

English Foundation

Chapter 5 — Literacy: the print code — letters, sounds and words

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Reading and spelling CVC words with letter–sound knowledge

Chapter 5 — Literacy: the print code — letters, sounds and words · Section 5A Strand: Literacy · Sub-strand: Phonic and word knowledge (the print half) Owns: VC2EFLY05 · **Draws on:** .E01 .E02 (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 VC2EFLY05 (Students learn to:):

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

Elaborations (This may involve students:):

- .E01 writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words
- .E02 making plausible spelling choices using sound–letter correspondences and morphemic knowledge

Where this section sits. This is the first section of the print code: the oral sound play of Chapter 4 (syllables, rhyme and alliteration in 4C; blending, segmenting and manipulating one-syllable words in 4D) now attaches to letters. Two achievement- standard sentences are delivered here, one in each mode: Reading and Viewing — students “use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words”; Writing — students “form letters and spell most consonant-vowel- consonant (CVC) words”. Reading is taught as blending (.E01’s second half) and spelling as segmenting and representing sounds with letters (.E01’s first half), with .E02’s plausible spelling choices carried in the have-a-go extension of Task S6.

The 5A–5B interlock (chapter notes, TOC §3). 5A and 5B stand in VCAA code order but are taught interlocked: letter names and the most common sound–letter correspondences (VC2EFLY06, owned by 5B) are the feedstock of CVC reading and spelling. This section therefore establishes the correspondences it uses inside its own tasks (the sound tags below), exactly as D13 requires of any behaviour a task leans on. The exemplar set — s a t p i n m d o g c h b f r u e — is illustrative; a teacher whose 5B lessons run a different common order swaps in the class’s set without changing any task, provided the words stay strict CVC.

Boundaries (level discipline, TOC §2 D13).

- The decoding ceiling is exact: one-syllable CVC words with single-letter consonants and a short vowel only. Consonant blends (‘stop’), digraphs (‘ship’, ‘chin’), long-vowel patterns (‘cake’) and multi-syllable decoding are Level 1 (VC2E1LY03, VC2E1LY04) and appear in no reading task here. r-controlled vowels (‘car’) and vowel teams are likewise kept out: every exemplar word uses one letter per sound and one short vowel.
- Letter-sound knowledge used *orally* (blending ‘l-i-p’ → ‘lip’ with no print) is 4D’s work (VC2EFLY04); this section applies the same moves to print.
- High-frequency words (‘the’, ‘on’, ‘and’) are owned by 5C (VC2EFLY07). In the one shared text below they appear only as teacher-read frame words; the child never has to lift them unaided.
- Letter formation is 7C (VC2EFLY15). Spelling here is done with tags and tiles and have-a-go marks; the shape of the letters is not scored in this section.
- Morphemic awareness as content (‘dogs’ = ‘dog’ + ‘s’) is owned by 5D (VC2EFLY08). .E02 names morphemic *knowledge* as a resource for plausible spelling choices, and Task S6’s have-a-go (‘cats’ from known ‘cat’ + /s/) is exactly that use — awareness of parts, not a lesson on morphemes.

Administration (reading-load rule, TOC §2 D13). Every instruction is read aloud by the teacher. The only print a child is asked to read is the content this section teaches them to decode — the CVC words on the tags, mats and walls, and the name ‘Sam’ (a decodable proper noun). Nothing else is lifted by the child unaided; frame words in the shared text are read by the teacher.

On the curriculum’s own examples. Unlike the CDs of Chapter 4, VC2EFLY05 and its elaborations name no exemplar words of their own. Every word, chant, text and figure in this section is an original artifact authored for this book (SOURCE_USE.md Rule 3; TOC §2 D4); the shared-reading text uses the universal decodable-primer pattern ‘The cat sat on the mat’, authored here, not reproduced from any published reader or textbook.

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 content descriptions and 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.

- **CVC word** — a one-syllable word whose sounds run consonant–vowel–consonant: c-a-t, s-u-n, m-a-p. The frame is stated because it fixes the ceiling: at Foundation a CVC word has exactly three phonemes, one letter per sound, and a short vowel. ‘ship’ (two letters, one sound), ‘stop’ (a blended start) and ‘cake’ (a long-vowel pattern) are not CVC on this definition and wait for Level 1.
- **Consonant** — a speech sound made with the breath shaped by the lips, teeth or tongue (s, t, m, p ...), and the letter that writes it. Defined here against *vowel* below; the pair is the curriculum’s own CVC framing.
- **Vowel** — a speech sound made with the voice flowing freely (a, e, i, o, u), and the letter that writes it. Every syllable of English carries a vowel sound; at Foundation the child meets vowels as “the sounds that sing” inside every word.
- **Phoneme** — the smallest sound bit in a spoken word. Met orally in 4C and 4D; here phonemes attach to print.
- **Grapheme** — the letter (or letter group) that stands for a phoneme in print. In this section every grapheme is a single letter; letter groups (‘sh’, ‘igh’) are Level 1.
- **Phoneme–grapheme correspondence** — which sound a given letter stands for (s → /s/, a → /a/ as in ‘cat’). The CD’s own parenthetical name for the knowledge this section uses; the 5B interlock supplies the correspondences, this section puts them to work.
- **Blending** — running the sounds of a written word together to read it: s-u-n → ‘sun’. This is how .E01 phrases reading CVC words.
- **Segmenting** — cutting a spoken word into its sounds in order to spell it: ‘hen’ → h-e-n. The oral move from 4D, now in service of writing.
- **Spelling** — representing the sounds of a word with letters. Foundation spelling is have-a-go: the sounds the child hears, written with the letters the child knows, celebrated when plausible.
- **Plausible spelling** (for .E02) — a spelling built from known sound–letter correspondences (and, where known, meaningful word parts), whether or not it is yet the conventional form. ‘kat’ for ‘cat’ is plausible; random letters are not.

Why it matters. Blending is the move that turns print back into words and spelling is the move that turns words back into print; together they are the working core of the alphabet principle. The achievement standard names both moves at this level, and the reading line of Chapters 4–6 cashes out here: every decodable text in 6A is built from exactly the words this section teaches the child to read and spell.

The two moves of this section:

move	direction	the child’s action	curriculum anchor
reading	letters → sounds → word	blend: say the sounds, then say them fast	.E01 (blending sounds associated with letters)
spelling	word → sounds → letters	segment: say the word long, put a letter per sound	.E01 (representing sounds with the appropriate letters), .E02 (plausible choices)

The correspondence set used here (established in-task per D13; swap with the class's 5B set as needed): first group s a t p i n, next m d o g, then c h b f r u e — seventeen graphemes, all single-letter, all common. Vowels in the set: a i o u e (each used with its short sound). Every exemplar word in the section is a strict CVC word drawn from this set and sits at or below the Foundation rung of the vocabulary ladder.

Materials for the whole section (print and cut once from the figures; all reusable): the sound tags, the letter tiles and the three-box spelling mats. Plus: a pointer, and the big-book page, the word wall and the word-book pages displayed where the class can see them. Hands and voices do the rest — tapping, clapping-free: children sweep three fingers along the boxes as the sounds run together.

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. The sequence introduces the metalanguage of the section (vowel, consonant, CVC, blending, segmenting) orally, each with a child-facing definition at its first use.

Part 1 — Sounds we know. The correspondences are established in-task.

Eyes on! Ears on! Look at our sound tags. You know many sounds. s says s-s-s. a says a-a-a. t says t-t-t. Say the sounds with me: s, a, t, p, i, n. Good! Now: m, d, o, g. And: c, h, b, f, r, u, e. Yes! Look at the yellow tags: a, i, o, u, e. The yellow tags are vowels. Vowels can sing! Sing with me: a, e, i, o, u! Every word has a vowel sound. The blue tags are consonants. s, m, t, p, d — consonants! Sounds and letters are friends. Today we read and spell!

Part 2 — Three sounds, one word. The CVC structure, with 'cat'.

Look! cat. c-a-t. cat has three sounds. Say it long with me: c—a—t. Sound 1: c. c is a consonant. Sound 2: a. a is a vowel! The vowel is sound 2. Sound 3: t. t is a consonant. Consonant, vowel, consonant. We say it short: CVC! cat is a CVC word. Three sounds, one word. Now our sound song! Say it long: c—a—t. Say it fast: cat! Say it long: s—u—n. Say it fast: sun! Long ... fast! We can read!

Part 3 — We blend to read. The reading move, modelled with 'sun'.

Watch me read. s-u-n. I say the sounds: s ... u ... n ... Now fast: sun! sun! We call it blending. In blending, the sounds run fast: s-u-n — sun! You try: m-a-p. Say the sounds ... now fast: map! Yes! One more: h-e-n ... hen! Good!

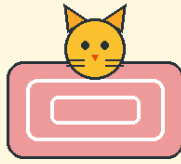
Part 4 — We segment to spell. The spelling move, modelled with 'map'.

Now we spell! Watch me. The word is map. I say it long: m—a—p. How many sounds? One, two, three — three sounds! Sound 1 is m. I put m. Sound 2 is a. I put a. Sound 3 is p. I put p. Now I blend it: m-a-p ... map! I spell map! We call it segmenting. Say the word long, find the sounds. Say the sounds, put the letters. That is how we spell! Now you help me: h-e-n. What word? hen! We spell hen!

Part 5 — Our big book. One shared text; you read the frame words ('The', 'on'), the class reads every CVC word.

Our big book

The **c** **a** **t** **s** **a** **t** on the **m** **a** **t** .



The **c** **a** **t** **s** **a** **t** on **S** **a** **m** !



I read: The, on, the. You read the CVC words!

Our big book: The cat sat on the mat. The cat sat on Sam!

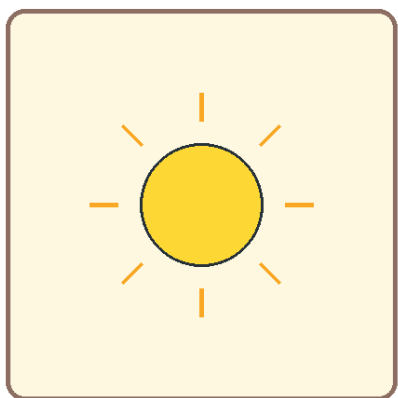
Look at our big book! I read my words: The, on. You read the CVC words! The ... cat ... sat on the ... mat. The cat sat on the mat! Yes! One more time! The ... cat ... sat on the ... mat. Look! The cat sat on ... Sam! The cat sat on Sam!

Modelled examples

Example 1 — scaffolded: Blend it (reading 'sun')

Materials: the blend figure below; the s, u and n sound tags.

Blend it: s-u-n ... sun!



the sun



sound 1



sound 2



sound 3



sun

Say it long: s-u-n. Say it fast: sun!

Blend it: s-u-n ... sun!

Think aloud with the figure; the class joins in on the fast say.

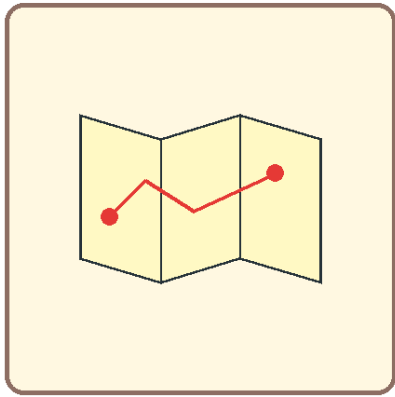
Watch me. I read this word: s-u-n. Sound 1: s. s-s-s. Sound 2: u. u-u-u. Sound 3: n. n-n-n. I say it long: s—u—n. What word? ... sun! Look! It is the sun! sun says s-s-s first. Yes, sun! All of you: s-u-n. Say it long ... say it fast: sun! Good! You read it!

What you are modelling: left-to-right sweep through the letters, one sound per letter, the slow say, the fast say, and the meaning check against the picture. Watch for children who say letter names (ess-you-en) — the sound, not the name, does the reading; letter names are 5B's work and are not wrong, they are just not the tool for this job.

Example 2 — scaffolded: Segment it (spelling 'map')

Materials: the segment figure below; the m, a and p letter tiles; a three-box mat.

Spell it: map has the sounds m-a-p



the word is map



sound 1



sound 2



sound 3

map

Say it long: m-a-p. One letter for one sound.

Spell it: map has the sounds m-a-p.

Think aloud with the figure; the class helps choose the letters.

Watch me spell. The word is map. I say it long: m—a—p. How many sounds? One, two, three — three sounds! Sound 1: m-m-m. What letter? m! I put m in box 1. Sound 2: a-a-a. What letter? a! I put a in box 2. Sound 3: p-p-p. What letter? p! I put p in box 3. Now I blend it: m-a-p ... map! I spell map! Yes! You help me spell hen. Say it long. What sounds? h-e-n. What letters? h, e, n. hen! Good spelling!

What you are modelling: the whole word first, the long say, one sound per box, and the blend-back at the end — the child reads what they just spelled, and the two moves close the loop. The blend-back is the check; keep it every time.

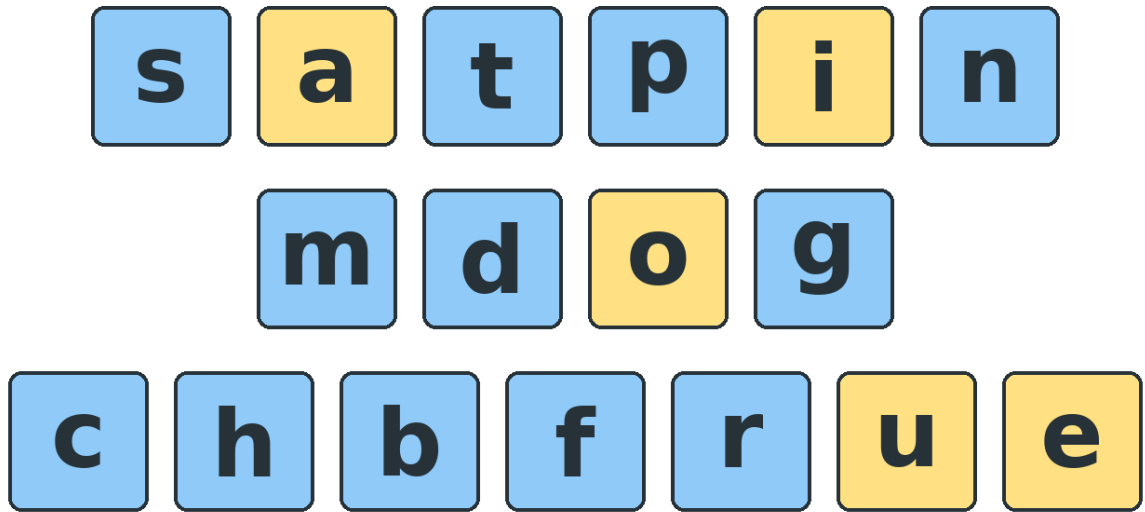
Practice tasks

Scaffolded

S1 — Sound-tag flash (correspondences; materials-led) *Materials: the sound tags below, cut out; hold them up one at a time.*

Our sound tags

The yellow tags are vowels: a, i, o, u, e



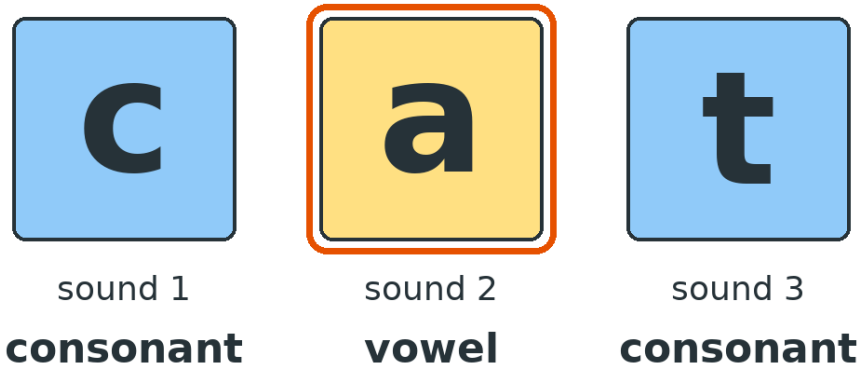
Sounds and letters are friends!

Our sound tags. The yellow tags are vowels: a, i, o, u, e.

Look at the sound tags. I take one tag up. You say the sound! s! ... s-s-s. Yes! a! ... a-a-a. A vowel! Good! m! ... m-m-m. A consonant! Yes! Now fast: s, a, t, p, i, n, m, d, o, g! You know the sounds!

S2 — Find the vowel (*CVC structure; the map figure is the reference*) *Materials: the CVC map figure below; word tags cat, sit, mop.*

CVC = consonant-vowel-consonant



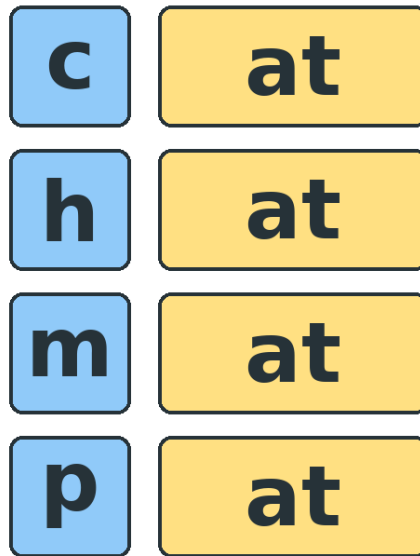
cat has three sounds.
The vowel is sound 2: a

CVC: consonant–vowel–consonant. cat has three sounds. The vowel is sound 2.

Look: cat. c-a-t. Say the sounds: c, a, t. Which is the vowel? ... a! The vowel is sound 2. Touch the a! Next: sit. s-i-t. Say the sounds. Which is the vowel? ... i! Touch the i! Next: mop. m-o-p. The vowel? ... o! Touch the o! Every CVC word: sound 2 is the vowel.

S3 — The at family (*onset swap; letter tiles*) *Materials: the word-family figure below; the onset tiles c, h, m, p, s and the rime tile at.*

The at family: new sound 1



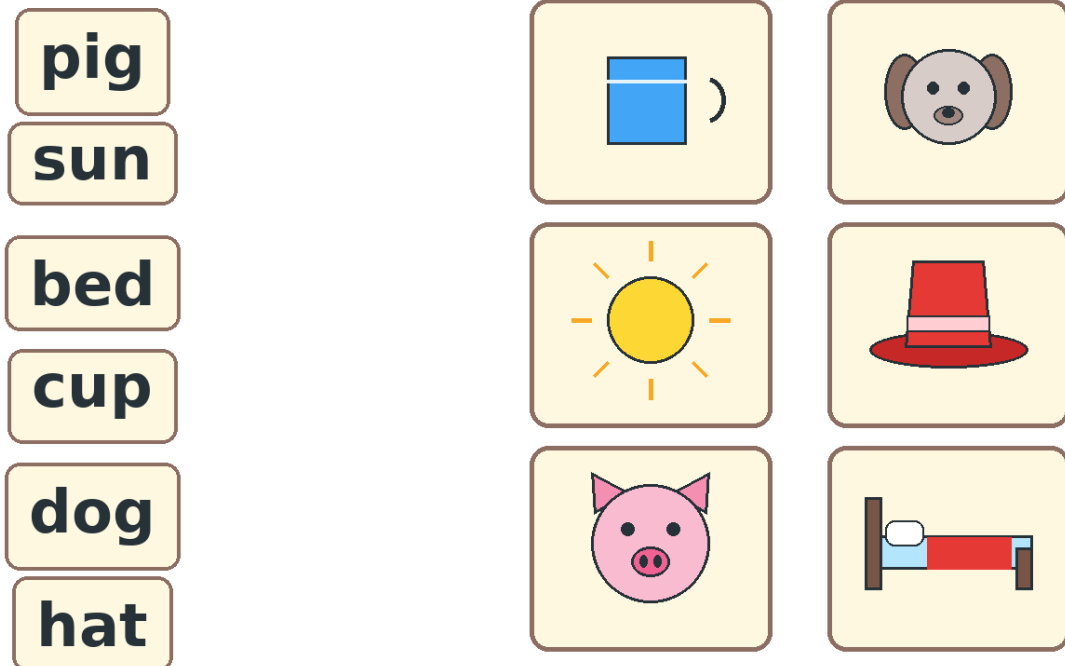
cat, hat, mat, pat, sat — all end with at

The at family: cat, hat, mat, pat, sat.

Look: at! a-t ... at! I put c in front: c-at ... cat! I put h in front: h-at ... hat! You: m in front! m-at ... mat! Yes! p in front! p-at ... pat! s in front! s-at ... sat! cat, hat, mat, pat, sat — the at family! All end with at.

S4 — Read it, find it (*blending to meaning; picture-led*) *Materials: the read-and-find figure below, or the same six word tags and six pictures cut out and mixed on the table.*

Read it, find it!



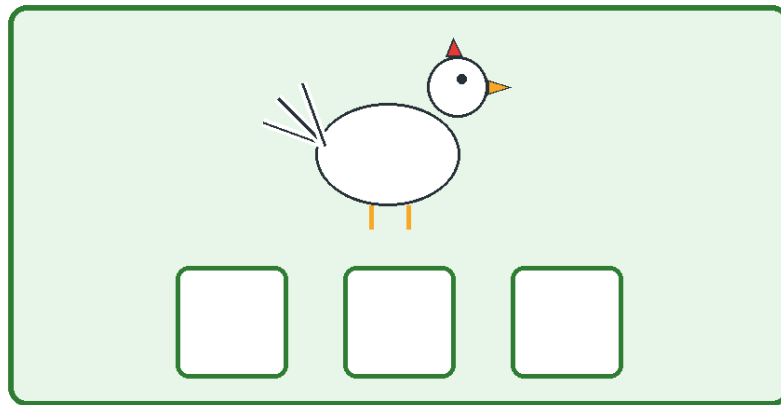
Blend the words. Find the pictures.

Read the words. Find the pictures: pig, sun, bed, cup, dog, hat.

Read the word. Find it! pig. p-i-g ... pig! Find the pig! Yes! sun. s-u-n ... sun! Find the sun! Yes! You: bed. cup. dog. hat. Read the words. Find the pictures!

S5 — Spell it on the mat (*segmenting; materials-led*) *Materials: the spelling mat below; the six letter tags h, e, n, a, o, t.*

Spell it on the mat: hen



Take the tags:



Spell hen on the mat. The tags: h, e, n, a, o, t.

The word is hen. Say it long: h—e—n. Sound 1: h-h-h. Take the h tag. Put it in box 1. Sound 2: e-e-e. Take the e tag. Put it in box 2. Sound 3: n-n-n. Take the n tag. Put it in box 3. Blend it: h-e-n ... hen! We spell hen! One more: ten. Say it long: t—e—n. Spell it! t-e-n ... ten! Yes!

S6 — Make words, then have a go (*blending + .E02 plausible spelling*) *Materials: the make-words figure below; onset tiles s, m, h, p and rime tiles it, op, un, ap, ot, ig.*

Two tags make a word

s + it	m + op	s + un
= ?	= ?	= ?
m + ap	h + ot	p + ig
= ?	= ?	= ?

Blend the sounds. Make the word.

Make the words: sit, mop, sun, map, hot, pig.

Two tags make a word! Look: s and it. Say the sounds: s ... it ... now fast: sit! m and op: m ... op ... now fast: mop! You: s and un. ... now fast: sun! Yes! m and ap. ... now fast: map! h and ot. ... now fast: hot! p and ig. ... now fast: pig! Now — have a go! cats! You know cat: c-a-t. cats is cat and one more sound: s. c-a-t-s. You can spell cats! Good work!

The have-a-go is .E02 at Foundation scale: 'cats' is spelled from known 'cat' plus the /s/ sound — morphemic knowledge used as a spelling resource, exactly as the elaboration says. Celebrate the plausible; the convention ('cat' + 's') is already right.

Unscaffolded

U1 — Read to me (blending; one-to-one, no pictures)

Read to me!

c a t

s i t

m o p

s u n

b e d

h u g

Say the sounds. Say the word.

Six words to read: cat, sit, mop, sun, bed, hug.

You read to me! Six words: cat, sit, mop, sun, bed, hug. Say the sounds. Say the word. Take your time!

U2 — Which word is not the same? (*reading + rhyme-family noticing*) *Materials: the figure below; children answer aloud, one three-word bank at a time.*

Which word is not the same?

a t h a t p i
u n r u n b e
i p s i p d o

Two end the same. One is not the same.

Two end the same. One is not the same.

Look at the words. Two end the same. One is not the same. cat, hat, pin. cat and hat end the same: at, at. pin ends with in. pin is not the same! You: sun, run, bed. ... bed! sun and run end with un. Yes! Last: tip, sip, dog. ... dog! tip and sip end with ip. Yes!

U3 — Spell it yourself (segmenting; no pictures, no tile choices) *Materials: paper and pencil per child, or letter tiles. You say each word; the child segments and spells it unaided.*

I say a word. You spell it! No pictures. No tags to look at. You do it. First word: dog. Say it long. Put the letters. Now blend it! ... Yes: d-o-g — dog! You spell dog! Next: cup. You go! ... c-u-p — cup! Yes! Last: pin. You go! ... p-i-n — pin! Good!

U4 — My word book (reading + spelling; the word wall is the menu) *Materials: the word wall below on display; one word-book page per child.*

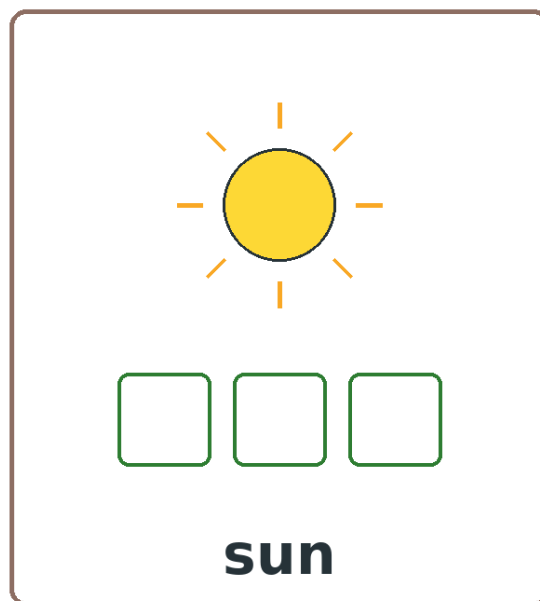
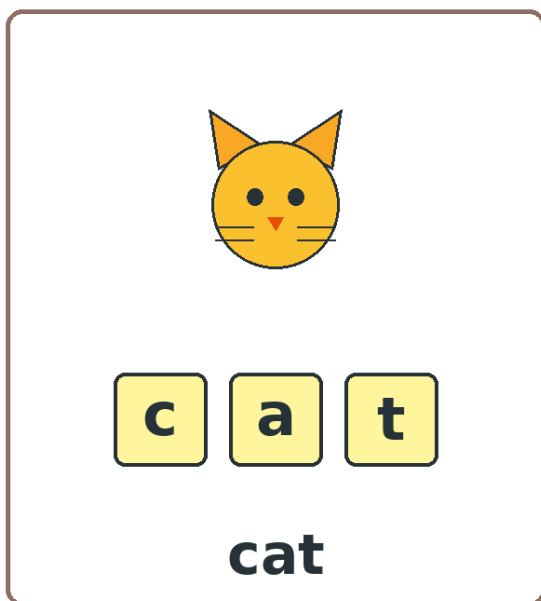
Our word wall

a	i	o	u	e
cat	sit	dog	sun	bed
hat	pin	dot	run	red
mat	tip	mop	cup	hen
sat	lip	top	tub	pen
map	six	hop	hug	ten
man	mix	fox	mud	pet

The words we can read and spell.

Our word wall: the words we can read and spell.

My word book



Read the word. Spell the word in the boxes.

My word book: read the word, and spell it in the boxes.

Look at our word wall. So many words! Take two words. Read them to me. Say the sounds. Spell them in your word book. Look: cat. I read cat. c-a-t. I spell cat in the boxes. Now you go! Take two words. Read and spell!

What to listen for (answers)

Teacher-observed and oral, scored against the achievement standard's own sentences ("use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words" and "spell most consonant-vowel-consonant (CVC) words"). Expected responses:

- **Teaching sequence:** the sound set said with sounds, not letter names; the vowels a, e, i, o, u sung/said as a group; cat, sun, hen, map segmented into three sounds; the class reads the CVC words in the big-book text (cat, sat, mat, Sam) while you carry 'The' and 'on'.
- **Example 1:** s-u-n blended to 'sun' with the picture confirmed; the fast say arrives without the sounds being re-said a second time.
- **Example 2:** map spelled m-a-p with one letter per sound in order; the blend-back ('m-a-p ... map!') is present; hen spelled h-e-n with help.
- **S1:** each tag answered with its sound; vowels and consonants told apart on the yellow/blue tags.
- **S2:** the vowel named and touched in each word: cat → a, sit → i, mop → o (sound 2 every time).
- **S3:** mat, pat, sat blended from onset + 'at'; the at family said as five words.
- **S4:** each word blended, then its picture found: pig, sun, bed, cup, dog, hat.
- **S5:** hen built h-e-n in the three boxes; ten built t-e-n; each blend-back said.
- **S6:** sit, mop, sun, map, hot, pig made from the two tiles; the have-a-go 'cats' spelled c-a-t-s (known word + the /s/ sound). 'kat'-style choices for 'cat' are plausible at this stage (.E02) — celebrate, and keep modelling the convention.
- **U1:** all six words read by sound-then-word: cat, sit, mop, sun, bed, hug.
- **U2:** pin; bed; dog — with the matching pair said aloud each time (cat/hat end with at, sun/run with un, tip/sip with ip).

- **U3:** dog → d-o-g, cup → c-u-p, pin → p-i-n, each said long first and blended back at the end. Letter formation is not scored here (7C's work); reversals are noted for 7C, not corrected as errors in this section.
- **U4:** two wall words read to the teacher and spelled into the boxes, sound per box.

Common errors to notice (all fixable in the moment): letter names used where sounds are needed ('ess-ay-tee' for sat) — redirect to sounds, the names belong to 5B; the middle vowel lost in the fast say ('sn' for sun) — slow the say back down, keep the long say; sounds right but order lost in spelling ('dgo' for dog) — sweep a finger through the boxes as the word is said long; a word answered by its first sound alone ('s... sun!' with no blend) — that is partial success: the correspondence is known, the blending is the teaching point, model the run again.

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.

Read sit for me. ... s-i-t: sit! How do you know it is sit? ... Yes: s says s-s-s, i says i-i-i, t says t-t-t. sit! Now spell mud for me. ... m-u-d. How do you know the letters? ... mud has three sounds: m, u, d. Three sounds, three letters! You know the sounds. You know the letters. You can read and spell!

Accept: the sounds said in order and run together for 'sit'; for 'mud', the long say and one letter per sound. *That is the CD made visible:* the child uses knowledge of letters and sounds in both directions, and can say why the word is the word.

Where this goes next

- **5B (VC2EFLY06)** names and extends what this section leaned on: all letter names and the most common sound-letter correspondences — the feedstock, now taught as content in its own right.
- **5C (VC2EFLY07)** adds the high-frequency words ('and', 'my', 'is', 'the', 'go') that let CVC reading leave the tag-and-mat stage.
- **6A (VC2EFLY09)** is where this work cashes out: decodable texts built from exactly these correspondences and words, read with meaning.
- **7C (VC2EFLY15)** takes the have-a-go marks of U3 and U4 and teaches the letter shapes themselves — where to start, which way to go.
- Level 1 widens the ceiling this section holds: consonant blends, digraphs and long-vowel patterns for one- and two-syllable words (VC2E1LY03, VC2E1LY04), and the idea that one letter can stand for more than one sound (VC2E1LY05). Not before.

Naming all upper- and lower-case letters; the most common sound–letter correspondences

Chapter 5 — Literacy: the print code — letters, sounds and words · Section 5B Strand: Literacy · Sub-strand: Phonic and word knowledge (the print half) Owns: VC2EFLY06 · **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 VC2EFLY06 (Students learn to:):

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

Elaborations (This may involve students:):

- .E01 recognising letters in their own name
- .E02 matching upper- and lower-case letters
- .E03 identifying sounds for upper- and lower-case letters

Where this section sits. Chapter 4 trained the ear; this section attaches print to what the ear already hears. The child who heard h-h-h in ‘Happy Hana’ (4C) now meets the letter that says it. VC2EFLY06 and VC2EFLY05 (5A) are taught interlocked per the TOC: letter names and the common correspondences built here are the feedstock of CVC reading and spelling in 5A, and the achievement standard binds the two — students “use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words”. This section owns the letter side: names, the two cases, and the most common sound each letter makes.

Boundaries (level discipline, TOC §2 D13).

- CVC blending into reading and spelling is **5A** (VC2EFLY05); oral blending and segmenting is **4D** (VC2EFLY04). Here the child names letters and says their sounds in isolation; no word is decoded in this section.
- Consonant blends, digraphs and long-vowel patterns are Level 1 (VC2E1LY03, VC2E1LY04). **Qq is named here like every other letter, but its sound is deferred:** q’s common sound arrives with u as a blend/digraph pairing at Level 1, so the q card in this section carries the letter’s name only. This is the honest read of “the most common correspondences”: 25 single-letter sounds are taught, q’s comes later.
- **Xx is included** with its most common correspondence /ks/ (fox, box): a single letter with its common sound, and CVC-decodable, so it sits inside the Foundation ceiling.
- Handwriting — where to start a letter, which way the stroke goes — is **7C** (VC2EFLY15). This section is recognition, naming and sound; the look-alike figure here discriminates b/d/p/q by shape, it does not teach formation.
- The capital-letter *convention* (names and sentence starts begin with a capital) is **2E** (VC2EFLA09), taught earlier in the book. Here the capital on a name card is observed and named, not re-taught as a writing rule.

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 untaught. The one deliberate exception is the material itself: on name cards and letter cards the print *is* the object of study — recognising the letters of a name (.E01) and matching the two cases (.E02) are letter-recognition tasks, not decoding tasks. Spoken labels under the pictures (sun, sock, cat ...) are for the teacher to read.

On the curriculum’s own examples. VC2EFLY06’s elaborations name no exemplar words, so every name, word and picture in this section is an original artifact (D4) except **Hasma**, the curriculum-named child carried over from VC2EFLY03.E02’s ‘helpful Hasma’ exemplar. Sound notation is plain phonics slashes (/s/, /a/), never IPA.

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.

- **Letter** — a written mark that stands for a sound. Standard Australian English uses 26 of them; the 26 in their fixed order are **the alphabet**.
- **Upper-case letter** — the big form of a letter (A, B, C). **Capital letter** is the other name for the same form; this book uses both, on purpose, so children meet both. **Lower-case letter** — the small form (a, b, c). Same letter, two forms.
- **Letter name and letter sound** — every letter has a *name* (the sound of ‘m’ in ‘em’) and a *sound it says* in words (m says /m/). Confusing the two is the classic Foundation muddle (‘cat’ read as ‘see-ay-tee’); this section keeps name and sound side by side until they are distinct.
- **Phoneme** (recap from 4C) — the smallest sound bit in a spoken word. **Grapheme** — the written side of the pair: the letter (or letters) that spell a sound; at Foundation, a single letter. A **phoneme–grapheme correspondence** is the pairing of the two — the curriculum’s own gloss is ‘sound–letter relationship’, and that is the phrase used with the children’s teachers here.
- **Vowel** — one of the five letters a, e, i, o, u; at Foundation they say their short sounds (/a/ ant, /e/ egg, /i/ pig, /o/ hot, /u/ up). **Consonant** — any of the other 21 letters.

Why it matters. Letter names and the common sounds are the first print code a child owns: with them, a name becomes a row of recognisable letters, an alphabet chart becomes a row of names, and — in 5A — three letters become a readable word. This section builds both halves of the code (names and sounds) on the same cards, in the same games.

The two halves of the code in this section:

half	what the child does	curriculum anchor
letter names	points to any of the 26 and says its name, in either case	CD text; .E01, .E02
letter sounds	says the most common sound a letter makes; sorts pictures by first sound	CD text; .E03

Materials for the whole section (print and cut once, reuse all year): the eight figures in this section as cards, mats and charts; one name card per child, made from the name-card model; a set of single-letter cards in both cases; counters or chips.

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 — Letters everywhere. The alphabet, and the two cases.

Look around! Letters are all around us. Letters on the door. Letters on the book. Letters on the bag. How many letters are there? 26! All 26 letters are the alphabet. Say it with me: the alphabet! Every letter has two shapes. A big one and a small one. The big one is the upper-case letter. The small one is the lower-case letter. Look: A and a. Same letter! A is upper case. a is lower case.

Part 2 — Letter names. The point-and-say alphabet, with the chart on the board.

Every letter has a name. Say the names with me, in order! A! B! C! D! E! F! G! H! I! J! K! L! M! N! O! P! Q! R! S! T! U! V! W! X! Y! Z! That is the alphabet: all 26 letters, in order. Good work!

Part 3 — Big and small match. The two cases as one letter (.E02).

Big letters and small letters are the same letter! B and b. The same letter! Big B, small b. B and b are the same letter! Now you: big M and small m. Same letter? Yes! Say it: M and m are the same letter!

Part 4 — Letters in names. The name cards on the board (.E01).

Look at my friend's name: Hasma. I find the letters: H! a! s! m! a! Say how many: one, two, three, four, five. Five letters! The first letter is H. Big H. A capital letter! Names start with a capital letter. Now look at your name. Find the big letter in your name! Say it!

Part 5 — Letters say sounds. Names and sounds side by side; vowels and consonants.

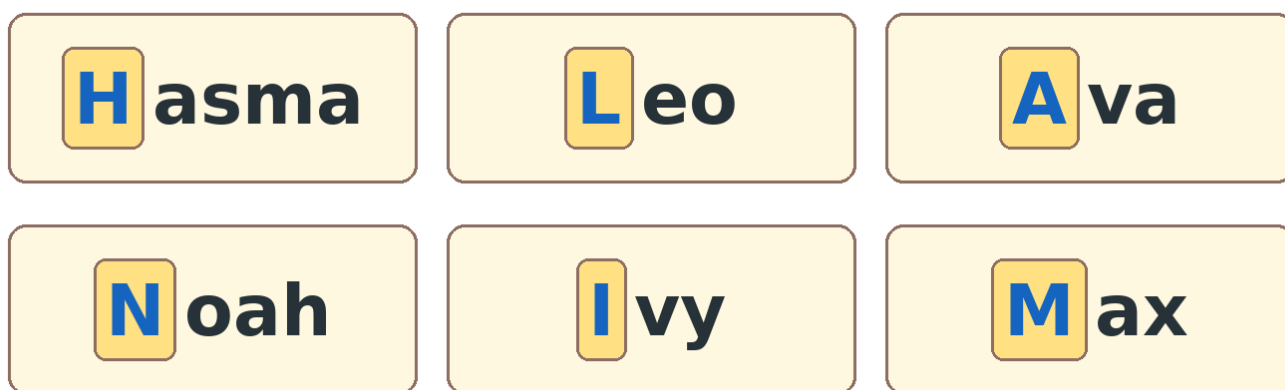
Letters have names. And letters have sounds! S says s-s-s. Sun! s-s-s! M says m-m-m. Map! m-m-m! Five letters are the vowels. Say them: a! e! i! o! u! The other letters are the consonants. Every letter has a name and a sound. That is our big work today!

Modelled examples

Example 1 — scaffolded: Hasma's name (letter names, the capital, and a match)

Materials: the name cards figure; a set of single-letter cards in both cases.

Name cards



Every name starts with a capital letter (a big upper-case letter)

Name cards: Hasma, Leo, Ava, Noah, Ivy, Max. The yellow box is the capital letter.

The teacher thinks aloud with Hasma's card, then hands Leo's card to the class.

Watch me! Here is Hasma's name. I find the letters: H! a! s! m! a! Say how many with me: one, two, three, four, five. Five letters! The first letter is H. Big H. A capital letter! Now: big H and small h. I look ... here is small h! H and h are the same letter! Now you with Leo. Find the big letter! L! Yes! How many letters in Leo? Say them with me: L! e! o! Three!

What you are modelling: pulling single letters out of a name, naming them, counting them, and matching the two cases of one letter. Watch for children who read the name as a word — redirect to letter-by-letter pointing; decoding the name is not the task.

Example 2 — scaffolded: Sound match (the most common sounds, .E03)

Materials: the sounds chart figure as the reference; the sound-sort figure cut into picture cards; the Ss and Mm mats.

The most common sounds of the letters

Aa /a/ ant	Bb /b/ bed	Cc /k/ cat	Dd /d/ dog	Ee /e/ egg	Ff /f/ fan	Gg /g/ gum	Hh /h/ hat	Ii /i/ pig	Jj /j/ jam	Kk /k/ kit	Ll /l/ leg	Mm /m/ map
Nn /n/ net	Oo /o/ hot	Pp /p/ pan	Qq /kw/ with u	Rr /r/ rat	Ss /s/ sun	Tt /t/ ten	Uu /u/ up	Vv /v/ van	Ww /w/ web	Xx /ks/ fox	Yy /y/ yes	Zz /z/ zip

Each card: the letter's name, its most common sound, and a word with that sound
Qq says /kw/ with u; that sound comes later, with Level 1

The sounds chart: the most common sound of each of the 26 letters.

Sort the pictures by the first sound

Ss

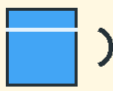
Cc

Mm

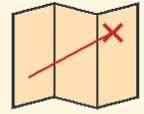

sun


sock


cat


cup


moon


map

Say the picture's name. Listen for the first sound. Put it on the matching mat.

The sort: sun, sock, cat, cup, moon, map under the Ss, Cc and Mm mats.

The teacher models with Ss; the class finishes with Mm.

Big Ss. What is its sound? s-s-s! Yes! Now I look at the pictures: sun, sock, cat. Which ones start with s-s-s? sun! s-s-s! Yes. sock! s-s-s! Yes. cat ... c-c-c. No! sun and sock go with Ss. I put them on the mat. Now you. Big Mm. m-m-m! Which pictures start with m-m-m? moon! map! Yes! They go on the Mm mat!

What you are modelling: saying the letter's sound, then holding that sound against the first sound of a spoken picture name. The judgement is aural; the pictures only supply the words.

Practice tasks

Scaffolded

S1 — Point and say the alphabet (*letter names; chart-led*) *Materials: the alphabet chart figure on the board.*

The alphabet: 26 letters



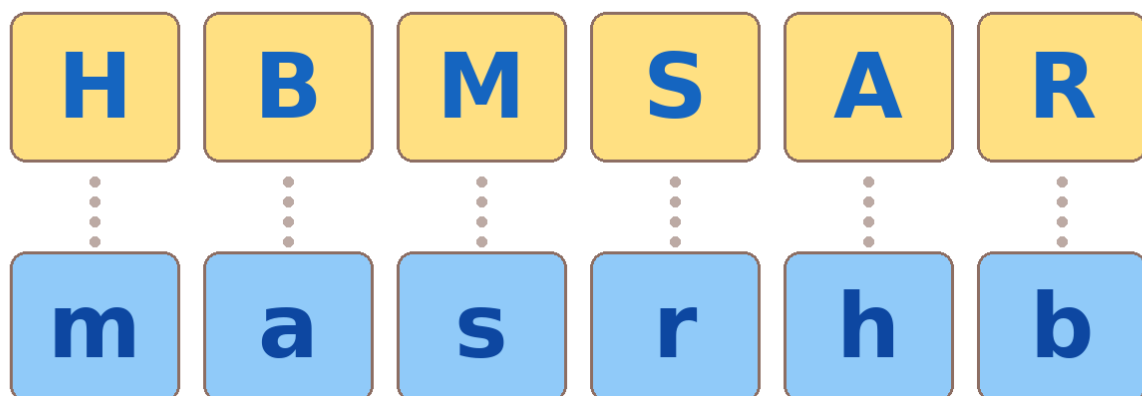
We say the letters in order: from A to Z

The alphabet: Aa to Zz, in order.

Look at the alphabet. Say every letter's name. A! B! C! ... all the way to Z! Now find the letters I say: M! ... e! ... t! Good!

S2 — Match big and small (*the two cases; mat-led, .E02*) *Materials: the matching mat figure; counters or chips.*

Match upper case to lower case



Put a counter on each pair: big letter, small letter

The matching mat: big letters on top, small letters below.

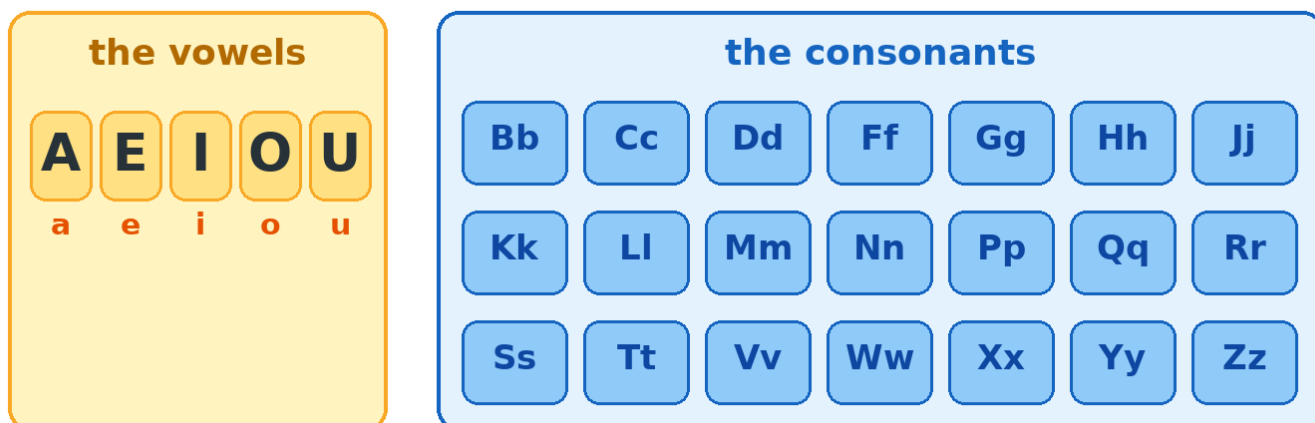
On top: big letters. Down here: small letters. Find the same letter, big and small! Big H and small h. Put a dot on them! Now find the others: B? M? S? A? R? You go!

S3 — The letters of my name (*own name; personal, .E01*) *Materials: the name cards figure; each child's own name card.*

Look at the names: Hasma, Leo, Ava, Noah, Ivy, Max. Find the big letter in every name! Say it! Now your own name! Find your big letter! Now find a letter of your name on the big alphabet. Say its name!

S4 — Vowels and consonants (*the two families; sort, materials-led*) *Materials: the vowels-and-consonants figure as two mats; single-letter cards.*

Vowels and consonants



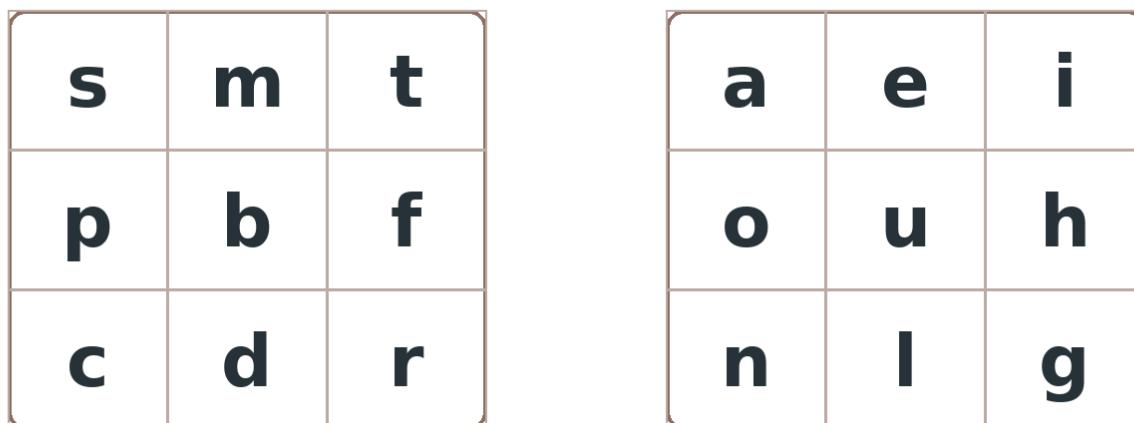
5 vowels · 21 consonants

The vowel mat and the consonant mat.

Say the vowels with me: a! e! i! o! u! The other letters are the consonants. I say a letter. You say: vowel or consonant! e! ... vowel! Yes! t! ... consonant! Yes! o! ... vowel! Good! Now put the letters on the two mats: vowels here, consonants there! You go!

S5 — Sound game (*letter sounds; game, .E03*) *Materials: the sound-game cards figure, one per child or pair; counters or chips.*

Sound game



I say the sound. You find the letter. Cover it!

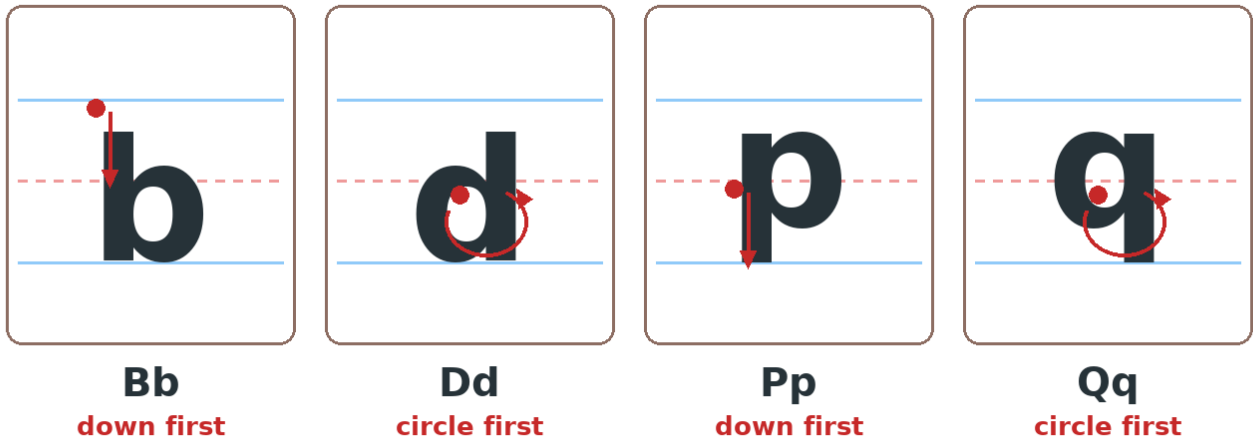


Sound game cards.

We play! I say a sound. You find the letter. Put a dot on it! s-s-s! ... s! Yes! m-m-m! ... m! Yes! a-a-a! ... a! Yes! Go on! Got them all? You win!

S6 — Look-alike letters (*recognition; b, d, p, q*) *Materials: the look-alike figure on the board.*

Look-alike letters: b d p q



Same shapes, different ways around: look, then say the name

b and d stand tall. p and q have tails.

Look: b, d, p, q. They look the same! But they are not. b: down first. d: circle first. p: down first, tail down. q: circle first, tail down. I say the letter. You find it! b! ... yes! q! ... yes! Now you say it: d! ... circle first! Yes! p! ... down first! Yes!

Un scaffolded

U1 — Name it (*letter names; flash, either case*)

I put up a letter. You say its name. Big or small, you name it!

U2 — Say its sound (*letter sounds; flash*)

I put up a letter. You say its sound. Go!

U3 — Hear it, find it (*sound to letter; three choices*)

Three letters: m, n, s. I say a sound: n-n-n. Find the letter! n! Yes! Now: s-s-s! ... s! And m-m-m! ... m! Good!

U4 — My name, my letters (*own name; personal demonstration, .E01*)

Your name! Say the big letter's name! Now find every letter of your name on the big alphabet. Say every one!

What to listen for (answers)

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

- **Teaching sequence:** the alphabet said in order to Z; A/a named as the same letter in two cases; M–m matched on hearing; the capital found at the start of the child's own name; the five vowels said; /s/ and /m/ produced for Ss and Mm.
- **Example 1:** Hasma's five letters named one by one; H identified as the capital; small h matched to big H; Leo → capital L, three letters.
- **Example 2:** /s/ said for Ss; sun and sock onto the Ss mat, cat refused on its first sound; moon and map onto the Mm mat.
- **S1:** all 26 letter names said in order (the teacher points along the chart as the model); M, e, t found on hearing (any mix of cases accepted by name).
- **S2:** all six pairs matched: H–h, B–b, M–m, S–s, A–a, R–r.

- **S3:** the capital found and said in each model name and in the child's own name; at least one letter of the child's name found on the alphabet chart and named.
- **S4:** e and o called vowels, t called a consonant; letter cards sorted 5 vowels / 21 consonants.
- **S5:** the letter covered for each sound said, including the vowel sounds; all nine covered and the win called.
- **S6:** b and q found on their names; 'circle first' said for d, 'down first' for p.
- **U1:** letter names produced for flashed cards in either case, without the chart.
- **U2:** the most common sound produced for flashed letters (c → /k/, g → /g/, x → /ks/ accepted; the letter's name in place of its sound noted, not counted).
- **U3:** n, s, m selected from the three cards on hearing alone.
- **U4:** the capital of the child's own name named; every letter of the name found on the alphabet chart.

Common errors to notice (all fixable in the moment, all oral): letter names used where sounds are asked ('cat' as 'see-ay-tee' — the classic name/sound muddle); b/d and p/q swapped (return to the look-alike figure: down first or circle first?); sorting the vowel mat by a letter's name ('w says double-u, that is a u sound') — redirect to the five vowel letters as a known set. None of these is a reading problem; there is no decoding to get wrong in this section.

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.

Find the letter that says s-s-s. How do you know? Now look: here is a b and a d. How do you know which is b?

Accept: the Ss card held up with /s/ said ("s says s-s-s, like sun"); and for b/d, the shape reasoned aloud — "down first" / "the circle is on this side". *That is the CD made visible:* the child names the letter, knows its sound, and can give the reason for telling the two cases and the look-alikes apart.

Where this goes next

- **5A (VC2EFLY05)** is the partner this section feeds: three letters with their sounds become a readable and spellable CVC word — the interlock the achievement standard binds.
- **5C (VC2EFLY07)** takes the letters into whole words read by sight ('and', 'my', 'is', 'the', 'go', the child's own name).
- **7C (VC2EFLY15)** takes the recognition built here into the hand: forming the lower- and upper-case letters, start point and direction.
- **2E (VC2EFLA09)** owns the capital as a *convention* (names, sentence starts); this section only names the capital as a case.
- **Level 1** completes the code: q's sound with u, consonant blends, digraphs and the long vowels (VC2E1LY03, VC2E1LY04), and the rule that one letter can say more than one sound (VC2E1LY05) — not before.
- Backward, this is where Chapter 4 lands: the phonemes heard in 4C and manipulated in 4D now have written partners.

Reading and writing some high-frequency and other familiar words

Chapter 5 — Literacy: the print code — letters, sounds and words · Section 5C Strand: Literacy · Sub-strand: Phonic and word knowledge (the print half) Owns: VC2EFLY07 · Draws on: .E01 .E02 (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 VC2EFLY07 (Students learn to:)

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

Elaborations (This may involve students:)

- .E01 knowing how to read and write some high-frequency words recognised in shared texts and texts read independently, for example ‘and’, ‘my’, ‘is’, ‘the’ and ‘go’
- .E02 knowing how to read and write some familiar words, for example their name, the name of a character or the name of their school

Where this section sits. Chapters 4, 5A and 5B built the sounds and the letter code; this section adds the words a child meets on nearly every page they will ever read. The Reading and Viewing mode of the Foundation achievement standard names the skill directly: students “read some high-frequency words”. The Writing mode joins here too: students “use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning”. These five words and the child’s own name are the first words they write for real. 5C runs after 5A (CVC reading and spelling) and 5B (letter names and common sound–letter correspondences), so the decodable strips here mix the five new words with CVC words the children can already read.

Boundaries (level discipline, TOC §2 D13).

- The reading scope is exact: CVC words plus known words. Every sentence the children read themselves in this section is built from the five high-frequency words, CVC words with single-letter sounds (the 5A set), and names. No blends, digraphs or long-vowel patterns appear in any child-read text.
- Some of the five words are not fully decodable with Foundation knowledge (‘the’, ‘my’, ‘go’): that is why they are taught as words to know on sight. Children may sound out the ones they can (‘and’, ‘is’), but the goal is fast recognition, not decoding.
- More high-frequency words are Level 1 (VC2E1LY07 — “an increasing number of high-frequency words”). Five words plus names is the Foundation quantum; do not widen the list.
- Letter formation (how the letters are made) is owned by 7C (VC2EFLY15); shared editing is owned by 7B (VC2EFLY14). Children write the words here with the letter knowledge they already have.

Administration (reading-load rule, TOC §2 D13). Every instruction is read aloud by the teacher. The only print a child is asked to read is print built from words already taught: the five star words, CVC words from 5A, and names. In the shared big book the teacher reads the whole text; the children’s job is to find the words they know inside it. Written labels on the figures are for the teacher to read unless the task says the children read them.

On the curriculum’s own examples. VCAA’s five exemplars — ‘and’, ‘my’, ‘is’, ‘the’ and ‘go’ — are the five words this section teaches (they are the curriculum’s words, used verbatim). The .E02 exemplars are instantiated with the book’s own cast: the child’s own name (modelled as ‘Sam’ — each child uses their own), the name of a character (‘Dot’, the little dog from this book’s 3E story *Dot and the Mud*), and the name of the school (a stand-in, ‘Gum Tree School’, which you swap for your own school’s name). All texts in this section are original artifacts made for this book (SOURCE_USE Rule 3).

Big idea

Working definitions (terms defined at first use, sources named). The Victorian Curriculum 2.0 uses these terms 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.

- **High-frequency words** — words that come up again and again in written text. The Foundation list in this section is the curriculum’s own: ‘and’, ‘my’, ‘is’, ‘the’, ‘go’. Children learn to read them on sight and to write them.
- **Familiar words** — words the child knows well from their own life. In this section, per VC2.02: the child’s own name, a story character’s name, and the school’s name.
- **Star words** — the child-facing name this section uses for the five high-frequency words. A star word is a word we know fast, on sight.
- **Word wall** — a place on the classroom wall where word cards stay, so children can look up at them when they read and write.
- **Sentence** — the key unit of meaning: words that say something, starting with a capital letter and ending with a full stop (the capital letter and full stop were taught in 2E, VC2EFLA09).
- **Decodable text** — text a child can read using the letter–sound knowledge already taught (here: CVC words from 5A plus the five star words).

Why it matters. Open almost any page of almost any book and ‘the’ is on it. A child who knows a small bank of words on sight stops wrestling with every word and starts reading real text — the decodable strips here are the first texts these children read all by themselves. Writing the same words is the other half: a child who can write ‘my’ can write about their own world. The achievement standard’s reading sentence (“They read some high-frequency words”) and writing sentence (“They use words, phrases and punctuation ... from familiar contexts and texts”) both come alive in this section.

The five star words:

word	what to notice
and	fully decodable: a-n-d — children can sound it out and still learn it fast
my	not decodable at Foundation (the y says /ie/); learn on sight
is	decodable with a twist (the s says /z/); learn on sight
the	not decodable at Foundation (th is a two-letter sound, Level 1 work); learn on sight
go	not decodable at Foundation (open syllable); learn on sight

Materials for the whole section: the printed figures from this section (word cards, big book pages, name tags, sentence strips, word hunt sheet, word wall cards, write-on sheet, star path) — print and cut once. Add: a big book stand or the board, paper and pencils, and floor space for the star path. The word wall stays up for the rest of the year.

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 — Meet the star words.

Eyes on! Look! I have five new words for us. We will read them and we will write them. They are our star words! Star words are words we know fast. Look: the. Say it: the. Good! and. Say it: and. Yes! my. Say it: my. Good! is. Say it: is. Yes! go. Say it: go! Good! Five star words: the, and, my, is, go.

Hold up each word card from the figure below as you say it. Say the word, not the letters — the recognition comes first.

Part 2 — Read them fast.

Now the words are all mixed up! Can you read them? the! Yes! and! Yes! my! is! go! You know them fast. Say them fast! Now say them all: the, and, my, is, go!

Mix the five cards and hold them up one at a time in a new order. Speed is the point: this is sight recognition, not decoding.

Part 3 — Find them in our book.

Time for our book! Our book is about Dot. Dot is the little dog in our story. I read. You listen. You find our star words! Go, Dot, Go! Dot is a little dog. Dot can run and run. The bug is on Dot. Go, Dot, go! Who can find 'the'? Come up and put your hand on it. Yes! 'The' — with a big T! It is the same word. Who can find 'and'? Yes! And 'is'? And 'go' — one, two! Two of them!

Read the big book pages from the figure. The children's job is only to find the words they know; you read everything else. The capital 'The' is worth its own moment — same word, big letter.

Part 4 — Names are words too.

Words can be names too! Look at the name tags. Sam. Sam is a name. Your name is a word too! Dot. Dot is the name of the dog in our story. Gum Tree School. That is the name of our school! Names are words we can read and write.

Names are words too



Name tags: a child in our class, the dog in our story, and our school.

Swap in your own school's name, and use a name from your own class in place of 'Sam'. Each child will write their own name in U3.

Part 5 — Write a star word.

Now we write! Watch me write 'go'. I say it: go. I write it: g... o... go! Now you write it with me. Write it up high! Write a big 'go'! Now write it on the table with your hand. Good! You can write a star word!

Sky-write the word together, big, then on the table. 7C owns letter formation; here the point is that the word 'go' is a word they can write.

Modelled examples

Example 1 — scaffolded: Read our star words

Materials: the five word cards below.

Our star words



Our star words: and, my, is, the, go.

The teacher thinks aloud with two cards, then hands the reading to the class.

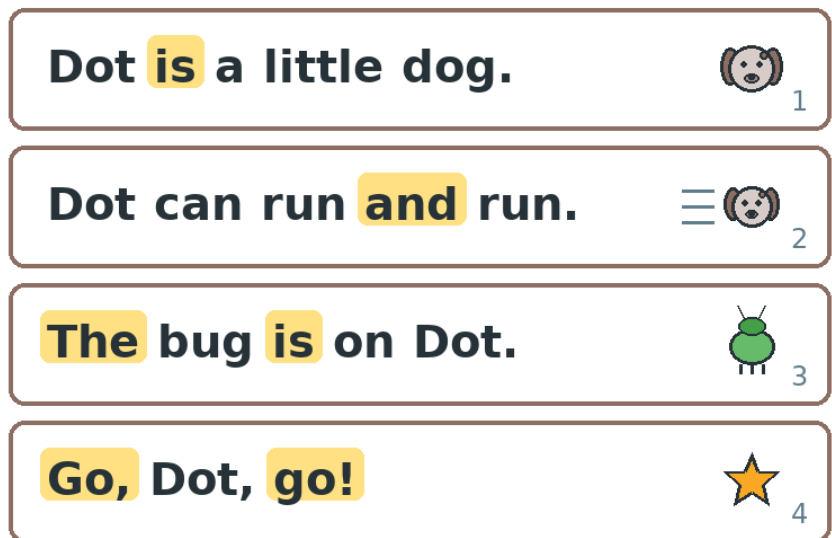
Watch me read our star words. I look at this one. I know it fast: the. 'the'! This one: my. I can sound it — m... y... my! And I know it fast too: my! Some star words you can sound out. Some you know fast. All good! Now you read them all: and... is... go... Yes! You read all five!

What you are modelling: eyes on the word, then say it — fast where it is known, sounded out where it can be. 'and' and 'is' reward sounding; 'the', 'my' and 'go' reward sight. Both routes are right.

Example 2 — scaffolded: Find them in our book, then write one

Materials: the big book pages below (read by you); paper and pencil.

Our big book



Our big book, Go, Dot, Go! (a story made for this book)

Now we read our book one more time. I read, and you find. Go, Dot, Go! Dot is a little dog. Dot can run and run. The bug is on Dot. Go, Dot, go! Where is 'and'? Put your hand on it! Yes, here! Find 'the'! One, two — two of them! And 'go' — one, two! You got them all! Now we write it. Watch me: Go, Dot, go! A big G at the start. A full stop at the end. Now you write it: Go, Dot, go!

What you are modelling: the same word in the same text many times ('the' twice, 'go' three times — one is in the title), and then writing a sentence from words we know — capital at the start, full stop at the end.

Practice tasks

Scaffolded

S1 — Read the strips (*reading; child-read decodable strips*) *Materials: the five sentence strips below, cut apart; one set per pair.*

Read them!

the cat is big

my dog can run

the pig and the hen

Sam and Dot can run

go, Dot, go!

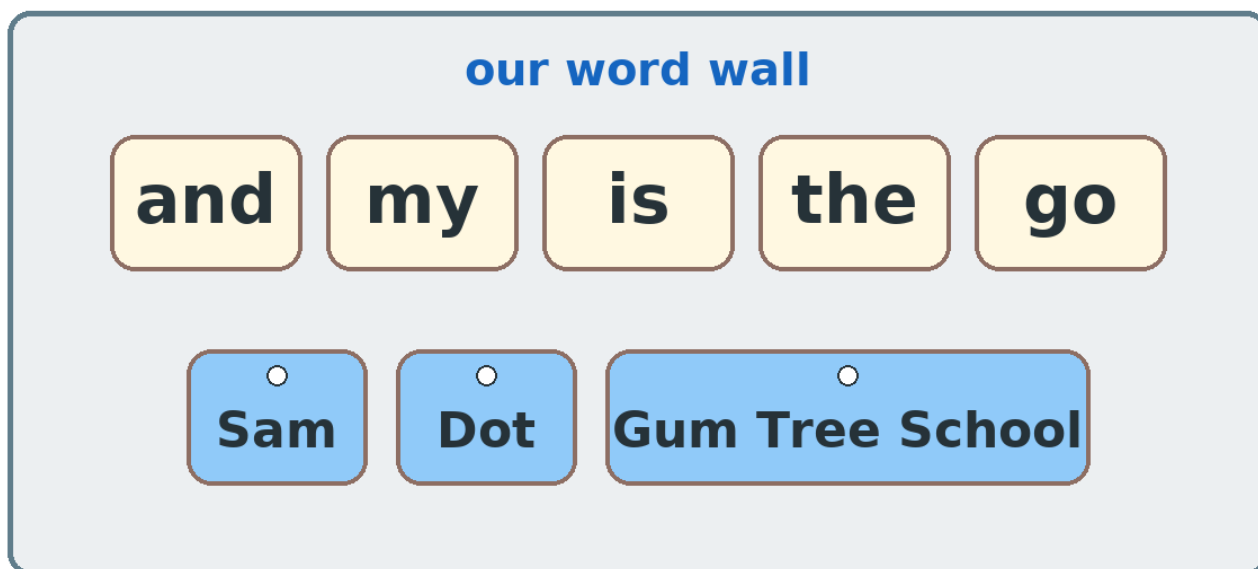
Read them!

Read with your friend. You read one. Your friend reads one. Take your time. Look at all the words. You know the star words — and you can sound out the others!

Every word on the strips is taught: the five star words, CVC words from 5A, and the two names. These are the first texts the children read unaided.

S2 — Build our word wall (*reading and writing support; whole class*) *Materials: the word wall figure; the word cards and name cards, cut out.*

Our word wall



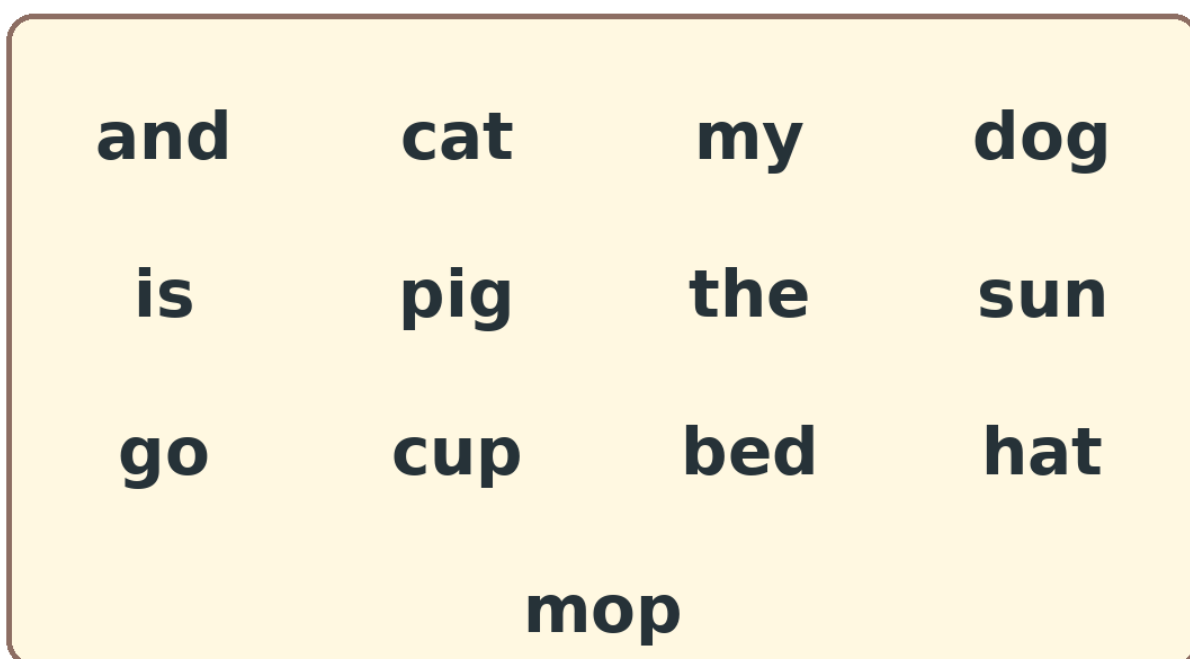
Our word wall.

We make our word wall! I say a word. You find it. Put it on the wall. the! Put 'the' on the wall. Yes! and! my! is! go! Now the names: Sam. Dot. Gum Tree School. Look at our word wall! Five star words and three names. When we write, we can look at the wall!

The wall is a working tool for the rest of the year: children look up at it when they write (7A, 7B). Let different children place the cards each day.

S3 — Star word hunt (reading; picture-free, word-led) *Materials: the word hunt sheet below; pencils to circle with.*

Find the star words!



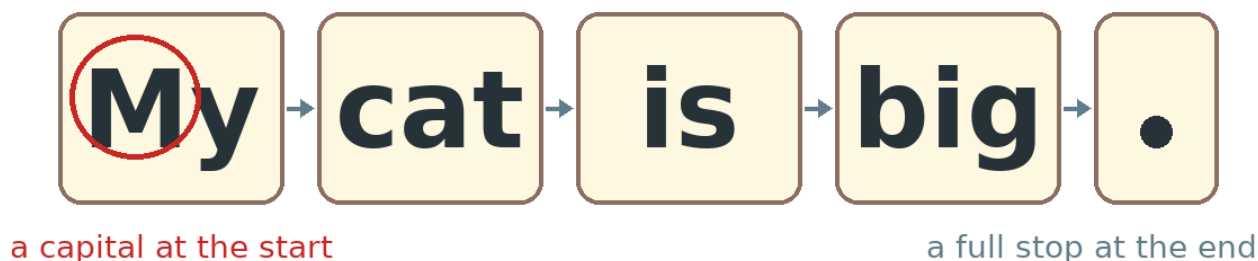
Find the star words!

Look at all the words! Some are our star words. Some you can sound out. Find the star words and circle them: the, and, my, is, go. How many can you find? One, two, three, four, five! Five star words!

The CVC words in the box are decodable (5A) but they are not star words: the task is to know which words are the five on sight. Watch for children who circle 'cat' — that is decoding, not the sight-word task; say: yes, you can read it — is it a star word?

S4 — Make a sentence (writing; card-led) Materials: the word cards and the full stop card below, cut out.

Make a sentence



Make it say: *My cat is big.*

We make a sentence! A sentence is words that say something. Here are the words: big, My, is, cat, and a full stop. Make them say it! Which word is first? My! Next cat. Next is. Next big. Next the full stop! Read it: My cat is big. Yes! Look: 'My' has a big M at the start. That is a capital. And a full stop at the end. A capital at the start, a full stop at the end. Good!

The M on 'My' joins 2E's capital letters to this section's words: 'my' becomes 'My' at the start of a sentence, and it is the same word.

S5 — Same word? (reading; case matching) Materials: the pairs below, cut out or on the board.

Same word?

The	=	the
My	=	my
Is	=	is
Go	=	go
And	=	and

Big letter or small letter? Same word!

Look! Big letter or small letter — same word? The and the. Same word? Yes! Same word! My and my. Same? Yes! Is and is. Go and go. And and and. All the same! At the start of a sentence we write the word with a capital: The, My, Go.

‘And and and’ delights them and makes the point: the word does not change, only the letter at the start.

S6 — Table writing (*writing; no paper needed*) *Materials: none — the table or the floor.*

I say a word. You write it on the table with your hand. Big! the! ... Good! my! ... is! ... and! ... go! Now write it small. Now write ‘go’ up high! Now write ‘the’ on your hand.

Say the word, write the word: the motor memory joins the sight memory before pencil meets paper.

Unscaffolded

U1 — You read to me (*reading; one-to-one with you*)

Get one to read. Read it to me. Take your time.

U2 — Write the words (*writing; paper and pencil*) *Materials: the write-on sheet below.*

Write the words

and	
my	
is	
the	
go	
your name	



Write the words.

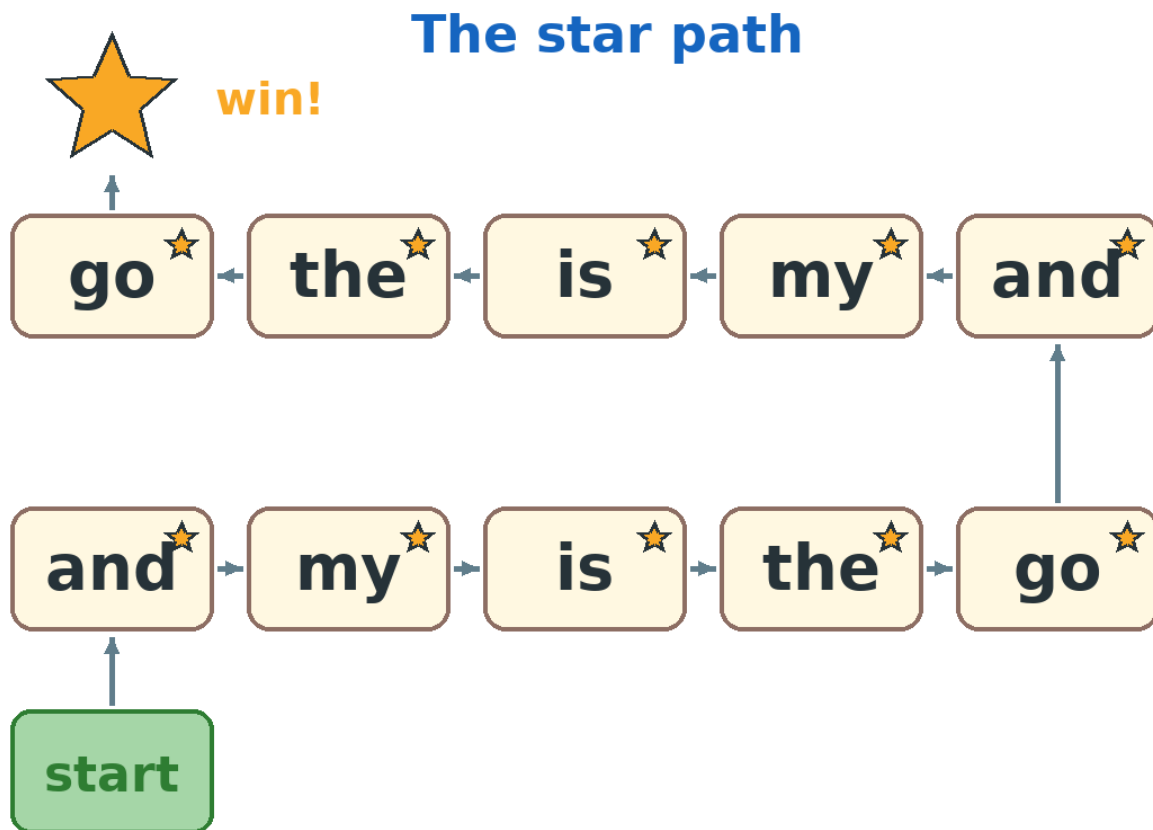
Write our five star words: the, and, my, is, go. Look at the word wall if you need help. Take your time.

U3 — Names to write (*writing; personal*)

Write the names: your name! Dot. Gum Tree School. Names start with a capital. Big letter at the start!

Swap 'Gum Tree School' for your school's name. Watch that the first letter of each name is a capital — that is 2E at work.

U4 — The star path (*reading game; movement, whole class*) *Materials: the star path below, on the floor as big cards or chalk steps.*



The star path: read, hop, win!

Time to play! Start on the mat. I say a word. You say it fast! Hop to the next step. the! hop! my! hop! is! hop! and! hop! go! hop! You got to the star! You win!

What to listen for (answers)

Teacher-observed and oral, scored against the achievement standard's own sentences ("They read some high-frequency words"; "They use words, phrases and punctuation, including capital letters and full stops"). Expected responses:

- **Teaching sequence:** all five star words said from the cards in mixed order; the words 'the', 'and', 'is' and 'go' found in the big book ('go' three times if the title counts, two in the story; 'the' twice, one as 'The'); 'go' written.
- **Example 1:** the, my, and, is, go read from the cards; sounding accepted for 'and' and 'is', sight reading accepted for all five.
- **Example 2:** 'and', 'the/The', 'is' and 'go' located in the text; 'Go, Dot, go!' written with a capital G and a full stop.
- **S1:** each strip read word by word: the cat is big / my dog can run / the pig and the hen / Sam and Dot can run / go, Dot, go! Names may be helped by the teacher — that is expected and right.
- **S2:** all five word cards and three name cards placed on the wall, each read as it is placed.
- **S3:** exactly the five star words circled; the CVC words (cat, dog, pig, sun, cup, bed, hat, mop) left alone, with the child able to say why ("they are not star words").
- **S4:** My — cat — is — big — full stop, in that order, read back as a sentence; the capital M and the full stop named.
- **S5:** all five pairs called the same word.
- **S6:** each word written on the table in the right letter order.
- **U1:** one strip read unaided to the teacher.

- **U2:** the, and, my, is, go written with the letters in order (letter formation is not scored here — 7C owns that).
- **U3:** the child's own name, 'Dot' and the school's name written, each with a capital at the start.
- **U4:** each called word said fast before the hop; the path completed.

Common errors to notice: writing 'the' for 'then' or 'them' when writing from memory (the word is known but the end is rushed); reading 'my' as /m/-/i/ ("mih") — that is decoding where sight is needed, say the word and move on; missing the capital 'The' in the hunt (it is the same word); circling decodable CVC words in S3 because they can be read — the task is sight knowledge, not decoding. All are fixed in the moment, with the cards in hand.

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.

Look: the, my, go. Where is 'my'? How do you know it is 'my'? Now write 'the'. How do you know it is 'the'?

Accept: "it starts with m", "m-y, my", "I saw it in our book" — any true reason; then 'the' written t-h-e. *That is the CD made visible:* the child reads the word, writes the word, and can say how they know it.

Where this goes next

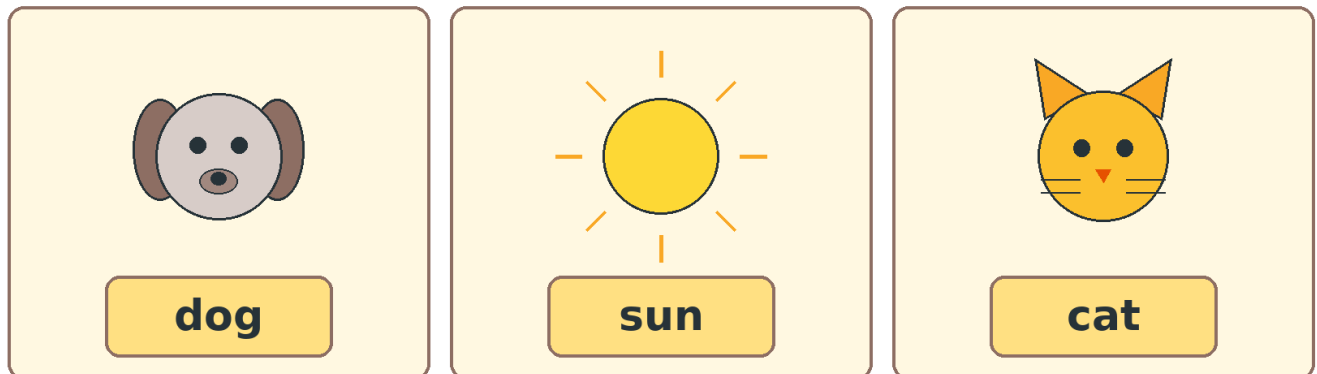
- **6A (VC2EFLY09)** is where these words earn their keep: reading decodable and authentic texts, with the five star words doing the heavy lifting on every page.
- **5D (VC2EFLY08)** stays with words but looks inside them: 'dogs' is 'dog' + 's', two meaningful parts.
- **7A–7C** use the words in writing: short texts (7A), shared editing of capitals and full stops (7B), and letter formation (7C).
- **2E (VC2EFLA09)** supplied the capital letters and full stops this section uses; every sentence written here is 2E applied.
- **Level 1 (VC2E1LY07)** takes the same skill further: "an increasing number of high-frequency words". The habit built here — know it fast, write it right — is the habit Level 1 grows.

Words as units of meaning made of meaningful parts

What we will find out

Look! Every word says one thing.

A word says one thing



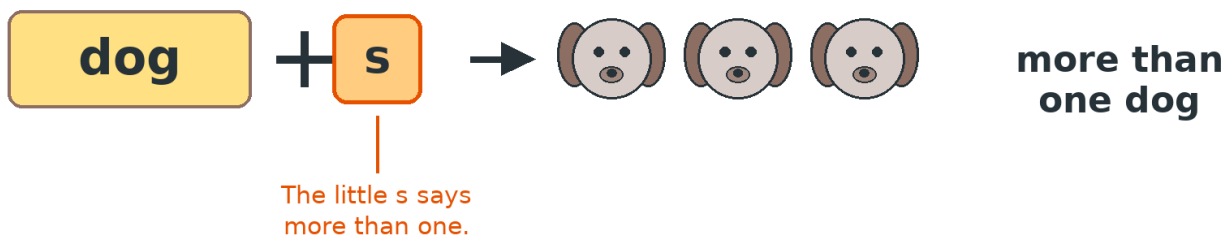
Every word says one thing.

The word says dog. The word says sun. The word says cat.

New word: a **morpheme** is a meaningful part of a word.

dog is one morpheme — one part. But look! Some words have two parts!

One dog. Three dogs. What is new?



dogs has two meaningful parts: dog and s.

dogs has two meaningful parts: dog and s. The s part says: more than one!

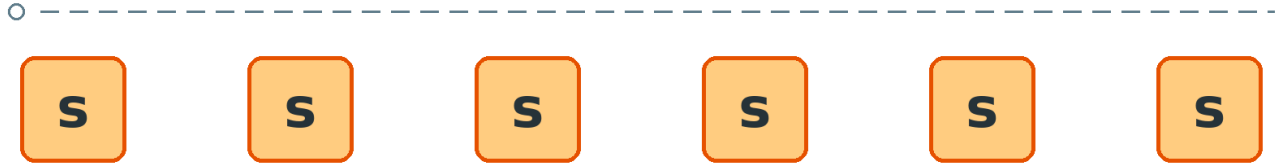
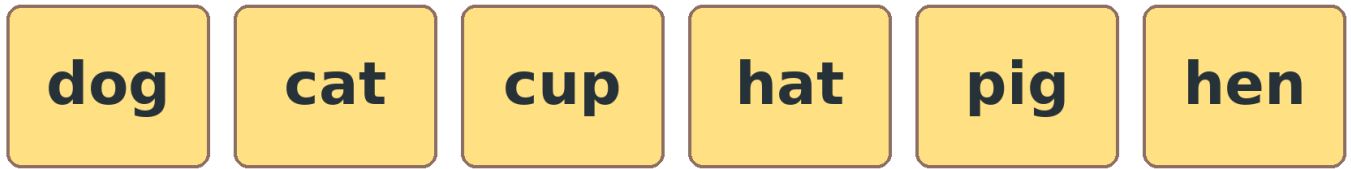
Say it with me: **cat** and **s** make **cats**. **cup** and **s** make **cups**.

See how it works

Example 1 — with help: make the word

You need: the word parts to cut out; toy animals or the pictures.

Word parts to cut out



The little s part says more than one.

Word parts to cut out: dog, cat, cup, hat, pig, hen, and six little s parts.

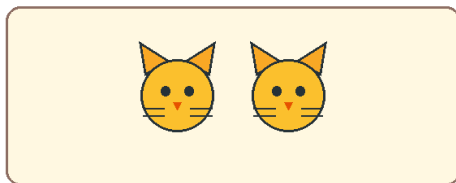
The teacher says: “Three dogs run!”

We take the part **dog**. One dog? No — three! We add the part **s**. We say the word: **dogs**!

dog says the animal. **s** says more than one. Two parts, one word!

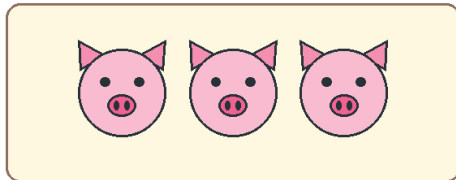
Example 2 — with help: is the word right?

Add the part!



cat + ?

?



pig + ?

?

Look: more than one. Add the s part.

Two cats next to the word cat with an empty part box; three pigs next to the word pig with an empty part box.

The teacher says: “**Look! Two cats!**” The word says **cat**. Is it right?

No! More than one! We add **s**: cat and s — **cats**. Now it is right!

Now you: three pigs. The word says **pig**. What part do we add? Say the new word: **pigs**!

Have a go!

With help

1. Say the many word. (say it)

The teacher says one. We say more than one.

cat → **cats**! dog → **dogs**! cup → **cups**! hat → **hats**!

2. Make it with the parts. (make it) You need: the word parts to cut out.

The teacher says: “**two hens**”. We make **hen** and **s**. We say: **hens**!

The teacher says: “three cups”. Now you make it and say it!

3. Put the words with the pictures.

Put the words with the pictures

cat	• • •	
cats	• • •	
dog	• • •	
dogs	• • •	

Words to put with pictures: cat, cats, dog, dogs. The pictures are mixed up: three dogs, one cat, two cats, one dog.

Put the words with the pictures. Say the word as you go!

4. One part or two parts?

One part or two parts?

One part			Two parts		
					
sun	cats	dog	hens	pig	cups

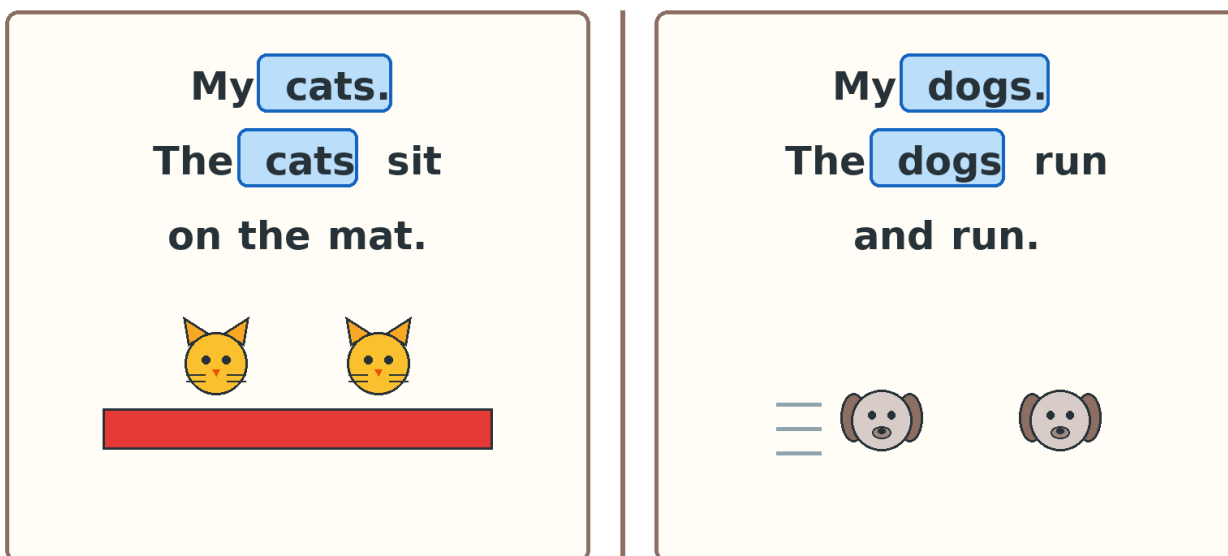
Say the word. Put it on the right mat.

Two mats: One part and Two parts. Words and pictures: sun, cats, dog, hens, pig, cups.

Say the word. One part? On the One part mat! Two parts? On the Two parts mat!

5. Our big book.

Our big book: My Pets



The blue words have two meaningful parts.

A big book called My Pets. It says My cats. The cats sit on the mat. It says My dogs. The dogs run and run. The words cats and dogs are in blue boxes.

The teacher reads our big book. We listen for the blue words.

cats! cat and s — two parts! **dogs!** dog and s — two parts!

6. The more than one song.

The more than one song



One cat, two cats, cat-cat-cats!



One dog, two dogs, dog-dog-dogs!



One pig, two pigs, pig-pig-pigs!

The little s says: more than one!

Say the song. Tap on every word!

A big paper with our song. One cat, two cats, cat-cat-cats! One dog, two dogs, dog-dog-dogs! One pig, two pigs, pig-pig-pigs! The little s says: more than one!

Say it with me, and tap on every word!

You do it now

7. Say it, make it. The teacher says a word for more than one: “four pigs”, “two hats”, “five cups”. You say the word and the parts — no word parts in your hands!

8. Draw and say. Draw two or three of one thing — cats, dogs, cups, hats. Say the word. Say the parts.

9. Spot it in a story. The teacher reads a story. When the teacher says a word with the s part, hand up! Say the word and the parts.

10. A new word from you. Look at the things on your table and in the room. Say a word for more than one of them. Say the parts to a friend.

How do you know?

Say **dog**. Say **dogs**. What is new in **dogs**?

How do you know **dogs** is more than one? Make it with the word parts, and say the parts!

Chapter check C5 — Literacy (print code)

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 C5 — Literacy (print code) · ClassBasics English Foundation workbook

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

Chapter coverage: Chapter 5 — Literacy: the print code — letters, sounds and words · Sections 5A–5D

Content-description codes assessed: VC2EFLY05 (5A) · VC2EFLY06 (5B) · VC2EFLY07 (5C) · VC2EFLY08 (5D)

Name: _____ Date: _____

Mark total

16 marks — 1 mark per question, 16 questions

Section structure

Sitting 1 — Questions 1–8 (8 marks) · Sitting 2 — Questions 9–16 (8 marks)

Timing

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

Permitted materials

A tablet or computer with the C5 check loaded, or this paper and a pencil. No other materials are needed

Conditions

Taken in the Chapter 5 booklet, after section 5D has been taught. The teacher reads every question aloud. A child who needs another attempt at a sitting gets it

How to run C5

Teacher-facing.

- **When** — after sections 5A, 5B, 5C and 5D of Chapter 5 have been taught. Run each sitting separately, about a fortnight apart or whenever the class is ready. Untimed throughout.
- **Reading** — read every question aloud exactly as scripted in the solutions, including the options. The reading-load rule governs this check: no child reads anything untaught. The only print the children lift is the print each question is about.
- **On screen** — load C5 in the platform. The child drags tiles, taps options or draws pairs, one question at a time. The platform marks each question from the objective key.
- **On paper** — every question has a paper fallback: point, circle or write one letter per box. Mark 1 or 0 per question from the key in the solutions. No part marks.
- **The oral half** — letter naming and sound production said aloud are also evidenced by the O-RV observation checklist during ordinary teaching (DJB-1: qualitative-only, no platform score). This check carries the objective 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 letters and words! I will read every question. You drag, tap or point. There is no hurry.

Question 1 — Build the word (1 mark)

Letter/word building — Drag and Drop letter targets · VC2EFLY05 (5A)

Read aloud: Look at the picture. It is the sun. Build the word **sun**. Say it long: s—u—n. Drag one letter to each box.

Picture: the sun.

Boxes:

Tiles: s · u · n

Paper fallback: write one letter in each box.

Question 2 — Build the word (1 mark)

Letter/word building — Drag and Drop letter targets · VC2EFLY05 (5A)

Read aloud: Look at the picture. It is a map. The word is **map**. Say it long. Drag one letter to each box.

Picture: a map.

Boxes:

Tiles: p · m · a

Paper fallback: write one letter in each box.

Question 3 — Which letter? (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY06 (5B)

Read aloud: Which letter says m-m-m?

A. m

B. n

C. s

D. t

Question 4 — Read the word (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY07 (5C)

Read aloud: Look at the words. Which word says **go**?

A. is

B. the

C. go

D. my

Question 5 — Read the word (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY07 (5C)

Read aloud: Look at the words. Which word says **my**?

- A. the
 - B. and
 - C. is
 - D. my
-

Question 6 — Which word is right? (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY08 (5D)

Read aloud: Look at the picture. Which word is right?

Picture: two cats.

- A. cat
 - B. cats
 - C. dog
 - D. dogs
-

Question 7 — What does the little s say? (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY08 (5D)

Read aloud: Look. The word **dogs** has two parts: **dog** and **s**. What does the little **s** say?

Picture: the word dogs in two parts — dog and s.

- A. more than one
 - B. one
 - C. big
 - D. little
-

Question 8 — Match big and small (1 mark)

Matching — Drag and Drop pairs · VC2EFLY06 (5B)

Read aloud: Big letters and small letters. Match the same letter! Drag each big letter to its small letter.

Big letters		Small letters
M	·	h
H	·	s
S	·	m

Paper fallback: draw a line from each big letter to its small letter.

Sitting 2 — Questions 9–16 (8 marks)

Say to the children: One more set! I will read every question. You drag, tap or point. There is no hurry.

Question 9 — Build the word (1 mark)

Letter/word building — Drag and Drop letter targets · VC2EFLY05 (5A)

Read aloud: Look at the picture. It is a hen. The word is **hen**. Say it long. Drag one letter to each box.

Picture: a hen.

Boxes:

Tiles: e · n · h

Paper fallback: write one letter in each box.

Question 10 — Build with the small letters (1 mark)

Letter/word building — Drag and Drop letter targets · VC2EFLY06 (5B; the 5A–5B interlock — also evidences VC2EFLY05)

Read aloud: Look at the picture. It is a pig. Build the word **pig** with the small letters. Drag one letter to each box.

Picture: a pig.

Boxes:

Tiles: P · i · g · p · I · G

Paper fallback: circle the three small letters that build pig, in order.

Question 11 — Find the letters (1 mark)

Letter/word building — Drag and Drop letter targets · VC2EFLY06 (5B; the 5A–5B interlock — also evidences VC2EFLY05; tile set follows the 5A spell-mat)

Read aloud: Look at the picture. It is a bed. The word is **bed**. Say it long. Find the letters. Drag one letter to each box.

Picture: a bed.

Boxes:

Tiles: b · e · d · a · o · t

Paper fallback: from the six letters, write the three that build bed, in order.

Question 12 — Find the word (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY07 (5C)

Read aloud: Look at the words: *Sam and Dot can run*. Which word is **and**?

A. Sam

B. and

C. Dot

D. run

Question 13 — Put the word with the picture (1 mark)

Matching — Drag and Drop pairs · VC2EFLY05 (5A)

Read aloud: Read the word. Put it with the picture.

Words		Pictures
hat	·	picture: a cup
cup	·	picture: a dog
dog	·	picture: a hat

Paper fallback: draw a line from each word to its picture.

Question 14 — One cup, two...? (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY08 (5D)

Read aloud: One cup, two...? Choose the word.

- A. cup
 - B. hat
 - C. cups
 - D. hats
-

Question 15 — Two parts (1 mark)

Picture/audio MC — Multiple Choice · VC2EFLY08 (5D)

Read aloud: Look at the words. One word has two parts. Which word has two parts?

- A. cat
 - B. sun
 - C. dog
 - D. cats
-

Question 16 — Names are words (1 mark)

Matching — Drag and Drop pairs · VC2EFLY07 (5C)

Read aloud: Names are words! Put each name with its picture.

Names		Pictures
Gum Tree School	·	picture: a little dog
Sam	·	picture: a school
Dot	·	picture: a boy

Paper fallback: draw a line from each name to its picture.

Chapter check C5 — Literacy (print code) — Solutions and marking guide

English Foundation (Prep) · Victorian Curriculum 2.0 · Chapter 5, sections 5A–5D

Codes assessed: VC2EFLY05 (5A) · VC2EFLY06 (5B) · VC2EFLY07 (5C) · VC2EFLY08 (5D)

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 (section 6.4).

1. Objective key

Q	Sitting	Family	CD code	Section	Answer	Mark
1	1	Letter/word building	VC2EFLY05	5A	s – u – n	1
2	1	Letter/word building	VC2EFLY05	5A	m – a – p	1
3	1	Picture/audio MC	VC2EFLY06	5B	A — m	1
4	1	Picture/audio MC	VC2EFLY07	5C	C — go	1
5	1	Picture/audio MC	VC2EFLY07	5C	D — my	1
6	1	Picture/audio MC	VC2EFLY08	5D	B — cats	1
7	1	Picture/audio MC	VC2EFLY08	5D	A — more than one	1
8	1	Matching	VC2EFLY06	5B	M–m · H–h · S–s	1
9	2	Letter/word building	VC2EFLY05	5A	h – e – n	1
10	2	Letter/word building	VC2EFLY06	5B	p – i – g (the small letters)	1
11	2	Letter/word building	VC2EFLY06	5B	b – e – d	1
12	2	Picture/audio MC	VC2EFLY07	5C	B — and	1
13	2	Matching	VC2EFLY05	5A	hat–hat · cup–cup · dog–dog	1
14	2	Picture/audio MC	VC2EFLY08	5D	C — cups	1
15	2	Picture/audio MC	VC2EFLY08	5D	D — cats	1
16	2	Matching	VC2EFLY07	5C	Gum Tree School–school · Sam–boy · Dot–little	1

Matching items are scored 1 only when all three pairs are correct; no part marks (P1). Building items are scored 1 for the exact word in the exact boxes, left to right.

2. Fully-worked solutions and audio scripts

Sitting 1

Q1 — Build the word · Letter/word building · VC2EFLY05 (5A)

- **Audio script:** “Look at the picture. It is the sun. Build the word sun. Say it long: s—u—n. Drag one letter to each box.”
- **EXEMPLAR/MODEL answer:** box 1 = **s**, box 2 = **u**, box 3 = **n** → the tiles read **sun**.
- **Why:** the child segments the spoken word into three phonemes and represents each sound with its letter (VC2EFLY05.E01), then blends back: s-u-n ... sun. This is the 5A Example 2 move on new support.
- **Alternative context (practice/retake):** picture of the rain; tiles r, u, n; model answer r-u-n.
- **Paper fallback marking:** the letters s, u, n written in the boxes in order. Letter shape is NOT scored — letter formation is 7C’s work.

Q2 — Build the word · Letter/word building · VC2EFLY05 (5A)

- **Audio script:** “Look at the picture. It is a map. The word is map. Say it long. Drag one letter to each box.”
- **EXEMPLAR/MODEL answer:** box 1 = **m**, box 2 = **a**, box 3 = **p** → **map**.
- **Why:** as Q1, but the long say is now the child’s own: the stem gives the word, the child supplies the segmentation.
- **Alternative context (practice/retake):** picture of a mop; tiles o, p, m; model answer m-o-p.

Q3 — Which letter? · Picture/audio MC · VC2EFLY06 (5B)

- **Audio script:** “Which letter says m-m-m? ... A: m. B: n. C: s. D: t.”
- **Answer:** **A — m**.
- **Option notes:** m is the letter whose most common sound is /m/ (VC2EFLY06.E03). Distractors n and t are letters the child knows with different sounds; n is the shape-fair neighbour (5B’s look-alike work makes m/n a taught discrimination, not a trick). s says s-s-s.
- **Why not the others:** n says n-n-n; s says s-s-s; t says t-t-t.

Q4 — Read the word · Picture/audio MC · VC2EFLY07 (5C)

- **Audio script:** “Look at the words. Which word says go? ... A: is. B: the. C: go. D: my.”
- **Answer:** **C — go**.
- **Option notes:** all four options are star words taught in 5C; the demand is fast sight recognition (5C Part 2, ‘read them fast’), not decoding — ‘go’ is not decodable at Foundation, which is exactly why it is a star word.

Q5 — Read the word · Picture/audio MC · VC2EFLY07 (5C)

- **Audio script:** “Look at the words. Which word says my? ... A: the. B: and. C: is. D: my.”
- **Answer:** **D — my**.
- **Option notes:** same shape as Q4 with a different target; together Q4 and Q5 sight-read three of the five star words (‘go’, ‘my’, plus ‘the’, ‘is’, ‘and’ as options), the full 5C list across one sitting.

Q6 — Which word is right? · Picture/audio MC · VC2EFLY08 (5D)

- **Audio script:** “Look at the picture. Which word is right? ... A: cat. B: cats. C: dog. D: dogs.”
- **Answer:** **B — cats**.

- **Option notes:** the picture shows two cats; the word for more than one cat is ‘cats’ — cat + s, the VCAA exemplar pattern of VC2EFLY08.E01 read morphemically, never by blending c-a-t-s. ‘cat’ names one; ‘dog’ and ‘dogs’ are the wrong animal.

Q7 — What does the little s say? · Picture/audio MC · VC2EFLY08 (5D)

- **Audio script:** “Look. The word dogs has two parts: dog and s. What does the little s say? ... A: more than one. B: one. C: big. D: little.”
- **Answer: A — more than one.**
- **Option notes:** the display shows ‘dogs’ as two parts exactly as the 5D figure 5d_dog_dogs teaches: dog says the animal, s says more than one. ‘big’ and ‘little’ are fair-sounding F words that do not name the morpheme’s meaning.

Q8 — Match big and small · Matching · VC2EFLY06 (5B)

- **Audio script:** “Big letters and small letters. Match the same letter! Drag each big letter to its small letter.”
- **EXEMPLAR/MODEL answer (complete arrangement):** M → m · H → h · S → s.
- **Why:** every letter has two shapes, one big and one small, and matching them is VC2EFLY06.E02 (the 5B ‘Match big and small’ mat, S2).
- **Alternative context (practice/retake):** pairs B–b, R–r, A–a.
- **Paper fallback marking:** three lines, each joining the right pair; all three correct for the mark.

Sitting 2

Q9 — Build the word · Letter/word building · VC2EFLY05 (5A)

- **Audio script:** “Look at the picture. It is a hen. The word is hen. Say it long. Drag one letter to each box.”
- **EXEMPLAR/MODEL answer:** box 1 = **h**, box 2 = **e**, box 3 = **n** → **hen**.
- **Why:** the third build keeps the 5A move but changes the vowel, so the sitting samples a, e and u across Q1, Q2 and Q9.
- **Alternative context (practice/retake):** picture of a ten-pin sign; tiles t, e, n; model answer t–e–n (the second word of 5A S5).

Q10 — Build with the small letters · Letter/word building · VC2EFLY06 (5B; interlocked with VC2EFLY05)

- **Audio script:** “Look at the picture. It is a pig. Build the word pig with the small letters. Drag one letter to each box.”
- **EXEMPLAR/MODEL answer:** box 1 = **p**, box 2 = **i**, box 3 = **g** — the three SMALL letters; the tiles P, I, G stay unused.
- **Why:** the measured demand is telling the two cases of each letter apart under the build (VC2EFLY06.E02) — the 5A–5B interlock at work: the word is 5A’s, the discrimination is 5B’s. Keyed to VC2EFLY06 so the 4-per-CD schedule holds (DJB-4); it also evidences VC2EFLY05.E01.
- **Alternative context (practice/retake):** picture of a big bag; tiles B, i, g, b, I, G; model answer b–i–g (small letters only).

Q11 — Find the letters · Letter/word building · VC2EFLY06 (5B; interlocked with VC2EFLY05)

- **Audio script:** “Look at the picture. It is a bed. The word is bed. Say it long. Find the letters. Drag one letter to each box.”
- **EXEMPLAR/MODEL answer:** box 1 = **b**, box 2 = **e**, box 3 = **d** → **bed**; the tiles a, o, t stay unused.
- **Why:** the child must hold each sound and select its letter from competing letters — the most-common-correspondence knowledge of VC2EFLY06.E03 applied under choice, on the 5A spell-mat pattern (S5 uses six tags to spell hen and ten). Keyed to VC2EFLY06; also evidences VC2EFLY05.E01.
- **Alternative context (practice/retake):** picture of a mop; tiles m, o, p, e, n, t; model answer m–o–p.

Q12 — Find the word · Picture/audio MC · VC2EFLY07 (5C)

- **Audio script:** “Look at the words: Sam and Dot can run. Which word is and? ... A: Sam. B: and. C: Dot. D: run.”
- **Answer: B — and.**
- **Option notes:** the displayed strip is the fourth 5C sentence strip (‘Sam and Dot can run’), every word taught: two names, two star words’ worth (‘and’), and the CVC words ‘can’ and ‘run’ from the 5A set. This is the 5C ‘find them in our book’ move — a known word located inside a text the child can read (VC2EFLY07.E01).

Q13 — Put the word with the picture · Matching · VC2EFLY05 (5A)

- **Audio script:** “Read the word. Put it with the picture.”
- **EXEMPLAR/MODEL answer (complete arrangement):** hat → picture of a hat · cup → picture of a cup · dog → picture of a dog.
- **Why:** each word is blended (h-a-t ... hat) and checked against the picture — the reading half of VC2EFLY05.E01 (letters → sounds → word → meaning), in the exact shape of 5A S4 ‘Read it, find it’.
- **Alternative context (practice/retake):** pairs pig–pig, sun–sun, bed–bed (the other three words of 5A S4).
- **Paper fallback marking:** three lines, each joining word to picture; all three correct for the mark.

Q14 — One cup, two...? · Picture/audio MC · VC2EFLY08 (5D)

- **Audio script:** “One cup, two...? Choose the word. ... A: cup. B: hat. C: cups. D: hats.”
- **Answer: C — cups.**
- **Option notes:** the 5D chant pattern (‘One cat, two cats...’) with new words: one cup, two cups. ‘hat’ and ‘hats’ keep the s-choice honest — the child must hear WHICH word grew, not just pick an s.

Q15 — Two parts · Picture/audio MC · VC2EFLY08 (5D)

- **Audio script:** “Look at the words. One word has two parts. Which word has two parts? ... A: cat. B: sun. C: dog. D: cats.”
- **Answer: D — cats.**
- **Option notes:** ‘cats’ is cat + s, two morphemes; ‘cat’, ‘sun’ and ‘dog’ each have one meaningful part. This is the 5D sort (‘One part or two parts?’) run on print: the child reads each word morphemically — known word plus known s part — never by blending four letters (section 5D boundary, D13).

Q16 — Names are words · Matching · VC2EFLY07 (5C)

- **Audio script:** “Names are words! Put each name with its picture.”
- **EXEMPLAR/MODEL answer (complete arrangement):** Gum Tree School → picture of a school · Sam → picture of a boy · Dot → picture of a little dog.
- **Why:** familiar words per VC2EFLY07.E02 — a child’s name (Sam, the book’s stand-in for each child’s own name), a character’s name (Dot, the little dog of the book’s 3E story) and the school’s name (Gum Tree School, the book’s stand-in). Names are read here as whole words the child knows, as in the 5C name-tag work; they are not decoded.
- **Alternative context (practice/retake, NOT for scored administration):** use the children’s own name cards with their photos, keeping Dot and the school’s real name. Scored administration always uses the standard stand-ins above so marking is identical in every school.

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

Q	CD code	Elaboration linkage	Measured demand
1	VC2EFLY05	.E01	spell a CVC word: sounds → letters (scaffolded)
2	VC2EFLY05	.E01	spell a CVC word: own segmentation, letters in order
3	VC2EFLY06	.E03	hear a sound, choose the

Q	CD code	Elaboration linkage	Measured demand
4	VC2EFLY07	.E01	letter that says it
5	VC2EFLY07	.E01	read a high-frequency word on sight ('go')
6	VC2EFLY08	.E01	read a high-frequency word on sight ('my')
7	VC2EFLY08	.E01	choose the plural word that matches a many-picture
8	VC2EFLY06	.E02	name the meaning of the s morpheme (more than one)
9	VC2EFLY05	.E01	match upper- and lower-case letters
10	VC2EFLY06	.E02 (jointly VC2EFLY05.E01)	spell a CVC word with a different vowel
11	VC2EFLY06	.E03 (jointly VC2EFLY05.E01)	case discrimination inside a CVC build
12	VC2EFLY07	.E01	select each sound's letter from competing letters
13	VC2EFLY05	.E01	locate a high-frequency word inside a taught strip
14	VC2EFLY08	.E01	blend a CVC word to read it and match its picture
15	VC2EFLY08	.E01	produce the plural reading (one cup, two cups)
16	VC2EFLY07	.E02	identify the word made of two meaningful parts
			read familiar words: a name, a character, a school

Coverage summary (DJB-4 full build — 4 items per CD):

CD	Section	Items	CD text served
VC2EFLY05	5A	Q1, Q2, Q9, Q13	read and spell CVC words — spelling half (Q1, Q2, Q9) and blending-to-read half (Q13)
VC2EFLY06	5B	Q3, Q8, Q10, Q11	letter recognition, the two cases (Q8, Q10) and the most common sound-letter correspondences (Q3, Q11)
VC2EFLY07	5C	Q4, Q5, Q12, Q16	read high-frequency words (Q4, Q5, Q12) and other familiar words — names (Q16)
VC2EFLY08	5D	Q6, Q7, Q14, Q15	words as units of meaning made of meaningful parts, the VCAA 'dogs = dog + s' exemplar throughout

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

- VC2EFLY05.E02 (plausible, have-a-go spelling choices) is deliberately not scored here: plausible spellings are celebrated precisely because they are NOT the single right answer, so they are not objectively keyable (P1). The elaboration is evidenced in 5A Task S6 and the O-W checklist. D7 binds coverage to the CD text, which Q1–Q2, Q9 and Q13 serve in full.
- The WRITING half of VC2EFLY07 (writing the star words and names) is not scored in C5: letter formation is 7C's CD (VC2EFLY15) and no typing demand is permitted at this level (section 6.6). C5 scores the reading half; O-W evidences the writing half.
- Oral letter NAMING (saying a letter's name on request) is an oral production evidenced by the O-RV observation checklist (unscored, DJB-1). C5's letter-side items score the objective half: recognition, case and sound.
- Q10 and Q11 are interlock items keyed to VC2EFLY06 to hold the ratified 4-per-CD schedule; they evidence VC2EFLY05.E01 jointly (TOC §3 Chapter 5: the achievement standard binds 5A and 5B).

4. Administration record

- **Instrument:** C5, Chapter 5 booklet, after 5D · 16 marks · 2 sittings × 8 questions · ~8 minutes per sitting · untimed.
- **Delivery:** live teacher read-aloud of every stem and option (DJB-3); audio scripts above are the record. Screen (H5P per `_h5p_items_C5.json`) or paper fallback 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).