_school_words, 1a_shop_play, 1a_sort_board, 1a_match_ask, 1a_show_me — all original, generated by src/gen_1a_*.py.

Teaching sequence

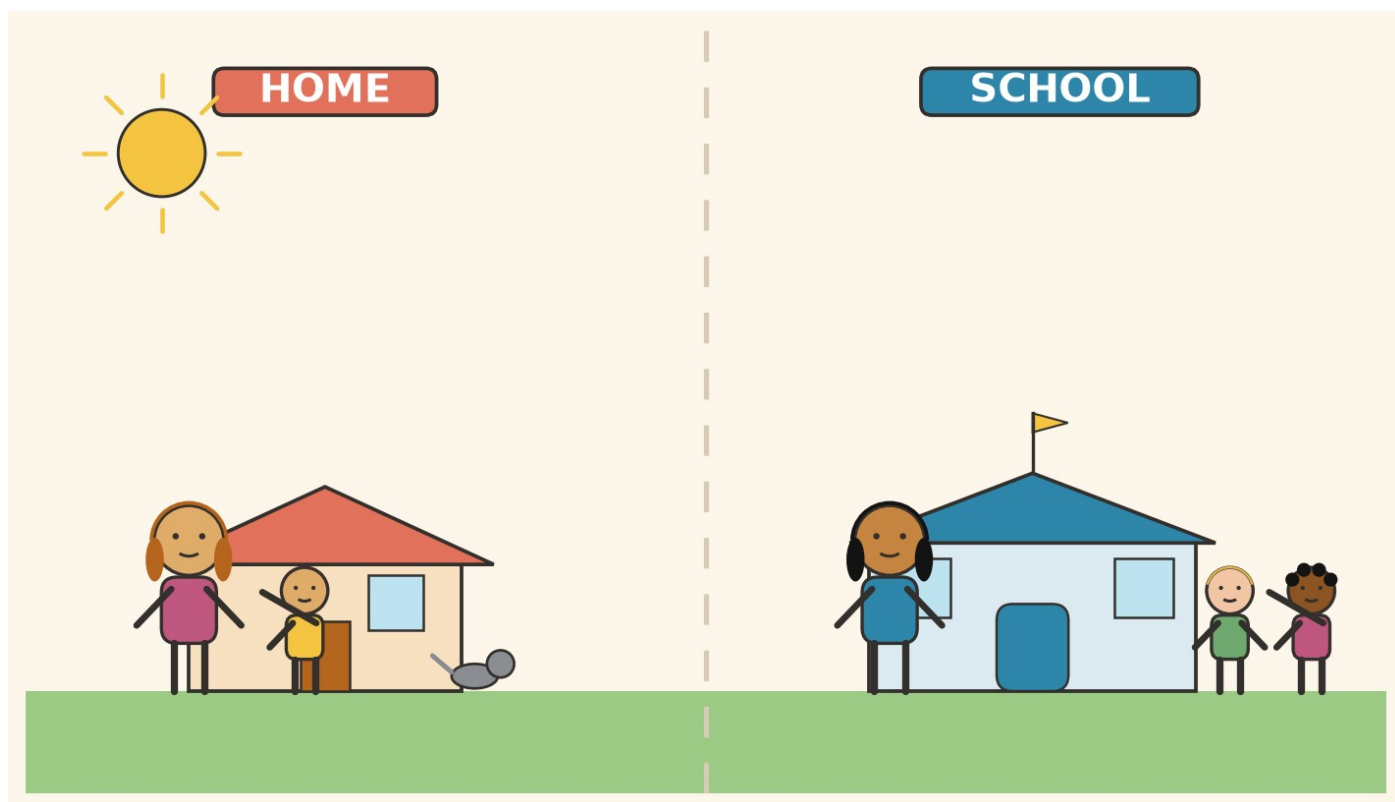
Materials: the eight figures printed large; a real glue stick and a red pencil; play food or real fruit for the shop corner (apple, banana, bread, milk); a big sheet of paper for the class chart.

Step 0 — how we talk here. Establish the routine before any content; nothing is assumed.

SAY: When we talk: one talks, and all listen. I talk, you listen. You talk, I listen. If you want to talk, put your hand up.

Step 1 — two places. Show Figure 1 (1a_two_places).

SAY: Look! Two places. One is home. One is school. We talk at home. We talk at school.

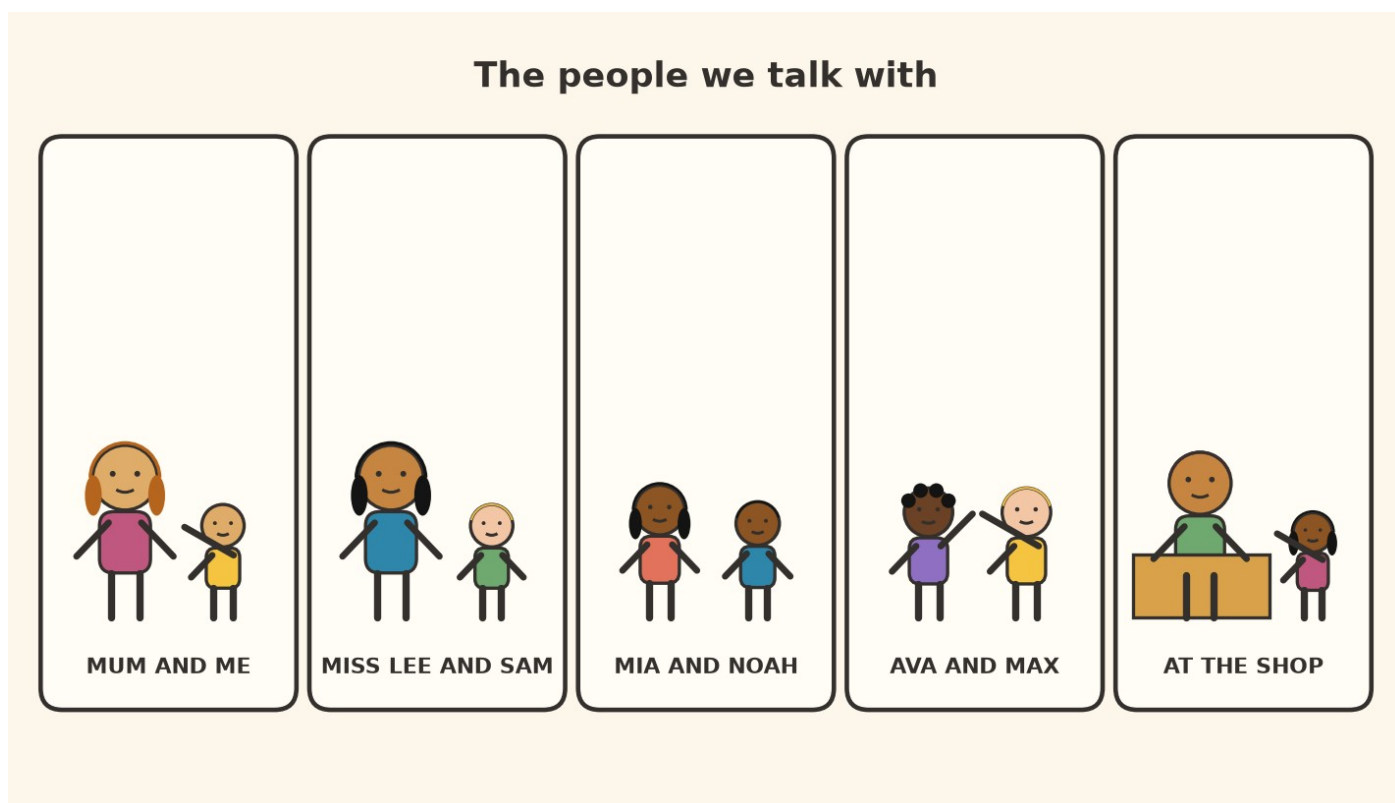


Home: a mum and a girl and a cat at a house. School: a teacher and two kids at a school.

Step 2 — the people we talk with. Show Figure 2 (1a_people_cards), one card at a time.

SAY: At home, who do you talk with? At school, who do you talk with?

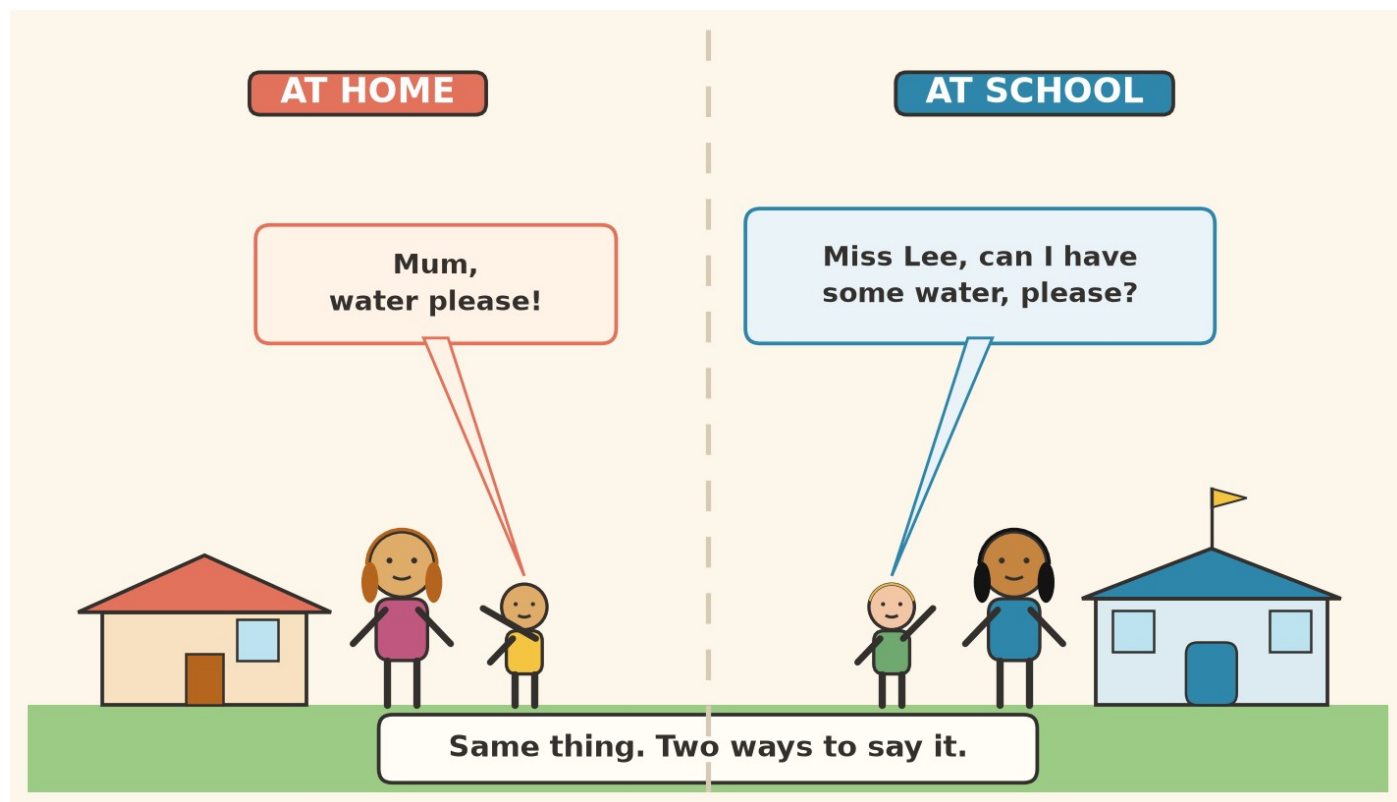
Take the answers card by card (mum, dad, nan, a sister, friends, the teacher, Mr Patel). A child who speaks another language at home is invited to say a home word in that language; we all say it back.



The people we talk with: mum and me, Miss Lee and Sam, Mia and Noah, Ava and Max, and Mr Patel at the shop.

Step 3 — same thing, two ways. Show Figure 3 (1a_same_ask). Model both lines with feeling; the group says each one back.

SAY: Mia wants some water. At home, Mia says: Mum, water please! At school, Mia says: Miss Lee, can I have some water, please? Same thing! Two ways to say it.



One want, two ways to say it: the home way and the school way.

Step 4 — home words and school words. Show Figure 4 (1a_home_school_words). Build the class chart together: children offer one line; the teacher writes it. No child needs to read the chart.

SAY: What do you say at home? What do you say at school? Say one, and I put it on our big paper.

Home and school words

HOME WORDS	SCHOOL WORDS
Hi, Mum!	Hello, Miss Lee!
Water, please.	Can I have some water, please?
Help me, Dad.	Can you help me, please?
?	?

A big paper with home words and school words.

Modelled examples

Example 1 — scaffolded: the glue stick

Hold up the real glue stick while you model. Listen for the three parts of the school ask: name, want, please.

Sam is at school. Sam wants the glue. The glue is with Miss Lee. Sam puts his hand up. Sam says: “Miss Lee, can I have the glue, please?” Miss Lee says: “Here you go, Sam.” Sam says: “Thank you, Miss Lee.”

Now at home. Sam wants the glue. The glue is with Mia. Sam says: “Mia, the glue, please!” Short words at home. Good at home! At school, Sam says: “Miss Lee, can I have the glue, please?”

Example 2 — scaffolded: at the shop

Use the figure below and the play food. Model slowly; let the group join in on the second run.

Mia and Dad are at the shop. Mia wants an apple. Mia says: “Hello! An apple, please.” Mr Patel says: “Here you go.” Mia says: “Thank you!”

At home, Mia wants an apple. Mia says: “Dad, can I have an apple, please?” Home words and school words. Both are good words!

AT THE SHOP

MR PATEL

Hello!
A banana, please.

APPLE BANANA BREAD MILK

At the shop: Mr Patel at his food table. Mia says hello and asks for a banana.

Practice tasks

Scaffolded

Q1. Look! I say the words in one small box. You say: HOME or SCHOOL. We put the box on home or on school.

Where do the words go?

HOME

put home words here

SCHOOL

put school words here

Hi, Mum!

Can I have a pencil, please?

Hello, Miss Lee!

Look, Nan!

Thank you, Dad.

Can you help me, Miss Lee?

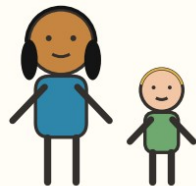
A home mat and a school mat, with six small word boxes to put under home or school.

Q2. Look! Who do you talk with at home? Who do you talk with at school? Say the people.

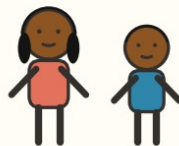
The people we talk with



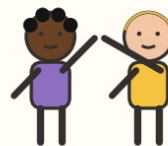
MUM AND ME



MISS LEE AND SAM



MIA AND NOAH



AVA AND MAX

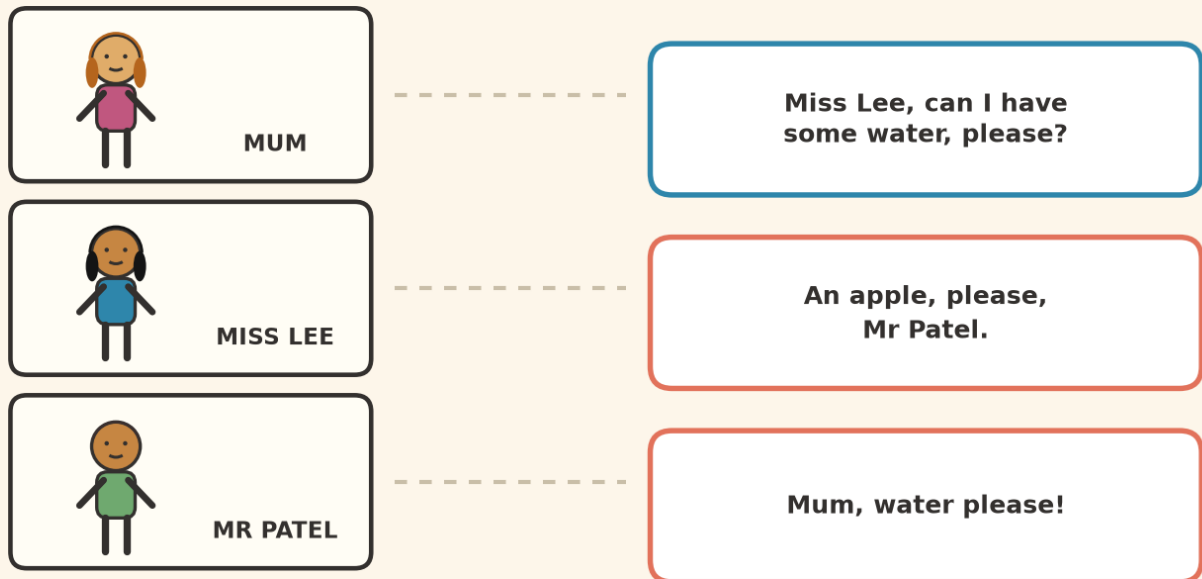


AT THE SHOP

The people we talk with: mum and me, Miss Lee and Sam, Mia and Noah, Ava and Max, and Mr Patel at the shop.

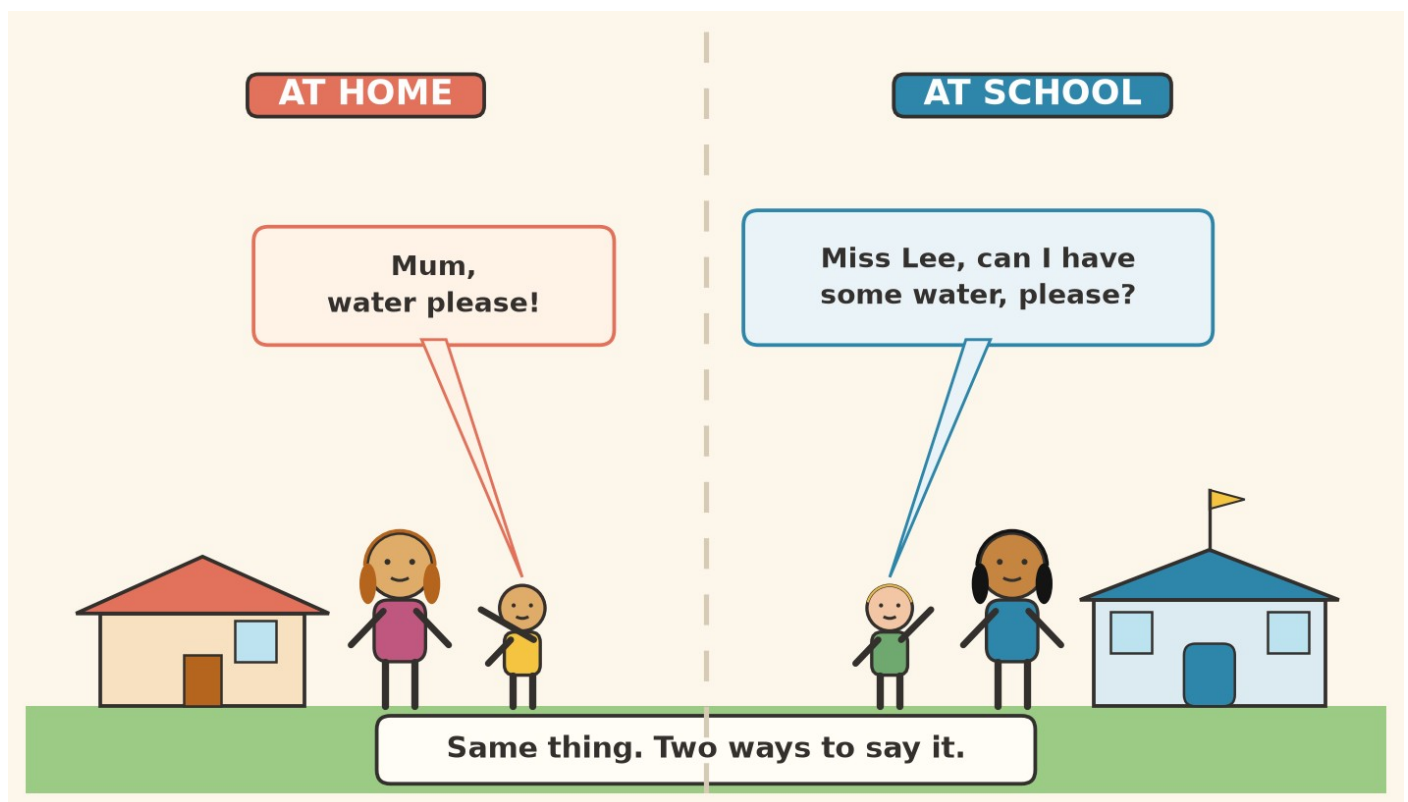
Q3. Look! I say the words. You say who: Mum, Miss Lee, or Mr Patel. “Miss Lee, can I have some water, please?” ... Miss Lee! “Mum, water please!” ... Mum!

Who do you say it to?



Mum, Miss Lee and Mr Patel. Three ways to say it. Say who goes with what.

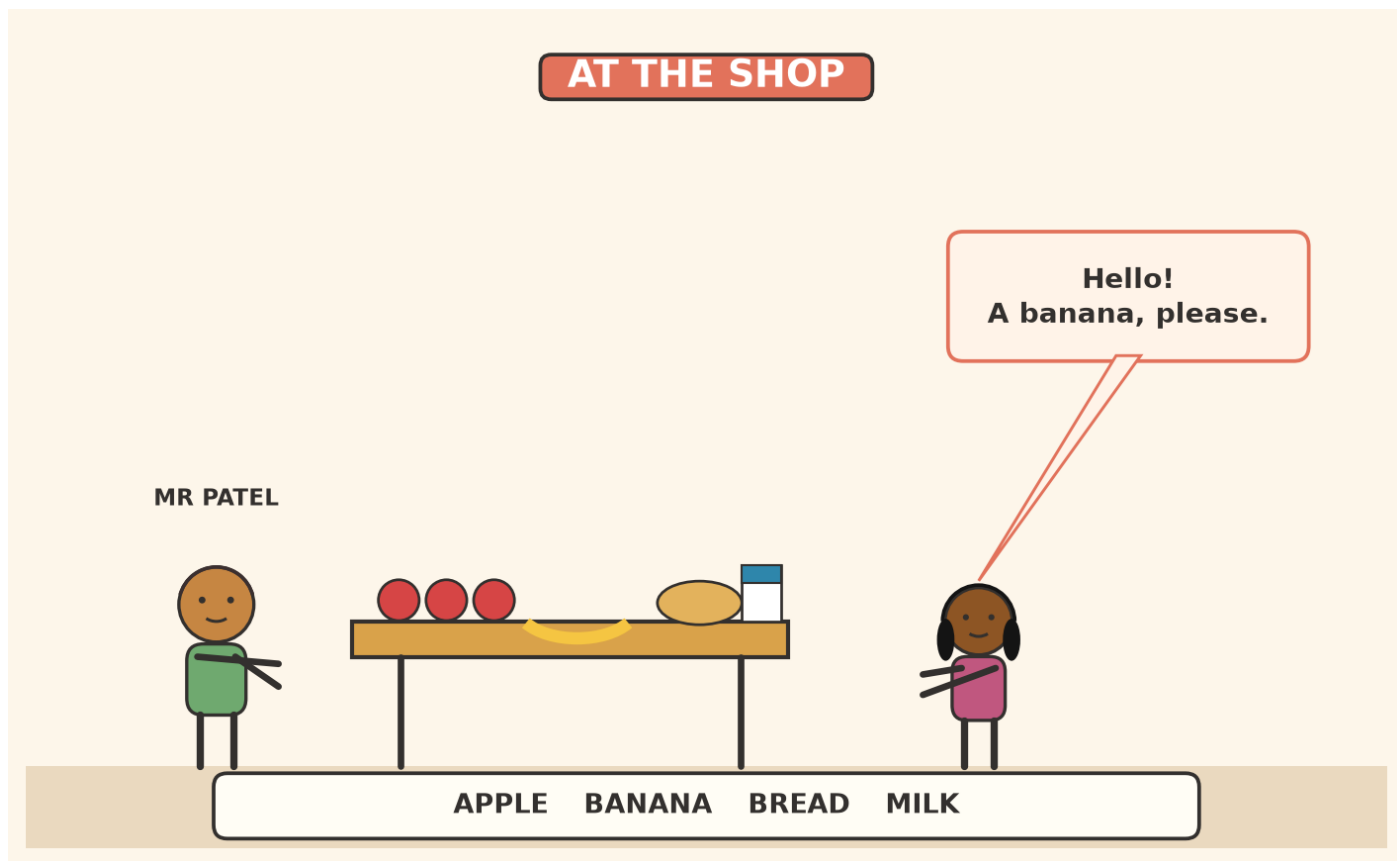
Q4. Look! Say the home way. Say the school way.



One want, two ways to say it: the home way and the school way.

Q5. You want the red pencil. The red pencil is with Miss Lee. I say two ways. You say the one for school: “Red pencil!” — “Miss Lee, can I have the red pencil, please?”

Q6. Shop play! I am Mr Patel. You come to the shop. Say: hello, and the food, and please. Now say: thank you.



At the shop: Mr Patel at his food table. Mia says hello and asks for a banana.

Unscaffolded

Q7. You are at school. You need help with your bag. What do you say? Say it.

Q8. You are at the shop with Dad. You want a banana. What do you say? Say it.

Q9. You want some water. Say it the home way. Now say it the school way.

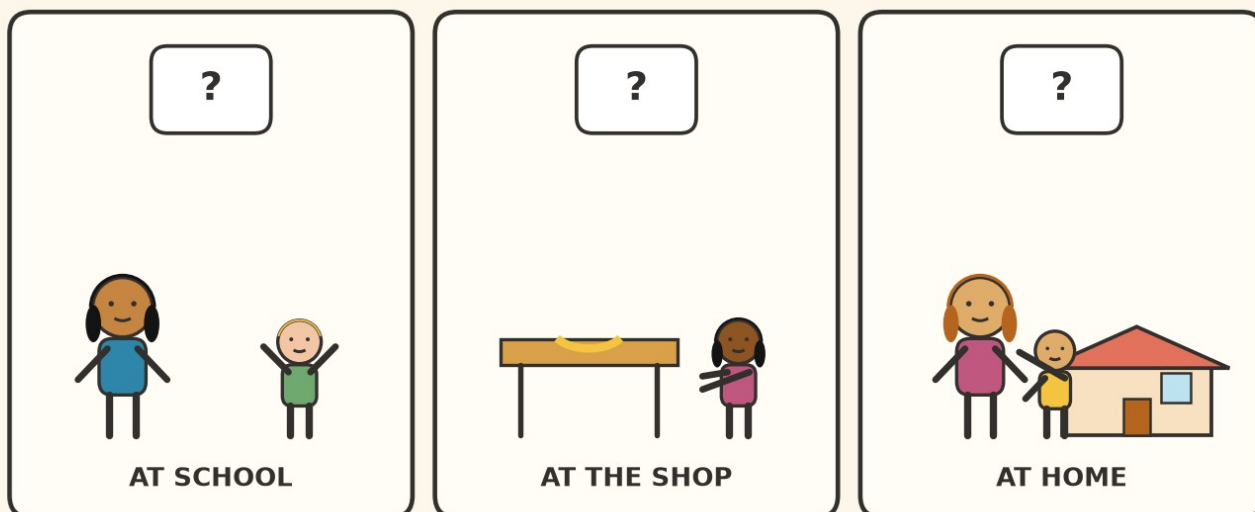
Q10. Max is at school. Max says: “Water! Now!” Is that a good way at school? What can Max say? Say the good way.

Say it — and say how you know

The oral reasoning and demonstration prompt. Children answer with words and with actions; accept any sensible school way, and the child’s reasoning in their own words (“Miss Lee is my teacher”, “we say please at school”).

Look! Three places: at school, at the shop, at home. Say what you say at all three places. How do you know what to say? Say how you know.

SAY IT!



What do you say?

Three places: at school, at the shop, at home. What do you say?

What to listen for

Task	What counts
Q1	HOME / SCHOOL said for each box: “Hi, Mum!”, “Look, Nan!”, “Thank you, Dad.” go home; “Hello, Miss Lee!”, “Can I have a pencil, please?”, “Can you help me, Miss Lee?” go school. Sorting reasons in own words are a bonus.
Q2	People named by place: mum, dad, nan, a sister at home; Miss Lee (and friends) at school; Mr Patel at the shop. Sensible placements are accepted; friends can be both.
Q3	The school ask goes to Miss Lee; the home ask goes to Mum; the shop ask (“An apple, please, Mr Patel.”) goes to Mr Patel.
Q4	Both ways said: short home way; name + ask + please school way.
Q5	The school way chosen and said: “Miss Lee, can I have the red pencil, please?”
Q6	Hello + food + please, thank you after, at the shop corner.
Q7	A school ask produced: name (Miss Lee / teacher) + please.
Q8	A shop ask produced: hello + banana + please (+ thank you is a bonus).
Q9	Two ways produced without support: home way and school way.

Task	What counts
Q10	“Water! Now!” judged as not fitting school, and a repair offered: “Miss Lee, can I have some water, please?”
Say it	A way said at each of the three places, plus a reason in the child’s own words (the relationship named: teacher / shop man / mum).

Scoring is against the achievement standard’s own sentence: “students explore vocabulary used in familiar contexts and how language changes in different contexts.” A child who can shift between a home way and a school way for one want, and say who the words fit, has met it.

What kids can say

Q1. “Hi, Mum!” → HOME. “Can I have a pencil, please?” → SCHOOL. “Hello, Miss Lee!” → SCHOOL. “Look, Nan!” → HOME. “Thank you, Dad.” → HOME. “Can you help me, Miss Lee?” → SCHOOL.

Q2. “Mum — home!” “Miss Lee — school!” “Mr Patel — the shop!” “Ava and Max — home! ... school!” (both accepted)

Q3. “Miss Lee, can I have some water, please?” → Miss Lee. “An apple, please, Mr Patel.” → Mr Patel. “Mum, water please!” → Mum.

Q4. Home way: “Mum, water please!” School way: “Miss Lee, can I have some water, please?”

Q5. “Miss Lee, can I have the red pencil, please?”

Q6. “Hello! A banana, please.” — “Thank you!”

Q7. “Miss Lee, can you help me, please?” (or “Teacher, can you help me, please?”)

Q8. “Hello! A banana, please.” “Thank you, Mr Patel.”

Q9. Home way: “Mum, water please!” School way: “Miss Lee, can I have some water, please?”

Q10. “No — at school we say: Miss Lee, can I have some water, please?”

Say it. At school: hand up, “Miss Lee, can I have the glue, please?” At the shop: “Hello! An apple, please.” At home: “Mum, water please!” Reason: “Miss Lee is my teacher.” / “Mr Patel has the shop.” / “Mum is my mum.”

Using language to express preferences, likes and dislikes

Section 1B · Strand: Language · Sub-strand: Language for interacting with others **Content description VC2EFLA02:** explore different ways of using language to express preferences, likes and dislikes
Elaboration VC2EFLA02.E01: recognising how feelings and preferences might be communicated in speech and gesture **Elaboration VC2EFLA02.E02:** recognising the ways that emotions and feelings can be conveyed in visual and media texts, for example in short film, advertising and animations **Achievement standard (Speaking and Listening, extract):** They share thoughts and preferences.

Theory

What this section teaches. VC2EFLA02 asks Foundation children to *explore* — not yet to classify — the different ways people say what they like and do not like: with words, with the voice, with the body, and inside pictures that move or sell. The two elaborations are illustrations of the CD, not a syllabus order (see TOC decision D7); the sequence below moves from the child's own face and body (speech and gesture, the E01 territory) to made-up visual texts (the E02 territory) because that is the natural Foundation entry point, not because the elaborations are being taught in order.

Metalanguage (teacher words, defined at first use). Every term below is said aloud by the teacher with a child-level gloss; children are never asked to read or spell it.

- **Preference** — what a person likes or does not like. Gloss for children: *the things you like and the things you do not like*.
- **Express** — to say or show what is inside you. Gloss: *to say it or show it*.
- **Gesture** — something your body says without words: a nod, a hug, hands out, a jump. Gloss: *what your body says*.
- **Visual text / media text** — anything made to be looked at (a poster, a picture book page, a short film, an animation) that tells you something. Gloss: *pictures that talk to us*.

Like and dislike are response-reporting (house position, CONTESTED_TERMS.md Rule 1b). A like or a dislike reports the speaker's own reaction; said sincerely, it cannot be wrong, and it is not an argument to be won. This section therefore never asks a child to judge a classmate's like or dislike, and it treats the two symmetrically: the same sentence frames (*I like ... / I do not like ...*), the same mats, the same faces, the same respect. Foundation framing used aloud by the teacher: **there is no wrong like**. (The steelman of the opposing classroom habit — correcting children's preferences as if they were facts or errors — is exactly the habit this position rules out.)

Reading-load rules for this section (TOC decision D13). Every line of student-facing text is read aloud by the teacher; no task depends on decoding the child has not been taught. The book's writing scope here is capital letters and full stops; exclamation marks appear only as pictured speech — speech bubbles, the poster, modelled cheers — which the teacher voices and the child is never asked to decode or write (question marks and exclamation marks are Level 1, VC2E1LA10). Text types in view are narrative and informative only. Grammar is treated as awareness (noticing how we say likes) — never as taxonomy.

Assessment (TOC decision D8). This book's questions are practice, not the assessment instrument. Evidence for VC2EFLA02 is teacher-observed and oral: the child shares a preference in speech or gesture and notices how a picture says a feeling. The *Answers* and *Fully-worked solutions* below are therefore observation notes and modelled oral responses, not a scored key.

Teaching sequence.

1. **Faces first.** Use *Faces!* to name the six faces (happy, sad, scared, surprised, sick, yum). Children copy each face. This is the vocabulary every later task borrows.
2. **Say it, do it.** Use *Say it. Do it.* to pair a spoken line with a gesture (nod, hands out, hug, jump, yum). Children see that words and body can say the same like (E01 territory).
3. **Sorting likes.** Use *Where do they go?* to model the two sentence frames on the mats: *I like ...* and *I do not like ...*. Worked example 1 lives here.

4. **Say it your way.** Use *Say it your way* stems so each child puts their own word in the frame. Worked example 2 then turns the looking-glass on pictures: *A moving picture* shows how a face, bright colours and a sound word make a picture say a feeling (E02 territory), and *Apples!* shows the same tricks inside a made-up advertising-style poster.
5. **Ask and count.** Use *Do you like bananas?* to run a whole-class preference survey as a picture chart, and *Same rain, two ways* to land the section's big idea: two people, one thing, different likes — and both are ok.

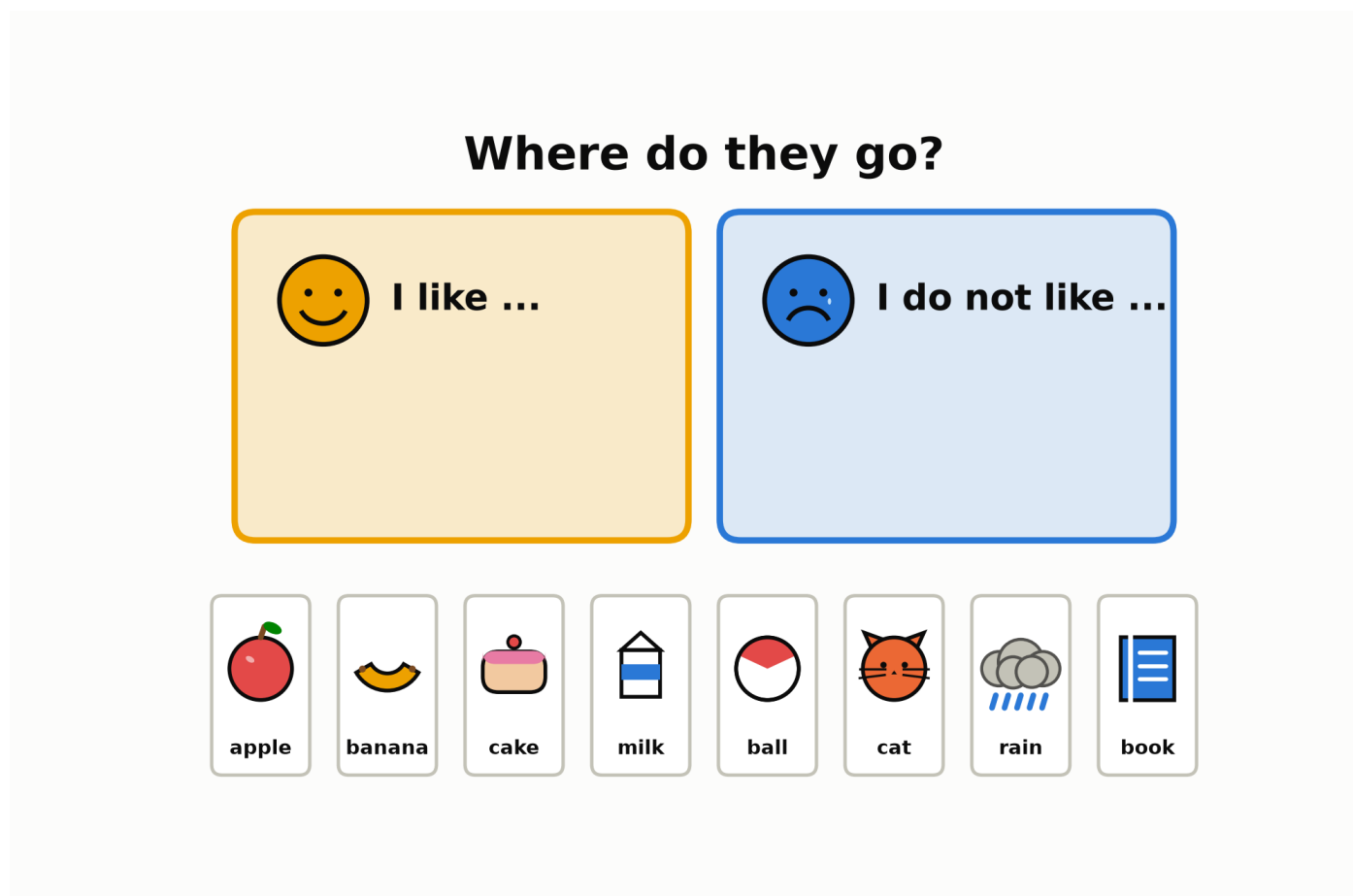
All texts, posters, charts and figures in this section are original artifacts made for this book (TOC decision D4); the advertising-style poster is deliberately invented and carries a “Made for this book” tag so no real product or publisher is ever in view.

Worked examples

Example 1 — scaffolded

Teacher script (read aloud): We sort our likes. The happy mat takes the things we like. The sad mat takes the things we do not like. Watch me. *I like cake. Cake goes on the happy mat.* Now a sad one. *I do not like milk. Milk goes on the sad mat.* Your go.

I like cake. Cake goes on the happy mat. I do not like milk. Milk goes on the sad mat.



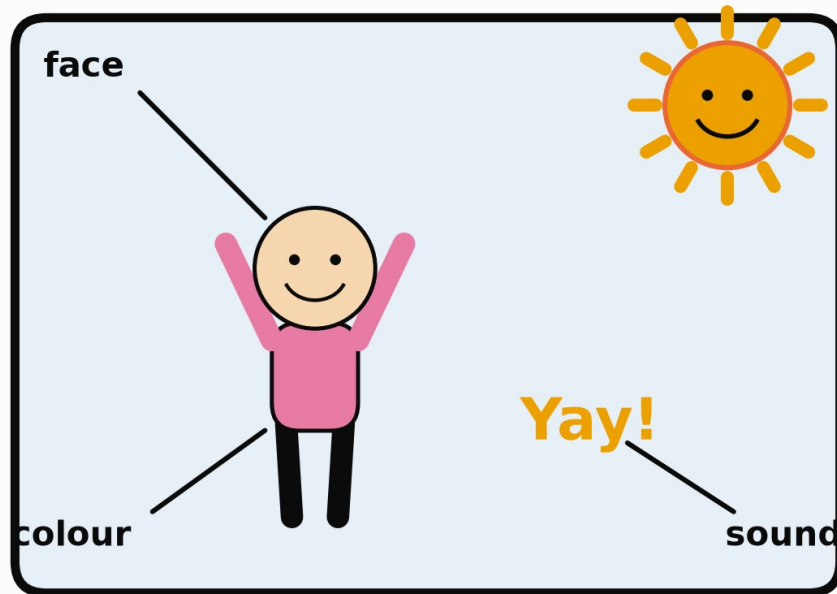
A sorting mat with two big panels: a yellow panel labelled I like with a happy face, and a blue panel labelled I do not like with a sad face; below are eight picture cards: apple, banana, cake, milk, ball, cat, rain and book.

Example 2 — scaffolded

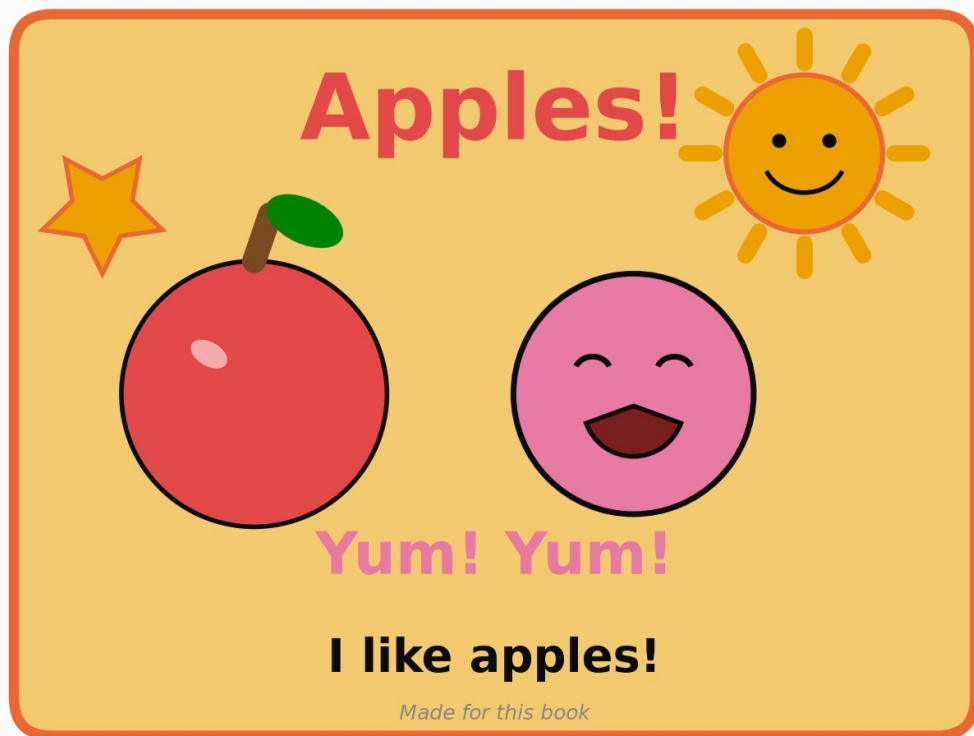
Teacher script (read aloud): Pictures can say a like too. Look at our moving picture. How do we know the boy is happy? His **face** is happy. The **colours** are bright — pink and yellow. And the picture gives him a sound word: *Yay!* Face, colour, sound — three ways a picture tells us a feeling. Now the poster: a big red apple, a yum face, big letters *Yum! Yum!* The poster wants us to like apples.

Look at the pictures. The boy is happy. His face is happy. The pictures are pink and yellow. He says Yay! Apples! Yum! Yum! I like apples!

A moving picture



A made-up picture on a screen frame, titled A moving picture: inside the frame a happy child with arms up under a smiling sun and the word Yay, with three labels and pointers: face, colour and sound.



An original advertising-style poster made for this book: bright yellow background, big red headline Apples!, a large red apple beside a yum face, the words Yum! Yum! and I like apples!, and a small tag Made for this book.

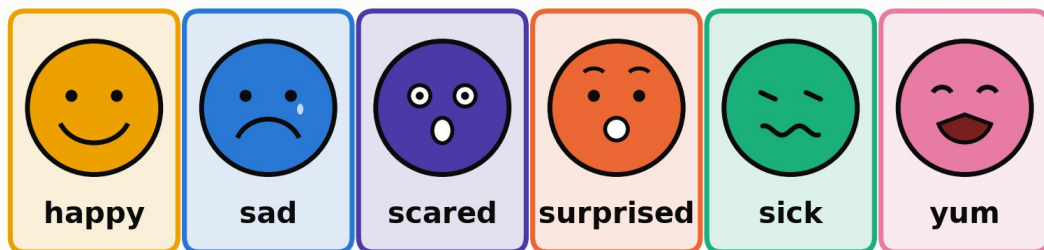
Practice questions

Scaffolded

Q1. Faces.

Look at the faces. Happy. Sad. Scared. Surprised. Sick. Yum. Put on a happy face. Put on a yum face.

Faces!



Six feeling-face cards in a row, each a coloured round face with a word under it: happy, sad, scared, surprised, sick and yum.

Q2. *Say it, do it.*

We say it. We do it. Yes! Nod your head. No! Stop! Put your hands out. I love you! Hug your friend. I am happy! Jump! Yum! I like it! Rub your hands.

Say it. Do it.

We say it ...

Yes!

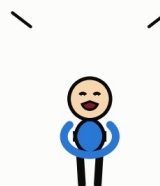
No! Stop!

I love you!

I am happy!

Yum! I like it!

We do it ...



A two-column chart titled *Say it. Do it.* The left column has speech bubbles: *Yes!*, *No! Stop!*, *I love you!*, *I am happy!*, *Yum! I like it!* The right column shows a child doing the matching gesture: nodding, hands out in stop, hugging, jumping, and a yum face.

Q3. Sort the ball.

Put the ball on a mat. Say I like the ball. Say I do not like the ball.

Q4. Say it your way.

I like . ***I love*** . I do not like . ***I like*** best. Now you say it.

Say it your way



I like ____.



I love ____.



I don't like ____.



I like ____ best.



Four sentence stems on coloured bands, each with a feeling face and a picture cue: *I like . (happy face, apple), I love . (love face, heart), I don't like . (sick face, sad face), I like best. (yum face, star).*

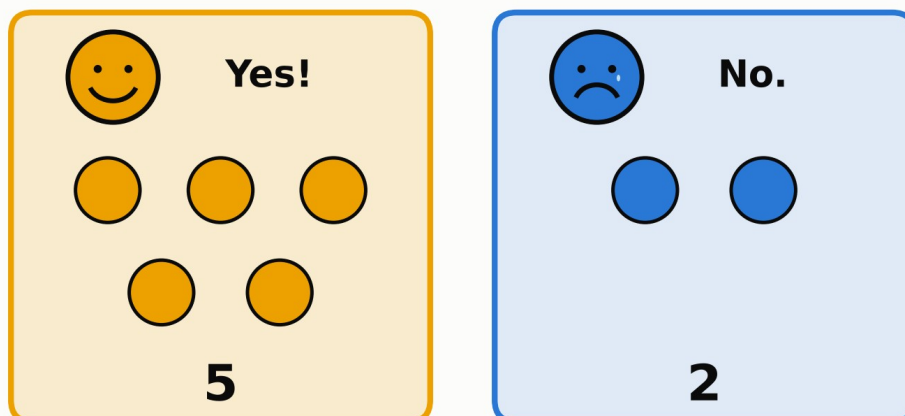
Q5. *The apple poster.*

Look at the big red apple. Look at the yum face. Say Yum! I like apples!

Q6. *Bananas, yes or no.*

Bananas. Yes or no. Five dots say yes. Two dots say no. Now we ask our friends. One dot for yes. One dot for no.

Do you like bananas?



A class survey chart titled *Do you like bananas?* with two panels: a yellow *Yes!* panel with a happy face and five counted dots above the number 5, and a blue *No.* panel with a sad face and two dots above the number 2.

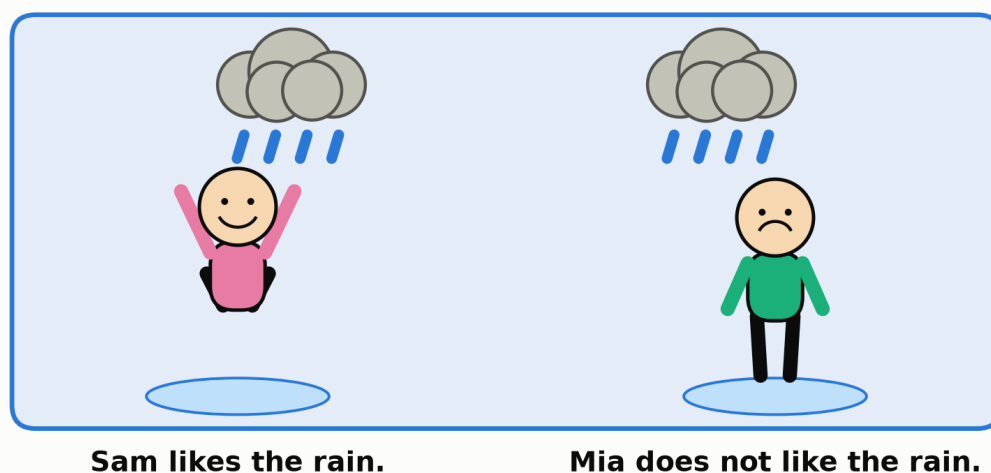
Un scaffolded

Q7. Draw a face.

Draw a face. Happy or sad or yum. Say I like . ***Say I do not like*** .

Q8. Same rain, two ways.

Look at the rain pictures. Sam likes the rain. Sam is happy. Mia does not like the rain. Mia is sad. Both are ok. Say what Sam says. Say what Mia says.



Two children under the same rainy sky: on the left Sam jumps happily in the rain with the line *Sam likes the rain.*, on the right Mia stands sadly by a puddle with the line *Mia does not like the rain.*

Q9. *Love and a hug.*

Say to your friend. I love you. Hug your friend.

Q10. *My yum food.*

Draw your yum food. Say I like _____. I like it best.

Q11. *Talk it out (oral reasoning).*

Talk. You like rain. Your friend does not like rain. Both are ok. Say why.

Answers

These are observation notes for the teacher, not a scored key (TOC decision D8). A child is “through” this section when they share a preference in speech or gesture and can point to how a face or picture says a feeling — the achievement standard’s “They share thoughts and preferences.”

Q1. Child copies at least two faces and can name them when the teacher points (happy and yum are usually first; *surprised* and *sick* may need the teacher’s word). **Q2.** Child pairs at least two lines with the matching gesture (nod with Yes!, hug with I love you!, jump with I am happy!). **Q3.** Child puts the ball on one mat and says the matching frame; either mat is a correct answer — the like is the child’s own (house position: there is no wrong like). **Q4.** Child fills a stem with their own word and says it aloud; watch for the frame staying intact (*I like dogs.*, not only *dogs*). **Q5.** Child says a yum line to the poster; bonus noticing: the big apple, the happy face, the big letters. **Q6.** Child asks three friends and puts one dot per answer; count check: dots match yeses and nos. **Q7.** Drawing shows a face the child can name; spoken frames use *I like* / *I do not like*. **Q8.** Child says a happy line for Sam and a sad line for Mia, and accepts both (the symmetry point; a child who insists one child is wrong needs the Q11 talk). **Q9.** Child says *I love you* and gives the hug (or offers a different gesture — a gesture is any body-say). **Q10.** Child draws a food and says *I like ___* with their own word. **Q11.** Oral reasoning: child can say that both likes are ok (preferences are reports of our own likes, not right-or-wrong facts). Accept any sincere wording; the idea, not the sentence, is the evidence.

Fully-worked solutions

Modelled oral responses — what the teacher demonstrates before children try, and what a through-the-section response sounds like.

Q1. (Teacher points to the yum card.) “Yum! I put on a yum face.” (Child copies.) **Q2.** “Yes!” (nods) — “I love you!” (hugs) — “I am happy!” (jumps). Words and body say the same thing. **Q3.** Ball on the happy mat: “I like the ball.” Ball on the sad mat: “I do not like the ball.” Both are right; the mat matches the child’s own like. **Q4.** “I like dogs. I love my nan. I do not like rain. I like cake best.” **Q5.** “Yum! I like apples!” Noticing aloud: “The apple is big and red. The face is yum.” **Q6.** Model ask: “Ben, bananas, yes or no?” Ben: “Yes!” One dot on yes. Repeat for three friends; count the dots: “Five yes. Two no.” **Q7.** (Child draws a round face with a big smile.) “Happy. I like puddles. I do not like spiders.” **Q8.** Sam: “Yay! I like the rain!” Mia: “I do not like the rain.” And the section’s line: “Both are ok.” **Q9.** “I love you.” (hug) — or the child’s own gesture: a pat, a hand to hold, a high nod. **Q10.** (Child draws a banana.) “I like bananas. I like them best.” **Q11.** Model talk: “I like rain. My friend does not like rain. That is ok. A like is your own. There is no wrong like.”

Texts take many forms: signs, books and digital texts

****Section 1C**** · Chapter 1 – Language: texts, and how they work
****Strand:**** Language · ****Sub-strand:**** Text structure and organisation
****Owns:**** `VC2EFLA03` · ****Draws on:**** `VC2EFLA03.E01`, `VC2EFLA03.E02`,
`VC2EFLA03.E03` (linkage keys only – TOC decision D7; they do not set the teaching order)

****What the curriculum says.**** Content description `VC2EFLA03` (Victorian Curriculum 2.0, English, Foundation, strand Language, sub-strand Text structure and organisation):

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

Elaborations (verbatim, used as linkage keys):

- `VC2EFLA03.E01` – comparing images in informative and narrative texts, and identifying similarities and differences
- `VC2EFLA03.E02` – comparing different ways that information might be presented, for example on a sign or in a set of instructions
- `VC2EFLA03.E03` – identifying different forms of texts in school, home and community settings, for example crossing signs, hand-washing signs, directions and product labels

Foundation achievement standard, Reading and Viewing (the sentence this section builds toward): "They compare how textual elements other than language, such as images and sounds, can contribute to meaning." Section 1D builds the companion sentence on organisation ("They identify how types of texts, both print and digital, are organised for purpose and navigation.").

****How this section is administered.**** This is a read-aloud section (TOC D13). Nothing on this page asks a child to read. Every prompt is read aloud by you; every child response is spoken, touched, shown, drawn or acted. Print inside the figures is read by you, never decoded by the children. Assessment is by observation and oral response (TOC D8); any MCQ items for this section live in the question bank and are not printed here.

****Term note – "text".**** The curriculum uses **text** throughout without a fixed definition (a contested term – see `CONTESTED_TERMS.md` Rule 1). This section uses the operational child-facing definition in the box below: a text is a thing that says something to us. That is consistent with the VCAA glossary sense (any written, spoken, visual or multimodal piece of communication) scaled to Foundation; keep the same child-facing line in Section 1D so the unit speaks with one voice.

****Term notes – narrative / informative / story text / information text.**** The curriculum's words are **narrative** and **informative**. Children at Foundation work with the child-facing names **story text** (a text with a story in it) and **information text** (a text that says things we can find out), and meet the curriculum words as their grown-up names in your voice.

****Term note – directions.**** A direction is a text that says which way to go, such as the green sign in the sorting cards figure. The word is teacher-facing here; children meet the thing, not the label.

****Scope note.**** The referents are the ones the curriculum names (TOC D4):

crossing signs, hand-washing signs, directions, product labels. All figures and model texts in this section are original artifacts made for this book (SOURCE_USE.md Rule 3) – they depict those kinds of texts but are not copies of any real sign or product. The story text "The Big Red Ball" and the information text "Ducks" are original, written and drawn for this section.

****Not taught here.**** How texts are organised (front cover, start, direction, tabs) belongs to Section 1D. Letters, sounds and words belong to Chapter 2 and Chapter 3. Reading behaviours belong to Chapter 6. This section is only about form: what kinds of texts there are, where we find them, and how the same thing can be said in two forms.

****Figures:**** `1c\_text\_forms`, `1c\_places\_map`, `1c\_crossing\_sign`, `1c\_jam\_label`, `1c\_handwash\_sign`, `1c\_handwash\_steps`, `1c\_story\_page`, `1c\_info\_page`, `1c\_compare\_table`, `1c\_sort\_cards` – all original, generated by `src/gen\_1c\_.py`.

What is a text?

A text is a thing that says something to us. A book is a text. A sign is a text. A text on a screen is a text too!
A screen is what we look at on the TV.

New words

Teacher reference. Introduce each word as it first comes up, with the thing in hand or on screen. These are the section's subject terms; children meet them in your voice long before they meet them in print.

Word	What it means, as you say it
text	a thing that says something to us – words, pictures, or both
sign	a text we see up high – on a wall, at a door, or where cars go; it uses pictures, colour and a few words, and it says one thing fast
label	the bit of writing on a thing that says what the thing is
directions	a text that says which way to go, like the green sign in the sorting cards figure
screen	the part of a TV that we look at
digital text	a text on a screen
instructions	a text with steps: do step 1, step 2, step 3, step 4
story text (narrative)	a text with a story in it – someone, and what happens to them
information text (informative)	a text that says things we can find out, like all about ducks

Our first talk – the teaching sequence

One short sequence, five moments, each done with the thing in hand where you can. Keep your language to the words in the box above; the children's answers can be any words they have.

****Materials:**** the mystery bag (any bag or box that hides what is inside); a book from the book corner; a clean food box or bottle with a label; printed copies of the figures, large if you can – `1c\_sort\_cards` one copy per pair for Q2; paper, pencils, glue and scissors for Q2, Q7 and Q9.

1. ****The mystery bag.**** Hold up the bag. "Something is in the bag!" Pull out, one at a time: the book, a printed crossing-sign figure, the labelled food box. Each time: "What is it? What does it say to us?" Let the children say what they

think; then name it: a book, a sign, a label.

2. **Three forms and three actions.** Show ``lc_text_forms``. Name the three forms: a sign, a book, a digital text on a screen. Give each form an action: sign – arms out wide; book – hands open flat; digital text – tap, tap. Call the forms in any order; the children do the actions.

3. **Where do we find texts?** Show ``lc_places_map``. Find the text in each place: a book at home, a screen at school, a label at the shop, a crossing sign where the cars go. Then look around the room and find texts here: the sign at the door, the book corner, a label on a box.

4. **One say, two ways.** Hold up ``lc_handwash_sign``, then ``lc_handwash_steps``. Both say: wash your hands! One is a sign – small, fast, one look. One is a set of instructions – step 1, step 2, step 3, step 4. Do the steps together in the air: wet, rub, wash, dry.

5. **Story texts and information texts.** Name the two grown-up words with their child-facing names: a story text (narrative) has a story in it; an information text (informative) says things we can find out. Preview ``lc_story_page`` and ``lc_info_page`` without asking anything yet – the asking happens in Q5.

Look with me

Two modelled think-alouds. You carry the thinking; the children watch, listen, and join in where they can. First run: you say it all. Second run: leave gaps for the children to fill ("It is a ...", "It says ...").

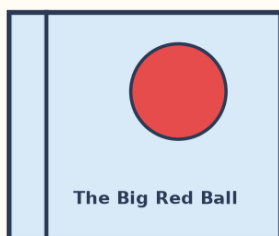
1 — a sign, and a label

Texts come in different forms



What is it?

a sign



What is it?

a book



What is it?

a digital text

Three texts: a yellow sign, a book with a red ball on the front, and a screen with a sun on it.

Say: “Look! Three texts! A sign. A book. A text on a screen. They are not the same. And they all say something to us!”

Say: “Look at the screen. A screen is what we look at on the TV. A text on a screen is a digital text!”

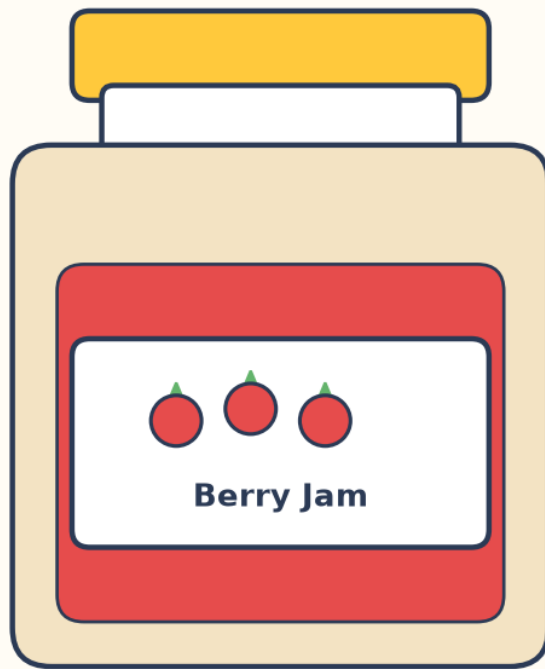


a school crossing sign

It tells us: walk here to go across the road.

A yellow sign. A big boy and a small girl are walking.

Say: “Now look at this. What do I see? I see a yellow sign. I see a boy and a girl. They are walking. So it is a sign! What does it say to us? It says: walk here. I see this sign when I walk to school.”



a label on a jar

The label tells us what is in the jar.

A food from the shop with a label. The label says Berry Jam.

Say: “And look at this! It is from the shop. What is this bit here? It is a label. The label says: Berry Jam. Now I know what it is! A label is a text too. It says what a thing is.”

Linkage: VC2EFLA03.E03 – identifying forms of texts in school, home and community settings. The think-aloud models the move the children will make in Q1-Q3 and Q7-Q10: look, name the form, say what it says.



a sign

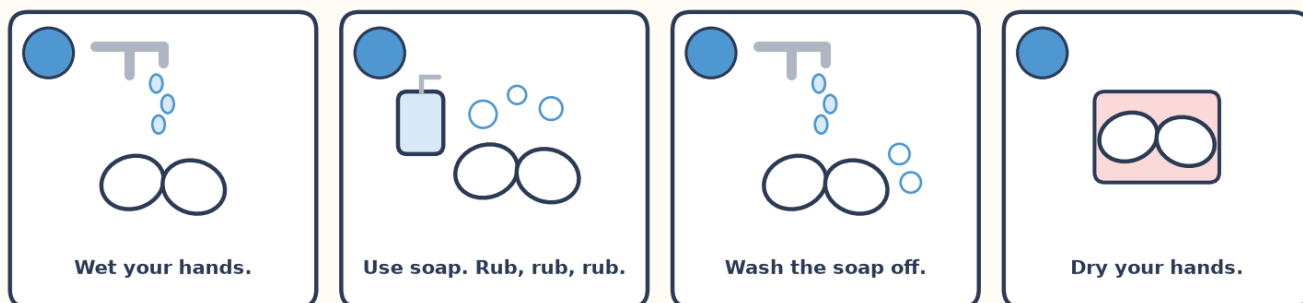
It is small. It uses a picture and a few words.

A blue sign. It has a tap and two hands. It says: Wash your hands.

Say: “Look at this text. It is a sign. It says: wash your hands! It is small. One look, and we know.”

How to wash your hands

a set of instructions — do the steps, 1, 2, 3, 4



Four pictures: 1, wet your hands. 2, rub your hands. 3, wash them. 4, dry your hands.

Say: “Now look at this text. It says the same thing: wash your hands! But look — it has steps. Step 1, step 2, step 3, step 4. It is a set of instructions. Instructions say: do the steps!”

Say: “So — both say the same thing. The sign says it fast. The instructions say it step by step. One say, two ways!”

Linkage: VC2EFLA03.E02 – the same information presented on a sign and in a set of instructions. Wash-your-hands is the standing example for this section; the children act it again in Q4.

We try

Scaffolded tasks. You read every prompt; the children answer with a touch, a show, words, or the actions from Our first talk. Keep pace brisk; these are short, loud, and fun.

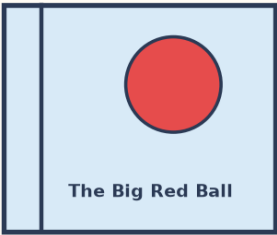
Q1. (VC2EFLA03.E03) “Look at the three texts. Touch the sign! Touch the book! Touch the text on the screen! Now do it with me: sign! book! screen!”

Texts come in different forms



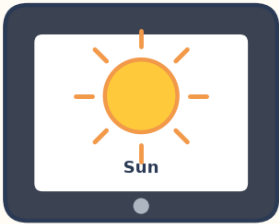
What is it?

a sign



What is it?

a book



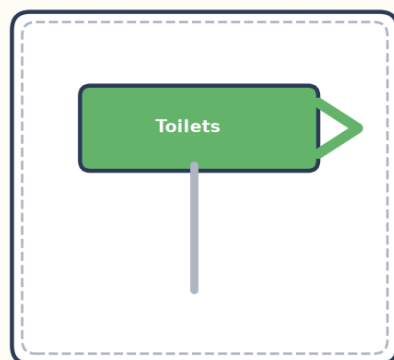
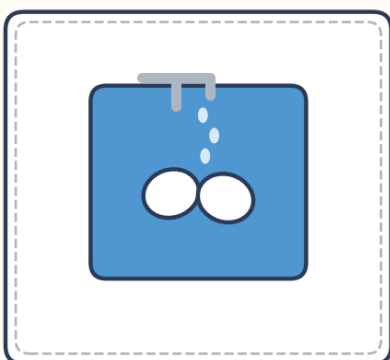
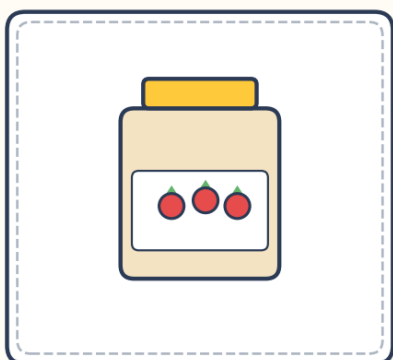
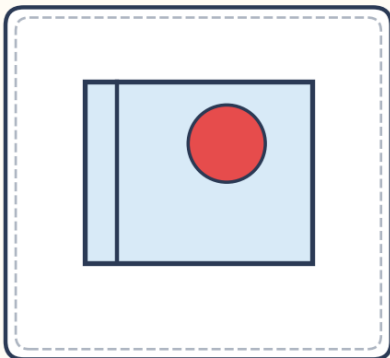
What is it?

a digital text

Three texts: a yellow sign, a book with a red ball on the front, and a screen with a sun on it.

Q2. (VC2EFLA03.E03) “Cut out the six pictures. Put them in three families: signs, books, and screens. Now look at Berry Jam. Is the label a text too? Say what you think.”

Cut out the cards. Sort them: sign, book, or screen?



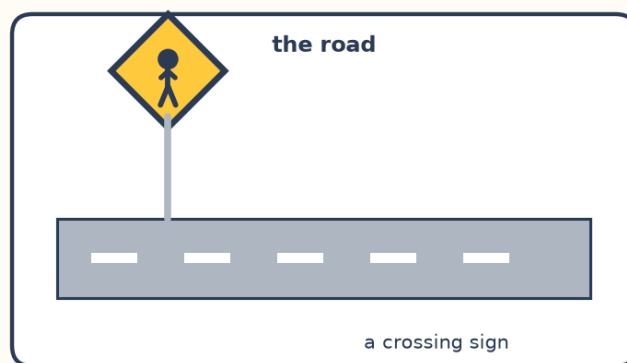
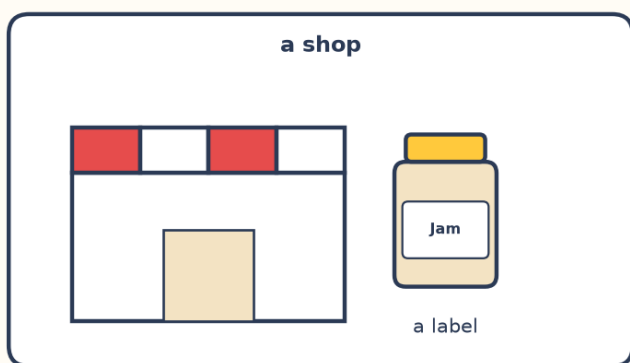
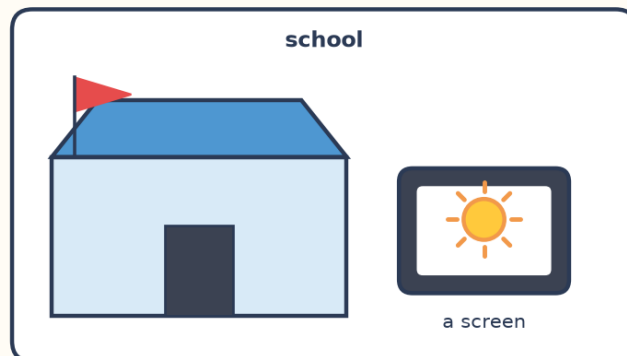
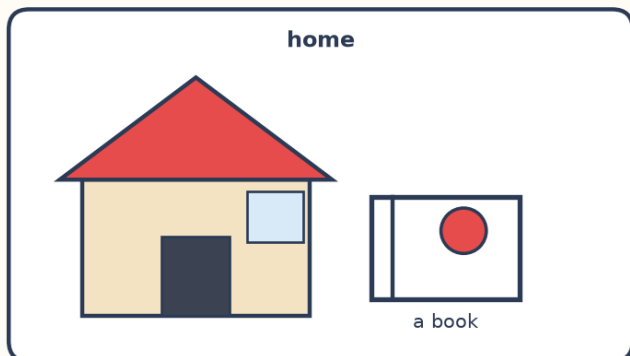
Talk about the jar. Is its label a text too?

Six pictures to cut out: a crossing sign, a book, a screen, Berry Jam, a wash-your-hands sign and a green sign.

The Berry Jam card is the talk card: it sits in no family, and that is the point – its label is a text too. The green sign is a directions sign; children need only sort it as a sign. Scissors stay with you or are handed out as you choose; nothing here asks a child to read the cards.

Q3. (VC2EFLA03.E03) “Look at the four places. Find the text at home! Find the text at school! Find the text at the shop! Find the text where the cars go! Now look around our room. Find a text here. Say what it is.”

Where do we find texts?



Four places where we find texts: home, school, a shop, and cars.

Q4. (VC2EFLA03.E02) “Look at the sign. Look at the steps. They say the same thing! Which one is the set of instructions? How do you know? Now do the steps with me — wet, rub, wash, dry!”



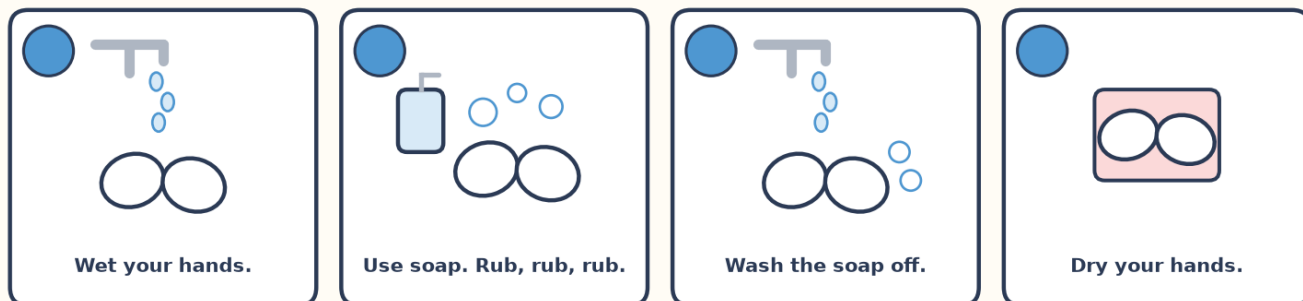
a sign

It is small. It uses a picture and a few words.

A blue sign. It has a tap and two hands. It says: Wash your hands.

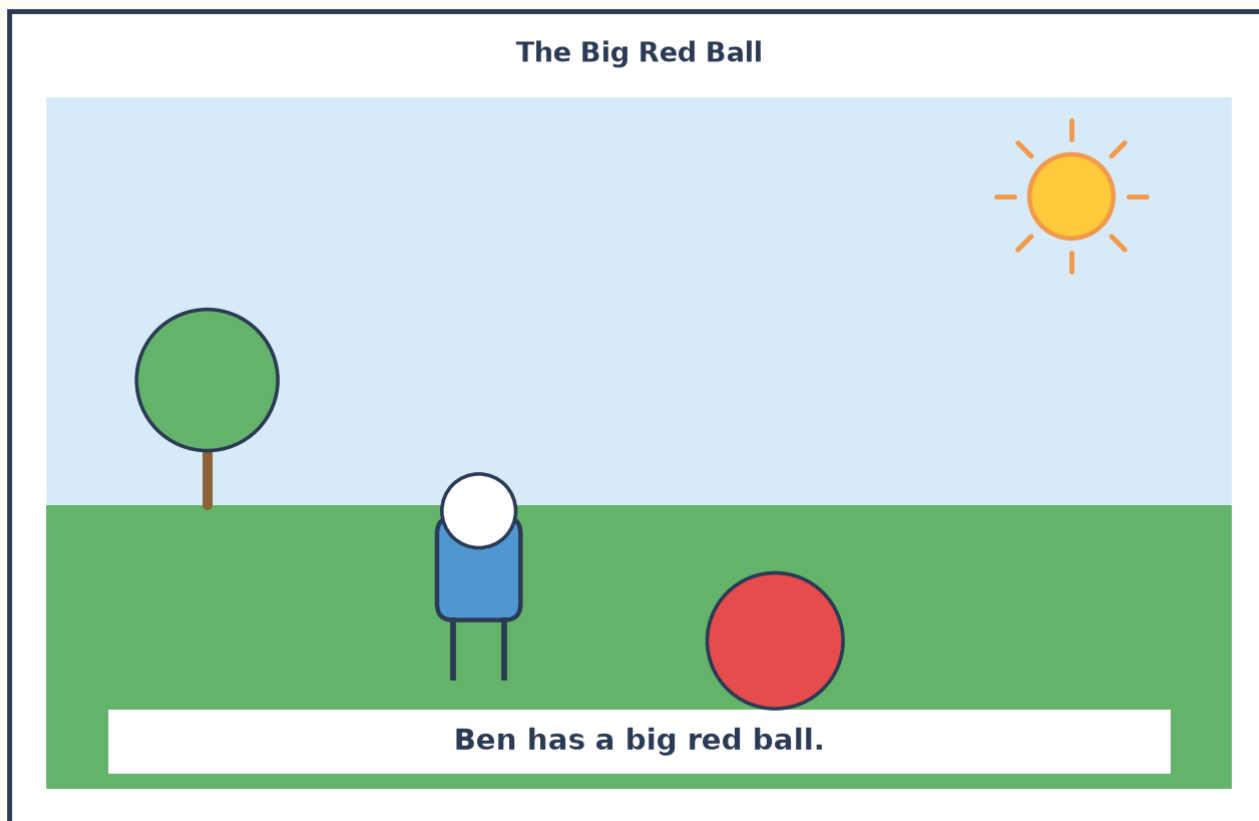
How to wash your hands

a set of instructions — do the steps, 1, 2, 3, 4



Four pictures: 1, wet your hands. 2, rub your hands. 3, wash them. 4, dry your hands.

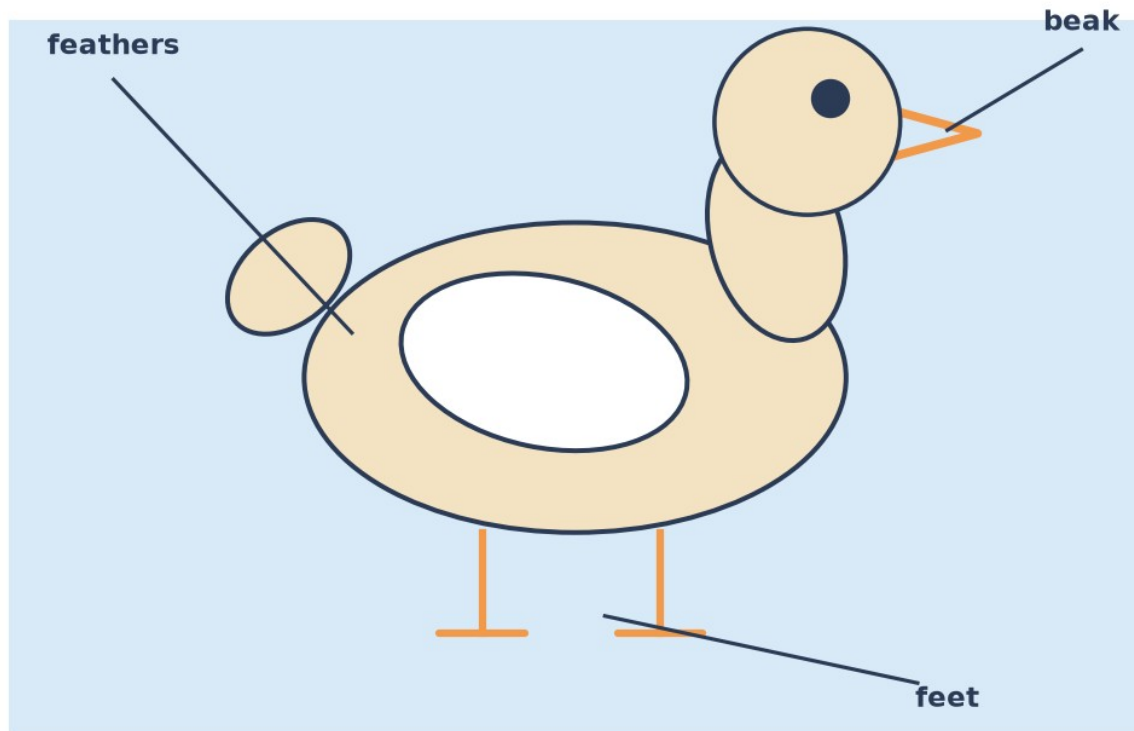
Q5. (VC2EFLA03.E01) “Look at the two texts. One is a story text — it has a story in it. One is an information text — it says things we can find out. Which is the story text? Which is the information text? Look at the pictures. What can you see?”



a story text — the picture shows Ben and what is happening

A story about Ben. Ben has a big red ball. The sun is in the sky.

Ducks



Ducks like water.

an information text — the picture shows what a duck is like

A duck. The words say: Ducks like water.

Q6. (VC2EFLA03.E01) “We make a table! Story texts and information texts. What do the pictures do? You say it. I put the words in the table.”

What are the pictures like?		
	story text	information text
What do the pictures show?	 Ben and his big red ball	 a duck and its parts
What do the pictures do?	They tell us what happens.	They show us what things are like.

A table for story texts and information texts.

You are the scribe for Q6: the children supply the words, you write them. The table in the figure is the filled goal state; build toward it row by row.

You try

Unscaffolded tasks. The children have a go with the thing in front of them; you watch and listen, and re-model from Look with me rather than telling. Every response is spoken, shown or drawn – nothing here is written by the children for you to read.

Q7. (VC2EFLA03.E03) “Draw a sign you see at home, at school, or where cars go. Say what it says. I will help with the words.”

Q8. (VC2EFLA03.E03) “Go to the book corner. Take a book. Look at the front. What can you see? Say: it is a book! How do you know?”

Q9. (VC2EFLA03.E03) “Make a sign with a friend. What does your sign say? Draw it. Put it up on the wall.”

Q10. (VC2EFLA03.E03) “Find three texts in our room. Say what they are: signs, books, labels, or texts on screens.”

Say it — and say how you know

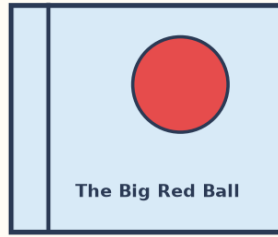
Say: “Find a text that is not a book. Say what it is. How do you know it is a text?”

Texts come in different forms



What is it?

a sign



What is it?

a book



What is it?

a digital text

Three texts: a yellow sign, a book with a red ball on the front, and a screen with a sun on it.

The oral reasoning prompt for the section: one per child, with the room's texts and the figure in view. A point with a reason is the goal – "it is a sign, it says stop", "it has words", "it says something to us" – a point alone is on the way. Accept the child's own words; the reason matters more than the label. This is your strongest single evidence for VC2EFLA03.

What to look for

Observation evidence against the elaborations. Nothing here is scored in print; it feeds your judgement against the achievement standard.

- `VC2EFLA03.E03` – the child names or touches a sign, a book, a label and a screen text as texts, in the figures and in the room (Q1-Q3, Q7-Q10, Say it). Look for the form named and the message said: "it is a sign – it says walk here".
- `VC2EFLA03.E02` – the child can say that the sign and the steps say the same thing, and that the steps one is the instructions: "it has the numbers", "you do it one, two, three, four" (Q4).
- `VC2EFLA03.E01` – the child sorts the two pages into story text and information text with a reason in their own words – "Ben and his ball, it is a story", "it is all about ducks" – and helps say what the pictures do in each (Q5-Q6).
- ****On the way:**** sorts all pictures as books; says the label is not a text; gives a form without a reason. Re-model from Look with me 1 or 2 rather than correcting in words.

What kids can say

- ****Q1.**** Touches in order: sign, book, screen; does the three actions.
- ****Q2.**** Signs family: the crossing sign, the wash-your-hands sign, the green sign. Books family: the book. Screens family: the screen. Berry Jam: "the label is a text too – it says what it is."
- ****Q3.**** Home: a book. School: a screen. The shop: a label. Where the cars go: a crossing sign. Then a text in the room: "the sign at the door", "a book", "the label on the glue".

- **Q4.** "The steps one! It has the numbers." "You do it one, two, three, four." Acts the four steps.
- **Q5.** "The Ben one is the story text – it has a story." "The duck one is the information text – it says things about ducks."
- **Q6.** Story texts: "the pictures are Ben and the ball." Information texts: "the pictures are the duck and the water."
- **Q7.** A drawn sign – the crossing sign, the wash-your-hands sign, a sign from home – with the child's own words for what it says.
- **Q8.** "It is a book. It has words and pictures. We open it and read it."
- **Q9.** A made sign with a message: "Be nice", "Sit here", "Our room".
- **Q10.** Any three texts in the room, named by form.
- **Say it.** "It is a sign. It says something to us. So it is a text." Any text, any good reason.

Where this sits

Section 1C surveys the forms of texts; Section 1D shows how those texts are organised before we read them. Together they are the Chapter 1 unit "how a text works before we read it". These forms come back in Sections 6B and 6C, where the children read and view across text types, and at Level 1 the understanding grows into `VC2E1LA03`. The grown-up words **narrative** and **informative** are seeded here for the story/information text work of Chapter 6.

Concepts about print: how books and simple digital texts are organised

Chapter 1 — Language: texts, and how they work · Section 1D · Victorian Curriculum 2.0 English, Foundation · Content description VC2EFLA04 · Elaborations .E01 .E02 .E03 .E04

Together with Section 1C, this section is the “how a text works before we read it” unit. Every later reading section assumes the behaviours established here.

Teacher: this is a read-aloud section. Nothing on this page asks a child to read. Every prompt is read aloud by you; every child response is spoken, pointed or shown. Assessment here is by observation and oral response, not by written score.

How to use this section

- **Everything is read aloud.** You read every prompt; children answer with a point, a show, or words. The only words a child ever needs to look at are the ones you point to as you say them.
- **Materials on the desk:** a shelf or basket of the picture books from your book corner (one per child or per pair for the “have a go” tasks), your big book or display for modelling, and a tablet, interactive panel, or the printed screen figures in this section.
- **The behaviours are established inside the tasks.** There is no prior-knowledge box: holding a book the right way up, finding the front cover and finding the start are all set up and practised in Task 1 and reused from then on.
- **Responses are oral or shown.** A point, a tap, a held-up book, a spoken title — these are the evidence you collect (see *What to look for*).

What the curriculum says

Content description VC2EFLA04 (Victorian Curriculum 2.0, English, Foundation, strand Language, sub-strand Text structure and organisation):

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

Elaborations:

VC2EFLA04 .E01 — learning that Standard Australian English in written texts is read from left to right and usually from the top to the bottom of the page

VC2EFLA04 .E02 — identifying tabs in a digital text

VC2EFLA04 .E03 — discussing the placement of images and words in text

VC2EFLA04 .E04 — indicating the title of a book and where to start reading

Foundation achievement standard, Reading and Viewing (VCAA): “They identify how types of texts, both print and digital, are organised for purpose and navigation.” This section builds the first half of that sentence through books and simple digital texts; navigation on screens is kept to tabs.

Term note — “concepts about print”. The curriculum uses this term without defining it. This section uses it in its original sense from Marie Clay, *Reading: The Patterning of Complex Behaviour* (1972): the understandings a young learner holds about how print works — where reading starts, which way it goes, and what the title, pages and images do. Every task in this section is answerable on that definition alone.

Frame note — directionality. “Left to right, top to bottom” is true of Standard Australian English — the English used in Australian schools and books — and is not true of every writing system (Arabic and Hebrew, for example, run right to left). This section names the frame every time it names the direction, and the figures do the same.

Not taught here. Page numbers, contents pages and headings belong to Level 1 (VC2E1LA05) and are handed forward, not taught in Foundation. Keep books and screens here to: the start, the direction, the title, the placement of images and words, and tabs.

Words we will use

Teacher reference. Introduce each word as it first comes up, with the object in hand or on screen. These are the section's subject terms; children meet them in your voice long before they meet them in print.

Word	What it means, as you say it
concepts about print	the things we know about how books and print work: where to start, which way to go, what the title is (after Marie Clay, 1972)
print / text	the words on a page or a screen that we read
digital text	a text we read on a screen
screen	the part of a tablet or panel where the text lives
front cover / back cover	the front / the back of a book; the title lives on the front cover
spine	the thin strip on the side of a book that holds the pages together; it faces out on the shelf
title	the name of the book or text
author	the person who made the words
illustrator	the person who made the pictures
page / line	one leaf of the book / one row of words across the page
left / right, top / bottom	the two ends of a line (left is where Standard Australian English starts) and the two ends of a page
image	a picture in a text
arrow	the sign in our figures that shows which way to go
point / hold / turn	the hand moves of this section: point shows where, hold keeps the book in your hand, turn moves a page over
tab	the little button along the top of a simple digital text; tap it to go to that part
Standard Australian English	the English of Australian schools and books; the frame for "left to right, top to bottom"

Teaching sequence

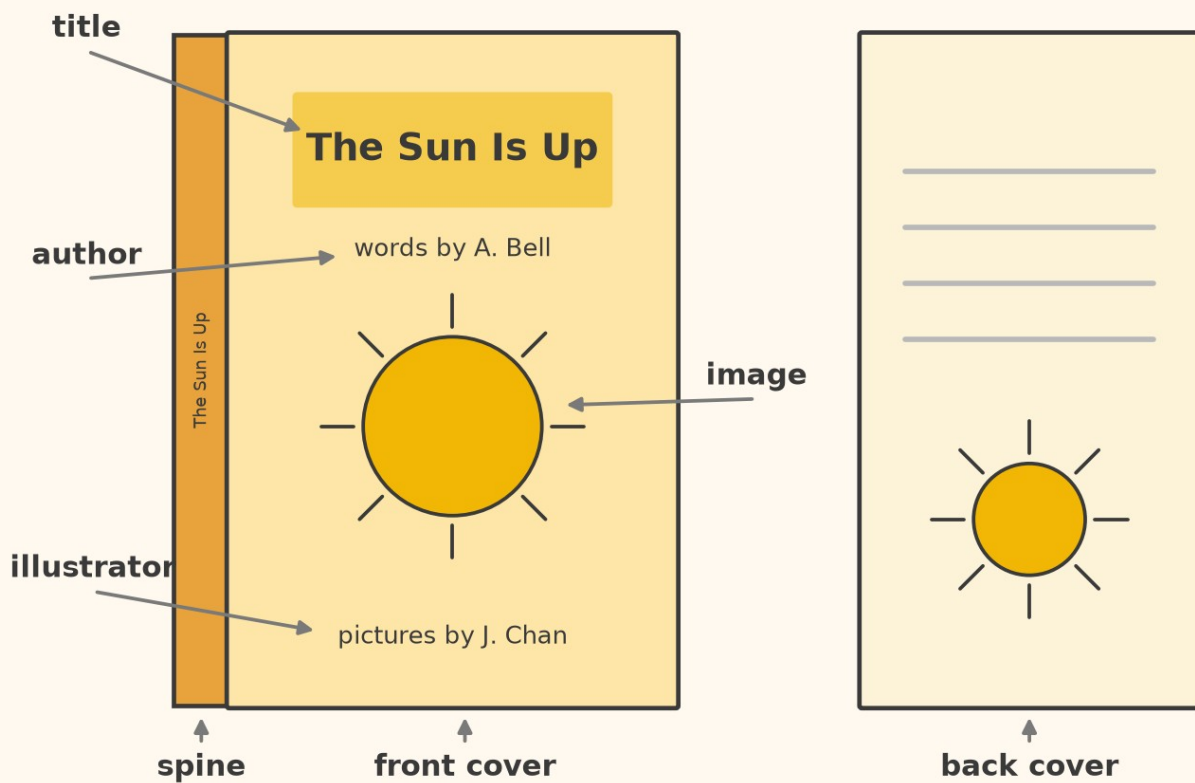
One short sequence, five moments, each done with objects in hand. Keep your language to the words in the box above; the children's answers can be any words they have.

1. **Hold and turn (books in hands).** Children hold a book from the basket; you model holding it the right way up, opening at the front, and turning one page at a time, front to back.
2. **Name the bits (big book or display).** Front cover, back cover, spine, title, author, illustrator — each named as you point, children pointing at their own book as you go.
3. **Find the start and the way (big book).** Point to the title, then to the first word; run your finger left to right, return to the start of the next line, and go down the page, naming the frame: "Standard Australian English goes left to right, top to bottom."
4. **Look at the pictures and words (big book).** Notice where the image sits and where the words sit, page by page — sometimes the image is on top, sometimes the words are, sometimes they are all over.
5. **Meet the screen (tablet or panel).** Show the same story as a simple digital text with tabs; name the title, the start, the direction, and the tabs; tap a tab and notice which part you are at now.

Modelled example 1 — our big book

*Teacher: use your big book or display; the figures below stand in where noted. Say the **Say** lines as you point and move.*

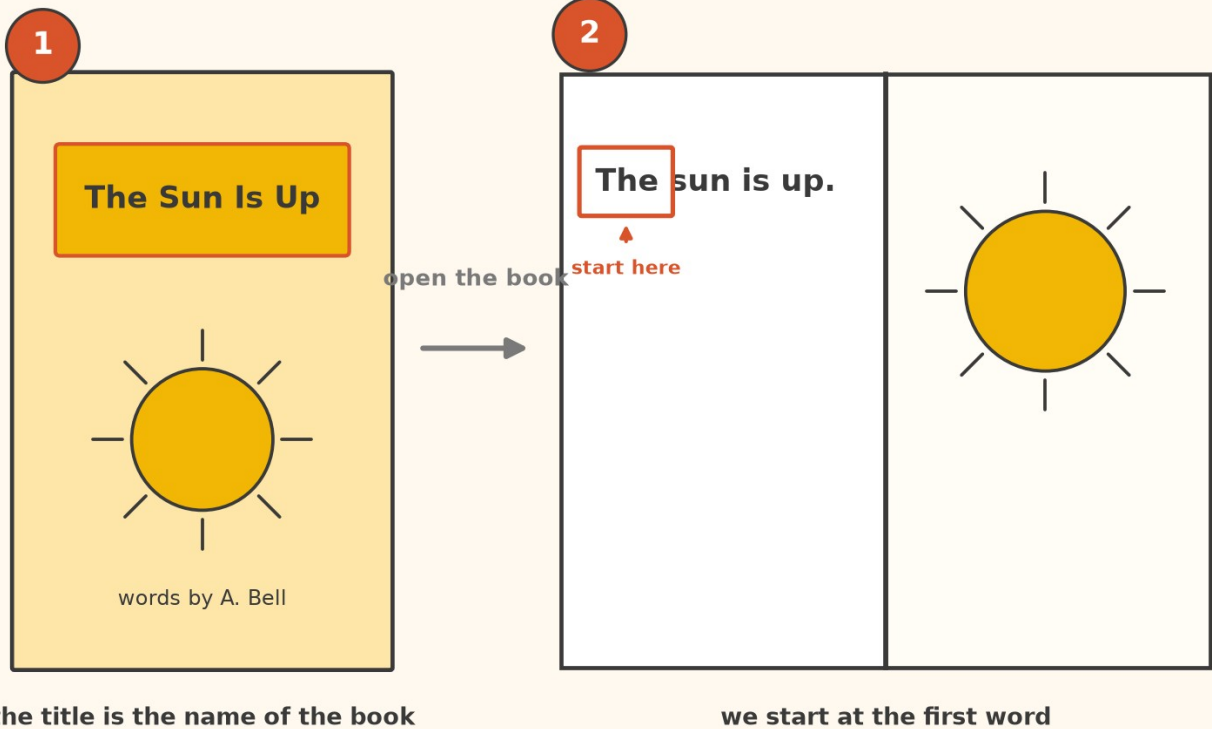
The bits of a book



The bits of a book, with the name of every bit: title, author, illustrator, image, spine, front cover and back cover.

Say: "Look at my book. This is the front cover. The title is *The Sun Is Up*. The title is the name of the book. The author made the words. The illustrator made the pictures."

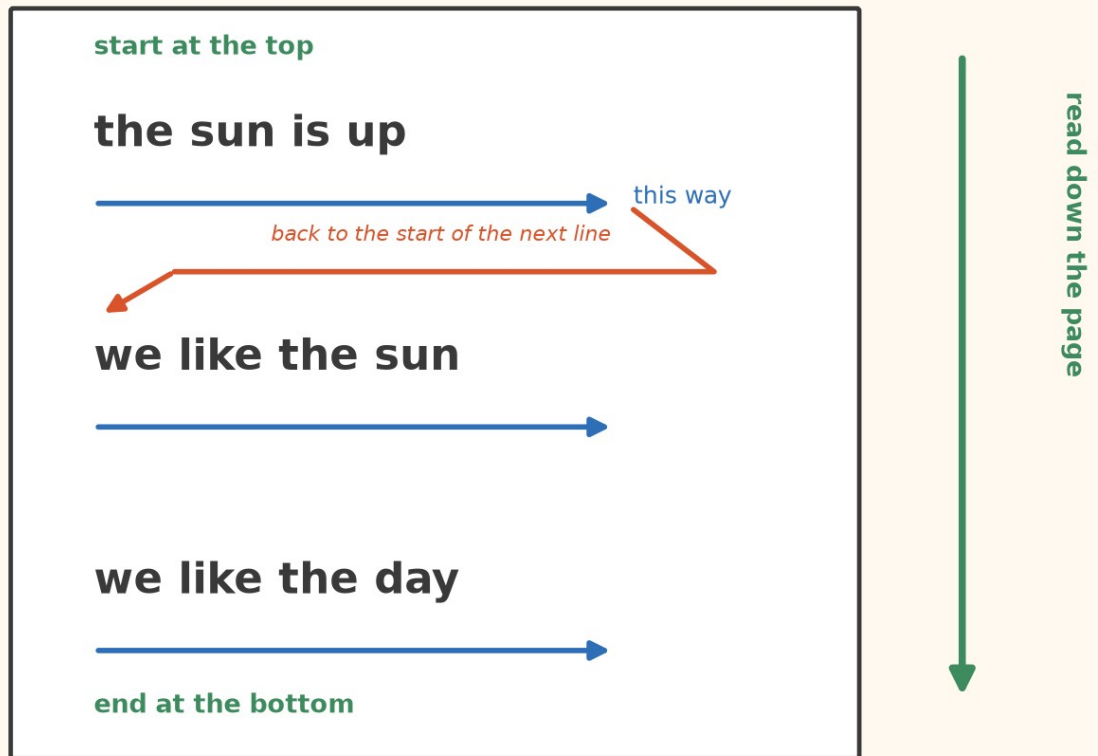
Where do we start?



Two pictures. One: the front cover, with the title in yellow. Two: the open book, with the first word in red. We start at the first word.

Say: "I open the book at the front. I start at the first word."

Which way do we read?



A page with three lines of words. An arrow goes left to right under every line. One arrow goes back to the start of the next line. One arrow goes down the page, from the top to the end at the bottom.

Say: "I go left to right — Standard Australian English goes this way. Next, I go back to the start of the next line. I go down the page, from the top to the bottom."

We read one word at a time

The Sun Is Up

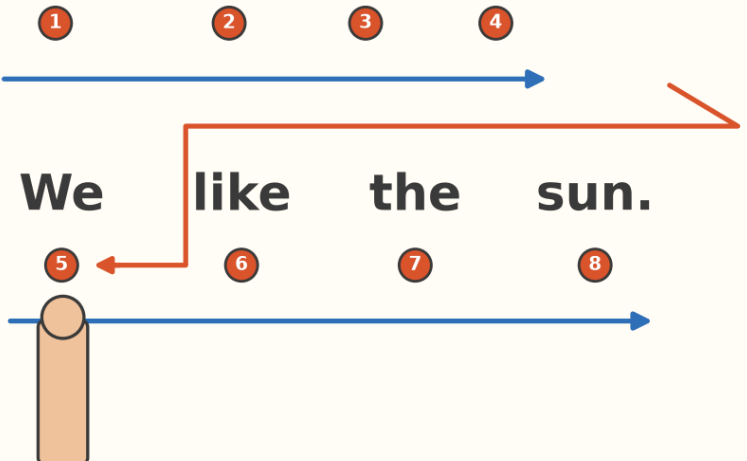


The sun is up.

1 2 3 4

We like the sun.

5 6 7 8



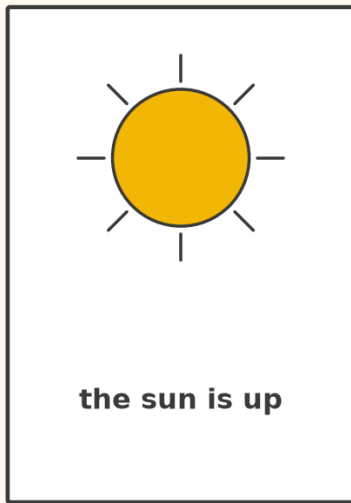
We go one word at a time, from the start to the end.

*A big page from the book *The Sun Is Up*. Under the words on the first line are 1, 2, 3, 4, and under the next line are 5, 6, 7, 8. A pointing hand is at word 5.*

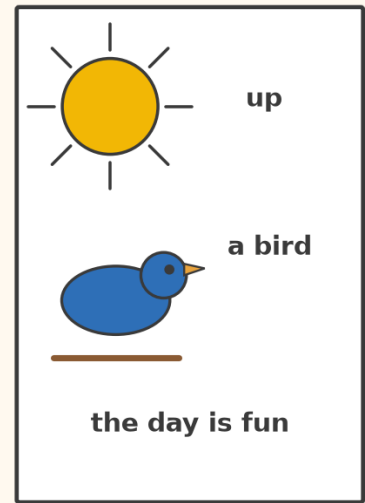
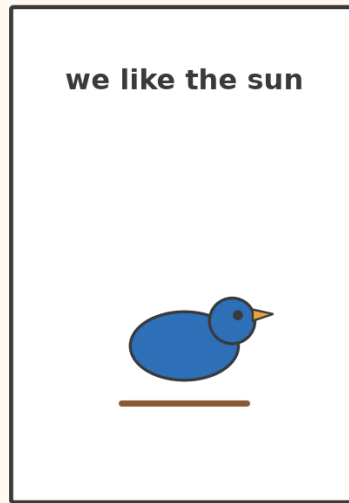
Say: “I go one word at a time, from the start to the end.”

Teacher: run your finger under each word as you say it; let children take turns at the display.

Where are the words? Where are the images?



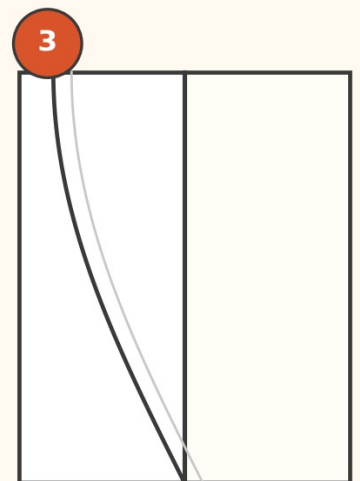
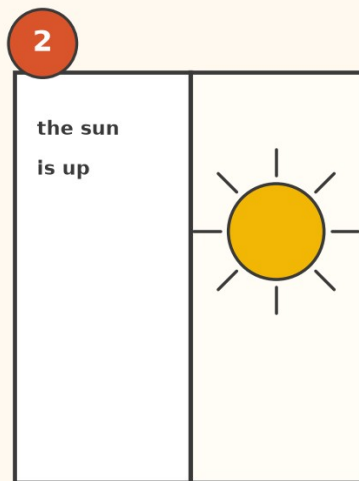
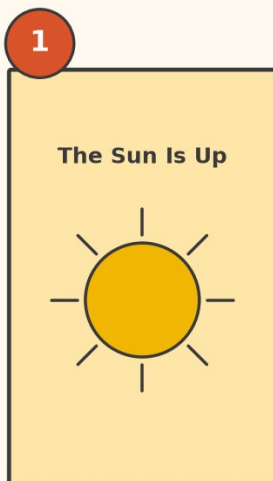
the image is on top
the words are under



Three pages. On one page the image is on top and the words are under it. On one page the words are on top and the image is under them. On one page the words and images are all over.

Say: “Look — on this page the image is on top. On this page the words are on top. Words and images can be all over the page.”

One page at a time



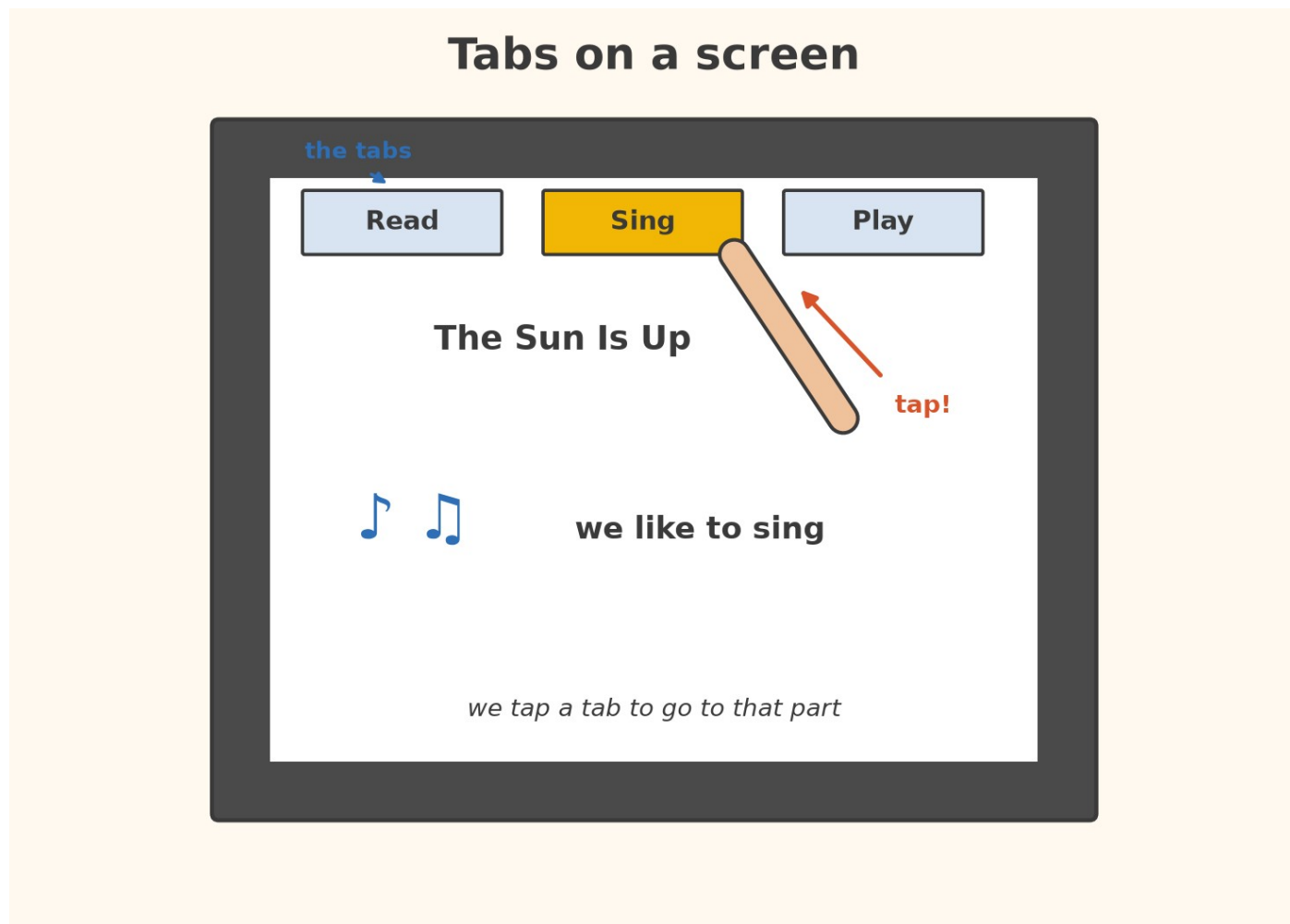
we read a book from the front to the back

Three pictures, one, two, three. One: the front cover. Two: we open the book. Three: we turn one page. We read a book from the front to the back.

Say: “Front cover, open the book, turn one page. We read a book from the front to the back.”

Modelled example 2 — the same story on a screen

Teacher: use a tablet or panel if you have one; otherwise the figures carry the example. Keep the digital text as simple as the one shown: a title, a few lines, and tabs along the top.



A text on a screen. At the top are three tabs: Read, Sing and Play. We tap the Sing tab.

Say: “Look at the screen. This is a digital text. The title is *The Sun Is Up* — the same title as the book. Look at the top: the tabs are at the top. I tap the tab for Sing. Now I see Sing.”

Say: “The words still go left to right, and top to bottom — the same way as the book.”

Books and screens — what is the same?

	 a book	 a text on a screen
has a title	✓	✓
has words	✓	✓
has images	✓	✓
starts in one place	✓	✓
how do we get to the next page?	we turn the page	we tap

What is the same for a book and a text on a screen: a title, words, images, and one place to start. In a book we turn the page; on a screen we tap.

Say: “A book and a screen are the same in lots of ways: a title, words, images, and one place to start. In a book we turn the page. On a screen we tap.”

Practice together

Teacher: you lead; children point, show and say. Read every prompt aloud.

Task 1 — hold it the right way. (VC2EFLA04.E04) *Teacher: one book each, from the basket.* “Hold your book the right way up. Put your hand on the front cover. Say: front cover.”

Task 2 — name the bits. (VC2EFLA04.E04) “Look at the cover of your book. Point to the title. Point to the author. Point to the illustrator.”

Task 3 — find the start. (VC2EFLA04.E04) “Look at the big book. Point to the title. Now point to where we start.”

Task 4 — go the right way. (VC2EFLA04.E01) “Touch the first word. Go left to right. Next, back to the start of the next line.”

Task 5 — pictures and words. (VC2EFLA04.E03) “Look at the three pages. On which page is the image on top? On which page are the words on top? On which page are the words and images all over?”

Task 6 — tap the tab. (VC2EFLA04.E02) “Look at the screen. Point to the tabs. I say a tab, you tap it. Tap Sing. Tap Play. Tap Read.”

Have a go

Teacher: children work with a book or a screen in front of them; you watch and listen. No help unless a child is stuck — then re-model, don't tell.

Task 7 — show a friend. (VC2EFLA04.E04, .E01) “Get a book. Say the title to your friend. Point to where we start. Touch the first word and go left to right.”

Task 8 — the right way up. (VC2EFLA04.E04) “Is your book the right way up? How do you know? Say how you know.”

Task 9 — make a little book. (VC2EFLA04.E03, .E04) *Teacher: folded pages, stapler or staples kept with you; children draw and say, you assemble as needed.* “Make a little book. Draw the front cover. Draw an image. Say your words. I will help you.”

Task 10 — on the screen. (VC2EFLA04.E02, .E04, .E01) “Look at the screen. Find the title. Find the tabs. Tap a tab. Point to where we start.”

Show me

Teacher: one oral demonstration per child, book in one hand, screen (or screen figure) in view. Collect this as your strongest evidence for the section.

“Point to where we start in this book. Point to where we start on the screen. How do you know where to start?”

Listen for: “the first word”, “the title is here”, “we go left to right”, “Standard Australian English”, “the tab”. *Teacher: a point with a reason is the goal; a point alone is on the way.*

What to look for

Teacher: observation evidence against the elaborations. Nothing here is scored in print; this feeds your judgement against the achievement standard.

- VC2EFLA04 .E04 — the child indicates the title and points to the first word as the start, in a book they have not seen before.
- VC2EFLA04 .E01 — the child’s finger moves left to right along a line and returns to the start of the next line, top to bottom, and can say the frame (“Standard Australian English goes this way”) with support.
- VC2EFLA04 .E03 — the child can say or show where the words are and where the image is on a page, and accepts that placement changes page to page.
- VC2EFLA04 .E02 — the child points to the tabs on a simple digital text and taps the named tab, noticing which part they are at now.
- **On the way:** holds the book upside down, starts at the back, points to the picture when asked for the start, or taps anywhere on the screen — re-model from Modelled example 1 or 2 rather than correcting in words.

Links: Section 1C surveys what kinds of texts there are; this section shows how they are organised before we read them. Section 6A takes these behaviours into the first reading. Page numbers, contents pages and headings wait for Level 1 (VC2E1LA05).

Chapter check C1 — Language

Instrument C1 · Chapter 1 check — Language

Book	English Foundation (BK_EnglishF) — single-level book, Foundation Level (no band sibling, TOC D1)
Chapter and topic coverage	Chapter 1 — Language: talking with people and finding our way around texts · Sections 1A–1D
Content descriptions assessed	VC2EFLA01 How language is used differently at home and school (1A) · VC2EFLA02 Using language to express preferences, likes and dislikes (1B) · VC2EFLA03 Texts take many forms: signs, books and digital texts (1C) · VC2EFLA04 Concepts about print: how books and simple digital texts are organised (1D)
Marks	16 marks = 16 items · 1 mark per item · 4 marks per section (house coverage rule, §7)
Section structure	Sitting 1 — items 1–8: Section 1A (4 marks) + Section 1B (4 marks) · Sitting 2 — items 9–16: Section 1C (4 marks) + Section 1D (4 marks)
Item families	picture/audio Multiple Choice ×8 · matching (Drag and Drop pairs) ×4 · hot-spot-on-page (Find the Hotspot) ×4 — all families from the §7.3 item-family registry
Timing	Untimed. Guidance only: about 8 minutes per sitting, teacher-paced. No child is rushed; a sitting may pause and continue.
Permitted materials	None. No reading and no writing is required of the child. Device or tablet for the on-screen form, or the printed figure boards and cards for the paper form (same items, same key).
Conditions	- Administration: after Section 1D, in the Chapter 1 booklet. Two sittings of 8 items each, on separate days if the teacher chooses. Every line is read aloud by the teacher (or by the recorded audio track, DJB-3). The child answers by a tap, a drag, a point or a show. No item asks the child to read anything (reading-load rule, TOC D13). - A child who needs another attempt at a sitting gets one (a third attempt included). The purpose is to find where the child is in their learning, not to rank children. This is a school-designed classroom check, written for this book by its authors. It is not a VCAA test or examination — VCAA sets no external test for English at Foundation — and it is not NAPLAN (NAPLAN begins at Year 3). All stimulus is original, made for this book (TOC D4, P3, P5). - Marking: objective key (<code>_EnglishF_C1_Solutions.md</code>). Every item has exactly one keyed answer; no partial credit (P1).

Sitting 1 — Sections 1A and 1B (8 marks)

Teacher: sit with the child at the device or with the printed boards. Read every line marked SAY aloud. For Multiple Choice items, read the stem, then read each option aloud with its letter. For matching items, read each card aloud as the child drags it. For hot-spot items, read the stem, and the child taps the picture.

Section 1A — How language is used differently at home and school (VC2EFLA01, 4 marks)

Q1. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA01 · Figure: diagrams/1a_same_ask.png

SAY: Mia is at school. Mia wants some water. Listen to the four ways to say it. Which one is the school way?

- A. “Water! Now!”
- B. “Miss Lee, can I have some water, please?”
- C. “Mum, water please!”
- D. “Hello! Water, please.”

Q2. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA01 · Figure: diagrams/1a_two_places.png

SAY: Sam is at home with Dad. Sam wants an apple. Listen to the four ways to say it. Which one is the home way?

- A. “Miss Lee, can I have an apple, please?”
- B. “Hello! An apple, please.”
- C. “Dad, an apple please!”
- D. “Apple! Now!”

Q3. (1 mark) · Matching (Drag and Drop pairs) — H5P Drag and Drop · VC2EFLA01 · Zones figure: diagrams/1a_match_ask.png · Cards figure: diagrams/c1_03_cards.png (new — spec in solutions)

SAY: Who do you say it to? Put each card with the right person.

Card (teacher reads it aloud)	Drop zone
“Miss Lee, can I have the glue, please?”	Miss Lee
“Hello! A banana, please.”	Mr Patel
“Mum, water please!”	Mum

The item is correct when all three cards sit on their matching person.

Q4. (1 mark) · Hot-spot-on-page — H5P Find the Hotspot · VC2EFLA01 · Figure: diagrams/1a_show_me.png

SAY: Listen. “Hello! A banana, please. Thank you!” Where do you say it? Tap the place.

Section 1B — Using language to express preferences, likes and dislikes (VC2EFLA02, 4 marks)

Q5. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA02 · Figure: diagrams/c1_05_gestures.png (new — spec in solutions)

SAY: We can say a like with our body. Look at the four pictures. Which body move says: I am happy!

- A. nod, nod
- B. jump! arms up!
- C. hands out! stop!
- D. a big hug

Q6. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA02 · Figure: diagrams/1b_poster.png

SAY: Look at the poster. The poster wants us to like apples. How do we know?

- A. “The apple is big and red. The face says yum.”
- B. “The poster has a book on it.”
- C. “The poster says: wash your hands.”
- D. “The apple is sad.”

Q7. (1 mark) · Matching (Drag and Drop pairs) — H5P Drag and Drop · VC2EFLA02 · Zones figure: diagrams/1b_faces.png (happy, sad and yum face tiles) · Cards figure: diagrams/c1_07_cards.png (new — spec in solutions)

SAY: Match the words to the face. Put each card on the right face.

Card (teacher reads it aloud)	Drop zone
“I like the sun.”	the happy face
“I do not like the rain.”	the sad face
“Yum! I like it!”	the yum face

The item is correct when all three cards sit on their matching face.

Q8. (1 mark) · Hot-spot-on-page — H5P Find the Hotspot · VC2EFLA02 · Figure: diagrams/1b_two_ways.png

SAY: Look at the rain. Sam likes the rain. Mia does not like the rain. Tap the child who does not like the rain.

Sitting 2 — Sections 1C and 1D (8 marks)

Teacher: same way as Sitting 1. Read every line marked SAY aloud. The child answers by a tap, a drag, a point or a show.

Section 1C — Texts take many forms: signs, books and digital texts (VC2EFLA03, 4 marks)

Q9. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA03 · Figure:
diagrams/c1_09_tiles.png (new — spec in solutions)

SAY: Listen. This text is up high. It has pictures and colour. It says one thing fast. What is it?

- A. a sign
- B. a book
- C. a text on a screen
- D. a label

Q10. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA03 · Figures:
diagrams/1c_story_page.png and diagrams/1c_info_page.png, side by side

SAY: Look at the two texts. One is a story text. One is an information text. Why is the Ben text a story text?

- A. “It has a story: Ben and his big red ball.”
- B. “It says things we can find out about ducks.”
- C. “It is a sign up high.”
- D. “It goes one, two, three, four.”

Q11. (1 mark) · Matching (Drag and Drop pairs) — H5P Drag and Drop · VC2EFLA03 · Zones figure:
diagrams/1c_places_map.png · Cards figure: diagrams/c1_11_cards.png (new — spec in solutions)

SAY: Where do we find these texts? Put each text in its place.

Card (picture card)	Drop zone
the crossing sign	where the cars go
the label	the shop
the book	home
the screen	school

The item is correct when all four cards sit on their matching place.

Q12. (1 mark) · Hot-spot-on-page — H5P Find the Hotspot · VC2EFLA03 · Figure:
diagrams/c1_12_wash.png (new — spec in solutions)

SAY: Look at the two texts. They both say: wash your hands! One is a sign. One is a set of instructions. Tap the set of instructions.

Section 1D — Concepts about print: how books and simple digital texts are organised
(VC2EFLA04, 4 marks)

Q13. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA04 · Figure: diagrams/1d_book_parts.png · Option tiles figure: diagrams/c1_13_tiles.png (new — spec in solutions)

SAY: Look at the book. Every book has a name. What do we call the name of a book?

- A. the title
- B. the spine
- C. the back cover
- D. the image

Q14. (1 mark) · Picture/audio MC — H5P Multiple Choice · VC2EFLA04 · Figure: diagrams/c1_14_arrows.png (new — spec in solutions)

SAY: In Standard Australian English, which way do we read the words on a line? Look at the four pictures. Tap the right way.

- A. left to right
- B. right to left
- C. up from the bottom
- D. all around, every way

Q15. (1 mark) · Matching (Drag and Drop pairs) — H5P Drag and Drop · VC2EFLA04 · Zones figure: diagrams/c1_15_zones.png (new — spec in solutions) · Cards figure: diagrams/c1_15_cards.png (new — spec in solutions)

SAY: Match the words to the picture. Put each card on the right picture.

Card (teacher reads it aloud)	Drop zone
“We read the words left to right, top to bottom.”	the page with the way-arrows
“We tap the tab.”	the screen with tabs
“We turn one page.”	the book turning one page
“On this page, the words are on top.”	the page with the words on top

The item is correct when all four cards sit on their matching picture.

Q16. (1 mark) · Hot-spot-on-page — H5P Find the Hotspot · VC2EFLA04 · Figure: diagrams/c1_16_tabs.png (new — spec in solutions)

SAY: Look at the text on the screen. The tabs are at the top. Tap the tab for Sing.

Chapter check C1 — Solutions and marking key

Instrument C1 · Chapter 1 check — Language · Solutions

Book	English Foundation (BK_EnglishF)
Instrument	C1 — Chapter check, Chapter 1 · Sections 1A–1D · VC2EFLA01–VC2EFLA04
Marks	16 marks = 16 items · 1 mark per item · 4 marks per section
Sittings	Sitting 1 = Q1–Q8 (1A + 1B) · Sitting 2 = Q9–Q16 (1C + 1D) · untimed, ~8 min guidance each
Marking	Objective key (P1): one keyed answer per item, no partial credit. Machine-markable on screen; on paper, one right placement or tap per item.
Item ids	English_F.C1.01 ... English_F.C1.16 — QN in this file is English_F.C1.NN in _h5p_items_C1.json

P2 note. C1's §7.1 format contains selection families only (Multiple Choice, Drag and Drop pairs, Find the Hotspot). It carries **no construction items**, so no EXEMPLAR/MODEL writing answers are required for this instrument; matching solutions give the complete correct arrangement per §7.7. Construction exemplars live in C2, C6, C7 and RF, whose formats carry construction families.

1. Objective key (compact)

Q	Item id	Section	CD	Family (H5P type)	Answer	Mark
1	English_F.C1.01	1A	VC2EFLA01	Picture/audio MC (Multiple Choice)	B	1
2	English_F.C1.02	1A	VC2EFLA01	Picture/audio MC (Multiple Choice)	C	1
3	English_F.C1.03	1A	VC2EFLA01	Matching (Drag and Drop pairs)	all 3 pairs: glue ask → Miss Lee · banana ask → Mr Patel · water ask → Mum	1
4	English_F.C1.04	1A	VC2EFLA01	Hot-spot-on-page (Find the Hotspot)	the shop	1
5	English_F.C1.05	1B	VC2EFLA02	Picture/audio MC (Multiple Choice)	B	1
6	English_F.C1.06	1B	VC2EFLA02	Picture/audio MC (Multiple	A	1

Q	Item id	Section	CD	Family (H5P type)	Answer	Mark
				Choice)		
7	English_F .C1.07	1B	VC2EFLA02	Matching (Drag and Drop pairs)	all 3 pairs: sun → happy face · rain → sad face · yum line → yum face	1
8	English_F .C1.08	1B	VC2EFLA02	Hot-spot-on- page (Find the Hotspot)	Mia (the child on the right, sad by the puddle)	1
9	English_F .C1.09	1C	VC2EFLA03	Picture/audio MC (Multiple Choice)	A	1
10	English_F .C1.10	1C	VC2EFLA03	Picture/audio MC (Multiple Choice)	A	1
11	English_F .C1.11	1C	VC2EFLA03	Matching (Drag and Drop pairs)	all 4 pairs: crossing sign → cars · label → shop · book → home · screen → school	1
12	English_F .C1.12	1C	VC2EFLA03	Hot-spot-on- page (Find the Hotspot)	the step-by- step picture (the text with steps 1–4)	1
13	English_F .C1.13	1D	VC2EFLA04	Picture/audio MC (Multiple Choice)	A	1
14	English_F .C1.14	1D	VC2EFLA04	Picture/audio MC (Multiple Choice)	A	1
15	English_F .C1.15	1D	VC2EFLA04	Matching (Drag and Drop pairs)	all 4 pairs: direction → arrows page · tab → screen · turn → page-turn · words on top → words-on- top page	1
16	English_F .C1.16	1D	VC2EFLA04	Hot-spot-on- page (Find	the Sing tab	1

Q	Item id	Section	CD	Family (H5P type) the Hotspot)	Answer	Mark
Total						16

Family totals: Picture/audio MC ×8 (Q1, 2, 5, 6, 9, 10, 13, 14) · Matching ×4 (Q3, 7, 11, 15) · Hot-spot-on-page ×4 (Q4, 8, 12, 16) — exactly the §7.1 format row for C1.

2. Per-item CD code mapping (coverage audit, §7.7 / §7.8)

CD	Section	Items	Marks	Elaboration linkage (D7 — linkage only, not a tally the CD must meet)
VC2EFLA01	1A	Q1, Q2, Q3, Q4	4	.E01 Q1, Q2 (ways of asking that suit the context) · .E02 Q3, Q4 (language matched to the relationship: teacher, shopkeeper, parent)

CD	Section	Items	Marks	Elaboration linkage (D7 — linkage only, not a tally the CD must meet)
VC2EFLA02	1B	Q5, Q6, Q7, Q8	4	.E01 Q5, Q7 (feelings and preferences in speech and gesture) · .E02 Q6, Q8 (feelings conveyed in visual and media texts)
VC2EFLA03	1C	Q9, Q10, Q11, Q12	4	.E03 Q9, Q11 (text forms in school, home and community settings) · .E01 Q10 (story vs information text) · .E02 Q12 (sign vs set of instructions)
VC2EFLA04	1D	Q13, Q14, Q15, Q16	4	.E04 Q13 (title) · .E01 Q14, Q15 (left to right, top to bottom, Standard Australian English frame) · .E03 Q15 (placement of images and words) · .E02 Q15, Q16 (tabs in a digital text)
Total		16 items	16	all four CDs of the row, 4 marks each (house coverage rule, §7)

Every item maps to exactly one CD; no item draws on a CD outside VC2EFLA01–A04.

3. Fully-worked solutions and audio scripts

Audio script = what the recorded track (DJB-3) or the teacher says aloud. Options are read with their letters. Child-facing lines below keep to the F vocabulary ceiling; teacher commentary is exempt (TOC D2). In the on-screen form the audio track carries the script and the child taps or drags; in the paper form the teacher reads the script and the child points to or places the printed card — same key either way.

Q1 · English_F.C1.01 · VC2EFLA01 (1A) · Picture/audio MC

Audio script. “Mia is at school. Mia wants some water. Listen to the four ways to say it. Which one is the school way? A: Water! Now! B: Miss Lee, can I have some water, please? C: Mum, water please! D: Hello! Water, please.”

Answer: B. The school way carries the three parts taught in 1A — the person’s name, the ask, and please: “Miss Lee, can I have some water, please?” A is a demand (the 1A “Water! Now!” repair case), C is the home way (short home words, right at home), D is the shop way.

Figure: diagrams/1a_same_ask.png (taught figure, 1A Step 3).

Q2 · English_F.C1.02 · VC2EFLA01 (1A) · Picture/audio MC

Audio script. “Sam is at home with Dad. Sam wants an apple. Listen to the four ways to say it. Which one is the home way? A: Miss Lee, can I have an apple, please? B: Hello! An apple, please. C: Dad, an apple please! D: Apple! Now!”

Answer: C. Short home words to a home person: “Dad, an apple please!” A is the school way, B is the shop way, D is a demand that 1A marks as not fitting.

Figure: diagrams/1a_two_places.png (taught figure, 1A Step 1).

Q3 · English_F.C1.03 · VC2EFLA01 (1A) · Matching (Drag and Drop pairs)

Audio script. “Who do you say it to? Put each card with the right person.” As the child picks up each card, read it aloud: “Miss Lee, can I have the glue, please?” · “Hello! A banana, please.” · “Mum, water please!”

Complete correct arrangement (1 mark, all pairs correct):

Card	→	Zone
“Miss Lee, can I have the glue, please?”	→	Miss Lee (the teacher)
“Hello! A banana, please.”	→	Mr Patel (at the shop)
“Mum, water please!”	→	Mum (at home)

Why: each ask names or fits its relationship — the school ask carries the teacher’s name and please (1A Modelled example 1), the shop ask opens with hello (1A Modelled example 2), the home ask uses short home words. Cards are spoken lines: the child matches the heard register to the person, not print to print.

Figures: zones diagrams/1a_match_ask.png (taught figure, 1A Q3); cards diagrams/c1_03_cards.png (new — spec in Appendix A).

Q4 · English_F.C1.04 · VC2EFLA01 (1A) · Hot-spot-on-page

Audio script. “Listen. Hello! A banana, please. Thank you! Where do you say it? Tap the place.”

Answer: the shop (the panel with Mr Patel and the food table).

Why: hello + food + please + thank you is the shop routine taught in 1A (Step 6 shop play and Q8); school carries the teacher’s name and hand-up, home carries short home words.

Figure: diagrams/1a_show_me.png (taught figure, 1A “Say it” prompt — three places: school, shop, home). Paper form: the child points to the place.

Q5 · English_F.C1.05 · VC2EFLA02 (1B) · Picture/audio MC

Audio script. “We can say a like with our body. Look at the four pictures. Which body move says: I am happy! A: nod, nod. B: jump! arms up! C: hands out! stop! D: a big hug.”

Answer: B. Jumping with arms up is the body move 1B pairs with “I am happy!” (Say it. Do it.). A goes with “Yes!”, C with “No! Stop!”, D with “I love you!” — all taught pairings, so every distractor is a real gesture with the wrong feeling.

Figure: diagrams/c1_05_gestures.png (new — four gesture panels drawn in the style of the taught 1b_say_do.png; spec in Appendix A).

Q6 · English_F.C1.06 · VC2EFLA02 (1B) · Picture/audio MC

Audio script. “Look at the poster. The poster wants us to like apples. How do we know? A: The apple is big and red. The face says yum. B: The poster has a book on it. C: The poster says: wash your hands. D: The apple is sad.”

Answer: A. 1B Modelled example 2 teaches exactly this noticing: face, colour and sound word are how the made-up poster says a like. B puts the wrong text form in view; C borrows the 1C wash-your-hands message; D inverts the yum face.

Figure: diagrams/lb_poster.png (taught figure — original advertising-style poster made for this book, “Made for this book” tag, TOC D4).

Q7 · English_F.C1.07 · VC2EFLA02 (1B) · Matching (Drag and Drop pairs)

Audio script. “Match the words to the face. Put each card on the right face.” As the child picks up each card, read it aloud: “I like the sun.” · “I do not like the rain.” · “Yum! I like it!”

Complete correct arrangement (1 mark, all pairs correct):

Card	→	Zone
“I like the sun.”	→	the happy face
“I do not like the rain.”	→	the sad face
“Yum! I like it!”	→	the yum face

Why: 1B sorts likes onto the happy mat and do-not-likes onto the sad mat, and the yum face goes with the yum line from Say it. Do it. The cards use the taught frames *I like ...* and *I do not like ...* with fresh words (sun and rain — both from the chapter’s own pictures), so the child matches the frame to the feeling rather than recalling a worked example.

Figures: zones diagrams/lb_faces.png (taught figure — happy, sad and yum tiles; the other three faces stay visible but unused); cards diagrams/c1_07_cards.png (new — spec in Appendix A).

Q8 · English_F.C1.08 · VC2EFLA02 (1B) · Hot-spot-on-page

Audio script. “Look at the rain. Sam likes the rain. Mia does not like the rain. Tap the child who does not like the rain.”

Answer: Mia — the child on the right, standing sadly by the puddle.

Why: 1B’s “Same rain, two ways” teaches that one thing can carry two likes, and the face and body say which: Sam jumps (likes), Mia stands sad (does not like). Both are ok — the item asks only which child does not like the rain.

Figure: diagrams/lb_two_ways.png (taught figure, 1B Q8). Paper form: the child points to Mia.

Q9 · English_F.C1.09 · VC2EFLA03 (1C) · Picture/audio MC

Audio script. “Listen. This text is up high. It has pictures and colour. It says one thing fast. What is it? A: a sign. B: a book. C: a text on a screen. D: a label.”

Answer: A — a sign. The riddle is 1C’s own definition of a sign (a text we see up high; pictures, colour and a few words; says one thing fast). Each option tile shows its text form, so the child hears the definition and chooses the matching form.

Figure: diagrams/c1_09_tiles.png (new — four option tiles drawn from the taught art: crossing sign, book, screen, labelled jar; spec in Appendix A).

Q10 · English_F.C1.10 · VC2EFLA03 (1C) · Picture/audio MC

Audio script. “Look at the two texts. One is a story text. One is an information text. Why is the Ben text a story text? A: It has a story: Ben and his big red ball. B: It says things we can find out about ducks. C: It is a sign up high. D: It goes one, two, three, four.”

Answer: A. A story text (narrative) has a story in it — someone, and what happens to them: Ben and his big red ball. B is true of the duck text (the information text), C names another text form and D echoes the step-by-step instructions, so every distractor is real chapter content in the wrong slot.

Figures: diagrams/1c_story_page.png and diagrams/1c_info_page.png (taught figures, 1C Q5), shown side by side.

Q11 · English_F.C1.11 · VC2EFLA03 (1C) · Matching (Drag and Drop pairs)

Audio script. “Where do we find these texts? Put each text in its place.”

Complete correct arrangement (1 mark, all pairs correct):

Card (picture card)	→	Zone
the crossing sign	→	where the cars go
the label	→	the shop
the book	→	home
the screen	→	school

Why: 1C’s places map teaches exactly these four pairings (book at home, screen at school, label at the shop, crossing sign where the cars go). Cards are pictures, so no reading is involved.

Figures: zones diagrams/1c_places_map.png (taught figure, 1C Step 3); cards diagrams/c1_11_cards.png (new — spec in Appendix A).

Q12 · English_F.C1.12 · VC2EFLA03 (1C) · Hot-spot-on-page

Audio script. “Look at the two texts. They both say: wash your hands! One is a sign. One is a set of instructions. Tap the set of instructions.”

Answer: the step-by-step picture — the text with the numbered steps 1, 2, 3, 4.

Why: 1C teaches “one say, two ways”: the sign says it fast in one look, the instructions say it step by step (“it has the numbers”, “you do it one, two, three, four”). The child taps the steps, not the sign.

Figure: diagrams/c1_12_wash.png (new — two panels side by side, the wash-your-hands sign and the four steps, drawn from the taught 1c_handwash_sign.png and 1c_handwash_steps.png art; spec in Appendix A). Paper form: the child points to the steps.

Q13 · English_F.C1.13 · VC2EFLA04 (1D) · Picture/audio MC

Audio script. “Look at the book. Every book has a name. What do we call the name of a book? A: the title. B: the spine. C: the back cover. D: the image.”

Answer: A — the title. 1D teaches that the title is the name of the book and lives on the front cover. The spine holds the pages, the back cover is the back, and the image is a picture — every distractor is a real book part from the taught figure.

Figures: stimulus diagrams/1d_book_parts.png (taught figure, 1D Modelled example 1); option tiles diagrams/c1_13_tiles.png (new — spec in Appendix A).

Q14 · English_F.C1.14 · VC2EFLA04 (1D) · Picture/audio MC

Audio script. “In Standard Australian English, which way do we read the words on a line? Look at the four pictures. Tap the right way. A: left to right. B: right to left. C: up from the bottom. D: all around, every way.”

Answer: A — left to right. 1D names the frame every time it names the direction: Standard Australian English goes left to right, top to bottom. The stem keeps the frame named, as the section requires.

Figure: diagrams/c1_14_arrows.png (new — four tiles, each a line of print with one arrow: left to right, right to left, up from the bottom, all around; spec in Appendix A).

Q15 · English_F.C1.15 · VC2EFLA04 (1D) · Matching (Drag and Drop pairs)

Audio script. “Match the words to the picture. Put each card on the right picture.” As the child picks up each card, read it aloud: “We read the words left to right, top to bottom.” · “We tap the tab.” · “We turn one page.” · “On this page, the words are on top.”

Complete correct arrangement (1 mark, all pairs correct):

Card (spoken line)	→	Zone
“We read the words left to right, top to bottom.”	→	the page with the way-arrows (VC2EFLA04.E01)
“We tap the tab.”	→	the screen with tabs (VC2EFLA04.E02)
“We turn one page.”	→	the book turning one page (VC2EFLA04.E04)
“On this page, the words are on top.”	→	the page with the words on top (VC2EFLA04.E03)

Why: each spoken line is a behaviour 1D establishes with objects in hand — direction, tabs, page turning, and the placement of images and words. Together the four pairs touch all four VC2EFLA04 elaborations.

Figures: zones diagrams/c1_15_zones.png; cards diagrams/c1_15_cards.png (both new — specs in Appendix A).

Q16 · English_F.C1.16 · VC2EFLA04 (1D) · Hot-spot-on-page

Audio script. “Look at the text on the screen. The tabs are at the top. Tap the tab for Sing.”

Answer: the **Sing tab** (the middle tab of the three: Read, Sing, Play).

Why: 1D Task 6 teaches “I say a tab, you tap it”; the tabs are the little buttons along the top of a simple digital text, and tapping one goes to that part. The figure shows no pointing hand and no highlight, so the child must find the named tab.

Figure: diagrams/c1_16_tabs.png (new — the taught 1d_digital_tabs.png screen without the pointing hand; spec in Appendix A). Paper form: the child points to the Sing tab.

4. Administration notes

- **Sittings.** Sitting 1 (Q1–Q8) checks 1A and 1B; Sitting 2 (Q9–Q16) checks 1C and 1D. Untimed, teacher-paced, about 8 minutes each as guidance only. A child who needs another attempt at a sitting gets one (a third attempt included); record the best sitting.
- **Read-aloud.** Every stem, option and card is read aloud by the teacher or the recorded track (DJB-3: studio-recorded audio for every item). The child never has to read anything (reading-load rule, TOC D13; §6.4).
- **Paper form.** Without a device: print the figures large, read the same scripts, and take a point or a placed card as the response. The key is identical.
- **Response capture.** On screen: tap (MC, hot spot) and drag (matching) are recorded by the platform; the mark is the keyed answer above.

Appendix A — Art specs for new C1 figures

All figures are original art for this book (§6.8, TOC D4), drawn in the style of the Chapter 1 figure generators (src/fig1a_common.py, src/fig1b_common.py, src/fig1c_common.py and the 1D art). Where a spec says “from taught art”, reuse the named taught figure’s rendering. Child-facing print inside figures stays at the

F ceiling or is taught figure text; speech-bubble punctuation follows the Section 1B precedent (exclamation marks as pictured speech only).

Figure	Panels and content
diagrams/c1_03_cards.png	Three speech-bubble cards, each with a small picture cue and its bubble text: (1) a glue stick, bubble “Miss Lee, can I have the glue, please?” (2) a banana, bubble “Hello! A banana, please.” (3) a cup of water, bubble “Mum, water please!” Cards sized for dragging or holding.
diagrams/c1_05_gestures.png	Four equal panels, one gesture each, same child throughout: A a child nodding; B a child jumping with arms up; C a child with hands out in a stop; D a child hugging a friend. Style of 1b_say_do.png, panels lettered A–D.
diagrams/c1_07_cards.png	Three cards, each with a picture cue and its bubble text: (1) a smiling sun, bubble “I like the sun.” (2) rain, bubble “I do not like the rain.” (3) a banana and a yum face, bubble “Yum! I like it!”
diagrams/c1_09_tiles.png	Four option tiles, lettered A–D: A the crossing sign (from 1c_crossing_sign.png art); B a book (from 1c_text_forms.png art); C a screen with a text on it (from 1c_text_forms.png art); D a jar with its label (from 1c_jam_label.png art).
diagrams/c1_11_cards.png	Four picture cards, no words: the crossing sign, the Berry Jam label, a book, a screen — matching the art of 1c_sort_cards.png.
diagrams/c1_12_wash.png	One image, two panels side by side, no labels: left the blue wash-your-hands sign (from 1c_handwash_sign.png art, text “Wash your hands” kept as taught figure text); right the four numbered steps wet–rub–wash–dry (from 1c_handwash_steps.png art).
diagrams/c1_13_tiles.png	Four option tiles, lettered A–D, each with its word and a small picture from 1d_book_parts.png art: A “the title” (the title band); B “the spine” (the spine strip); C “the back cover” (the back of the book); D “the image” (the cover picture).
diagrams/c1_14_arrows.png	Four tiles, lettered A–D; each tile is one line of print with one arrow: A the arrow goes left to right under the line; B the arrow goes right to left; C the arrow goes up from the bottom of the line; D arrows go all around the words.
diagrams/c1_15_zones.png	Four zone pictures: (1) a page of words with way-arrows left to right and down the page (from 1d_direction.png art); (2) a screen with three tabs along the top (from 1d_digital_tabs.png art, no hand); (3) a book turning one page (from 1d_page_turn.png art); (4) a page with the image under the words — words on top (from the middle panel of 1d_image_word_place.png art).
diagrams/c1_15_cards.png	Four cards with small icon cues: (1) a sweep arrow icon;

diagrams/c1_16_tabs.png

(2) a tapping hand icon; (3) a turning page icon; (4) a words-on-top mini page icon. No bubble text — the teacher reads each line from the script.

A simple digital text on a screen, exactly the taught `1d_digital_tabs.png` layout — title at the top, three tabs Read, Sing, Play — but with **no pointing hand and no highlighted tab**, so the child must find the named tab.

Appendix B — compliance record

- **P1:** all 16 items objectively markable, one keyed answer each; no partial credit.
- **P2:** no construction families in C1's §7.1 format; matching items carry complete arrangements (this file); EXEMPLAR/MODEL answers will sit with the construction instruments C2, C6, C7 and RF.
- **P3 / P5:** every stimulus is original, made for this book (poster, texts, figures); no NAPLAN or VCAA material reproduced; formats only were drawn from the framework (§6.1).
- **D3:** no Aboriginal or Torres Strait Islander content anywhere in this instrument.
- **D13 / §6.4:** no item requires the child to read or write; every line is read aloud.
- **§6.6:** no decoding demand, no punctuation beyond capitals and full stops as assessed content, narrative and informative texts only, no word-class labels.
- **DJB-1..DJB-4:** no observation-checklist score in this instrument (DJB-1); no portfolio task in C1 (DJB-2); every item ships a recorded audio script (DJB-3); full 4-per-CD coverage delivered (DJB-4).