

English Foundation

Chapter 4 — Literacy: speaking, listening and playing with sounds

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Interacting in informal and structured situations: voice levels and listening

Chapter 4 · Speaking and listening · Foundation · one content description: VC2EFLY01

Curriculum trace (teacher)

Students learn to:

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

VC2EFLY01 — Literacy > Interacting with others

Elaborations (linkage keys only — they plan the teaching, they are not assessed separately):

- **.E01** exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas
 - **.E02** showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker, if culturally appropriate
 - **.E03** altering volume for inside and outside situations and when speaking to an audience
 - **.E04** participating in informal interaction situations, for example play-based experiences that involve the imaginative use of spoken language
 - **.E05** listening to and following instructions
-

About this section (teacher)

This section is oral and aural only (chapter 4 headnote). You read every word aloud; the children decode nothing (D13). The behaviours are established in-task — there is no prior-knowledge box (D10).

Two terms are used here with an operational definition (see the house contested-terms list):

- **listening** means the observable behaviours taught in this section: eyes watch the speaker, body sits still, the child thinks about the words, and the child talks only on their own go. It is not assessed as an inner state.
- **voice levels** are the stipulated 0–4 class scale on the poster below — a class convention the room agrees to, not a measure of the child.

Setting terms defined at first use (subject terminology, teacher-mediated): *home corner* = the play area in the room set up like a home; *book corner* = the soft reading spot in the room; *teddy* = the bear token that marks whose go it is to talk; *nod* = to move the head up and down to say yes.

Register: everything the children hear is at Foundation level on the house vocabulary ladder. The curriculum’s own spoken words (*voice, levels, inside, outside, listening, speaker, instructions, pairs, discussions*) are introduced in-task as spoken metalanguage and are exempt under the word-level policy’s curriculum exemption.

Assessment is by teacher observation and oral response (D8). The “What to look for” block at the end maps each observable to an elaboration key.

Materials: the eight figures in this section, printed big; one teddy (or any soft toy) as the talk token.

Teaching sequence

One sequence, taught across short sittings. Each step is modelled first, then practised.

Step 1 — Meet the voice levels (E03). Put up the poster. Read it aloud, top to bottom. Do the chant together (Modelled example 1). Children point to each level as you say it, then say its name with you.

Step 2 — What listening looks like (E02). Read the four panels aloud. Practise each panel as a game: everybody look, everybody sit still, everybody listen to one word from you, and everybody talk only on their go.

Step 3 — How we sit (E01, E02). Use the pairs-and-circle figure. Practise sitting in pairs at a table and in a circle on the mat, so that everyone can see the talk.

Step 4 — The teddy go (E01, E02). Who has the teddy has the go. Model with a child: you hold the teddy and talk, the child listens; pass the teddy; the child talks and you listen.

Step 5 — Listen and do (E05). Play with one-step instructions from the cards, then two-step instructions. This is the same-year join to Foundation Mathematics (VC2MFA01) — see the teacher note at the end.

Step 6 — Play talk (E04). Model the home-corner script (Modelled example 2), then let pairs play with the script up on the wall as your prompt.

Modelled example 1 — the voice-level chant

Say it slowly, with the gestures: finger to lips for 0, hands close together for 1, and so on. The children say it with you.
Our voice levels.

Level 0. No voice. Level 1. Small voice. Level 2. Talk voice. Level 3. Big voice. Level 4. Outside voice.

Where are you? What voice do you need?

Then think aloud, so children hear the reasoning (E03):

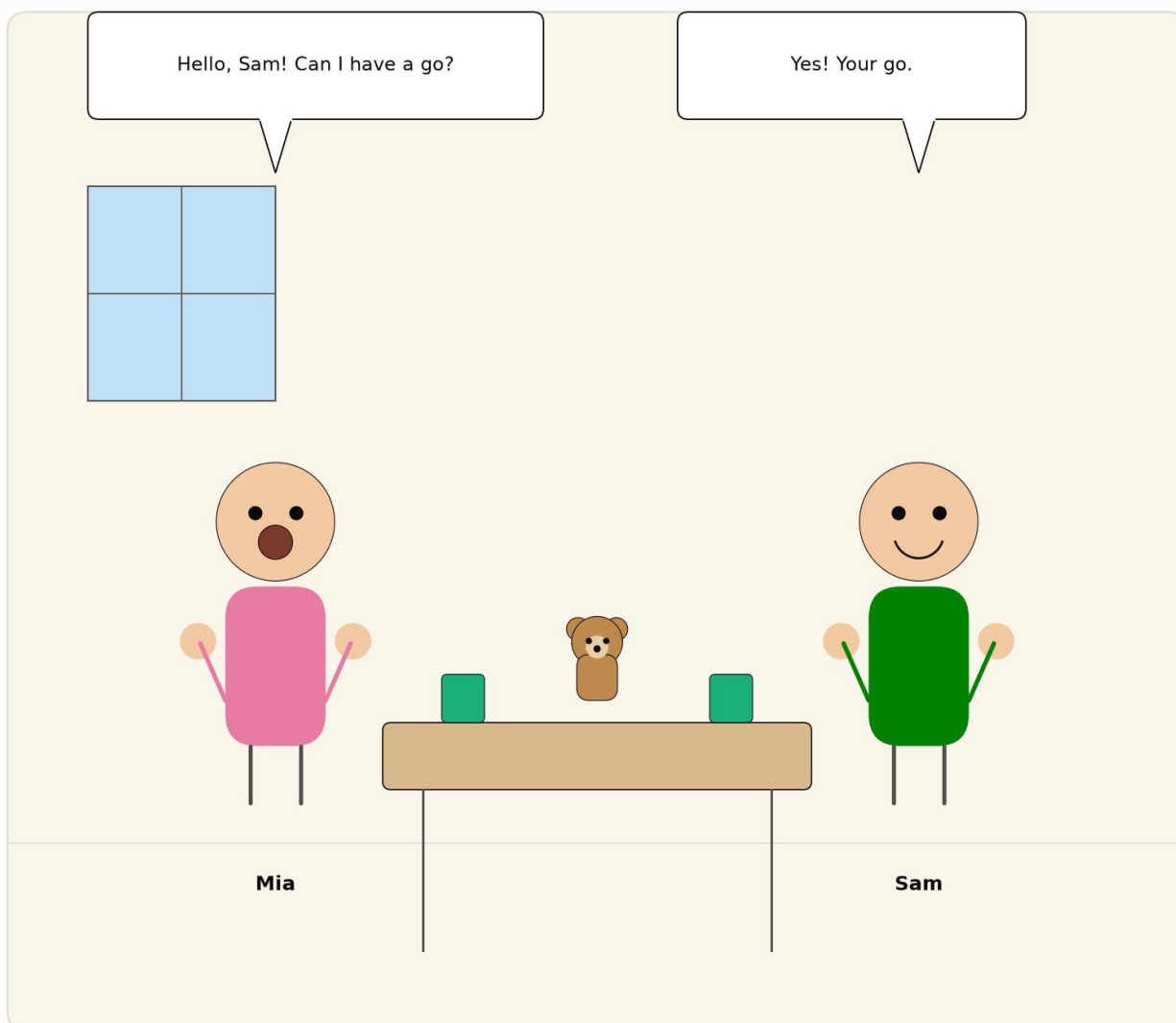
We are at the park. The park is outside. Outside is Level 4. I use my outside voice!

We are at sleep time. Sleep time is Level 0. No voice.

Modelled example 2 — play at the home corner

With one child, model the play script using the teddy. The teddy marks the go. Then the figure, read aloud:

Play at the home corner



Mia and Sam talk on their go.

Two children at a home-corner table with a teddy between them; Mia asks for a go and Sam says yes

Play at the home corner.

Mia: Hello, Sam! Can I have a go? Sam: Yes! Your go.

Mia and Sam talk on their go.

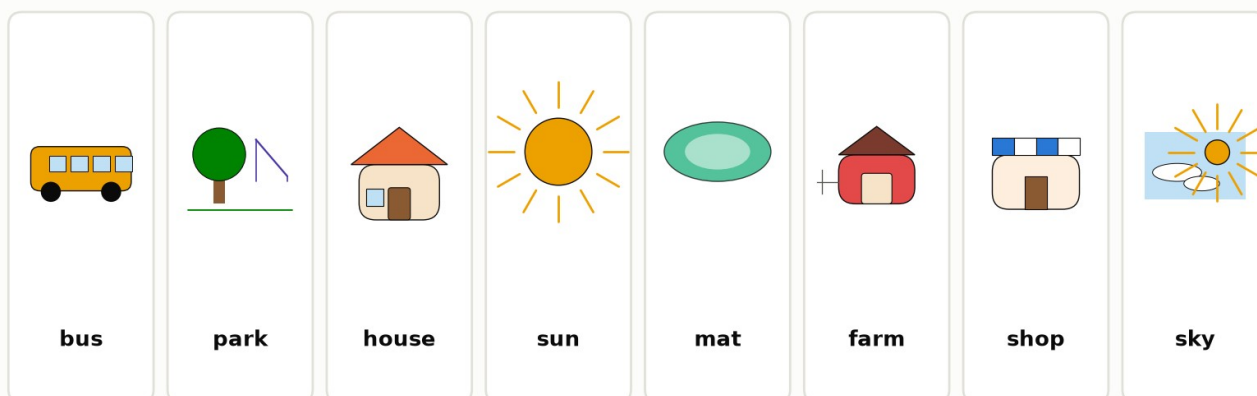
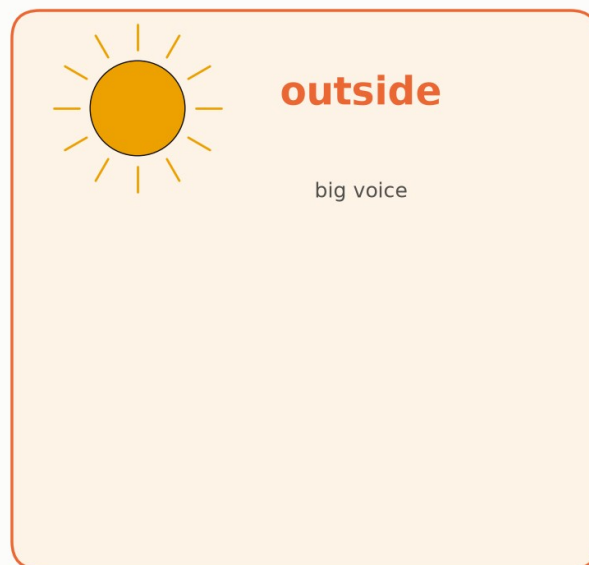
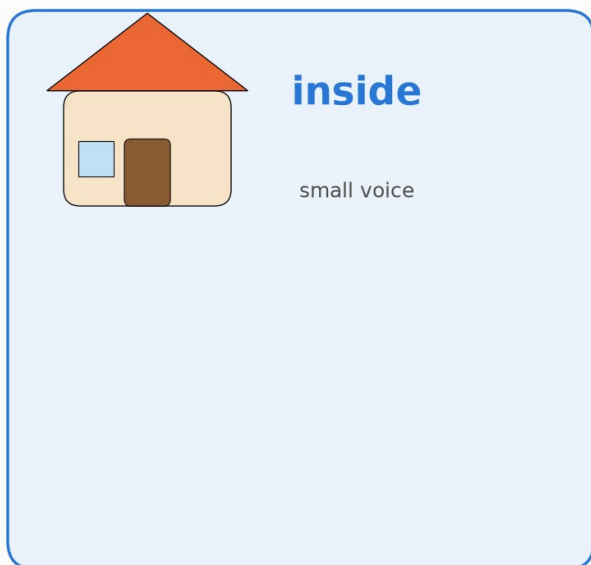
Teacher note: the script is the scaffold. In play, children will add their own talk — that imaginative play talk is the point (E04). The script only guarantees the go-swapping.

Scaffolded practice

S1 — The inside–outside sort (E03). Say each word; children say the voice and put the picture in the right home.

Where are we?

Say the word. Put it in the right home.



A sorting board with an inside home and an outside home, and eight picture cards to sort

Where are we? Say the word. Put it in the right home.

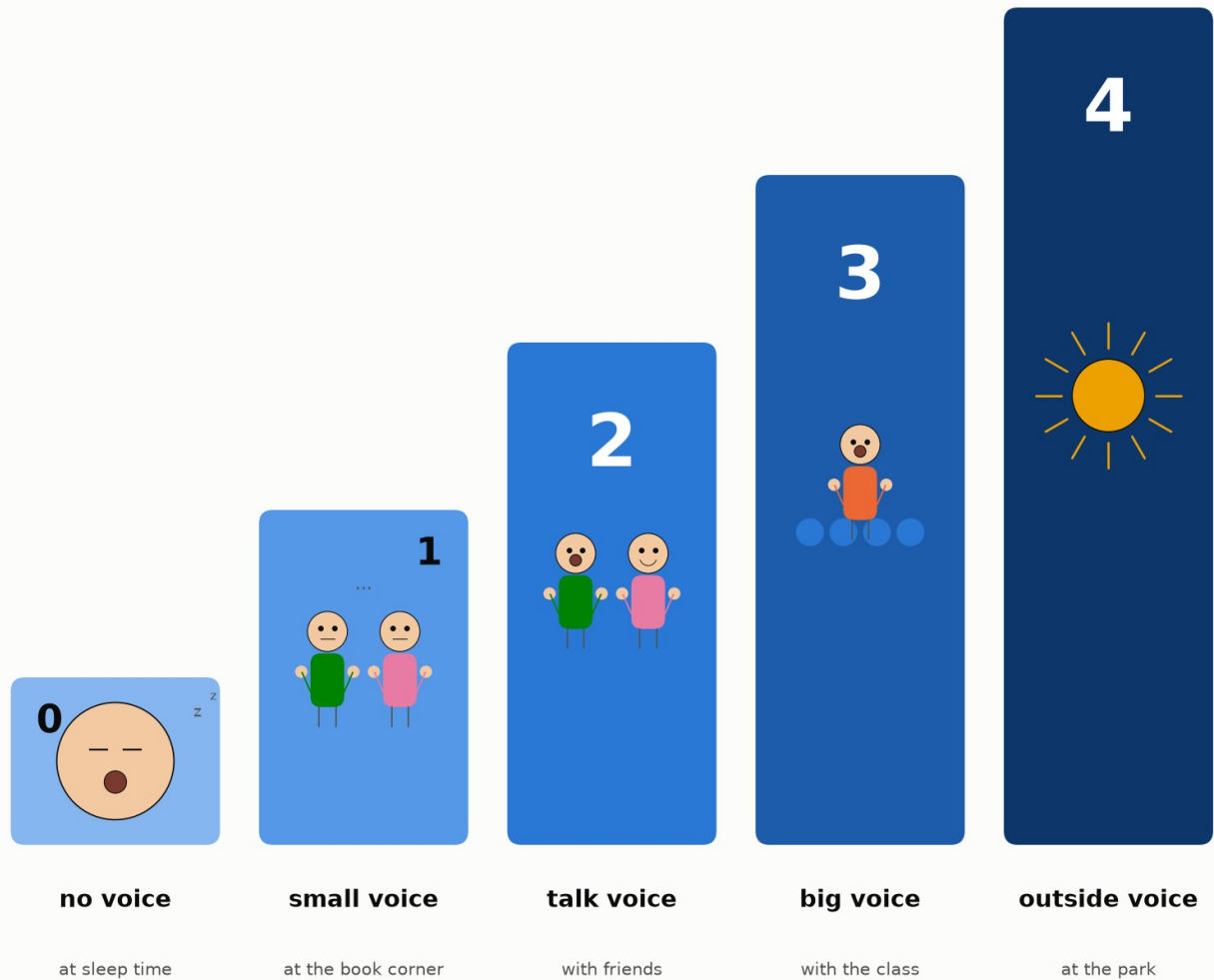
Inside: small voice. Outside: big voice.

Bus. Park. House. Sun. Mat. Farm. Shop. Sky.

You say the word, the child answers, e.g. *Bus. — Outside! Big voice.* Accept one word answers; recast in full sentences for the child to hear.

S2 — Touch a level (E03). The poster again, this time child-led.

Our voice levels



Where are you? What voice do you need?

The class voice-levels poster: five steps from no voice to outside voice, each with a number, a name and a place

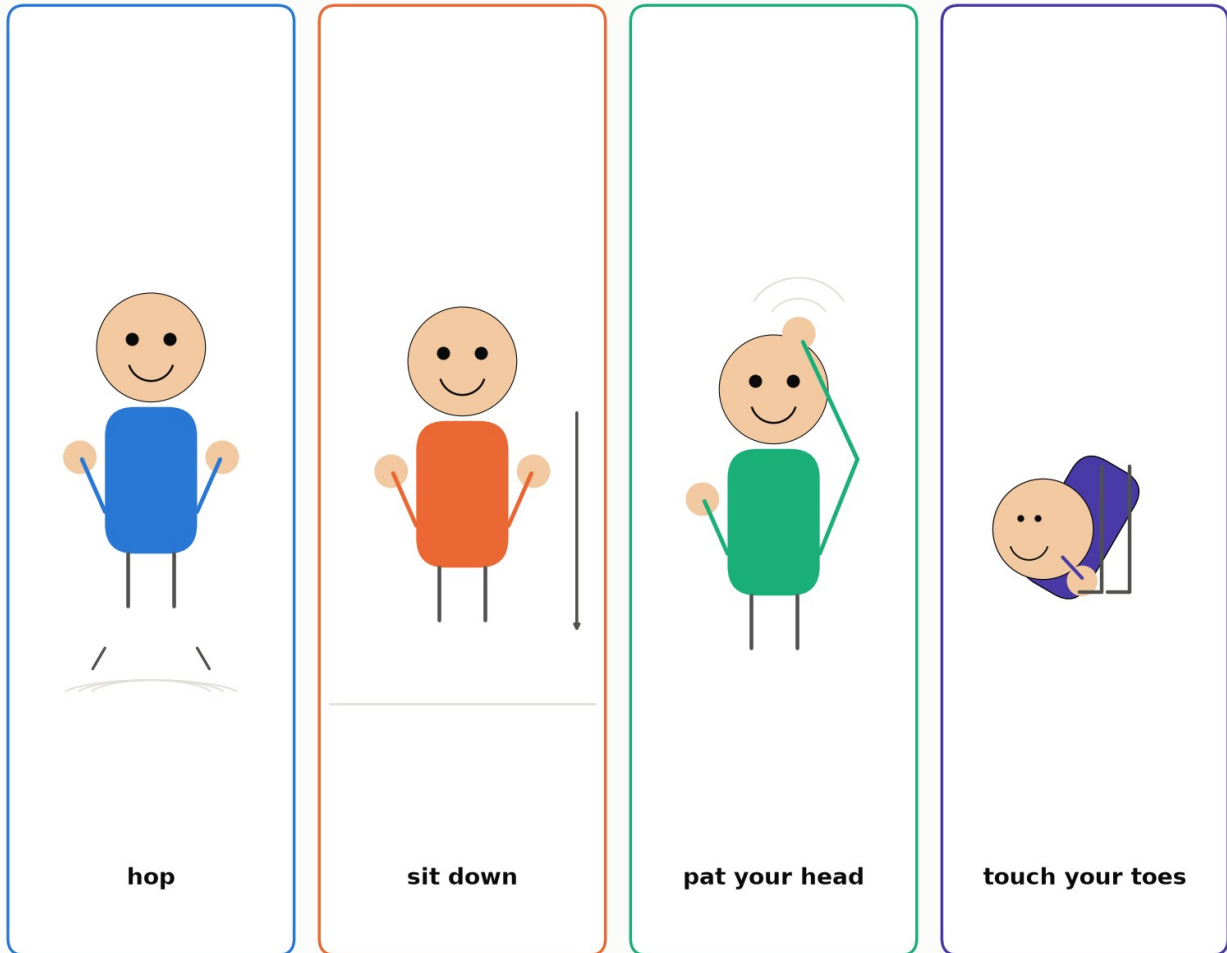
Touch a level. Say the name. Say when we talk like that.

Child touches Level 2 and says *Talk voice. With friends*. Prompt with *Where are you? What voice do you need?* if the child stalls.

S3 — Listen and do (E05). You say; children do. Start with one step, then two.

Listen and do

Do what I say.



Four action cards: hop, sit down, pat your head, touch your toes

Do what I say.

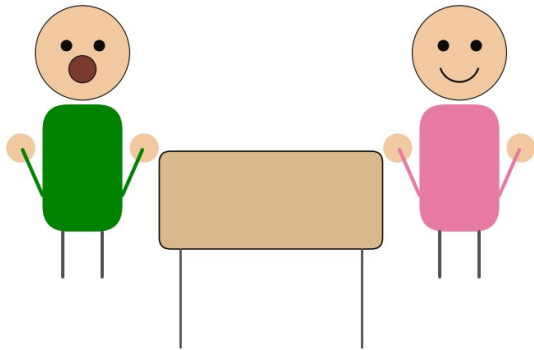
Hop. Sit down. Pat your head. Touch your toes.

Hop and sit down. Touch your toes and pat your head.

S4 — Pair talk with the teddy (E01, E02). Pairs at a table, one teddy between two.

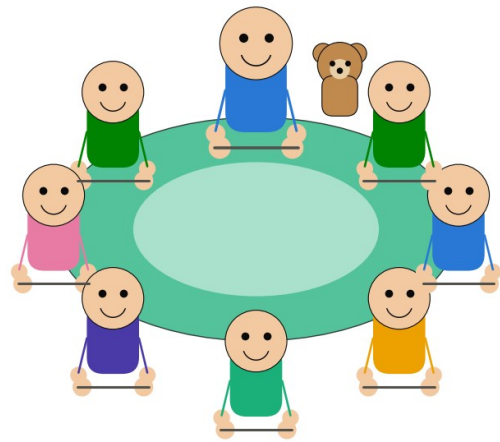
How we sit

in pairs



Two friends. One talk. One listen.

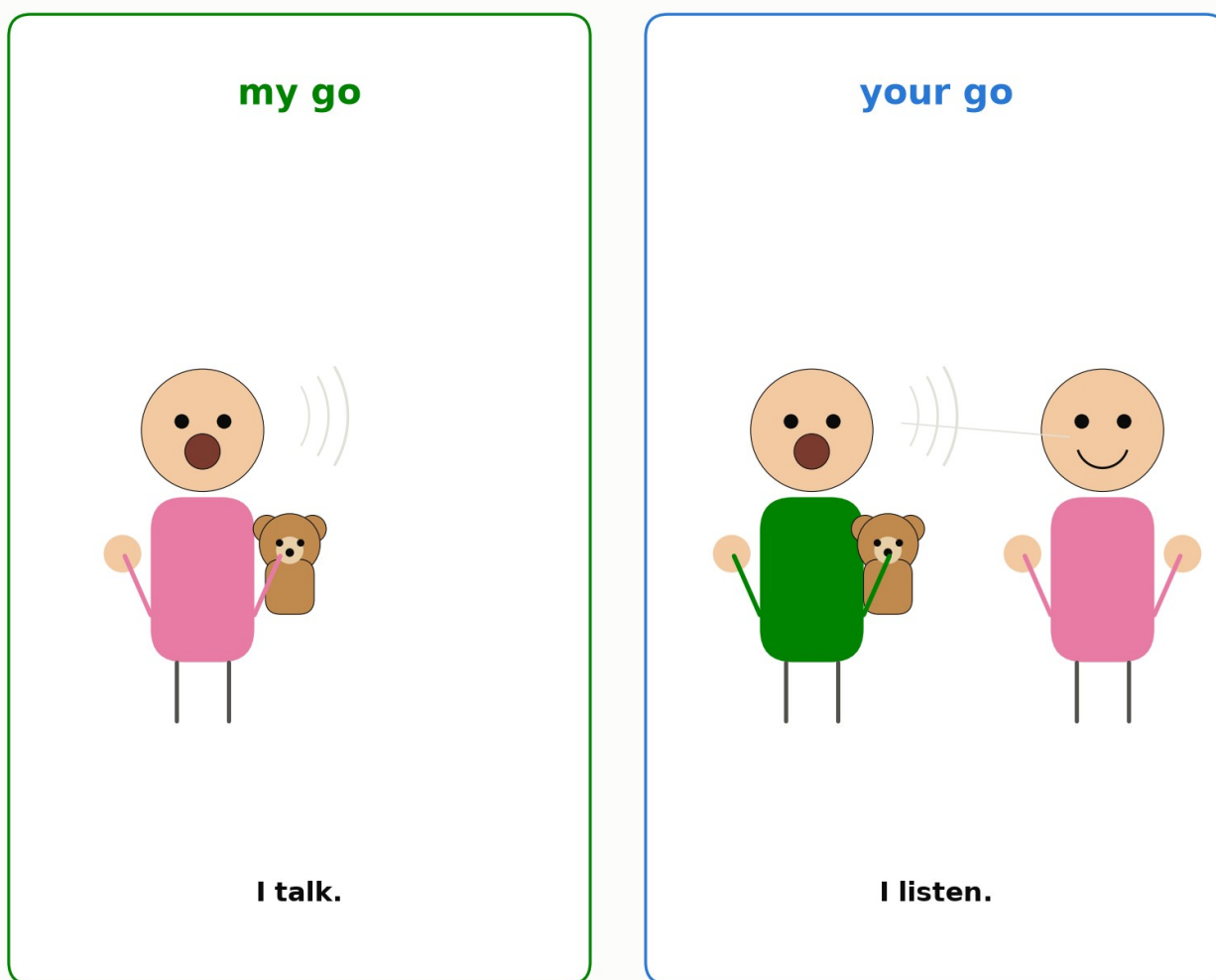
in a circle



We all see the talk. We all listen.

Two ways to sit: in pairs at a table, and in a circle on the mat

Who has the teddy?



Who has the teddy has the go.

A talk-token card: the child holding the teddy talks, the other child listens

Two friends. One talk. One listen.

Who has the teddy has the go.

Ask: Can I have a go? Say: Yes! Your go.

Give each pair a teddy and a familiar object to talk about (a toy from the room). The talk is short; the listening is the skill.

S5 — The voice game (E03). You say a place from the room or the playground; children say the level number and use that voice to say one word.

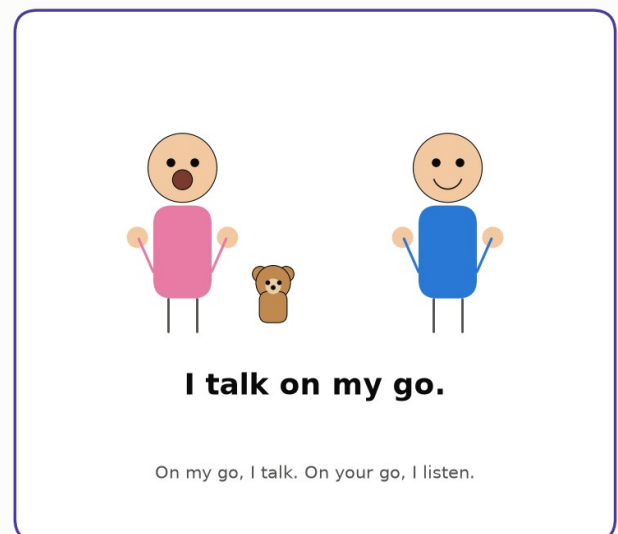
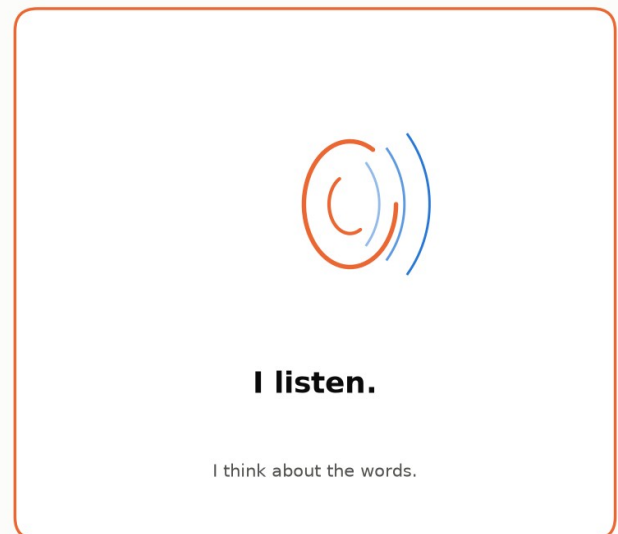
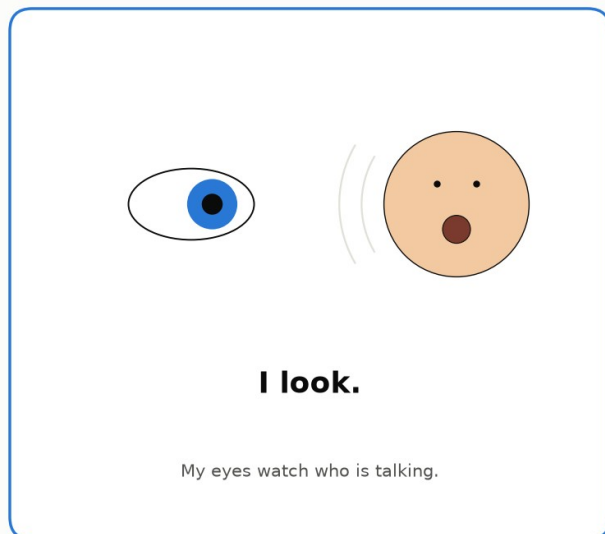
I say where. You say the level.

The book corner! Level 1. Small voice.

The park! Level 4. Outside voice!

S6 — Circle talk (E01, E02). The class on the mat, teddy going around. Each child says one thing they like, and everyone listens.

What listening looks like



Four listening panels: I look, I listen, I sit still, I talk on my go

We all see the talk. We all listen.

I like the bus. I like the sun. I like the farm.

On my go, I talk. On your go, I listen.

Practice without the scaffold

U1 — Home-corner play (E04, E01). Pairs play at the home corner with the teddy and no script. You observe: do they ask for a go and give a go?

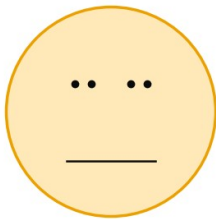
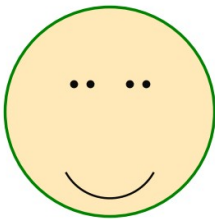
U2 — Child-led listen and do (E05). One child up the front says one or two instructions; the class does them. The child practises the audience voice (E03) — big enough for the class to hear.

U3 — Pair pictures (E01). Pairs look at any picture from the room and talk about it with no script from you.

I see a bus. And I see a sun!

U4 — My listening check (E02). At the end of a sitting, read the check card aloud; children answer however they can.

How was my listening?



happyoksad

Did you listen?

Did you look?

Did you talk on your go?

Say it, or nod, or put your hand up.

A self-check card with three faces, happy, ok and sad, and three questions about listening, looking and talking on your go

How was my listening?

Did you listen? Did you look? Did you talk on your go?

Say it, or nod, or put your hand up.

Oral reasoning prompt

Ask one child at a time, then the class. The reasoning is the assessment.

It is sleep time. What voice do we need? Say how you know.

It is the park. What voice do we need? Say how you know.

Accept *No voice. We sleep.* and *Outside voice! The park is outside.* — the because-clause in child words is what you are listening for.

What to look for (teacher observation, D8)

Observe across the sittings; no child is asked to produce anything in print.

- **E01** — the child talks with a partner in pair tasks (S4, U3) and contributes one idea in circle talk (S6).
 - **E02** — the child looks at the speaker, listens without interrupting, and talks on their go (S4, S6, U1); the child can say how their listening went (U4).
 - **E03** — the child matches the voice to the place: the sort (S1), the poster (S2), the game (S5), and the audience voice when up the front (U2).
 - **E04** — the child plays with talk at the home corner, first with the script (Modelled example 2) then without it (U1).
 - **E05** — the child does what you say, first one step then two (S3), and can lead the instructions (U2).
-

Teacher note — the same-year join to Mathematics

Listening to and following instructions (E05) is the same skill Foundation Mathematics assesses under **VC2MFA01** (following directions). Run S3 and U2 once in the maths block as well, with maths materials (blocks, shapes), so the children meet the skill in both learning areas in the same year.

Delivering short spoken texts to an audience

Owens

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

Strand / sub-strand

Literacy / Interacting with others

Draws on

VC2EFLY02 .E01 — sharing a personal experience, interest or discovery with peers in a semi-formal situation · VC2EFLY02 .E02 — using visual prompts to practise staying on topic or to sequence ideas

Achievement standard (Speaking and Listening)

“When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.”

Mode

Oral and aural only — no print required (Chapter 4). Every instruction on this page is read aloud by the teacher. No task depends on a child reading anything.

What this section teaches

In 4A the children practised talking *with* people — turns, listening, inside and outside voices. 4B turns the same children into speakers with something to say *to* people: a news talk, a story said back, a report of what they did. The curriculum’s content description is the whole scope of the section:

VC2EFLY02 (verbatim): deliver short spoken texts to an audience using features of voice

Two things are being built at once. The first is the **spoken text** — a few sentences with a shape (first, next, last) and a point (my news; the story; what I did). The second is the **delivery** — saying it so the people listening can take it in. The achievement standard names the two text shapes this book uses as vehicles: *retelling stories* and *reporting events*; both appear below as original texts written for this book (SOURCE_USE.md — no reproduced text).

Terms defined at first use. The Victorian Curriculum uses the terms *audience* and *features of voice* in VC2EFLY02 but does not define them. This section therefore treats them as follows, and every task is answerable on these definitions alone:

- **Audience** — the people a talk is for: the people who sit and listen while one child speaks. At Foundation the audience is the teacher and classmates on the mat, or a small group of friends. (The word *audience* is teacher-facing in this book; with the children, the working phrase is “your friends who listen”.)
- **Features of voice** — *how* the words come out, as distinct from *which* words are said. This section teaches three, at Foundation scale: **volume** (big enough that all the listeners can take it in), **pace** (not too fast — words walk, they do not run) and **clarity** (say all your words). VCAA does not enumerate the features at this level; this three-part working set is the operational definition used here.

Two further curriculum words, defined for this section:

- **Visual prompt** — something the speaker can look at while talking (a drawing, a toy, an object from home) that helps the talk stay on its one topic and keeps its parts in order.
- **Retell / report** — to *retell* is to say a story back after listening to it; to *report* is to say what happened or what you did. Both are the child’s own words, not a recited script.

A **semi-formal situation** (the elaboration’s term) is a talk with a set-up and roles: one speaker on a spot, an audience on the mat, a start (“Hello, friends”) and an end (“Thank you for listening”). It sits between free play talk and a school assembly. The set-up is built inside the tasks below; nothing about it is assumed from before school (D10).

Boundary with 4A. 4A (VC2EFLY01) owns interaction — turns, listening behaviour, voice levels for inside and outside. 4B owns the *delivered text*. The overlap is deliberate and small: a speaker needs 4A’s inside voice and a listener’s attention, so 4B cross-references 4A’s routines rather than re-teaching them. Story features belong to 3C; retelling through play, drawing and writing belongs to 3E — 4B is specifically the *spoken delivery to an audience*.

Forward handoff (teacher-facing, not assessed): Level 1's VC2E1LY02 extends this to short spoken texts on personal *or learnt* topics. 4B stays with personal news, a heard story, and the day's own events.

Words and things on this page

Teacher-facing metalanguage used below: *audience, features of voice* (volume, pace, clarity), *visual prompt, retell, report, semi-formal situation* — each defined above. The children never need these labels; their working words are all at or below the F ladder ceiling and are the words of the tasks themselves: *talk, say, listen, look, news, story, drawing, friends, first, next, last, big, soft, fast*.

Materials for the sequence: paper and pencils or crayons for drawings, a mat, one marked spot (a paper star is enough), the two original stories below, and a few toys or objects from home for the interest talks. Nothing on this page is for the children to read — every printed word is the teacher's.

Teaching sequence

Four short lessons, each mostly on the mat. The teacher reads all student-facing text aloud; it is marked in this book as read-aloud text.

Lesson 1 — People who listen. Sit in a circle on the mat and make the set-up: one spot (the star spot) for the speaker, the circle for the people who listen. Say:

Today we talk, and we listen. One friend sits on the star spot. The friend on the spot talks. All the friends listen and look. The people who listen are your friends on the mat.

Model it yourself: stand on the spot, deliver the model news talk in Modelled example 1 with its three drawings, then ask what the children saw you do (you looked at your friends, you held your drawings, you said “Hello” at the start and “Thank you” at the end). Introduce the talk helps (figure: My talk helps) as the three helps for a good talk: so all your friends can listen; words walk, they do not run; say all your words. Close with the chant:

I have news! I have news! First, next, last. I say it to you!

Lesson 2 — News with drawings. Re-read the model news talk. Show how the three drawings did the work: the speaker looked at them, and the drawings kept the talk on its one news from first to last. Children make their own news mat (figure: My news mat): three drawings about one news — first, next, last. Children then say their news to one friend, taking turns on turns from 4A (the listener looks and listens; the speaker says the start and the end lines). Walk the room listening for volume (can the friend take it in?) and pace.

Lesson 3 — Saying a story. Read the original story *Pip the Duck* (Modelled example 2) aloud, with the story strip (figure: Pip story strip). Read it once for the fun of it. Read it a second time and ask the children to listen for the three parts: what is first, what is next, what is last. Put the three strip drawings up and say the story back with the children, all together, using first / next / last. Then in pairs: one child says the story to the other with the strip to look at. Listen for pace and for all the words.

Lesson 4 — Our news time. The semi-formal circle. Each child takes the star spot with their news mat or one toy, says their talk, and the circle listens. Keep the shape from Lesson 1: “Hello, friends” ... “Thank you for listening”. After each talk, one listening child says one thing they liked. Close by naming what the class did, in the children's words: one friend talked, all the friends listened, and every talk had a first, a next and a last.

Modelled examples

Both models are original texts written for this book. Read them aloud as models before asking for any child's version.

Modelled example 1 — Kai's news talk (a personal experience, with drawings)

Kai stands on the star spot. He has three drawings — the ones in the figure *Kai's news drawings*. The teacher reads Kai's talk exactly as a child would say it:

Hello, friends. This is my news.

First, I went to the park with my dad.

Next, I saw a little duck on the sand. The duck went to the water.

Last, I did run with my dad. It was so fun!

Thank you for listening. That is the end of my news.

Draw the children's attention to what Kai did with his talk, one question at a time (teacher prompts in adult words, answers come back in the children's): Who was Kai talking to? (His friends on the mat — the people who listen.) What did he look at? (His three drawings.) How did he know which part came next? (First, next, last — the drawings are in that order.) Was his talk big enough for the whole circle? Yes — that is the first help on the talk helps.

Modelled example 2 — Saying a story back, and saying what you did

Part A — a story retold. The teacher reads this original story aloud:

Pip the duck

Pip is a little duck. Pip is yellow.

One day, Pip goes to the park. Pip sees a green frog.

The frog jumps! Pip jumps too.

Last, the rain comes down. Pip goes home to mum. Pip is happy.

Then the teacher says it back, with the story strip to look at, as a model retell:

First, Pip goes to the park.

Next, Pip sees a frog. The frog jumps!

Last, the rain comes down, and Pip goes home.

Notice aloud: the retell is shorter than the story, and it is in the same order — first, next, last. A retell does not need every word; it needs the story.

Part B — a report of what you did. The same shape, now for a real event:

On the weekend, I went to the farm with my mum.

I saw a big horse and a little pig.

The pig did run in the mud!

It was fun.

Name the difference in the children's words: one talk says a story back; one talk says what you did (figure: Two talks). Both are talks you can say to your friends.

Practice questions

Scaffolded practice

The teacher reads each task aloud. All responses are spoken or drawn — nothing to read, nothing to write beyond drawings.

S1. Sit in a circle on the mat. One friend sits on the star spot. The friend on the spot says: “Hello, friends! My name is ...” All friends listen and look. Last, the friend on the spot says: “Thank you for listening!” Now the next friend has a go.

What it is for: the set-up itself — speaker, audience, start line, end line (the semi-formal shape of VC2EFLY02.E01), rehearsed as a game before any content goes in it.

S2. Say your name to your friends on the mat. Say it so all your friends can listen. Now say it soft. Now say it big. Which one can all your friends listen to?

What it is for: volume, the first feature of voice, felt in the body before it is named — the children find the “big enough” talk themselves.

S3. Say this: “The duck went to the park.” Say it so your words walk. Do not make your words run! Now say it with your friend. Which talk is not too fast?

What it is for: pace, the second feature of voice (figure: Words walk). The sentence is six words — short enough to control.

S4. Draw three drawings about your news: first, next, last. Take your drawings to the spot. Look at your drawings. They help you say your news. Say: “First, ... Next, ... Last, ...”

What it is for: the visual prompt doing its two jobs from VC2EFLY02.E02 — keeping the talk on its one news and keeping the parts in order. The drawings belong to the child; a four-year-old’s marks are the right artifact here.

S5. Listen to the story of Pip the duck. Here are three drawings from the story. Put the drawings 1, 2, 3. Now say the story. First, ... Next, ... Last, ...

What it is for: retelling one of the achievement standard’s two named text shapes, with the strip as the visual prompt. Sequencing by number keeps the order task off print entirely.

S6. Listen. Is it a story, or is it news?

Talk 1: “First, Pip goes to the park. Next, Pip sees a frog. Last, Pip goes home.”

Talk 2: “On the weekend, I went to the farm. I saw a big horse.”

Now you say one talk. Your friends say: story, or news?

What it is for: hearing the two text shapes from the outside — the audience’s ear — before the children produce them. (Answers: Talk 1 is a story; Talk 2 is news.)

On your own

Four unscaffolded talks. The teacher still reads the task aloud; the talk itself is the child’s, with no model on the wall and no sentence given to say.

U1. Draw three drawings about your news. Go to the spot. Say your news to your friends. First, ... Next, ... Last, ... Last of all, say: “Thank you for listening!”

U2. Listen to the story of Mia and the red bus.

Mia goes to the shop with her mum. They see a big red bus. The bus stops. Mia and her mum get on the bus. They sit. Mia looks at the shops. Last, the bus stops at home. Mia says, “Goodbye, bus!”

Now you say the story. First, ... Next, ... Last, ...

U3. Think about today at school. What did you do? Say what you did. First, ... Next, ... Last, ... You can draw one drawing to help you.

U4. Take a toy. Say a talk about your toy. First, say what it is. Next, say what it can do. Last, say why you love it. Say: “Thank you for listening!”

U1–U4 together cover the elaboration’s three nouns — a personal experience (U1, U3), an interest (U4) and a discovery, which is whatever the child brings — plus both achievement- standard shapes: U2 retells a story, U3 reports an event.

How do you know?

Your friends sit on the mat. You have news to say. How do you say your news so all your friends can listen? Say what you do.

The demonstration prompt for the section. A full answer from the children’s own words names at least two of: talk big so the friends at the back can listen; not too fast — let the words walk; look at your friends; hold your drawings and look at them; say hello at the start and thank you at the end. If the answer stalls, run the talk helps (figure: My talk helps) as a prompt — the child points to each help and says what it asks.

What to listen for

Teacher observation against the achievement standard sentence: “*When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.*” Evidence for this section is oral and observed (D8) — a child on the spot, the circle listening, a talk with a shape.

Listen for each child, across Lessons 2–4:

Hear it when the child ...	It is evidence of
takes the spot and speaks to the circle without the talk going quiet halfway	delivering a short spoken text to an audience
says a first, a next and a last that stay on the one news (or story, or day)	a spoken text with a shape, held on topic by a visual prompt
is taken in at the back of the circle without being asked to go bigger	volume — a feature of voice
lets the words walk: the talk is not a run, and the words are all there	pace and clarity — features of voice
says a story back in its own order with the strip to look at	retelling a story
says what they did today or on the weekend in their own words	reporting an event
starts with hello and ends with thank you for listening	the semi-formal frame

A child who delivers the talk but drops the order has the voice and needs the prompt work back (Lesson 2); a child who has the order but cannot be taken in at the back has the text and needs the volume and pace work (S2, S3). Both are in this section’s scope; neither is a listening or behaviour finding — those belong to 4A.

Figures

Every figure below is an original made for this book; each has its generator script in `src/`. In-figure words are at the children’s level. The read-aloud caption under each figure is for the children (gated); the *teacher note* that follows it is for adults.

MY TALK HELPS



**Can all your friends
listen?**



**Do your words walk,
and not run?**



**Do you say
all your words?**

Three helps for a good talk

A paper that says My talk helps at the top. Under it are three white boxes. The first box has a big ear and says Can all your friends listen. The next box has a walking kid and says Do your words walk and not run. The last box has a talk shape with three dots and says Do you say all your words. Under the boxes it says Three helps for a good talk

My talk helps. Three helps for a good talk.

Teacher note: the three features of voice as the children meet them — volume (first box), pace (next box), clarity (last box). Raised one box at a time in Lesson 1 and used as the prompt in *How do you know?*



You talk.
Your friends listen.

A mat with kids sitting in a round. One kid is on a big star in front of the round. A talk shape says talk. Under it says You talk and Your friends listen

You talk. Your friends listen.

Teacher note: the semi-formal set-up — one speaker on the star spot, the audience in a circle on the mat, the talk going from the one to the many. This is the operational picture of “audience” for the section.

MY NEWS MAT

FIRST	NEXT	LAST
1  	2  	3  

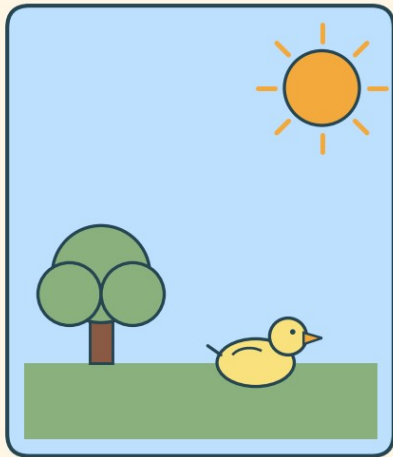
Draw your news. Look at your drawings. Talk.

A paper that says My news mat at the top. Three white boxes. Every box has a name: First, Next, Last. Every box has a small drawing on top and a big spot to draw. Under it says Draw your news, Look at your drawings, Talk

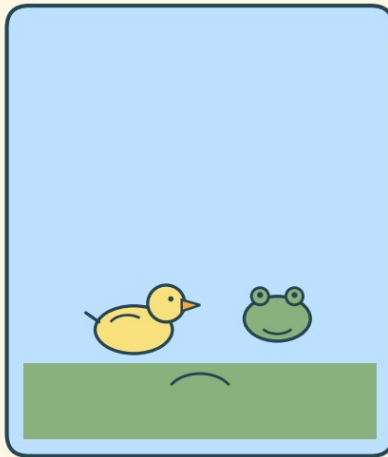
My news mat. Draw your news. Look at your drawings. Talk.

Teacher note: the visual prompt of S4 and U1 — three boxes in order, one drawing in each. The mat keeps the talk on its one news and in its first–next–last shape (VC2EFLY02 .E02).

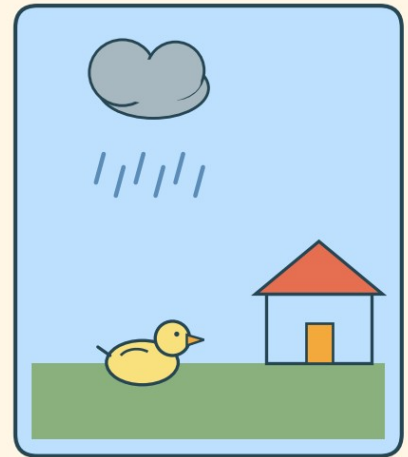
The story of Pip the duck



FIRST



NEXT



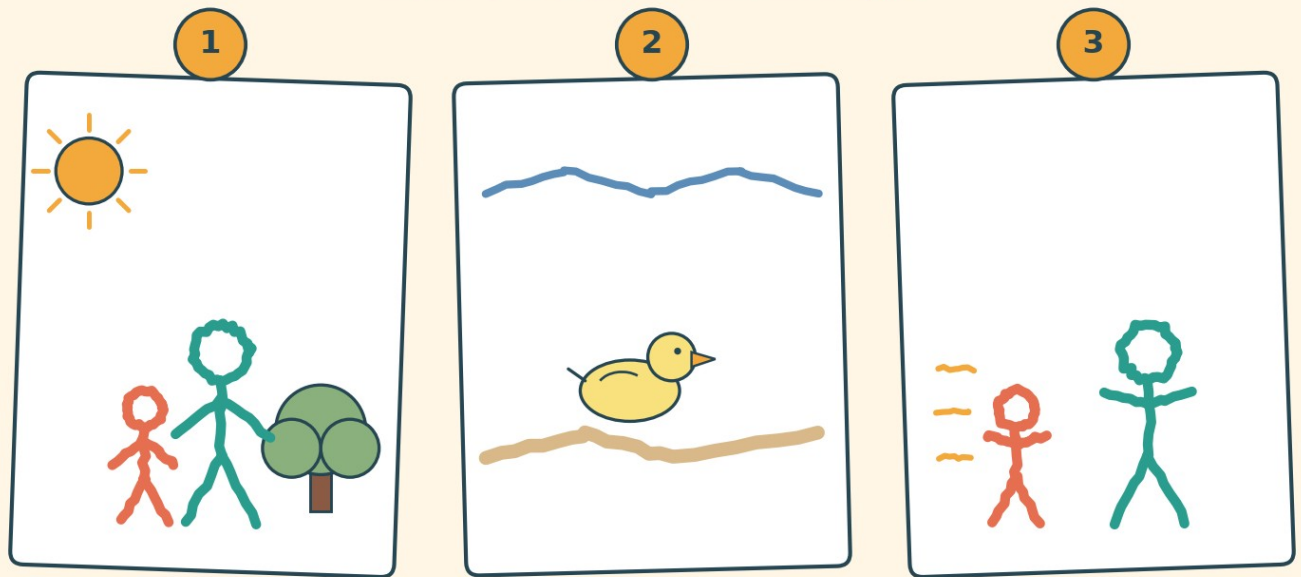
LAST

Three blue boxes. The first box has a sun, a tree and Pip the duck, and the name First under it. The next box has Pip and a green frog, and the name Next under it. The last box has rain and a house and Pip, and the name Last under it. At the top it says The story of Pip the duck

The story of Pip the duck. First, next, last.

Teacher note: the three-part strip for Lesson 3 and S5 — the retell has the same order as the story. The drawings are the prompt; the words are the child's.

Kai's news drawings

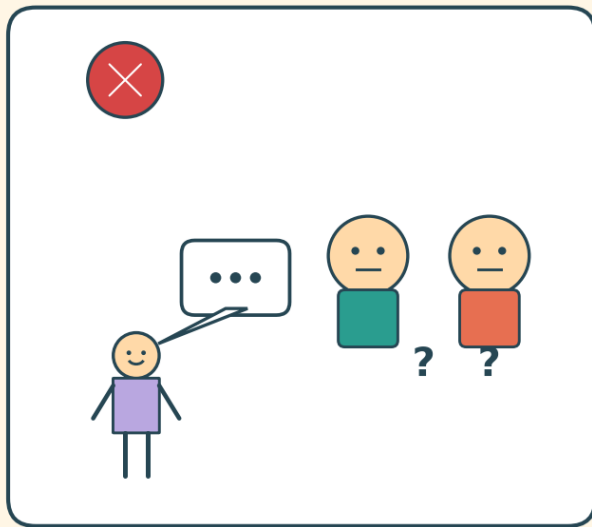


First, next, last — Kai's news in three drawings

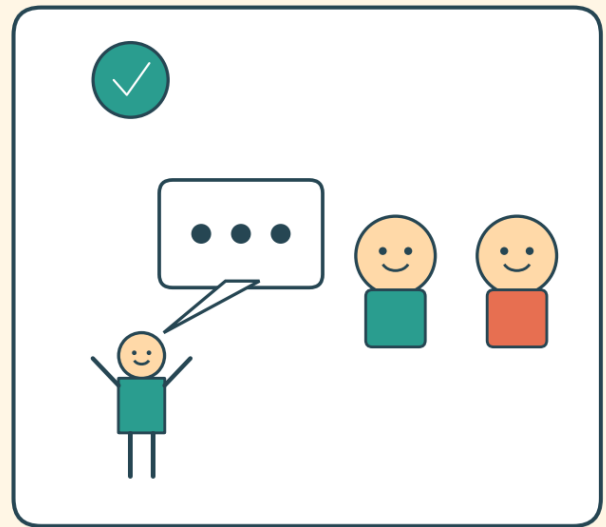
Three white papers with the numbers 1, 2 and 3 on top. Paper 1 has a small kid and a tall man and a tree and a sun. Paper 2 has a little duck on the sand with water on top. Paper 3 has the small kid and the tall man and they run. At the top it says Kai's news drawings. Under it says First next last, Kai's news in three drawings

Kai's news drawings. First, next, last.

Teacher note: the visual prompts that carry Modelled example 1. Deliberately drawn the way a child's look: the point of a prompt is that the speaker made it, not that it is a good drawing.



Soft talk: your friends can not listen.



Big talk: your friends can listen!

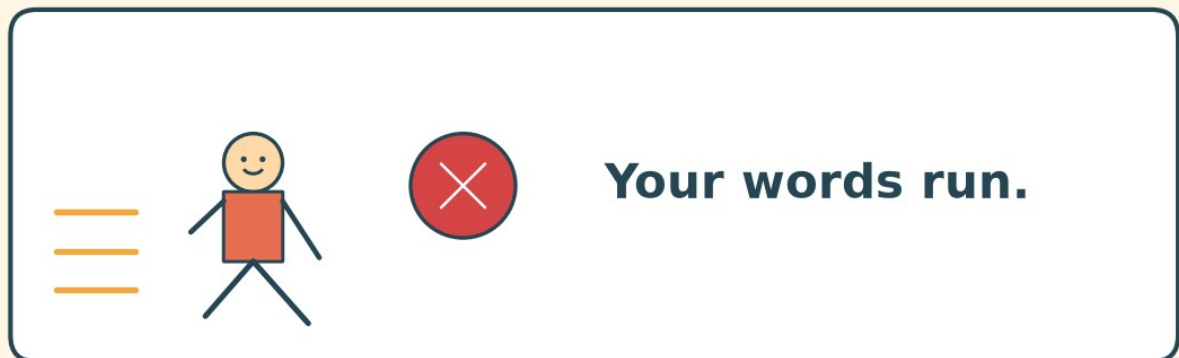
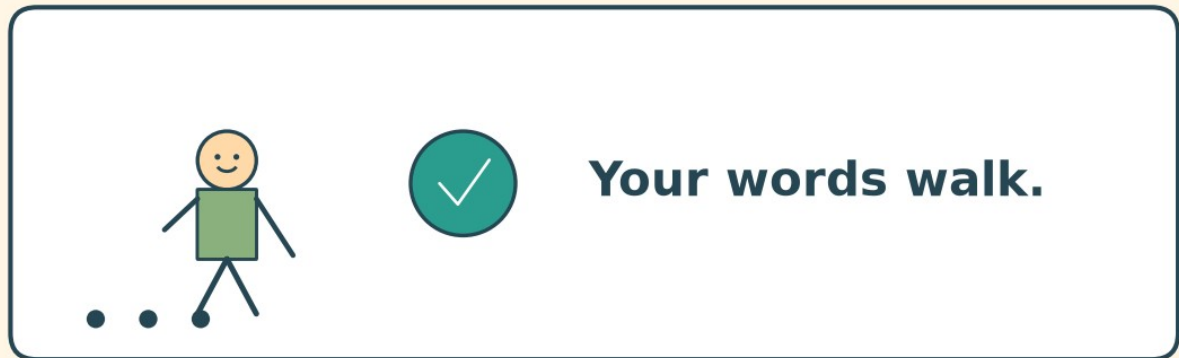
Talk so all your friends can listen

Two white boxes. The first box has a kid with a small talk shape and two friends who can not listen. Under it says Soft talk: your friends can not listen. The next box has a kid with a big talk shape and two friends who can listen. Under it says Big talk: your friends can listen! Under the boxes it says Talk so all your friends can listen

Soft talk: your friends can not listen. Big talk: your friends can listen!

Teacher note: the volume finding of S2 in one picture — the talk that all the friends can listen to is the big one. Soft talk has its own times (4A); this one is about being taken in at the back of the circle.

YOUR WORDS



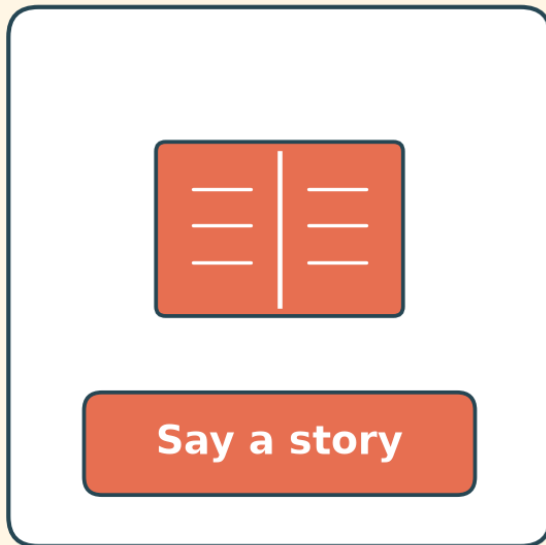
Say your words. Not too fast!

A paper that says Your words at the top. Two white boxes. The first box has a walking kid and says Your words walk. The next box has a running kid and says Your words run. Under the boxes it says Say your words, Not too fast!

Say your words. Not too fast!

Teacher note: the pace finding of S3 — a talk where the words walk, not run. Kept on the wall next to the talk helps.

TWO TALKS YOU CAN SAY



One says a story back. One says what you did.

A paper that says Two talks you can say at the top. Two white boxes. The first box has a red book and says Say a story. The next box has a sun and a house and says Say what you did. Under the boxes it says One says a story back and One says what you did

Two talks you can say. One says a story back. One says what you did.

Teacher note: the achievement standard's two shapes at the children's level — retelling a story and reporting an event. Used at the end of Modelled example 2 to name the difference.

Phonological awareness: syllables, rhyming words and alliteration in spoken words

Chapter 4 — Literacy: speaking, listening and playing with sounds · Section 4C Strand: Literacy · Sub-strand: Phonic and word knowledge (the aural half) Owns: VC2EFLY03 · Draws on: .E01 .E02 .E03 (every elaboration id of the CD — the ids are the join key for MCQ and coverage linkage, not a teaching order)

Curriculum block — verbatim, teacher reference

Content description VC2EFLY03 (Students learn to):

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

Elaborations (This may involve students):

- .E01 recognising and producing rhyming words when listening to rhyming stories or rhymes, for example ‘funny’ and ‘money’
- .E02 identifying patterns of alliteration in spoken words, for example ‘helpful Hasma’
- .E03 identifying syllables in spoken words (for example, clapping the rhythm of ‘Mon-day’, ‘Ja-cob’ or ‘Si-en-na’), which is also known as syllabification

Where this section sits. The aural work of Chapter 4 comes before the letters of Chapter 5 on purpose: children play with the *sounds* of spoken words before print is any part of the job. Nothing in this section requires print. The Reading and Viewing mode of the Foundation achievement standard is what this work feeds: students “engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.” Phonological awareness is the first rung of that knowledge.

Boundaries (level discipline, TOC §2 D13).

- Blending, segmenting and manipulating phonemes — saying the word from the sounds, the sounds from the word, and phoneme substitution — is owned by **4D** (VC2EFLY04). This section notices phonemes (same starting sound, same ending sound) and goes no further.
- The Level 1 rule “a syllable must contain a vowel” (VC2E1LY05) is not taught here; Foundation taps syllables as heard sound-bits.
- Consonant blends, digraphs and long-vowel patterns are Level 1. No decoding appears anywhere in this section.

Administration (reading-load rule, TOC §2 D13). Every line of every task is read aloud by the teacher. No task depends on a child reading anything. The work is carried by pictures, name tags, mats, a bag and the teacher’s voice. Written labels on the figures are for the teacher to read, never for the child to decode.

On the curriculum’s own examples. VCAA’s exemplars ‘funny’/‘money’ and ‘helpful Hasma’ are quoted verbatim above (they are the curriculum’s words). The student-facing scripts in this section use at-level sound-alikes so that every spoken line sits at or below the Foundation rung: ‘fun’/‘sun’, ‘cat’/‘hat’ and ‘Happy Hana’. The .E03 tap task is kept intact: ‘Ja-cob’ keeps its split spelling in the student lines, ‘Mon-day’ appears as plain ‘Monday’ and ‘Si-en-na’ becomes the at-level name ‘Julia’ (three taps, same task).

Big idea

Working definitions (terms defined at first use, sources named). The Victorian Curriculum 2.0 names these words but does not define them, so this section states the operational definitions it uses. They follow the sense the VC2 Foundation English elaborations use them (VCAA, Victorian Curriculum F–10 Version 2.0 English, export of 2026-07-29); other definitions exist and are not interchangeable with these.

- **Phonological awareness** — hearing and playing with the sound structure of spoken words: their syllables, their rhymes, their starting sounds. No letters anywhere.

- **Syllable** — a tap-sized bit of a spoken word; saying ‘Mon-day’ with a tap on each bit gives two taps and two syllables. *Syllabification* is VCAA’s word for cutting a spoken word into those bits (.E03). The definition used here is the heard-beat definition; the vowel criterion arrives at Level 1.
- **Rhyming words** — two spoken words that end with the same sound (‘bee’ and ‘tree’, ‘fun’ and ‘sun’). It is a sound relation, not a spelling one.
- **Alliteration** — words that begin with the same *sound*, not the same letter (‘Happy Hana’; VCAA’s ‘helpful Hasma’). ‘King’ and ‘cup’ begin with the same sound under different letters — at Foundation the sound is all that counts, because letters have not been taught yet.
- **Phoneme** — the smallest sound bit in a spoken word. This section orients children to phonemes through sameness (same starting sound, same ending sound); manipulating them is 4D’s work.

Why it matters. A child who can hear that ‘Mon-day’ has two bits, that ‘cat’ and ‘hat’ end the same way, and that ‘Happy’ and ‘Hana’ start the same way has noticed the sound structure that letters will soon map onto. That noticing is what makes the print code of Chapters 5 and 6 learnable; it is taught here with voices, hands and pictures, and it is assessed by listening.

The three sound games in this section:

game	what the child does	curriculum exemplar
tap the bits (syllables)	says a word and taps once per heard bit	‘Mon-day’, ‘Ja-cob’, ‘Si-en-na’ (.E03)
find and make rhymes	hears that two words end the same way; offers a rhyming word	‘funny’/‘money’ (.E01)
find and make alliteration	hears that words start the same way; offers a sound-friend word	‘helpful Hasma’ (.E02)

Materials for the whole section (all oral, all reusable): the name tags and picture figures from this section (print and cut once), three floor mats or chalk rings, a bag, and a table to tap on. Hands are the main instrument: children tap on the table, on their knees, or on a mat.

Teaching sequence

One short whole-class sequence, read aloud and done together (~15 minutes). Everything between the markers is spoken to the children; the notes in italics are for you.

Part 1 — Ears on. Tuning the class in to sound.

Ears on! Eyes on! Only sounds today! Listen. I tap: tap, tap. Now you tap. tap, tap. Good! Now three: tap-tap-tap! You too! tap-tap-tap! Yes! Ears on for sound play!

Part 2 — Taps in words. Syllables, with the curriculum’s name exemplars.

Words have sound bits too! Listen: Monday. Monday. tap-tap! Two taps. We call the sound bits syllables. Monday has two syllables. Ja-cob. Ja-cob. tap-tap! Two taps. Two syllables. Julia. Julia. tap-tap-tap! Three taps. Three syllables! Now you: apple. apple. tap-tap! Two syllables. Good!

Part 3 — Rhyme words. The class rhyme, read twice, sounds noticed the second time.

Time for our rhyme. Listen first, and say it with me: Bee, bee, in the tree, Sing, sing, sing with me. Bee, bee, up so high, Sing, sing, in the sky. Did you know the fun bit? bee... tree! They end the same way. bee — tree. They rhyme! high and sky end the same way too. high — sky. They rhyme! Words that end the same way rhyme. Say it: bee — tree, rhyme! high — sky, rhyme!

Part 4 — Sound friends. Alliteration, with the child-friendly stand-in for ‘helpful Hasma’.

Look! My friend Hana. Happy Hana hops home! Hop, Hana, hop! Happy, Hana, hops, home. They all start with h-h-h! The same sound at the start. We call it alliteration. Now we make one for you: Dancing Dan! Big Ben! Running

Rex! Words are made of little sound bits. The smallest bits are phonemes. Happy and Hana start with the same phoneme: h-h-h!

Part 5 — Say it, do it. A movement chant that joins taps to actions.

Up! We say a word and we do it! I say the word. You tap. Now you do! One tap: jump! Two taps: hop, hop! Three taps: run, run, run! cat! tap! jump! table! tap-tap! hop, hop! banana! tap-tap-tap! run, run, run!

Modelled examples

Example 1 — scaffolded: Tap it out (syllables)

Materials: the three name tags below, cut from the figure; a table to tap on.



Name tags: Monday, Ja-cob, Julia.

The teacher thinks aloud with the first tag, then hands the next two to the class.

Watch me. I say it and I tap: Monday. tap-tap. Two taps. Monday has two syllables. Now you: Ja-cob. Say it with me. Ja-cob. tap-tap! Two taps. Two syllables. Yes! Who can do Julia? Say and tap! Julia. tap-tap-tap! Three taps. Three syllables! Yes! Good!

What you are modelling: saying the word as one word (not spelling it, not stretching letters), then tapping the heard bits. Watch for children who tap once per letter idea — there is no print here, and that is deliberate.

Example 2 — scaffolded: Find the rhyme in our rhyme

Materials: the class rhyme as a big card (the figure below); yellow and blue counters or sticky notes to mark the rhyming words as they are heard.

Our rhyme

bee bee, in the tree,

Sing, sing, sing with me.

bee bee, up so high,

Sing, sing, in the sky.

Our rhyme. The yellow boxes rhyme. The blue boxes rhyme.

Listen to our rhyme one more time. Bee, bee, in the tree, Sing, sing, sing with me. Bee, bee, up so high, Sing, sing, in the sky. I like the sounds bee... tree. I say them one more time: bee — tree. They end the same way. So bee and tree rhyme! I put the yellow box on them. Now moon and spoon. moon — spoon. They end the same way. They rhyme! Now you: high and sky. Say them. high — sky. Do they end the same way? Yes! They rhyme!

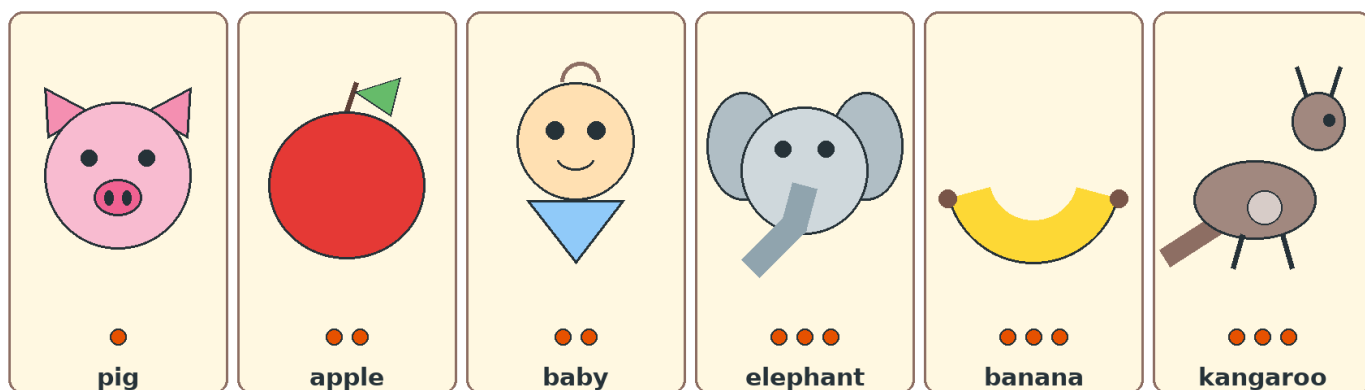
What you are modelling: isolating two words from a stream of speech, saying them side by side, and judging the ending sound. The counters make the judgement visible without print.

Practice tasks

Scaffolded

S1 — Tap the pictures (syllables; picture-led) *Materials: the tap pictures below; a table each, or knees to tap on.*

Tap pictures

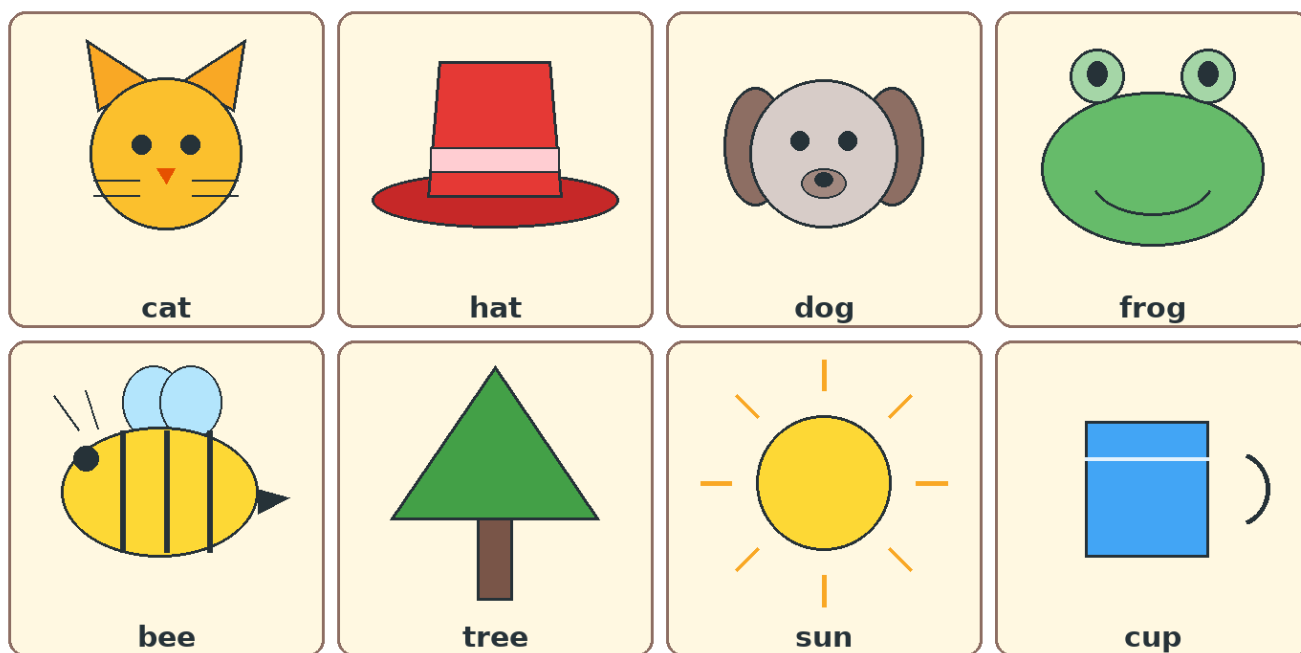


Tap pictures: pig, apple, baby, elephant, banana, kangaroo.

Look at the tap pictures. I say the word. You tap. Now you say how many taps. First: pig. pig! tap! One tap. One syllable! Now: elephant. Say it with me: elephant. tap-tap-tap! Three taps. Three syllables! Now you: baby. Say and tap! baby. tap-tap! Two taps. Two syllables. Yes!

S2 — Find the rhyme friends (*rhyme; picture-led*) *Materials: the eight pictures below, cut out and dealt face-up in the middle.*

Find the rhymes

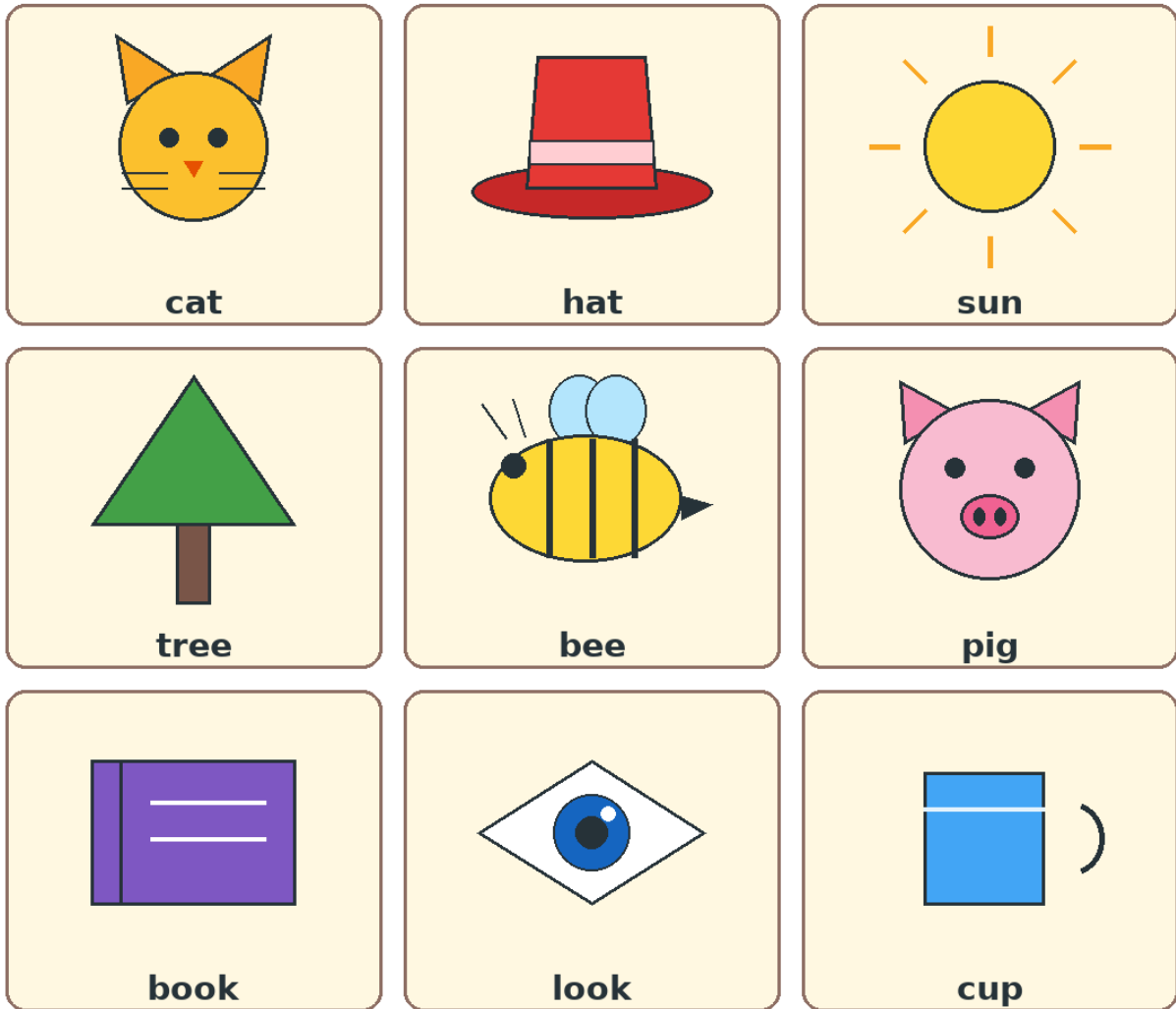


Rhyme friends: cat, hat, dog, frog, bee, tree, sun, cup.

Look at the pictures. Find the rhyme friends! I say: cat. Which one rhymes with cat — hat or sun? Say it! hat! Yes — cat and hat rhyme! Now you: dog. Which one rhymes — frog or cup? Say it! frog! dog — frog, rhyme! Now find the last two friends: bee, tree, sun, cup. Say the rhymes! bee — tree, rhyme! sun... cup? No! sun has no friend here.

S3 — Which one does not rhyme? (*rhyme discrimination; picture-led*) *Materials: the three rows below; children answer aloud, one row at a time.*

Which one does not rhyme?

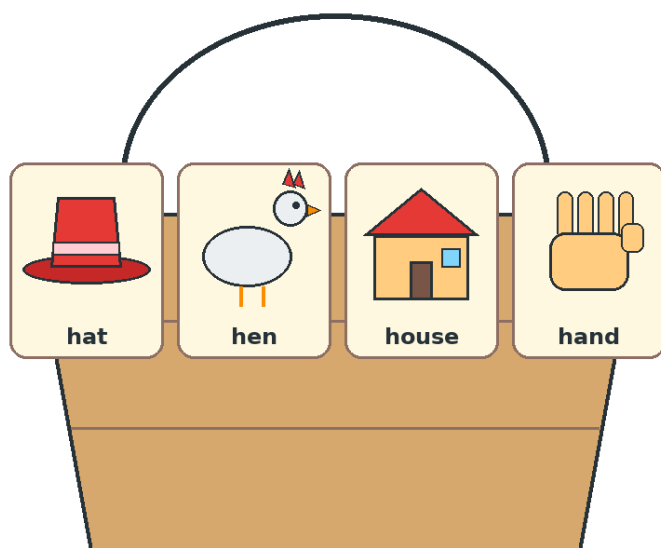


Which one does not rhyme? cat, hat, sun. tree, bee, pig. book, look, cup.

Three pictures. One does not rhyme! cat — hat — sun. cat and hat rhyme. sun does not rhyme. Yes! Next: tree, bee, pig. Which one does not rhyme? Say it! pig! Yes! Last: book, look, cup. Say the two rhymes! book — look! Yes!

S4 — Happy Hana's bag (*alliteration; materials-led*) *Materials: the bag figure; the six small pictures, cut out.*

Happy Hana's bag



Happy Hana's bag: hat, hen, house, hand. cat and dog sit.

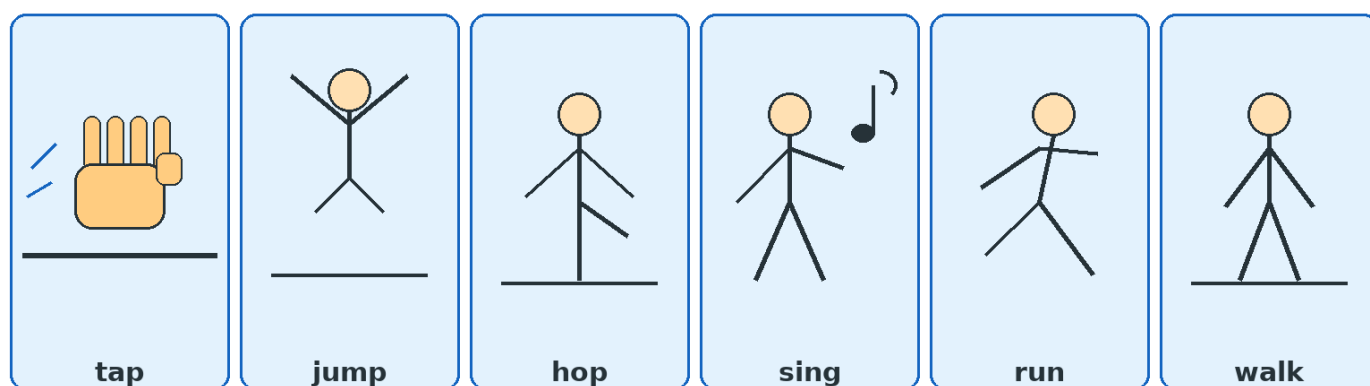
Happy Hana has a bag. Hana likes things that start with h-h-h. hat, hen, house, hand — in the bag! h-h-h! Yes! cat and dog — do they start with h-h-h? No! Not for Hana. They sit. Now you say the h-h-h words with me: hat, hen, house, hand!

S5 — Sound-friend names (*alliteration generation; oral*) *Materials: none — names only. Offer the two choices at first; drop the choices as children get it.*

We make sound-friend names! Dancing Dan! Running Rex! Big Ben! I make one for you: Jumping Jack or Singing Sam — which one is for Jack? Say it! Jumping Jack! Yes! Jumping and Jack start the same way! Now you say one for your friend! Like Dancing Dan. You go!

S6 — Say it, do it (*syllables + movement; whole class*) *Materials: the action pictures below on the board, to remind the class of the code (tap → the word; then jump / hop / run).*

Say it, do it!



Say it, do it! tap, jump, hop, sing, run, walk.

Up! We say a word and we do it! cat! tap! One tap — jump! table! tap-tap! Two taps — hop, hop! kangaroo! tap-tap-tap! Three taps — run, run, run! Now you say the word and do it: sun! ... tap! jump! Yes!

Unscaffolded

U1 — Tap your own name (*syllables; oral, personal*)

Now you go. Say your name. Tap as you say it. How many taps? Say the number!

U2 — Make a rhyme (*rhyme generation; oral*)

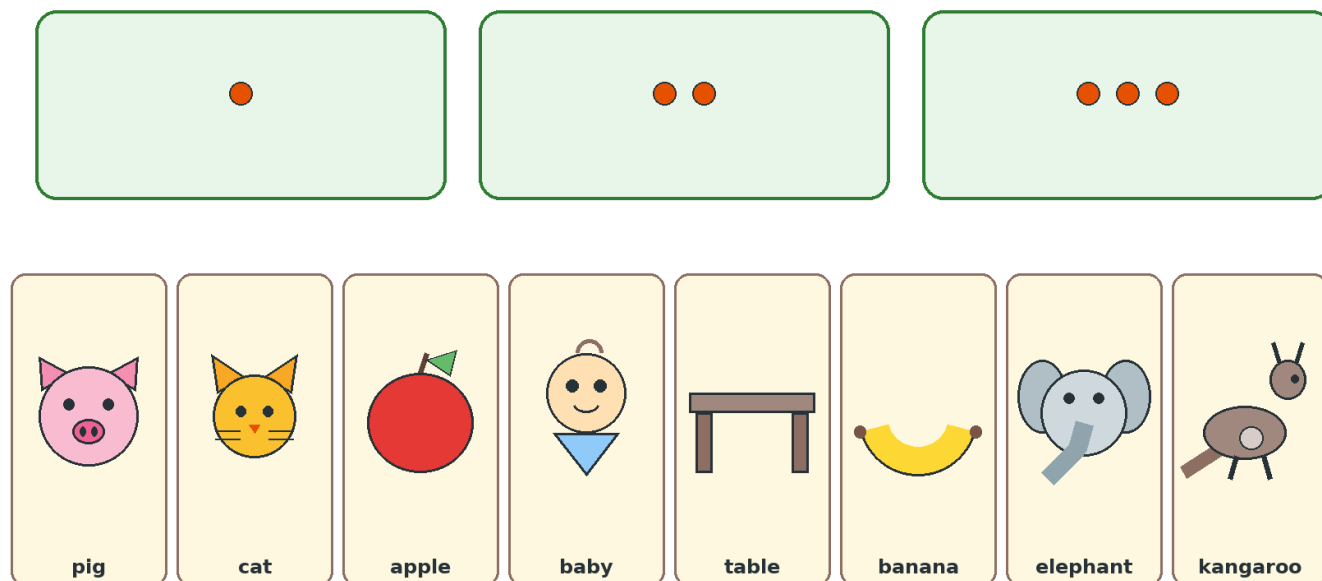
I say a word. You say a rhyme word! fun! ... sun! Yes — fun and sun rhyme! can! ... man, fan, pan, ran! All are good! Now you say one for bee! ... tree! And one for book! ... look! Yes!

U3 — A sound-friend name for you (*alliteration generation; oral, personal*)

Make a sound-friend name for you! Like Dancing Dan, Big Ben. You go!

U4 — Sort the pictures onto the mats (*syllables; materials-led, independent*) *Materials: the mats and pictures below, cut out; one set per pair.*

Put the pictures on the mats



Put the pictures on the mats: pig, cat, apple, baby, table, banana, elephant, kangaroo.

Put the pictures on the mats. Say the word. Tap. Now put it on the mat with the same taps. One mat: one tap. Next mat: two taps. Last mat: three taps. You go!

What to listen for (answers)

Teacher-observed and oral, scored against the achievement standard's own sentences ("using developing phonic knowledge"). Expected responses:

- **Teaching sequence:** taps match the heard syllables (Monday 2, Ja-cob 2, Julia 3, apple 2); the rhyme words bee/tree and high/sky are heard and said together; the h-h-h start of Happy/Hana/hops/home is heard.
- **Example 1:** Monday → 2 taps, Ja-cob → 2, Julia → 3, said as whole words.
- **Example 2:** bee–tree and high–sky identified as rhymes; moon–spoon accepted on hearing alone; the child can say *why* in child language ("they end the same").
- **S1:** pig 1; elephant 3; baby 2. (Extended set: apple 2, banana 3, kangaroo 3.)
- **S2:** cat–hat, dog–frog, bee–tree; sun and cup correctly left without a partner.
- **S3:** sun; pig; cup — with the rhyming pair said aloud each time.
- **S4:** hat, hen, house, hand in the bag; cat and dog kept out, on the starting sound.
- **S5:** any name-plus-word pair sharing an initial **sound** ("Dancing Dana" and "Silly Sam" count; "Kicking Mia" does not — /k/ and /m/ are different sounds).
- **S6:** action matches the tap count: 1 → jump, 2 → hop-hop, 3 → run-run-run.

- **U1:** the child's own name tapped to its syllables; the number said.
- **U2:** any true rhyme for fun, can, bee, book (sun/run, man/fan/pan/ran, tree, look) and, unscaffolded, a self-generated rhyme.
- **U3:** any self-generated sound-friend name.
- **U4:** 1-tap mat: pig, cat · 2-tap mat: apple, baby, table · 3-tap mat: banana, elephant, kangaroo; each word said and tapped as it lands.

Common errors to notice (all fixable in the moment, all oral): tapping letters instead of heard bits (usually shows as too many taps on short words); rhyming by first sound ("cat — cup" — that is alliteration, a different game); sorting by meaning ("banana goes with apple") rather than by taps. None of these is a reading problem; this section has no print to get wrong.

How do you know? (oral reasoning and demonstration)

One closing prompt per child, asked one-to-one or in a small group. The child must both say and do.

Say cat. Say hat. How do you know they rhyme? Say it for me! Now tap banana. How many syllables? How do you know? Tap and say!

Accept: "they end the same" plus the said pair; three taps on banana with the word said as one word. *That is the CD made visible:* the child recognises the pattern and can generate the evidence for it, in spoken words only.

Where this goes next

- **4D (VC2EFLY04)** takes the phoneme noticing built here and turns it into blending, segmenting and manipulating one-syllable words ('l-i-p' → 'lip', 'run' → 'fun' → 'fan').
- **3D (VC2EFLE04)** is the literature-side cousin: rhythms and sound patterns in poems, chants, rhymes and songs — the class rhyme above is a first taste.
- **5B and 5A (VC2EFLY06, VC2EFLY05)** attach letters to exactly these sounds: the child who heard h-h-h in Happy Hana is the child who later maps /h/ to the letter h.
- Level 1 builds the heard syllable into the rule that a syllable must contain a vowel (VC2E1LY05) and takes blending and segmenting into blends and longer words (VC2E1LY03) — not before.

Phonemic awareness: orally blending, segmenting and manipulating one-syllable words

Chapter 4 — Literacy: speaking, listening and playing with sounds · Section 4D Strand: Literacy · Sub-strand: Phonic and word knowledge (the aural half) Owns: VC2EFLY04 · **Draws on:** .E01 .E02 .E03 (every elaboration id of the CD — the ids are the join key for MCQ and coverage linkage, not a teaching order)

Curriculum block — verbatim, teacher reference

Content description VC2EFLY04 (Students learn to:):

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

Elaborations (This may involve students:):

- .E01 saying the sounds when given a word, for example ‘can’ (‘c-a-n’) or ‘ship’ (‘sh-i-p’)
- .E02 saying the word when given the sounds, for example ‘l-i-p’ (‘lip’) or ‘m-u-n-ch’ (‘munch’)
- .E03 saying the new word when the beginning phoneme, medial or end phoneme in a word is replaced with a different phoneme; for example, ‘run’ becomes ‘fun’, or ‘fun’ becomes ‘fan’

Where this section sits. 4C’s noticing work — syllables, rhymes, same starting sounds — has tuned the ear; 4D now works the phoneme itself inside one-syllable words: the sounds run together into the word (.E02), the word cuts apart into its sounds (.E01), and one sound is swapped for a new one to make a new word (.E03). The whole section feeds the Reading and Viewing mode of the Foundation achievement standard: students “blend, segment and manipulate phonemes in one-syllable words.” Nothing here requires print — dots stand for phonemes, pictures stand for words, and the voice does the work.

Boundaries (level discipline, TOC §2 D13).

- One-syllable words only. Blending, segmenting and manipulating multi-syllable words, and phoneme work inside consonant blends, is Level 1 (VC2E1LY03) and is not touched here.
- ‘ship’ and ‘munch’ — VCAA’s own exemplars — appear as oral items only: heard, said, blended and segmented by voice. They are never decoding or spelling items; the digraphs sh and ch are Level 1 print knowledge.
- No print, no letter names and no letter–sound mapping in any task (TOC §2 D6). Boxes and dots stand for phonemes; letters arrive in Chapter 5.
- Syllables, rhyme and alliteration are 4C’s (VC2EFLY03); this section assumes that noticing and starts from the phoneme.

Administration (reading-load rule, TOC §2 D13). Every line of every task is read aloud by the teacher. No task depends on a child reading anything. The work is carried by pictures, dots, mats and the teacher’s voice. Written labels on the figures are for the teacher to read, never for the child to decode.

On the curriculum’s own examples. VCAA’s exemplars are kept intact because they are the curriculum’s words: ‘can’/‘c-a-n’ and ‘ship’/‘sh-i-p’ (.E01), ‘l-i-p’/‘lip’ and ‘m-u-n-ch’/‘munch’ (.E02), and the swap chain ‘run’ → ‘fun’ → ‘fan’ (.E03). Every other word in the student-facing lines sits at or below the Foundation rung; ‘ship’ and ‘munch’ travel through the section as the curriculum’s oral vocabulary, never as print.

Big idea

Working definitions (terms defined at first use, sources named). The Victorian Curriculum 2.0 names these words but does not define them, so this section states the operational definitions it uses. They follow the sense the VC2 Foundation English elaborations use them (VCAA, Victorian Curriculum F–10 Version 2.0 English, export of 2026-07-29); other definitions exist and are not interchangeable with these.

- **Phonemic awareness** — hearing and working with the single sounds (phonemes) inside spoken words: running a word's sounds together to say the word, cutting a word into its sounds, and swapping a sound to make a new word. All oral; no letters anywhere.
- **Phoneme** — the smallest sound bit in a spoken word. 'sun' has three phonemes (s-u-n); 'ship' has three (sh-i-p); 'munch' has four (m-u-n-ch).
- **Blend / blending** — saying the sounds one after the other and running them together into the whole word: 'l-i-p' → 'lip' (.E02).
- **Segment / segmenting** — saying a whole word and cutting it into its sounds, one by one: 'can' → 'c-a-n' (.E01).
- **Manipulate / manipulating** — taking a sound out of a word and putting a new sound in its place to make a new word: 'run' → 'fun' → 'fan' (.E03). This section manipulates the first sound, the middle sound and the last sound of one-syllable words.

Why it matters. A child who can run l-i-p together into 'lip', cut 'can' into c-a-n, and hear that swapping one sound turns run into fun has hold of the insight that words are built from phonemes and that phonemes can be moved. That is exactly the insight the letters of Chapter 5 will map onto; it is taught here with voices, dots and pictures, and it is assessed by listening.

The three sound games in this section:

game	what the child does	curriculum exemplar
blend it (.E02)	hears the sounds, runs them together, says the word	'l-i-p' → 'lip', 'm-u-n-ch' → 'munch'
say the sounds (.E01)	hears the word, cuts it into its sounds, says them one by one	'can' → 'c-a-n', 'ship' → 'sh-i-p'
make a new word (.E03)	takes a sound out, puts a new sound in, says the new word	'run' → 'fun' → 'fan'

Materials for the whole section (all oral, all reusable): the picture cards, dot boxes and mats in this section's figures (print and cut once), counters or beans if you want live dots the children can move, and a table to tap on. One dot stands for one sound — say that once and every figure in the section reads the same way.

Teaching sequence

One short whole-class sequence, read aloud and done together (~15 minutes). Everything between the markers is spoken to the children; the notes in italics are for you.

Part 1 — Ears on. Tuning the class in to sound.

Ears on! Eyes on! Only sounds today! Words are made of little sounds. Listen: sun. s-u-n. Three little sounds! cat. c-a-t. Three little sounds. bee. Tap-tap. Two little sounds! Ears on for sounds!

Part 2 — Little sounds. The phoneme, with dots.

Words are made of little sounds. We call the little sounds phonemes. Listen: sun. s-u-n. One, two, three. Three sounds! I draw one dot for one sound: dot, dot, dot. Three dots for sun. bee. Tap-tap. Two sounds. Two dots. munch. m-u-n-ch. One, two, three, four! Four sounds. Four dots!

Part 3 — Blend it. Sounds to word (.E02), with the curriculum's own 'l-i-p'.

Now we make words from sounds! Listen to the sounds: l-i-p. Say the sounds with me: l-i-p. Now say them fast: lip! lip! You did it! The sounds make the word: l-i-p, lip! Listen: m-u-n-ch. Say them fast: munch! munch! Yes!

Part 4 — Say the sounds. Word to sounds (.E01), with the curriculum's own 'can'.

Now we cut the word! Listen: can. I say the word, and I tap the sounds: can. Tap-tap-tap. c-a-n. Three sounds! Say it with me: can. c-a-n! Good!

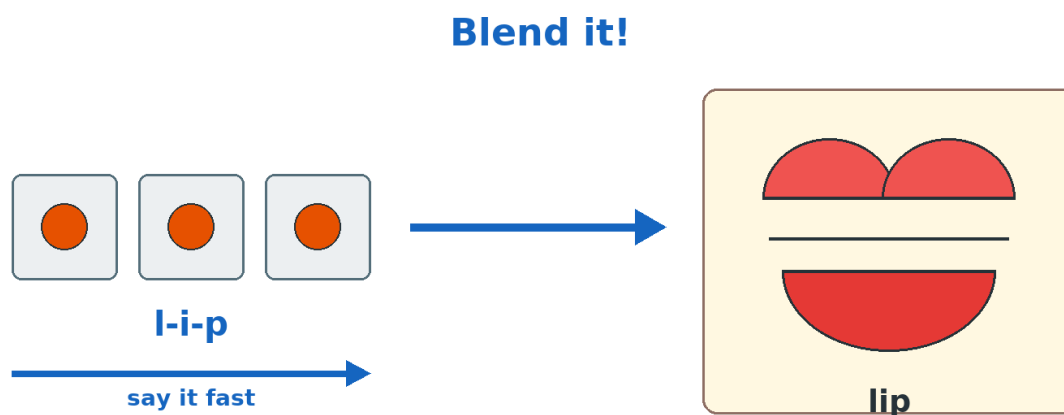
Part 5 — Make a new word. Swap one sound (.E03), with the curriculum's own chain run → fun → fan. Say the sounds ('rrr', 'fff', 'uh', 'ah'), never the letter names.

Now the fun bit! We can make new words! Listen: run. Say it: run! Take out r. Put in f: f-u-n. fun! run is now fun! Take out u. Put in a: f-a-n. fan! fun is now fan! We made new words: run, fun, fan!

Modelled examples

Example 1 — scaffolded: Blend it (.E02)

Materials: the blend track below; draw the three sound boxes on the board as you go.



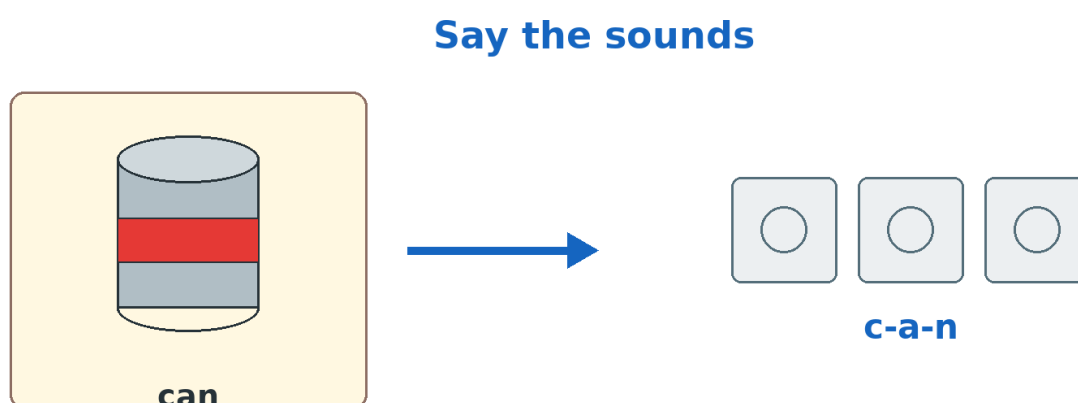
The blend track: l-i-p makes lip.

Watch me. The sounds are l-i-p. I say them fast: l-i-p, lip! The word is lip! Look: lip. Now you: s-u-n. Say them fast: sun! Yes! Now a big one: m-u-n-ch. Say them fast: munch! munch! Good!

What you are modelling: saying each phoneme in order with no gap, then running the sounds together into the word; the sweep under the boxes shows the sounds running into the word. Watch for children who say the sounds right but stop between them — say the sounds closer and closer, then fast, until the word pops out.

Example 2 — scaffolded: Say the sounds (.E01)

Materials: the segment mat below; tap the boxes as the sounds land.



The segment mat: can cuts into c-a-n.

Watch me. I say the word: can. Now I cut the word: c-a-n! One sound in one box: c... a... n. Three sounds! Three dots. Now you: lip. Cut the word! l-i-p! Yes!

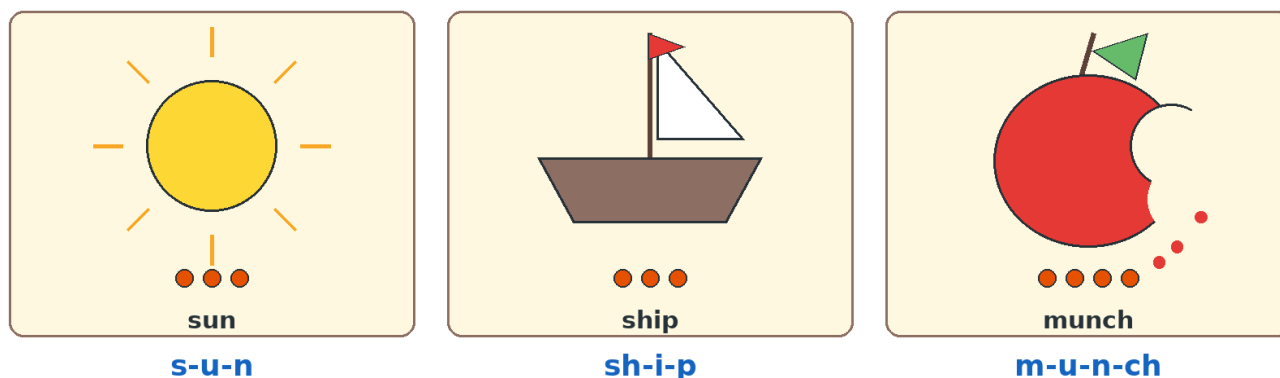
What you are modelling: saying the word as one word first, then cutting it; one sound per box, in order. Watch for children who tap the syllable (one tap for 'can') — the boxes pull them back to one sound per box.

Practice tasks

Scaffolded

S1 — Blend it with the dots (blending; .E02; picture-led) Materials: the dot cards below; the lip and can cards from the modelled examples.

Words are made of little sounds

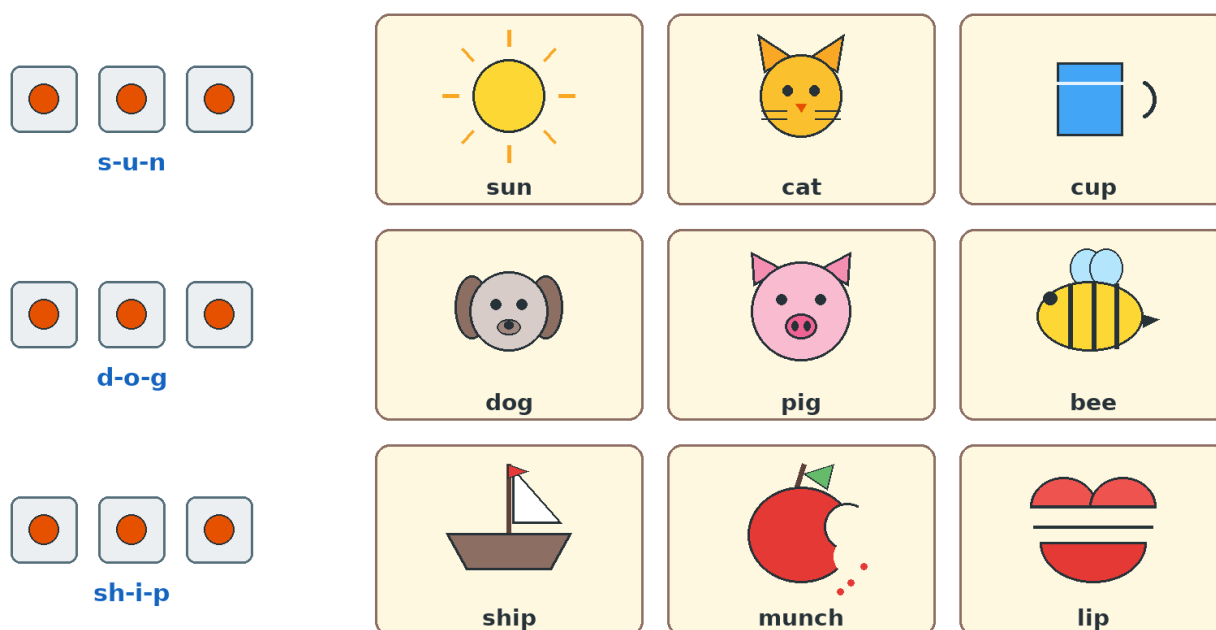


Dot cards: sun, ship, munch.

I say the sounds. You say the word! s-u-n. Say them fast: sun! Yes! l-i-p: lip! c-a-n: can! Now you: sh-i-p. Say the word! ship! Yes! m-u-n-ch. Say the word! munch! Good!

S2 — Which word? (blending with a choice; .E02) Materials: the three rows below; children point first, then say.

Which word?

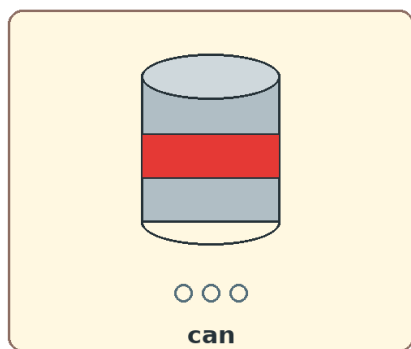


Which word? s-u-n; d-o-g; sh-i-p.

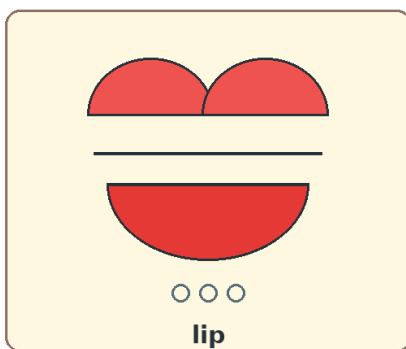
Listen to the sounds. Look at the pictures. Which one is the word? s-u-n. Look: sun, cat, cup. Which one? sun! Yes! d-o-g. Look: dog, pig, bee. Which one? dog! Yes! sh-i-p. Look: ship, munch, lip. Which one? ship! Yes!

S3 — Say the sounds (segmenting; .E01) *Materials: the cards below; children say the sounds and tap the rings.*

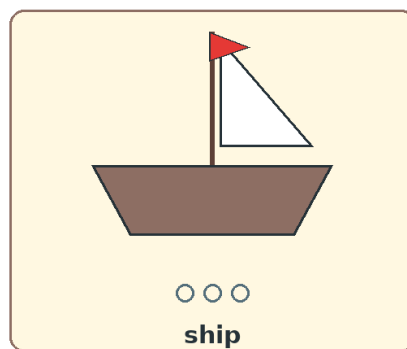
Say the sounds!



c-a-n



l-i-p



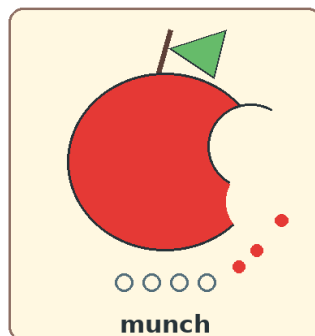
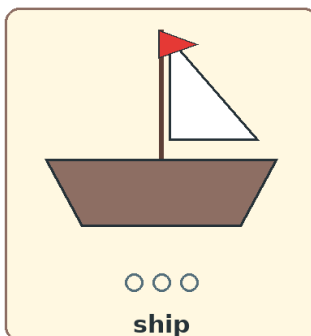
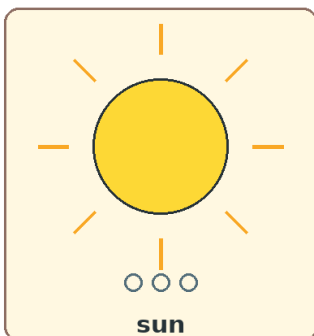
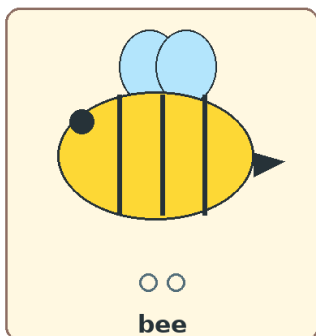
sh-i-p

Say the sounds: can, lip, ship.

I say the word. You say the sounds! can. Say the sounds: c-a-n! Yes! lip: l-i-p! Yes! ship: sh-i-p! Good!

S4 — How many sounds? (phoneme counting; picture-led) *Materials: the cards below; children tap a ring for every sound they say.*

How many sounds?

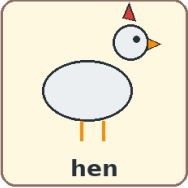
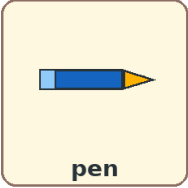


How many sounds? bee, sun, ship, munch.

How many sounds? Say the word. Say the sounds. Tap one time for one sound! bee. Tap-tap. Two sounds! sun. s-u-n. Tap-tap-tap. Three sounds! Now you: ship. How many sounds? Tap and say! Three! Yes! munch. How many sounds? Tap and say! Four! Yes!

S5 — New first sound (manipulating the beginning phoneme; .E03) *Materials: the rows below; the red-ringed sound goes out, the green-ringed sound comes in.*

New first sound

 cat	 c-a-t	→	 h-a-t	 hat
 can	 c-a-n	→	 f-a-n	 fan
 hen	 h-e-n	→	 p-e-n	 pen

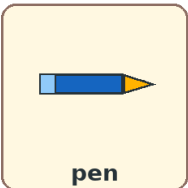
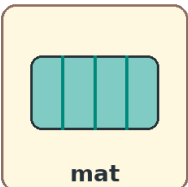
 the sound goes out
  a new sound comes in

New first sound: cat → hat, can → fan, hen → pen.

We make new words! Take out the first sound. Put in a new sound! cat. Take out c. Put in h: h-a-t. hat! cat is now hat! can. Take out c. Put in f: f-a-n. fan! Now you: hen. Take out h. Put in p. Say the new word! pen! Yes!

S6 — New middle sound, new last sound (*manipulating medial and end phonemes; .E03*) *Materials: the two rows below; same red-out, green-in reading as S5.*

Make a new word

 pan	 p-a-n	→	 p-e-n	 pen
 map	 m-a-p	→	 m-a-t	 mat

 the sound goes out
  a new sound comes in

Make a new word: pan → pen (the middle sound), map → mat (the last sound).

Now a new sound — not at the start, not at the end! pan. p-a-n. Take out a. Put in e: p-e-n. pen! pan is now pen! map. m-a-p. Take out the last sound, p. Put in t: m-a-t. mat! map is now mat! Say them with me: pan, pen! map, mat! Yes!

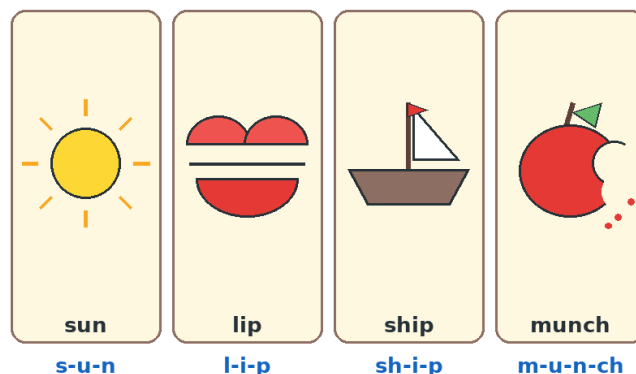
Un scaffolded

U1 — Blend it yourself (blending; .E02; oral, partner) Materials: the partner cards below, 'You say the word!' side; one set per pair.

You say the word!



You say the sounds!



Partner cards: 'You say the word!' and 'You say the sounds!'

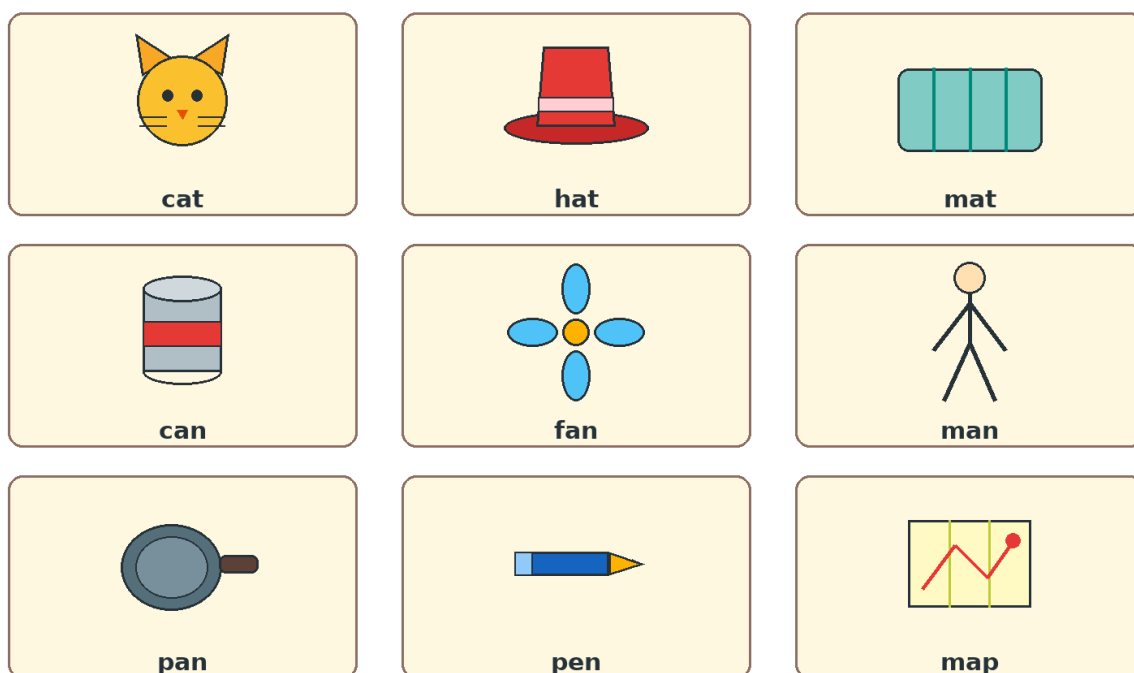
You and a friend! Your friend says the sounds. You say the word! h-a-t. ... hat! d-o-g. ... dog! p-i-g. ... pig! f-r-o-g. ... frog! sh-i-p. ... ship! Yes!

U2 — Say the sounds yourself (segmenting; .E01; oral, partner) Materials: the same partner cards, 'You say the sounds!' side; the hyphenated labels are your key.

Now I say the word. You say the sounds. You go! sun. ... s-u-n! lip. ... l-i-p! pig. ... p-i-g! munch. ... m-u-n-ch! Yes!

U3 — Make a new word (manipulating; .E03; oral, card-led) Materials: the swap-bank cards below, cut out and dealt face-up.

Make new words!

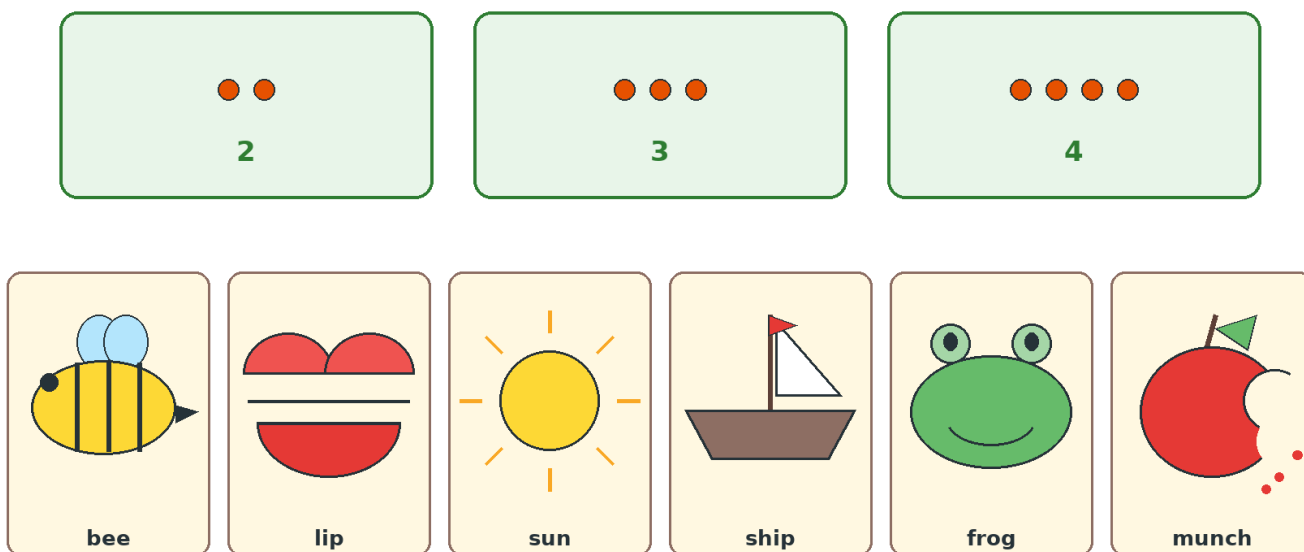


Swap bank: cat, hat, mat; can, fan, man; pan, pen, map.

Look at the pictures. Make a new word! Take out one sound and put in a new sound. cat. Make hat! ... c out, h in: h-a-t, hat! Now you: can. Make fan! ... man! ... All good! pan. Make pen! map. Make mat! You go!

U4 — Put the pictures on the mats (*segmenting and counting; independent*) *Materials: the mats and pictures below, cut out; one set per pair.*

Put the pictures on the mats



Mats 2, 3, 4 dots; pictures: bee, lip, sun, ship, frog, munch.

Put the pictures on the mats. Say the word. Say the sounds. Two sounds go on the two-dot mat. Three sounds go on the three-dot mat. Four sounds go on the four-dot mat. You go!

What to listen for (answers)

Teacher-observed and oral, scored against the achievement standard's own sentence ("They blend, segment and manipulate phonemes in one-syllable words"). Expected responses:

- **Teaching sequence:** Part 2: sun three sounds/three dots, bee two, munch four; Part 3: l-i-p → lip and m-u-n-ch → munch said as one word; Part 4: can → c-a-n, one tap per sound; Part 5: run → fun → fan with the new word said after every swap.
- **Example 1:** l-i-p → lip; s-u-n → sun; m-u-n-ch → munch, each said as one word after the fast sweep.
- **Example 2:** can → c-a-n with three taps; lip → l-i-p.
- **S1:** sun, lip, can, ship, munch from the sounds.
- **S2:** sun; dog; ship.
- **S3:** c-a-n; l-i-p; sh-i-p.
- **S4:** bee 2; sun 3; ship 3; munch 4.
- **S5:** hat; fan; pen.
- **S6:** pen (middle sound swapped); mat (last sound swapped).
- **U1:** hat, dog, pig, frog, ship.
- **U2:** s-u-n, l-i-p, p-i-g, m-u-n-ch.
- **U3:** hat from cat; fan or man from can; pen from pan; mat from map.
- **U4:** 2-dot mat: bee · 3-dot mat: lip, sun, ship · 4-dot mat: frog, munch; each word said and sounded as it lands.

Common errors to notice (all fixable in the moment, all oral): saying the sounds but never running them together (the sweep fixes this); tapping the syllable instead of the phoneme (one tap for 'can' — the boxes fix this); in the swap

tasks, saying the old word or a rhyme instead of the new word; and counting the letters of ‘ship’ as sounds (‘s-i-p’) instead of the three phonemes ‘sh-i-p’ — the digraph is one sound, said as one. None of these is a reading problem; this section has no print to get wrong.

How do you know? (oral reasoning and demonstration)

One closing prompt per child, asked one-to-one or in a small group. The child must both say and do.

Say sun. Say the sounds. How many sounds? How do you know? Tap and say! Now say fun. Say fan. How do you know they are not the same? Say it for me!

Accept: s-u-n with three taps and the word said as one word (“three sounds — tap, tap, tap”); fun and fan told apart by the middle sound (“one says uh, one says ah”). *That is the CD made visible:* the child blends, segments and manipulates, and can say the evidence for it, in spoken words only.

Where this goes next

- **5A and 5B (VC2EFLY05, VC2EFLY06)** attach letters to exactly these sounds: the child who blended l-i-p by voice now reads l-i-p in print, and CVC decoding begins.
- **The Foundation achievement standard (Reading and Viewing)** is where the work cashes out: students “blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words.”
- **Level 1 (VC2E1LY03)** takes blending and segmenting on to consonant blends and longer words; multi-syllable manipulation lives there, not before.
- **4C (VC2EFLY03)** stays the listening-side sibling: syllables, rhyme and alliteration keep feeding this work, and this section’s phonemes keep feeding 4C’s ears.

Chapter check C4 — Literacy (oral/aural)

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Foundation achievement standard, not against a mark on this check.

Chapter check C4 — Literacy (oral/aural) · ClassBasics English Foundation workbook

English Foundation (Prep) · Victorian Curriculum 2.0 · single-level book — Foundation only, no band

Chapter coverage: Chapter 4 — Literacy: speaking, listening and playing with sounds · Sections 4A–4D

Content-description codes assessed: VC2EFLY03 (4C) and VC2EFLY04 (4D) are scored here. VC2EFLY01 (4A) and VC2EFLY02 (4B) belong to this chapter but are not scored in C4 — their oral skills are teacher-observed (checklist O-SL) and their objective items sit in the end-of-Foundation review RF.

Name: _____ Date: _____

Mark total

16 marks — 1 mark per question, 16 questions

Section structure

Sitting 1 — Questions 1–8 (8 marks): rhyming, alliteration and syllables · Sitting 2 — Questions 9–16 (8 marks): blending and segmenting sounds

Timing

Untimed. About 8 minutes per sitting. This is a classroom check, not a test

Permitted materials

Headphones and a tablet or computer with the C4 check loaded, or a speaker and this paper. Every question is heard — the child listens and taps or points

Conditions

Taken in the Chapter 4 booklet, after section 4D has been taught. Every question is read aloud — by the recorded audio or the teacher. No reading is needed. A child who needs another attempt at a sitting gets it

How to run C4

Teacher-facing.

- **When** — after sections 4A, 4B, 4C and 4D of Chapter 4 have been taught. Run each sitting separately, on different days if you choose. Untimed throughout.
- **Sound** — this is a listening check. Use headphones per child, or play the recorded audio to the room, or read each question aloud yourself exactly as scripted in the solutions. The child must HEAR the sounds; the sounds are what is being checked.
- **Reading** — nothing is read by the child. Every stem and every option is spoken. The child answers by tapping a picture on screen, or pointing at a picture on paper. This is the reading-load rule at its fullest: no print to lift anywhere in C4.
- **On screen** — load C4 in the platform. The child hears the audio and taps one picture, one question at a time. The platform marks each question from the objective key.
- **On paper** — every question has a paper fallback: show the four pictures and take a point. Mark 1 or 0 per question from the key in the solutions. No part marks.
- **The oral-production half** — SAYING a rhyme, SAYING the sounds of a word, and all of 4A/4B's interaction and delivery skills are evidenced by the O-SL and O-RV observation checklists during ordinary teaching (DJB-1: qualitative-only, no platform score). C4 carries the objective listening half only.
- **If a child is absent** — the same CDs are assessed again in the end-of-Foundation review RF, so no child is left with an unassessed CD.

Sitting 1 — Questions 1–8 (8 marks)

Say to the children: *We are going to play with sounds! Put your headphones on. Listen, then tap the picture. There is no hurry.*

Question 1 — Rhyme friends (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: Listen. **cat**. Which picture rhymes with **cat**? Tap the picture.

Pictures:

- A. a dog
 - B. a hat
 - C. a bee
 - D. the sun
-

Question 2 — Rhyme friends (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: Listen. **bee**. Which picture rhymes with **bee**? Tap the picture.

Pictures:

- A. a cup
 - B. a pig
 - C. a tree
 - D. a frog
-

Question 3 — Rhyme friends (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: Listen. **fun**. Which picture rhymes with **fun**? Tap the picture.

Pictures:

- A. a hat
 - B. a dog
 - C. a cup
 - D. the sun
-

Question 4 — The same start (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: **hat** starts with h-h-h. Which picture starts with h-h-h too? Tap the picture.

Pictures:

- A. a hen
 - B. the sun
 - C. a frog
 - D. a bee
-

Question 5 — Happy Hana's sound (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: Happy Hana hops home! Hana likes words that start with h-h-h. Which picture starts with h-h-h? Tap the picture.

Pictures:

- A. a cat
 - B. a house
 - C. a dog
 - D. a bee
-

Question 6 — The first sound (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: cat starts with c-c-c. Which picture starts with c-c-c too? Tap the picture.

Pictures:

- A. a dog
 - B. a pig
 - C. a bee
 - D. a cup
-

Question 7 — Tap the word: banana (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: Say **banana**. Tap as you say it. How many syllables does **banana** have? Tap the picture with the right number of dots.

Pictures:

- A. one dot
 - B. two dots
 - C. three dots
 - D. four dots
-

Question 8 — Tap the word: pig (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY03 (4C)

Read aloud: Say **pig**. Tap as you say it. How many syllables does **pig** have? Tap the picture with the right number of dots.

Pictures:

- A. one dot
- B. two dots
- C. three dots
- D. four dots

Sitting 2 — Questions 9–16 (8 marks)

Say to the children: One more sound game! Put your headphones on. Listen to the sounds, then tap the picture. There is no hurry.

Question 9 — Blend it: what word? (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY04 (4D)

Read aloud: Listen to the sounds. Say them fast. s ... u ... n. What word do the sounds make? Tap the picture.

Pictures:

- A. the sun
 - B. a cat
 - C. a cup
 - D. a bee
-

Question 10 — Blend it: what word? (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY04 (4D)

Read aloud: Listen to the sounds. Say them fast. l ... i ... p. What word do the sounds make? Tap the picture.

Pictures:

- A. a dog
 - B. a lip
 - C. a ship
 - D. munch
-

Question 11 — Blend it: what word? (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY04 (4D)

Read aloud: Listen to the sounds. Say them fast. sh ... i ... p. What word do the sounds make? Tap the picture.

Pictures:

- A. munch
 - B. a lip
 - C. a ship
 - D. the sun
-

Question 12 — Blend it: what word? (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY04 (4D)

Read aloud: Listen to the sounds. Say them fast. m ... u ... n ... ch. What word do the sounds make? Tap the picture.

Pictures:

- A. a ship
 - B. a frog
 - C. a pig
 - D. munch
-

Question 13 — The first sound: frog (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY04 (4D)

Read aloud: frog starts with f-f-f. Which picture starts with f-f-f too? Tap the picture.

Pictures:

- A. a cat
 - B. a fan
 - C. a pig
 - D. a bee
-

Question 14 — The first sound: man (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY04 (4D)

Read aloud: man starts with m-m-m. Which picture starts with m-m-m too? Tap the picture.

Pictures:

- A. a mat
 - B. the sun
 - C. a bee
 - D. a cat
-

Question 15 — How many sounds: bee (1 mark)

Picture/audio MC — Multiple Choice with audio · VC2EFLY04 (4D)

Read aloud: Say bee. Say the sounds. How many sounds does bee have? Tap the picture with the right number of dots.

Pictures:

- A. four dots
 - B. one dot
 - C. two dots
 - D. three dots
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Question 16 — How many sounds: sun (1 mark)

Read aloud: Say **sun**. Say the sounds. How many sounds does **sun** have? Tap the picture with the right number of dots.

Pictures:

- A. two dots
- B. one dot
- C. four dots
- D. three dots

Chapter check C4 — Literacy (oral/aural) — Solutions and marking guide

English Foundation (Prep) · Victorian Curriculum 2.0 · Chapter 4, sections 4A–4D

Codes scored: VC2EFLY03 (4C) · VC2EFLY04 (4D) — VC2EFLY01 (4A) and VC2EFLY02 (4B) are observed (O-SL) and scored in RF, not in C4

Mark total: 16 · **Structure:** 2 sittings × 8 questions · **Marking:** objective key, 1 mark per question, 1 or 0, no part marks (P1)

Teacher-facing. Do not issue with the check. Read every stem and every option aloud to the child exactly as scripted below, or play the recorded audio (section 6.4).

1. Objective key

Q	Sitting	Family (area)	CD code	Section	Answer	Mark
1	1	Picture/ audio MC (rhyme)	VC2EFLY0 3	4C	B — the hat	1
2	1	Picture/ audio MC (rhyme)	VC2EFLY0 3	4C	C — the tree	1
3	1	Picture/ audio MC (rhyme)	VC2EFLY0 3	4C	D — the sun	1
4	1	Picture/ audio MC (alliteration)	VC2EFLY0 3	4C	A — the hen	1
5	1	Picture/ audio MC (alliteration)	VC2EFLY0 3	4C	B — the house	1
6	1	Picture/ audio MC (onset)	VC2EFLY0 3	4C	D — the cup	1
7	1	Picture/ audio MC (syllable- count)	VC2EFLY0 3	4C	C — three dots	1
8	1	Picture/ audio MC (syllable- count)	VC2EFLY0 3	4C	A — one dot	1
9	2	Picture/ audio MC (blending)	VC2EFLY0 4	4D	A — the sun	1
10	2	Picture/ audio MC (blending)	VC2EFLY0 4	4D	B — the lip	1
11	2	Picture/ audio MC (blending)	VC2EFLY0 4	4D	C — the ship	1
12	2	Picture/ audio MC	VC2EFLY0 4	4D	D — munch	1

Q	Sitting	Family (area)	CD code	Section	Answer	Mark
		(blending)				
13	2	Picture/ audio MC (segmentati on — first sound)	VC2EFLY0 4	4D	B — the fan	1
14	2	Picture/ audio MC (segmentati on — first sound)	VC2EFLY0 4	4D	A — the mat	1
15	2	Picture/ audio MC (segmentati on — sound count)	VC2EFLY0 4	4D	C — two dots	1
16	2	Picture/ audio MC (segmentati on — sound count)	VC2EFLY0 4	4D	D — three dots	1
Total						16

Family totals, exact to the section 7.1 row: rhyme/alliteration/onset ×6 (Q1–Q3 rhyme, Q4–Q5 alliteration, Q6 onset) · syllable-count ×2 (Q7–Q8) · blending to a picture ×4 (Q9–Q12) · segmentation, first sound / sound count ×4 (Q13–Q14 first sound, Q15–Q16 sound count). All 16 are Picture/audio MC (Multiple Choice with audio), the row's single family.

2. 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. There is no print for the child anywhere; the child hears the question and taps or points to a picture.

Sitting 1 — Section 4C (VC2EFLY03)

Q1 — Rhyme friends · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “Listen. cat. Which picture rhymes with cat? Tap the picture. ... A: a dog. B: a hat. C: a bee. D: the sun.”
- **Answer:** **B — the hat.**
- **Why:** cat and hat end the same way (/æt/) — they rhyme. This is the 4C rhyme-friends move (S2) on the taught picture set. A dog, a bee and the sun do not end the same way as cat.
- **Option notes:** all four pictures are from the 4C rhyme-find set; the three distractors are plausible rhyme-set members that do not rhyme with cat, so the item tests the ending-sound judgement, not picture recognition.

Q2 — Rhyme friends · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “Listen. bee. Which picture rhymes with bee? Tap the picture. ... A: a cup. B: a pig. C: a tree. D: a frog.”
- **Answer:** **C — the tree.**
- **Why:** bee and tree end the same way (/i:/) — they rhyme; they are the 4C modelled-rhyme pair (bee/tree). A cup, a pig and a frog do not rhyme with bee.

- **Option notes:** bee/tree is the section’s own taught rhyme pair, so the correct answer is a heard-and-practised rhyme, not a novel stretch.

Q3 — Rhyme friends · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “Listen. fun. Which picture rhymes with fun? Tap the picture. ... A: a hat. B: a dog. C: a cup. D: the sun.”
- **Answer: D — the sun.**
- **Why:** fun and sun end the same way (/ʌn/) — they rhyme; fun/sun is the section’s at-level stand-in for the curriculum’s ‘funny’/‘money’ exemplar (4C U2). A hat, a dog and a cup do not rhyme with fun.
- **Option notes:** this is the one rhyme item that uses a fresh (unpractised) rhyme pair for transfer; the three distractors are all fair F-level words.

Q4 — The same start · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “hat starts with h-h-h. Which picture starts with h-h-h too? Tap the picture. ... A: a hen. B: the sun. C: a frog. D: a bee.”
- **Answer: A — the hen.**
- **Why:** hat and hen both begin with /h/ — they alliterate. This is the 4C same-start noticing (the ‘helpful Hasma’ skill taught as ‘Happy Hana’). The sun, a frog and a bee begin with different sounds.
- **Option notes:** hen is one of Hana’s h-words (4C S4), so the correct answer is a taught alliteration member.

Q5 — Happy Hana’s sound · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “Happy Hana hops home! Hana likes words that start with h-h-h. Which picture starts with h-h-h? Tap the picture. ... A: a cat. B: a house. C: a dog. D: a bee.”
- **Answer: B — the house.**
- **Why:** house begins with /h/, the sound Happy, Hana, hops and home all share — the section’s alliteration chant (4C Part 4). A cat, a dog and a bee start with other sounds.
- **Option notes:** the stem uses the section’s own chant to set the h-sound; house is one of Hana’s bag words (4C S4), so this is recognition of a taught sound-friend, carried by the section’s original character.

Q6 — The first sound · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “cat starts with c-c-c. Which picture starts with c-c-c too? Tap the picture. ... A: a dog. B: a pig. C: a bee. D: a cup.”
- **Answer: D — the cup.**
- **Why:** cat and cup both begin with /k/ — the same first sound (onset). 4C orients children to phonemes through sameness (same starting sound); this item asks the child to hold cat’s first sound and find another picture with the same onset. A dog, a pig and a bee start with different sounds.
- **Option notes:** this is the onset item of the row’s rhyme/alliteration/onset cluster — isolating and matching the first sound, the bridge from 4C noticing to 4D segmenting.

Q7 — Tap the word: banana · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “Say banana. Tap as you say it. How many syllables does banana have? Tap the picture with the right number of dots. ... A: one dot. B: two dots. C: three dots. D: four dots.”
- **Answer: C — three dots.**
- **Why:** ba-na-na is three tap-sized bits — three syllables (4C Part 5 and the U4 sort-mat answer). The child taps the word into its heard beats and selects the matching dot group.
- **Option notes:** banana is one of the section’s three-syllable sort-mat words; the dot-group options keep the response non-print (dots stand for taps, as in the 4C figures).

Q8 — Tap the word: pig · Picture/audio MC · VC2EFLY03 (4C)

- **Audio script:** “Say pig. Tap as you say it. How many syllables does pig have? Tap the picture with the right number of dots. ... A: one dot. B: two dots. C: three dots. D: four dots.”
- **Answer: A — one dot.**
- **Why:** pig is one tap-sized bit — one syllable (4C S1 and the U4 one-tap mat). Together Q7 and Q8 sample a three-syllable and a one-syllable word, the two ends of the section’s tap range.
- **Option notes:** pig is the section’s one-tap exemplar; with Q7 the pair covers the syllable-count family on different syllable counts.

Sitting 2 — Section 4D (VC2EFLY04)

Q9 — Blend it: what word? · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “Listen to the sounds. Say them fast. s ... u ... n. What word do the sounds make? Tap the picture. ... A: the sun. B: a cat. C: a cup. D: a bee.”
- **Answer: A — the sun.**
- **Why:** s-u-n run together into sun (VC2EFLY04.E02, the section’s Example 1 move). The child blends the heard phonemes and selects the matching picture.
- **Option notes:** this is the 4D S2 ‘Which word?’ shape (s-u-n beside sun, cat, cup), with a fourth fair distractor added for the four-option format.

Q10 — Blend it: what word? · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “Listen to the sounds. Say them fast. l ... i ... p. What word do the sounds make? Tap the picture. ... A: a dog. B: a lip. C: a ship. D: munch.”
- **Answer: B — the lip.**
- **Why:** l-i-p run together into lip — the curriculum’s own blending exemplar (VC2EFLY04.E02), taught in 4D Part 3 and Example 1.
- **Option notes:** ship and munch are plausible blend distractors because both are also section blend words, so the child must blend the exact sounds, not guess a familiar picture.

Q11 — Blend it: what word? · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “Listen to the sounds. Say them fast. sh ... i ... p. What word do the sounds make? Tap the picture. ... A: munch. B: a lip. C: a ship. D: the sun.”
- **Answer: C — the ship.**
- **Why:** sh-i-p run together into ship. ‘ship’ is the curriculum’s own oral exemplar (VC2EFLY04.E01/E02); the sh digraph is heard as one sound here and is never presented as print (section 6.6, D13).
- **Option notes:** lip is the near-neighbour distractor (same ending, one sound off at the start), so the item tests precise blending of the onset.

Q12 — Blend it: what word? · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “Listen to the sounds. Say them fast. m ... u ... n ... ch. What word do the sounds make? Tap the picture. ... A: a ship. B: a frog. C: a pig. D: munch.”
- **Answer: D — munch.**
- **Why:** m-u-n-ch run together into munch — the curriculum’s own four-phoneme blending exemplar (VC2EFLY04.E02), taught in 4D Part 3 and S1. The picture shows munch so no print is needed.
- **Option notes:** this is the hardest blend (four phonemes and a final ch heard as one sound); it is the section’s own ‘big one’ and is presented orally only.

Q13 — The first sound: frog · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “frog starts with f-f-f. Which picture starts with f-f-f too? Tap the picture. ... A: a cat. B: a fan. C: a pig. D: a bee.”
- **Answer: B — the fan.**

- **Why:** the first sound of frog is /f/; fan also begins with /f/. This is segmentation as first-sound isolation (VC2EFLY04.E01 — saying the sounds a word begins with), keyed to a picture so no letters are needed.
- **Option notes:** fan is a section 4D word (the run→fun→fan family), so the correct answer is inside the taught sound set.

Q14 — The first sound: man · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “man starts with m-m-m. Which picture starts with m-m-m too? Tap the picture. ... A: a mat. B: the sun. C: a bee. D: a cat.”
- **Answer: A — the mat.**
- **Why:** the first sound of man is /m/; mat also begins with /m/. Same first-sound-isolation demand as Q13 (VC2EFLY04.E01) on a different target.
- **Option notes:** mat is a section 4D word (the map→mat swap family), so the correct answer is inside the taught sound set; with Q13 the pair samples two different first sounds.

Q15 — How many sounds: bee · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “Say bee. Say the sounds. How many sounds does bee have? Tap the picture with the right number of dots. ... A: four dots. B: one dot. C: two dots. D: three dots.”
- **Answer: C — two dots.**
- **Why:** bee cuts into b-ee, two phonemes — two sounds (4D Part 2 and S4 teach bee = two sounds). This is segmentation as phoneme counting (VC2EFLY04.E01): say the word, cut it into its sounds, count them.
- **Option notes:** bee is the section’s own two-sound exemplar; the dot-group options keep the response non-print, one dot per phoneme.

Q16 — How many sounds: sun · Picture/audio MC · VC2EFLY04 (4D)

- **Audio script:** “Say sun. Say the sounds. How many sounds does sun have? Tap the picture with the right number of dots. ... A: two dots. B: one dot. C: four dots. D: three dots.”
- **Answer: D — three dots.**
- **Why:** sun cuts into s-u-n, three phonemes — three sounds (4D Part 1 and S4 teach sun = three sounds). With Q15 the pair samples a two-sound and a three-sound word.
- **Option notes:** sun is the section’s own three-sound exemplar; the item is the phoneme-count half of the row’s segmentation family.

3. Per-item CD code mapping (coverage audit, §7.8)

	Q	CD code	Elaboration linkage	Measured demand
	1	VC2EFLY03	.E01	hear a word, choose the picture that rhymes with it
	2	VC2EFLY03	.E01	hear a word, choose the picture that rhymes with it
	3	VC2EFLY03	.E01	hear a word, choose the picture that rhymes with it (transfer to a fresh pair)
	4	VC2EFLY03	.E02	hear a word, choose the picture that starts with the same sound (alliteration)
	5	VC2EFLY03	.E02	identify the alliterating picture carried by the section chant
	6	VC2EFLY03	.E02 (phoneme noticing)	hold a word’s first sound (onset) and match it to another picture

Q	CD code	Elaboration linkage	Measured demand
7	VC2EFLY03	.E03	count the syllables in a spoken word (three)
8	VC2EFLY03	.E03	count the syllables in a spoken word (one)
9	VC2EFLY04	.E02	blend given phonemes into a word and match the picture
10	VC2EFLY04	.E02	blend given phonemes into a word and match the picture
11	VC2EFLY04	.E02	blend given phonemes into a word and match the picture (oral digraph sh)
12	VC2EFLY04	.E02	blend four given phonemes into a word and match the picture (oral digraph ch)
13	VC2EFLY04	.E01	isolate a word's first sound and match it to a picture
14	VC2EFLY04	.E01	isolate a word's first sound and match it to a picture
15	VC2EFLY04	.E01	segment a word into phonemes and count them (two)
16	VC2EFLY04	.E01	segment a word into phonemes and count them (three)

Coverage summary (the row's family breakdown sets the per-CD split):

CD	Section	Items	CD text served
VC2EFLY03	4C	Q1–Q8	recognise and generate syllables (Q7, Q8), rhyming words (Q1, Q2, Q3) and alliteration patterns (Q4, Q5, Q6) in spoken words
VC2EFLY04	4D	Q9–Q16	orally blend (Q9–Q12), segment (Q13–Q16: first sound and sound count) one-syllable words

Stated limits of this instrument (not gaps — the work is evidenced elsewhere):

- **VC2EFLY01 (4A) and VC2EFLY02 (4B) carry NO scored items in C4.** The row's item-family list names only phonological- and phonemic-awareness shapes (rhyme/alliteration/onset, syllable-count, blending, segmentation), all of which belong to 4C/4D. There is no family in the row or in the section 7.3 registry that scores 4A's voice-levels/listening/following-instructions or 4B's delivered spoken texts. Those CDs are evidenced by the **O-SL observation checklist** (qualitative-only, DJB-1) and by their objective items in the end-of-Foundation review **RF** (section 7.4). This is reported here, per the authoring brief, rather than silently deviating from the row's family breakdown or quietly dropping the 16-item / 16-mark / 2×8 structure.

- The **productive half** of the phonological work — SAYING a rhyme word, SAYING the sounds of a word, tapping a name’s syllables aloud — is an oral production evidenced by the **O-RV observation checklist** (DJB-1). C4 scores the objective listening/recognition half, which is what an on-screen, machine-marked item can carry (P1).
- ‘ship’ and ‘munch’ appear as ORAL items only (heard, blended, counted); their sh and ch digraphs are Level 1 print knowledge, so no print form of either word appears anywhere in C4 (section 6.6, D13).

4. Administration record

- **Instrument:** C4, Chapter 4 booklet, after 4D · 16 marks · 2 sittings × 8 questions · ~8 minutes per sitting · untimed.
- **Delivery:** headphones per child, teacher-played room audio, or live teacher read-aloud of every stem and option (DJB-3: studio-recorded audio ships for every item, since C4 is an audio-assessed family); audio scripts above are the recording record. Screen (H5P per `_h5p_items_C4.json`) or paper fallback (show four pictures, take a point) per question.
- **Attempts:** a child who needs another attempt at a sitting gets it (section 7 — where the child is in their learning, not pass/fail).
- **Exclusions honoured:** no Aboriginal or Torres Strait Islander content (D3); no NAPLAN/VCAA content reproduced (P5); all stimulus original or curriculum-named (D4); vocabulary at or below the F ceiling (D2, section 6.5); no print for the child to read anywhere in the instrument (D13, section 6.4).