

English Foundation

Chapter 7 — Literacy: creating texts

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Creating short texts to explore, record and report ideas and events

Section 7A · Chapter 7 — Literacy: Creating texts · English Foundation

Owens (one CD — D5)

VC2EFLY13 — *create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge*

Strand / sub-strand

Literacy / Creating texts

Draws on

VC2EFLY13.E01, VC2EFLY13.E02 — both elaboration ids, carried as join keys for the question bank and coverage audit, not as a teaching order (D7)

Achievement standard — the sentence this section is scored against

Writing: *When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate.*

D3 (First Nations exclusion)

VC2EFLY13 has no First Nations elaboration and no affected CD text; nothing in this section is Aboriginal or Torres Strait Islander content (CONTENT_POLICY Rule 1).

D13 (writing scope and read-aloud load rule)

Writing scope is familiar words, capital letters and full stops — no question marks or exclamation marks in any model writing here; text types are narrative and informative only. Every instruction is read aloud by the teacher; no task depends on a child reading anything unaided. The work is carried in pictures, materials, texts read to the child and the teacher's script.

Question bank join

Six MCQs keyed to VC2EFLY13 (6 per CD, year_level = "Foundation"; the elaboration ids .E01/.E02 above are the join keys, D8). This section's own assessment is teacher-observed — the children's texts and what they say about them — scored against the achievement-standard sentence above.

Words for this section — metalanguage, defined at first use

The curriculum's own terms for this CD are used below exactly as VCAA words them — *explore, record, report, ideas, events, texts, punctuation, digital tools, personal responses* and *beginning writing knowledge* appear in the content description and elaborations and are carried verbatim. VCAA does not define them, so each is given the operational definition used in this section, and every task is answerable on that definition alone (CONTESTED_TERMS.md Rule 1). The child-facing definitions are spoken aloud in Session 1; the table is the teacher's copy.

Term	As used in this section
short text	A little bit of writing that says one thing that went on, or one thing you think of. A drawing can go with it. At Foundation a short text may be one sentence the child writes or copies, plus a drawing.
explore	To explore is to try out your ideas. You can draw them, say them, or try a word.
record	To record is to put it on paper so it stays with you.
report	To report is to say what really went on. A report is the informative text of this section; the narrative one is a story (as met in Chapter 3). Two types only at Foundation (D13).
write / writing	To write is to make letters and words on paper. At

Term	As used in this section
	Foundation that includes letters a child knows, sounds tried in a word, words copied from the board and words spelled the child's own way — the CD's <i>beginning writing knowledge</i> .
sentence	A sentence is a run of words that says one thing. It starts with a capital letter and ends with a full stop (the convention layer seeded in 2E).
capital letter	A capital letter is the big letter at the start of a sentence.
full stop	A full stop is the little dot at the end of a sentence.
response	A response is what you think or like about a story. In this section a response is made with drawing and writing — the join back to Chapter 3 (VC2EFLY13.E02).

Teaching sequence

One short sequence in four sessions, written for the teacher to deliver (per the §3 volume calibration: this is the section's single teaching sequence). Sessions are 15–20 minutes, at the writing table or on the carpet. The child-facing words are fenced below; read them aloud as written. Nothing in this section is Aboriginal or Torres Strait Islander content (Rule 1).

Materials for the sequence: the three-jobs chart (Figure 1), the short-text poster (Figure 2), the sound boxes (Figure 3), the word cards (Figure 4, cut out and on card), the big paper for the class report (Figure 5), a report mat per child (Figure 6), the story pictures for *Ada and the little bird* (Figure 7), a response paper per child (Figure 8), the model response (Figure 9), the two-ways chart (Figure 10), the writing check (Figure 11), paper, pencils, and — if the class has them — a tablet or interactive board for the digital-tools option (VC2EFLY13.E02 says *may include*; paper is always enough).

Session 1 — the three jobs of your writing (draws on .E01 and .E02). Put up the three-jobs chart (Figure 1). Establish the listening-and-looking routine in one instruction — do not assume it (D10). Say:

Today we start our writing. A short text is a little bit of writing. It says one thing that went on, or one thing you think of. Your writing can do three things. One: explore. To explore is to try out your ideas. Draw, say, try a word. Two: record. To record is to put it on paper so it stays with you. Three: report. To report is to say what really went on. Now say it with me: I draw. I say. I try a word. I make a short text.

Point to each job on the chart as it is said, and have the class chant the last line two or three times. Then put up the short-text poster (Figure 2) and name what a short text is made of:

Look at the short text. It has a drawing. It has words we know. It has a capital letter at the start. A capital letter is the big letter. It has a full stop at the end. A full stop is the little dot. Say it with me: The duck sat in the mud.

The green ring and the red ring on the poster are the section's running signal: green for the capital letter, red for the full stop, exactly as the children met them in 2E.

Session 2 — we make a report together (Modelled example 1; draws on .E01). A report says what really went on. Use a real class event — the model below uses a park visit with a duck and some mud; swap in your own event and keep the same four-sentence shape. Think aloud as you write on the big paper (Figure 5 is the finished paper for the book). When you come to a word the children can sound out, use the sound boxes (Figure 3):

We will make a report. A report says what really went on. Say the word. Tap the sounds. Put the letters. Sun. S, u, n. Mud. M, u, d. Now I put it on paper so it stays with us.

Then build the opening sentence with the word cards (Figure 4), green card first, red card last:

Make the sentence. Put the words where they go. We went to the park. Big letter at the start. Full stop at the end.

Finish the report with the children, one sentence at a time, and read it back (Modelled example 1 is the finished text).

Session 3 — your turn: your report (draws on .E01). Give each child a report mat (Figure 6). The frames carry the shape; the child's event, drawing and words are their own. Say:

Now you make your report. Draw what went on. We went to the park. We saw a duck. It was fun. Say it with me. Now you say it: We went to the ... We saw a ... It was ... Say your words. Try the sounds. Write the words you can.

Children who write nothing yet still draw and say their report to you — that is a report at Foundation, and the saying is the text. Children who want the frames can copy them from the board; no child has to read anything alone (D13).

Session 4 — a response to a story (Modelled example 2; draws on .E02). This session is the join back to Chapter 3: the children respond to a text with drawing and beginning writing. Read *Ada and the little bird* aloud (the text is in Modelled example 2; Figure 7 shows the three story pictures). Establish the listening routine in one instruction:

Now we will listen to a story. The story is Ada and the little bird. Sit so you can see the pictures. Look and listen.

Read the story, then show the model response (Figure 9) and name what a response is:

A response is what you think or like about a story. This is the response of Noor. Noor says: I like the red bird. I think the bird is happy. Now you make your response. Draw what you like. Do some writing if you can. You can make your text on paper, or with digital tools. At the end, look at your text. Read it to your friends.

Hand out the response papers (Figure 8). Close the session with the writing check (Figure 11), said together: a capital letter at the start, a full stop at the end, and the sounds tried in the words — then the children read their texts to their friends, which is the CD's *creating and sharing* in one move.

Modelled examples

Modelled example 1 — the class report on the big paper

The text (original, written for this book — D4). The teacher writes it live, then reads it aloud.

Our report

Today we went to the park. We saw a big duck. The duck went in the mud. It was fun.

The modelled talk. The teacher thinks aloud so the children can hear what report-writing sounds like. Every line below is read to the class.

I will say what went on. Now I put it on paper. Today we went to the park. That is my first sentence. Where does it start? The big letter. Where does it end? The little dot. Duck. I try the sounds: d, u, ck. I put the letters for the sounds I say. Now I read it back. Today we went to the park. We saw a big duck. The duck went in the mud. It was fun. It stays with us now. That is a report.

What the model shows, for the teacher: saying the event before writing it; starting every sentence with a capital letter and closing it with a full stop (the 2E convention, now doing work inside the child's own text); orally segmenting a familiar word and trying its letters (the sound-letter relationships of .E01); and reading the text back, which makes the writing a report — said, kept, and true to what went on. Figure 5 is the same report as a finished paper, with the green and red rings on the capitals and full stops.

Modelled example 2 — Noor's response to *Ada and the little bird*

The story (original, written for this book — D4). Read it aloud; the children listen and look at the three pictures (Figure 7).

Ada and the little bird

Ada has a little bird. The bird is red. One day, the bird flies out. Ada is sad. Ada looks and looks. She sees the bird in the big tree. The bird comes home. Ada is happy. Ada sings to the bird. The bird sings too.

The model response. Noor (a child in the class) responds on the response paper; the teacher holds it up and reads Noor's words aloud (Figure 9 is the same response, made as a model for the book).

This is the response of Noor. In the drawing you can see Ada, and the red bird in the tree. You can see the sun too. Noor did some writing. Noor says: I like the red bird. I think the bird is happy.

Note for the teacher: Noor's writing is two sentences of beginning writing — a drawing plus “I like” and “I think” frames, exactly the personal response VC2EFLY13.E02 names. The model shows children that a drawing, a frame and a tried word all count as a response. Figure 8 is the blank paper the children use; Figure 9 is what a finished one can look like.

Practice tasks — scaffolded

The teacher reads every task aloud. The charts, cards, mats and papers are the scaffold; the child's work is oral, by drawing, or with beginning writing.

Q1. Sound boxes — say it, tap it, put the letters. Use Figure 3.

Say the word. Tap the sounds. Put the letters. Sun. S, u, n. Mud. M, u, d. Now try: dog. D, o, g.

Q2. The word cards — make the sentence. Use Figure 4. The cards are on the mat; the green card and the red card are in the pile with the words.

Make the sentence. Put the words where they go. We went to the park. Where does it start? Where does it end? Big letter at the start. Full stop at the end.

Q3. The report mat — say it, then write it. Use Figure 6. Say the frames together first, with the class event from Session 2; then each child says their own words into the frames.

We went to the park. We saw a duck. It was fun. Say it with me. Now you say it: We went to the ... We saw a ... It was ... Draw what went on. Write the words you can.

Q4. Draw and label. One thing the child saw or sees every day — the sun, a dog, a duck, mud.

Draw one thing you saw. Write the word for it. Try the sounds in your word.

Q5. Two ways — paper or digital tools. Use Figure 10.

You can make your text on paper. You can make it with digital tools. Make your text your way.

Q6. Story or report? A listening sort. The teacher says a line; the children say which job it is. Lines from this section and from Chapter 3: “We saw a big duck.” (report — it really went on), “The bird flies out.” (story), “It was fun.” (report), “Ada sings to the bird.” (story).

I will say some words. You say: story, or report. We saw a big duck. ... A report! It really went on. The bird flies out. ... A story!

Practice tasks — unscaffolded

The mats and frames are away; the children make their texts with paper, pencils and what they know. Every task ends with the child reading the text back — to you, or to a friend.

Q7. My report. A real event — something from today, or from the weekend.

Make your report. Draw what went on. Say your words. Write the words you can.

Q8. A new story — your response. Read *The big rain* aloud (original, written for this book — D4). Then the response paper, no frames this time.

The big rain

It is a hot day. The sun is big. The rain comes down. The duck is happy in the rain. The dog runs home. The dog is wet. At the end, the sun comes out. The dog is dry. It was a good day.

What do you like in the story? What do you think? Draw what you like. Do some writing if you can.

Q9. Pick your job. The three jobs from Session 1, the child's choice — explore an idea, record something, or report something that went on.

Will you explore, record, or report? Make a short text. Draw, say, try a word.

Q10. Read it back. The writing check (Figure 11), then the child reads the text to a friend.

Look at your text. A capital letter at the start. A full stop at the end. You tried the sounds in your words. Read it to your friends.

Oral reasoning prompt

Every text a child makes can be followed by the three questions that turn writing into reasoning about writing:

Where does your sentence start? How do you know? Where does it end? How do you know? How did you make this word?

At Foundation, a right answer is the child pointing at the big letter, the little dot, or saying the sounds they tried (“d, u, ck”). It is not a grammar lesson — it is the first habit of looking at your own text as a thing with parts you can name.

What to listen for (teacher's answers)

The book's assessment for this section is teacher-observed (D8). Score against the achievement-standard sentence: does the child retell or report, in a short text of familiar words and images, with a capital letter at the start and a full stop at the end?

Task	What a full response looks like	What also counts
Q1	The child says the word, taps its three sounds and puts the right letters for sun, mud and dog.	Tapping the sounds with the letters said together; letters for the first and last sound only.
Q2	The cards in order, green card first, red card last, and the child says the sentence back.	The words in order with the capital or the full stop card placed after one hint.
Q3	A drawn event plus the frames said with the child's own words, and at least one word written.	The frames said with the class event; a drawing with one written word.
Q4	A drawing with its word, the sounds tapped and the letters tried (“s, u, n”).	A drawing with the first sound written; the word said and the first letter tried.
Q5	A short text made the chosen way — on paper or with digital tools — and read back.	Choosing a way and making the text with help on the tool.
Q6	The child says story or report for each line and gives the reason: “it really went on”.	Sorting after the line is said one more time.
Q7	A report of a real event: a drawing and one or more sentences with a capital and a full stop.	A drawing with a said report; one written sentence with the capital only.
Q8	A response to <i>The big rain</i> : a	A drawing with a said like or

Task	What a full response looks like	What also counts
	drawing plus “I like ...” or “I think ...” said or written.	thought when asked.
Q9	A short text with a job the child can name (“I report. We saw a big duck.”).	A text with the job named after the chart is pointed to.
Q10	The child finds the capital and the full stop in their own text and reads it to a friend.	Finding one of the two; reading the text to you instead of a friend.
Oral prompt	The child points at the big letter and the little dot, and says the sounds in a word.	Pointing at one; saying “the sounds” and tapping them.

Watch across the sequence for the two moves the achievement standard asks for — *creating* (the child puts ideas or events on paper in familiar words and a drawing) and *sharing* (the child reads the text back to someone). Record those moments; they are the evidence for this CD.

Boundaries. Sound–letter relationships and known words are taught in 5A–5C; 7A draws on them when a child tries a word, and does not re-teach them. Letter formation is 7C; a child’s letter-shapes are never the measure here. Shared editing — re-reading a text with an experienced writer to change it — is 7B; in 7A the child reads their text back and checks the capital and the full stop, which is the seed of that work, not the work itself. The response half of this section (.E02) joins back to Chapter 3: a response there is said and drawn; here it is drawn and, where the child can, written.

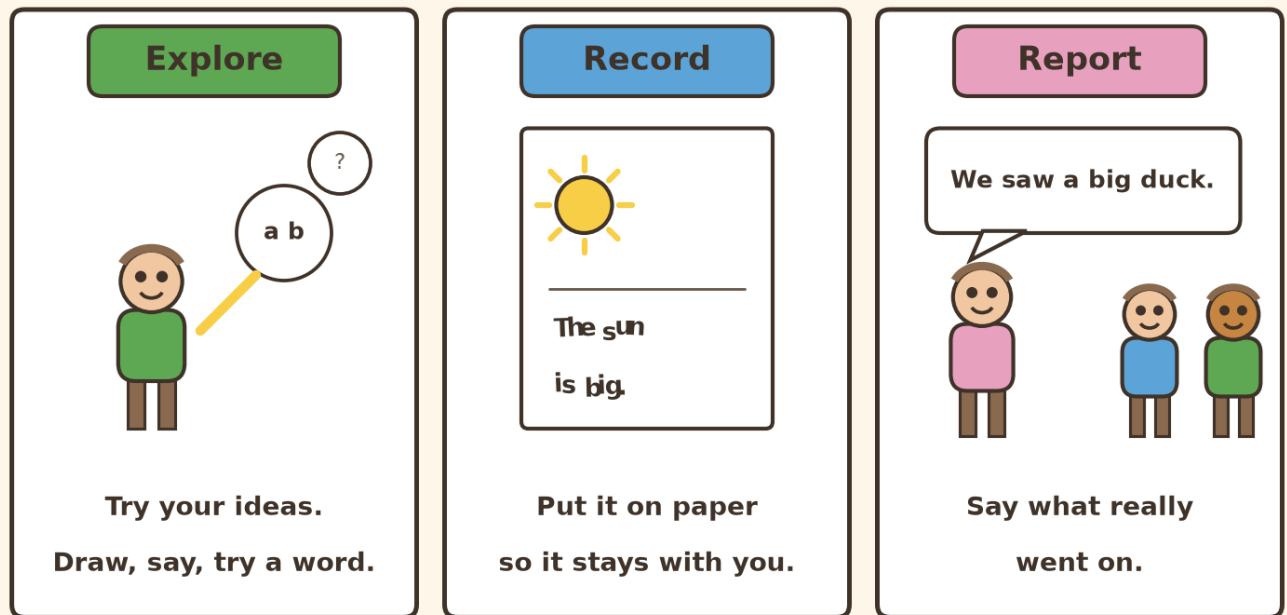
Handed forward. At Level 1 this line becomes VC2E1LY13 — narrative and informative texts with topic-specific vocabulary, multimodal elements and an opening–middle–conclusion structure. The four-sentence report of Session 2 is the shape that structure grows from; nothing of Level 1 is taught or assessed here.

Texts in this section, and where they come from (D4)

Original texts, written for this book: the class report “Today we went to the park. ...” (Modelled example 1, Figure 5); *Ada and the little bird* (read-aloud story, Modelled example 2, Figure 7); Noor’s model response “I like the red bird. I think the bird is happy.” (Modelled example 2, Figure 9); *The big rain* (read-aloud story, Q8). All figures in this section are original and are generated by scripts in `src/`. No published text is reproduced anywhere in this section. When a response is wanted to a book beyond the two stories here, read aloud from the class book box — the titled list in 3B — and use this section’s response paper; no text from any listed book is printed here.

Vocabulary gate. The student-facing text of this section (everything between the STUDENT-START/STUDENT-END markers — every word the teacher reads aloud to the children, including the figure captions and the words inside the figures, transcribed in the gate) is screened at ceiling rank 0 (F, the ladder floor) by `src/vocab_gate_7a.py`, which imports `load_ladder`, `check_text` and `tokenize` from `S:\Files\projects\mcq-system\reports\vocab_level_check.py`. The three house exemptions are applied, as in WORD_LEVEL_POLICY Rule 2: (1) the curriculum’s own words — the CD text and the two elaborations above, so words like *explore*, *record*, *report*, *ideas*, *events*, *texts*, *writing*, *drawing*, *digital*, *tools*, *personal*, *responses*, *punctuation* are allowed in the exact forms VCAA uses them; (2) subject terminology defined at first use above — *write/writing*, *sentence*, *capital letter*, *full stop*, *response*, each defined in the metalanguage table and spoken in the teaching talk before any task uses it; (3) proper nouns (Ada, Noor) and numerals. Every other general word in the student blocks sits at or below F on the ladder; the gate reports CLEAN.

Three things your writing can do



7A · 1

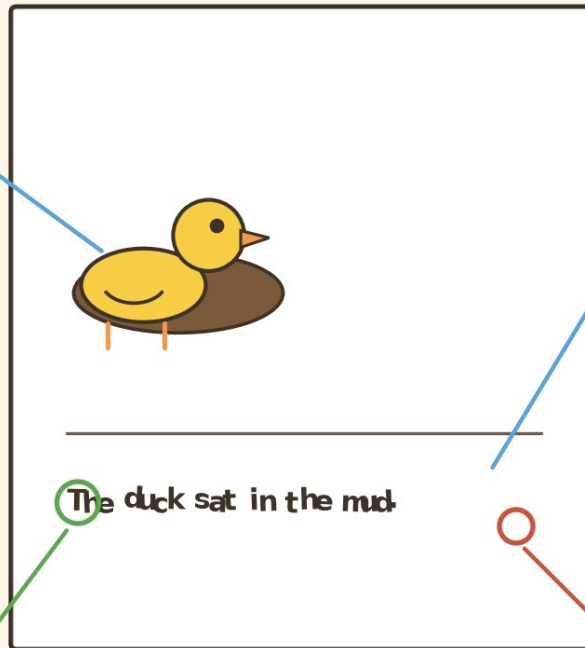
Three cards side by side labelled Explore, Record and Report: a child trying out ideas with letters and a question bubble; a drawing of the sun over the words 'The sun is big'; and a child telling two friends 'We saw a big duck'

Three things your writing can do — for Q9.

What is in a short text

a drawing

words you know



a capital letter
at the start

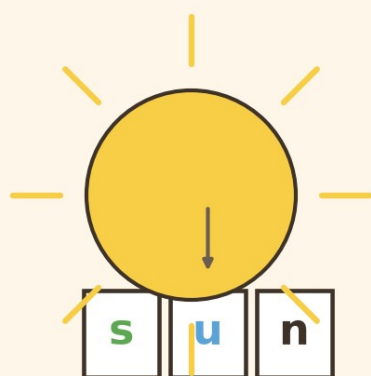
a full stop
at the end

7A · 2

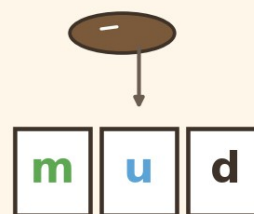
A child's short text on paper: a drawing of a duck sitting in mud above the words 'The duck sat in the mud', with labels pointing to a drawing, words you know, a capital letter at the start in a green ring and a full stop at the end in a red ring

What is in a short text.

Tap the sounds



sun



mud

Say the word. Tap the sounds. Put the letters.

7A · 3

Sound boxes: a picture of the sun above three boxes holding the letters s, u, n, and a picture of mud above three boxes holding the letters m, u, d, with the words 'Say the word. Tap the sounds. Put the letters.'

The sound boxes — for Q1.

Make the sentence

We

capital letter

went

to

the

park

.

full stop

We went to the park.

Big letter at the start. Full stop at the end.

7A · 4

Word cards in a row — We, went, to, the, park and a full-stop card — the We card green for the capital letter and the full-stop card red, with the sentence 'We went to the park.' written below, a green ring on the capital and a red ring on the full stop

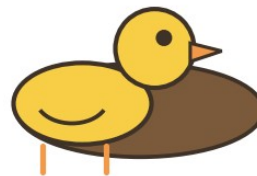
Our report

Today we went to the park.

We saw a big duck.

The duck went in the mud.

It was fun.



Green: the capital letter. Red: the full stop.

7A · 5

The class report on big paper: 'Today we went to the park. We saw a big duck. The duck went in the mud. It was fun.', each sentence with a green ring on its capital letter and a red ring on its full stop, and a drawing of a duck in mud

Our report — look at it with your teacher.

My report

Draw what went on

We went to the

We saw a

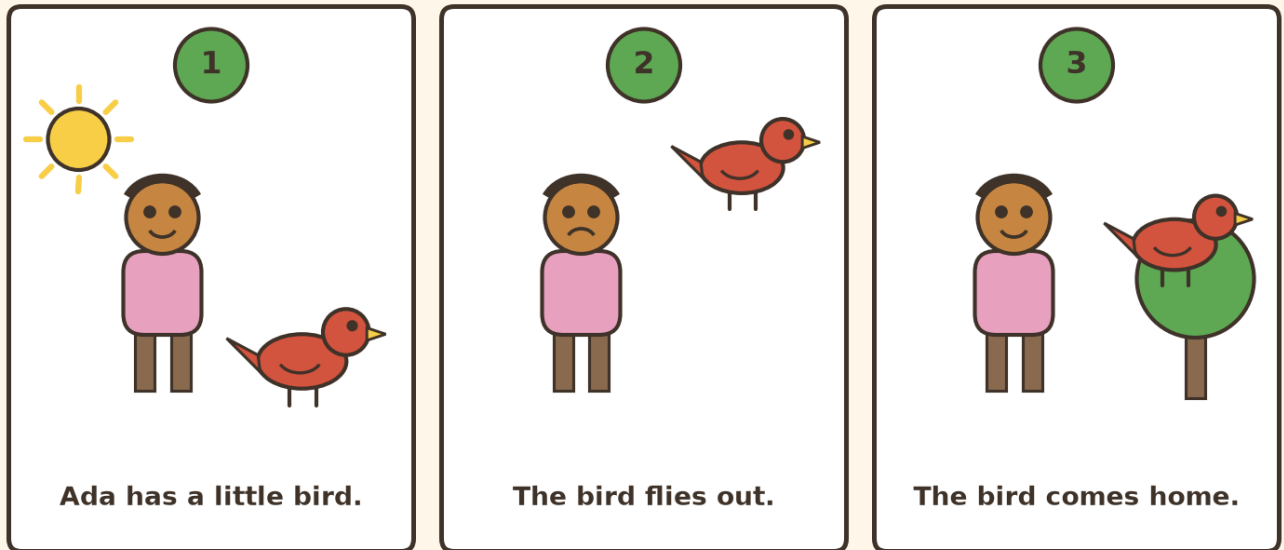
It was

7A · 6

A blank report mat: a big drawing box with the words 'Draw what went on', and three writing frames, 'We went to the', 'We saw a' and 'It was'

The report mat — for Q3 and Q7.

Ada and the little bird



7A · 7

Three numbered story pictures for 'Ada and the little bird': one, Ada with her little red bird; two, Ada sad as the bird flies out; three, Ada happy as the bird comes home to the big tree

The story pictures for Ada and the little bird.

My response

Draw what you like

I like _____

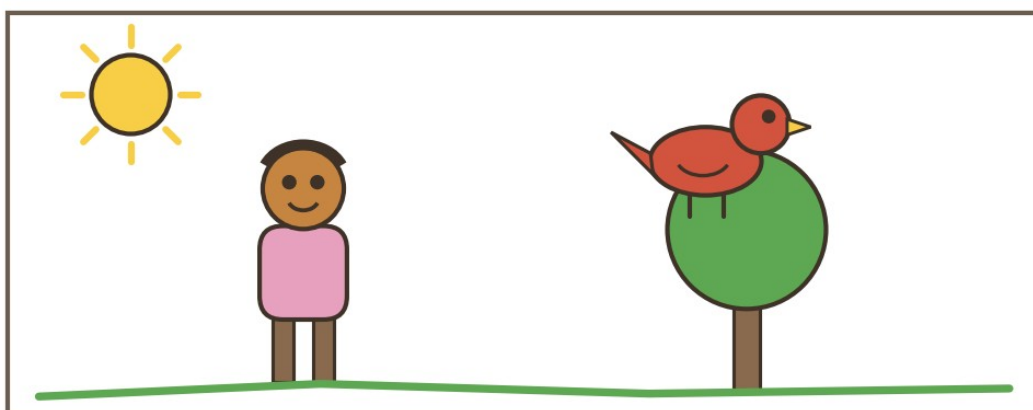
I think _____

7A · 8

A blank response paper: a big drawing box with the words 'Draw what you like', and two writing frames, 'I like' and 'I think'

The response paper — for Q8.

Noor's response



I like the red bird

I think the bird is happy.

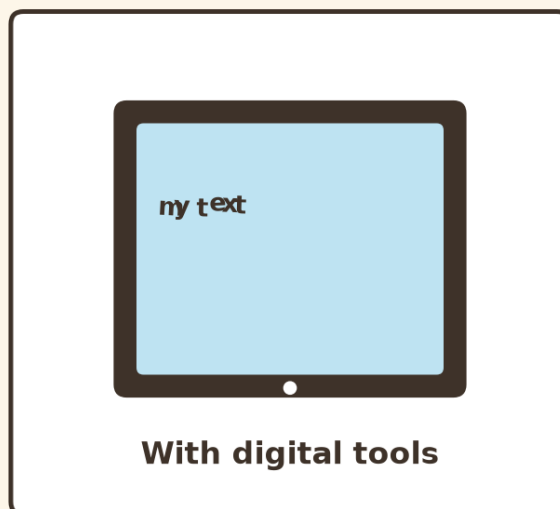
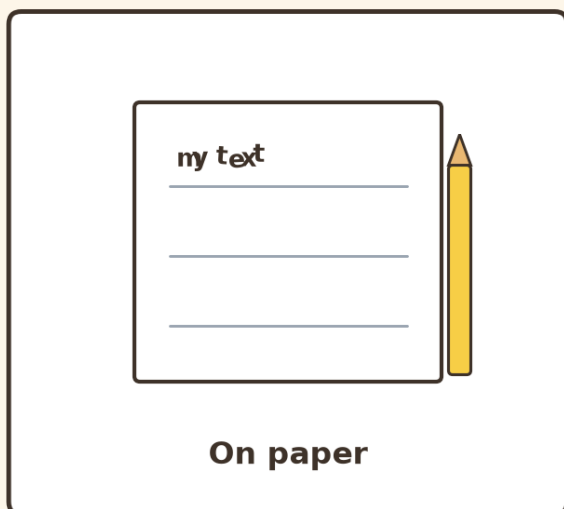
Noor

7A · 9

Noor's finished response: a crayon drawing of Ada and the red bird in the big tree under a yellow sun, with the words 'I like the red bird. I think the bird is happy.' and Noor's name

The response of Noor — look at it with your teacher.

Two ways to make your text

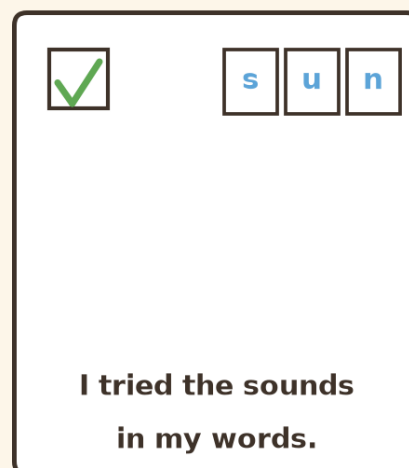
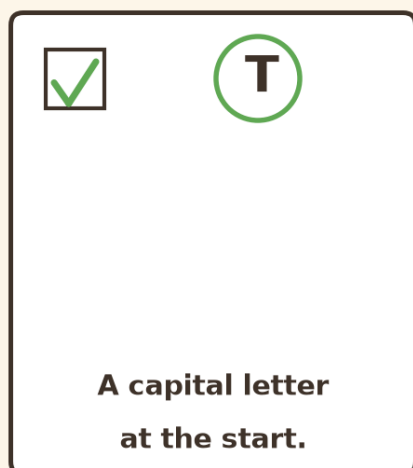


7A · 10

Two panels side by side: a sheet of paper and a pencil labelled 'On paper', and a tablet showing the words 'my text' labelled 'With digital tools'

Two ways to make your text — for Q5.

Look at my writing



Look at your text. Read it to your friends.

7A · 11

The writing check: three tick boxes — a capital letter at the start shown as a big T in a green ring, a full stop at the end shown as a red dot in a red ring, and the sounds tried in a word shown as three sound boxes holding s, u, n — with the words 'Look at your text. Read it to your friends.'

Look at my writing — for Q10.

Shared editing: meaning, spelling, capital letters and full stops

Chapter 7 — Literacy: creating texts · Section 7B Strand: Literacy · Sub-strand: Creating texts Owns: VC2EFLY14 · **Draws on:** .E01 .E02 (both elaboration ids 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 VC2EFLY14 (Students learn to:):

participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops

Elaborations (This may involve students:):

- .E01 'reading' their own texts back to an experienced writer
- .E02 participating in shared editing by circling the capital letters at the beginning of sentences

Where this section sits. 7B is the second section of the writing arc that closes the book. In 7A the children created short texts; here they go back to texts — their own and the class's — with the teacher and make them better, four ways only: meaning, spelling, capital letters and full stops. 7C then takes the hand-side of writing (letter formation). The Writing mode of the Foundation achievement standard is what this section delivers: students "share in simple editing processes", and they "use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning". The Reading and Viewing mode's "identify boundary punctuation" is in play too, because the children find the beginnings and ends of sentences in their own writing.

On the quotation marks in .E01: they are VCAA's own. The child is not yet reading in the fluent sense; the read-back is early reading — the child tracks the print and re-says the text they composed, with the experienced writer (here, the teacher) listening.

Boundaries (level discipline, TOC §2 D13).

- The editing scope is exactly the CD's four: **meaning, spelling, capital letters and full stops**. Question marks, exclamation marks, and capital letters for proper nouns beyond names are Level 1 (VC2E1LA10) and do not appear here. No other convention is touched: no spacing rule, no paragraphing, no joining of letters.
- The texts edited are **the children's own texts** — the CD's words. The model texts in this section stand in for children's writing and are built only from words already in the children's teaching: the high-frequency words of 5C ('and', 'my', 'is', 'the', 'go', plus names), the CVC words of 5A (cat, dog, sat, run, big, sun, hen, hat, mat, sit, hot, sad), and names. Nothing in a model text asks a child to decode a blend, a digraph or a long vowel.
- **Reading-load rule:** every instruction is read aloud by the teacher. The children 'read back' orally, tracking print they themselves composed or composed with the class; no task depends on a child reading anything unaided.
- The teacher holds the pen for shared writing on the big paper. The children participate by saying, tapping, circling capital letters (VCAA's own .E02 action) and adding full stops. Letter formation is 7C's work and is not marked here.

Administration (D8). All evidence in this section is teacher-observed and oral. The 174-item MCQ bank joins this section on VC2EFLY14 for the digital and teacher-facing question layer; it is not the assessment of this section.

Big idea

Working definitions (terms defined at first use, sources named). The Victorian Curriculum 2.0 uses the term *shared editing* but does not define it. This section therefore treats it as the operational definition below, and every task is answerable on that definition alone. The definition follows the sense the VC2 Foundation English elaborations give

it (VCAA, Victorian Curriculum F–10 Version 2.0 English, export of 2026-07-29); other definitions exist and are not interchangeable with this one.

- **Shared editing** — a child and an experienced writer (here, the teacher) go over a text the child has made, and make it better: the child says what the text is to say, both look at the words, and both take part in the changes. It is *shared* — the child is not watching the adult edit; the child reads back, finds, circles, adds and says, and the adult scribes and guides.
- **Editing** — going back to writing to make it better. At Foundation that means exactly four things: the meaning, the spelling, the capital letters, the full stops.
- **Meaning** — what the words say. An edit for meaning makes the words say what the child meant.
- **Spelling** — the letters that make a word. An edit for spelling puts the right letters in the word, using the sound–letter knowledge of 5A–5B and the known words of 5C.
- **Capital letter** — the big letter; it sits at the start of a name and at the start of a sentence (the rule from 2E, re-established here).
- **Full stop** — the little dot at the end of a sentence (2E again).
- **Sentence** — a run of words that says one thing (the unit from 2A and 2E).
- **Experienced writer** — VCAA’s phrase in .E01 for the person the child reads back to; in this section, always the teacher.

Why it matters. A text is not finished when the last letter goes down. The child who learns to read a text back, hear where it does not say what was meant, and put it right has the habit that every later year of writing builds on. Level 1’s VC2E1LY14 is exactly this habit grown one rung: re-reading own texts and discussing changes to improve meaning, spelling and punctuation.

The four looks. This section’s device: every edit is one of four looks, always in the same order, with a gesture, all up on the wall.

look	we ask	we do
1 — meaning	Do the words say the story?	read it back; make the words say it
2 — spelling	Is every word right?	say the sounds; make the word right
3 — capital letter	Is there a big letter at the start of the sentence?	circle the capital letter (.E02)
4 — full stop	Is there a full stop at the end of the sentence?	add the dot

Materials for the whole section: the big paper and fat pens (teacher), pencils for the children, the printed figures from this section, and the short texts the children made in 7A. The read-back in .E01 needs no materials at all beyond the child’s own text.

Teaching sequence

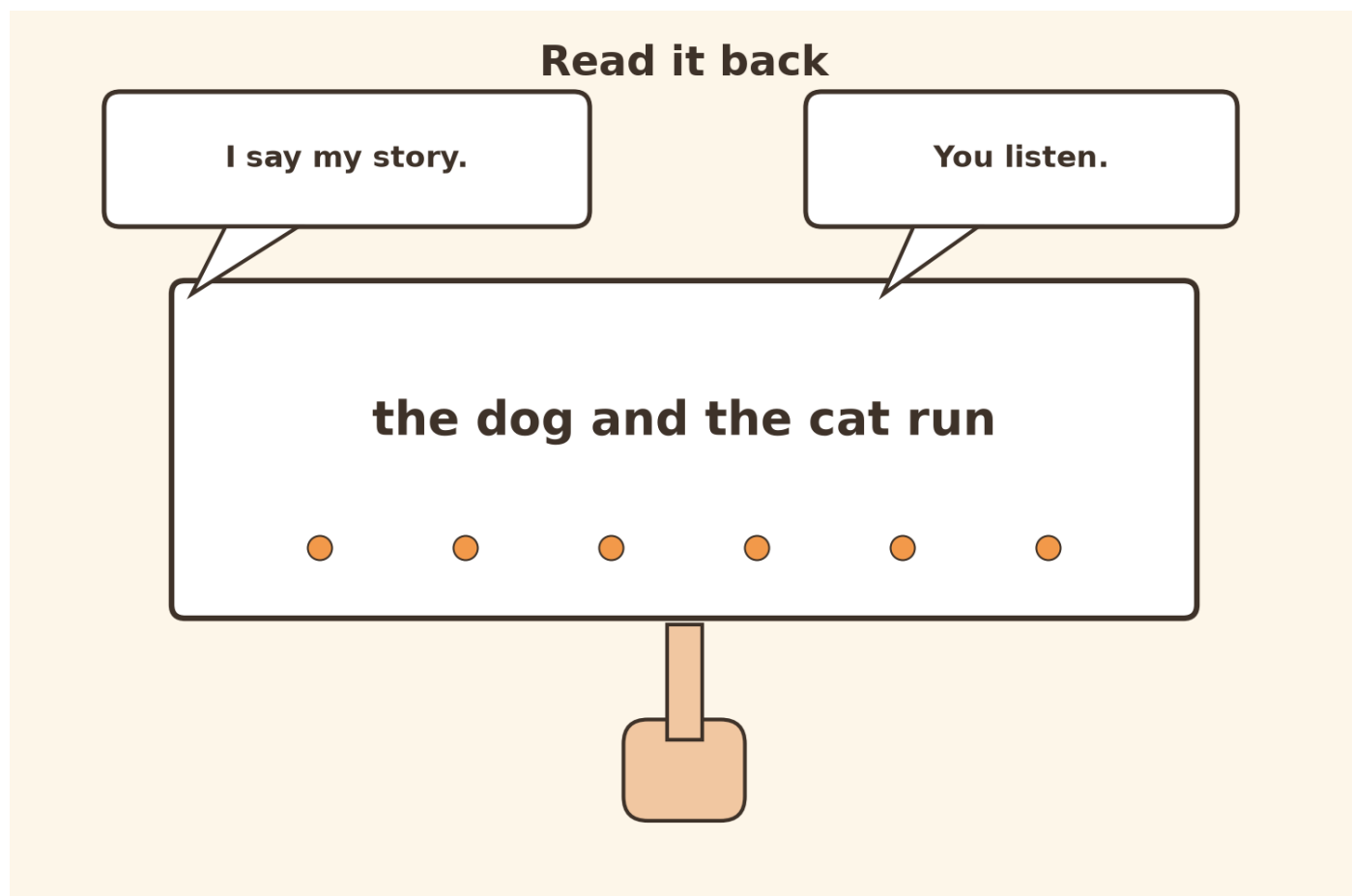
One short whole-class sequence, read aloud and done together (~15 minutes). Everything between the markers is spoken to the children; the notes in italics are for you. The class story on the big paper is scribed by you from what the children say — the children are composing, you are writing. The story used below is the original class story made for this section; use your children’s words if you prefer, and keep them within the words the children already know.

Part 1 — The hook: our words can be better.

Look at the big paper! I made a story. Listen: the dog and the cat run. I said my story, and now the words are on the paper. But look! Oh no. The story is not good. We can make it better! Today we make our words better. We call it shared editing. Say it with me: shared editing! You say your story. I listen. We look at the words and we make them better.

Write the class sentence on the big paper in lower case with no full stop, exactly as in the figure, so the four looks have real work to do.

Part 2 — Read it back (.E01: the child 'reads' their own text back).



Read it back: I tap the words, and I say the words.

How do we make the story better? First, we read it back! Watch me. My hand goes on the paper. I tap the words, and I say the words. Tap, tap, tap, tap, tap, tap. the... dog... and... the... cat... run. I read my story back! That is how we read back. Now we all read it back. Tap and say with me!

Model one word to one tap. The read-back is the heart of .E01: it is how the child meets their own text as a reader before it is edited.

Part 3 — The four looks.

Our four looks

1



the meaning

Do the words say your story?

2



the spelling

Is every word right?

3

T

the capital letter

A big letter at the start!

4



the full stop

A little dot at the end!

One, two, three, four!

Our four looks, up on the wall.

We make stories better with our four looks! They are up on the wall. Look! Look one: the meaning. Do the words say your story? Say the story back. If the words do not say it, we make new words! Look two: the spelling. Is every word right? Say the sounds, and make the word right. Look three: the capital letter. Every sentence starts with a capital letter, a big letter at the start! Look four: the full stop. Every sentence ends with a full stop, a little dot at the end! Four looks. One, two, three, four!

Give each look a gesture: hands apart for meaning, tapping sounds for spelling, a big arm sweep up for the capital, a dot in the air for the full stop.

Part 4 — Circle the capital letter (.E02: VCAA's own editing action).

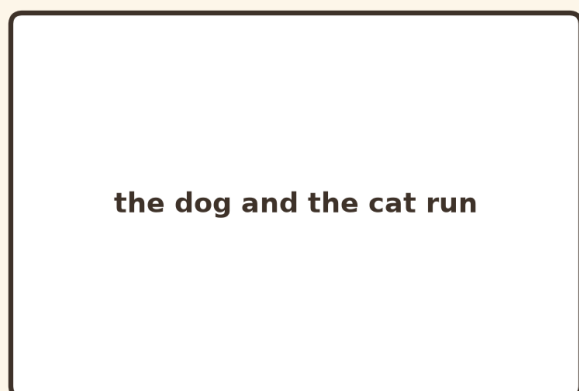
Watch me do look three on our big paper. Our story starts here, at the first word: the dog and the cat run. Look at the first letter. It is a small t. Oh! A sentence starts with a capital letter. Watch me make it big: T! Now the story starts with a big T: The dog and the cat run. I circle the capital letter. Round and round the big T! Who can come and circle the next capital letter? Good! Round and round!

This is the .E02 action, done first on the shared text. Rewrite the small t as a big T as the children watch, then hand the pen over for the circling.

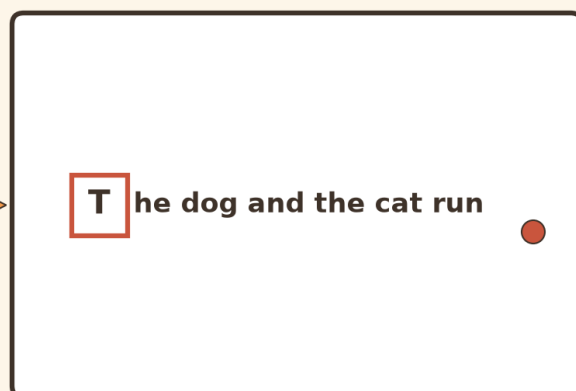
Part 5 — All four looks, with me.

The big paper

first



now



a big letter at the start, and a full stop at the end

The big paper: our story first, and our story now.

Now we do all four looks on our story. With me! Look one, the meaning. We read it back. The words say our story. Yes! Good! Look two, the spelling. dog, and, the, cat, run. All the words are right. Good! Look three, the capital letter. We made the t big. A big T! Circle the big T! Good! Look four, the full stop. Oh! No dot at the end of the story. We need a full stop. I put the dot at the end. Now look four is good! Four looks! Our story is better now!

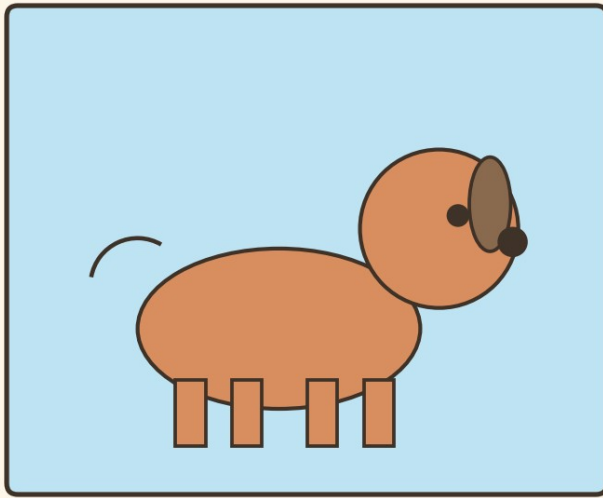
Put the before-paper and the after-paper side by side so the children can see what editing did. The after state is the right-hand panel of the figure.

Modelled examples

Example 1 — scaffolded: Read it back, find the meaning

Materials: the figure below. The text is an original model of a child's writing, made for this section; it stands in for a child's own text.

Does the story say it?



the drawing

my dog is small.

the words

the better word:

A story with a drawing: my dog is small.

The teacher thinks aloud: read-back first, then look one (meaning).

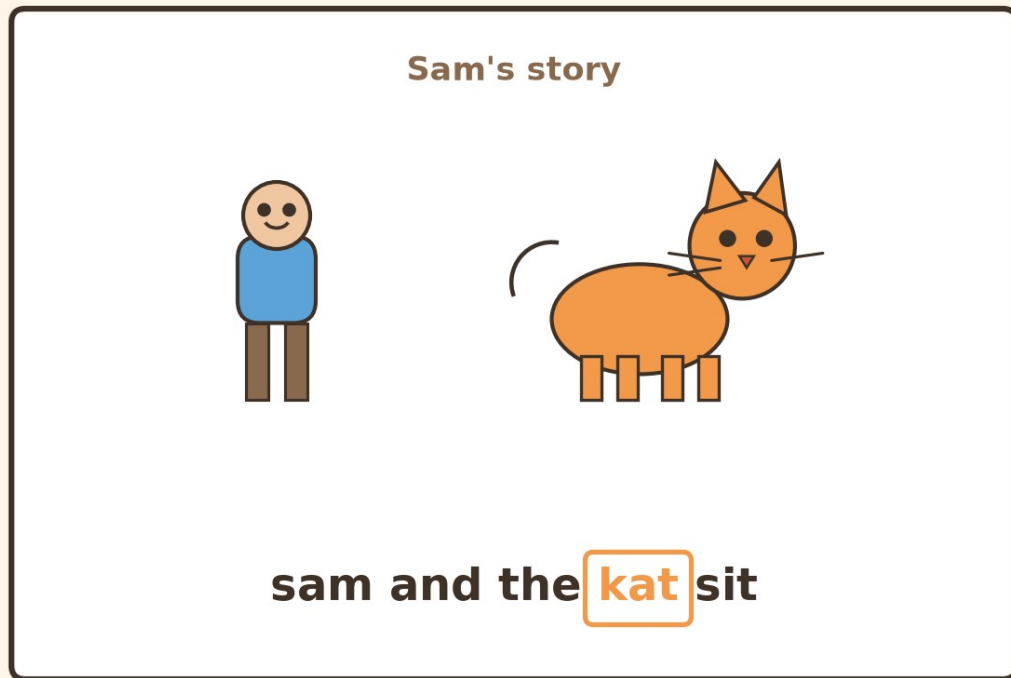
Watch me. A kid in our school made this story. Look at the drawing. What do you see? Yes! A dog! And the dog is big. A very big dog! Now I read the words back. Tap and read: my... dog... is... small. Hmm. The words say small. The drawing says big. They do not say the same thing! Look one is not good: the meaning. The words do not say the story. What can we say? Say it with me: my dog is big! Big! Now the words say the story. Look one is good!

What you are modelling: the read-back as the way the meaning is found, and the child's voice deciding the better word. The better word goes in the box on the figure.

Example 2 — scaffolded: The four looks on a story paper

Materials: the story paper figure below — an original model of a child's text, with a drawing, a lower-case start, an invented spelling (kat) and no full stop.

A story paper



Sam's story paper: sam and the kat sit.

Watch me do the four looks on this story. Look one, the meaning. The drawing says it: Sam and the cat. They sit. The words say the same thing: sam and the kat sit. Look one is good! Look two, the spelling. Say the word with me: cat. c-a-t. Hmm, the story says k-a-t. The word is cat, with a c at the start. I make it right: cat. Look two is good now! Look three, the capital letter. Look at the start of the story: sam has a small s. Oh! I make it big: S for Sam. Sam is a name, and the story starts here. Big S! Now I circle it. Round the big S! Look four, the full stop. Is there a dot at the end? No! I put a full stop at the end: sit. Now look four is good! Four looks, and the story is better!

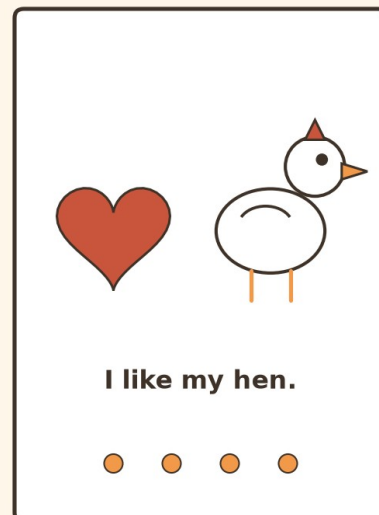
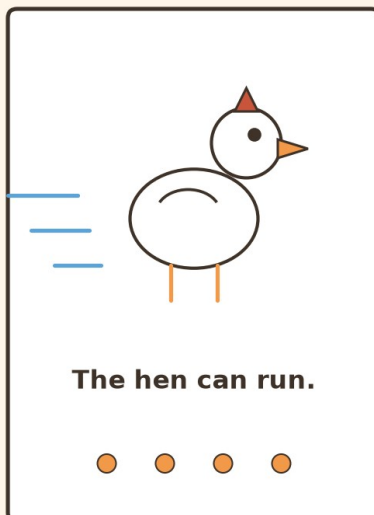
What you are modelling: all four looks in order on one text, and the two-way capital — Sam is a name (2E) and the start of the sentence. Invent the spelling k-a-t is exactly what a Foundation writer does; the edit honours it by using the child's sounds to find the right letters.

Practice tasks

Scaffolded

S1 — Read back the hen story (.E01; picture-led) *Materials: the hen story below, one per pair of children.*

Read it back: tap the words



The hen story: My hen is big. The hen can run. I like my hen.

Look at the hen story. Three drawings, three sentences. We read it back. Tap the words with me. My hen is big. Tap, tap, tap, tap! Four words. Now you read the next one. Tap and say! The hen can run. Yes! Four words. Now the last one. You go! I like my hen. Yes! Four words. You read it all back!

S2 — Circle the capital letters (.E02; paper and pencil) *Materials: the sheet below; pencils.*

Circle the capital letter at the start

The cat sat.

My dog is big.

We run in the sun.

Sam has a hat.

How many capitals can you find?

Circle the capital letter at the start of every sentence.

Four sentences. Every sentence starts with a capital letter. Circle the capital letter at the start of every sentence. Round and round! The cat sat. Where is the capital? Circle it! My dog is big. Circle the capital! We run in the sun. Circle the capital! Sam has a hat. Circle the capital! How many capitals did you circle? Say the number!

S3 — Add the full stops (*paper and pencil*) *Materials: the sheet below; pencils.*

Where does the full stop go?

The sun is hot



My cat can run



Sam and Mia sit



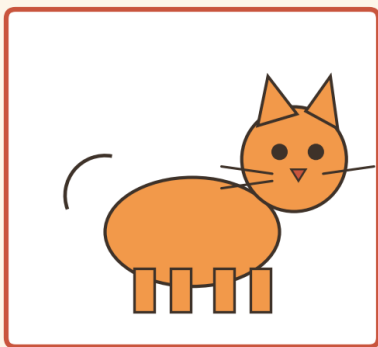
Make the dot in the box at the end.

No full stops! Make the dot in the box at the end.

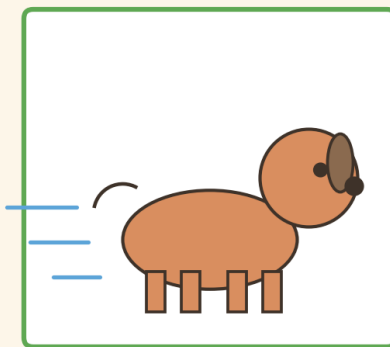
Three sentences. Oh no! No full stops! Every sentence ends with a full stop. Where does the full stop go? Say it! The sun is hot. The full stop goes at the end. Make the dot with your pencil. Here! My cat can run. Where is the full stop? Make the dot! Sam and Mia sit. Make the dot at the end! Three dots! Good work!

S4 — Do the words say the story? (*meaning; picture-led*) *Materials: the three drawing-and-word pairs below.*

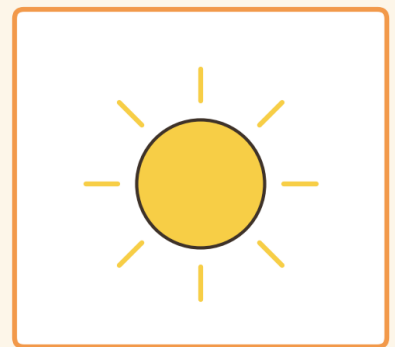
Do the words say the story?



my cat is small.



the dog can run.



the sun is hot.

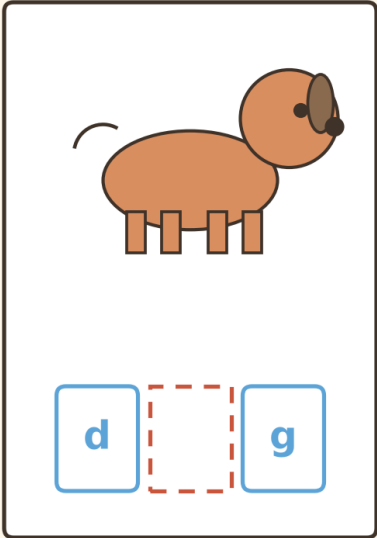
Which one do we make better?

Do the words say the story? big cat — my cat is small. running dog — the dog can run. hot sun — the sun is hot.

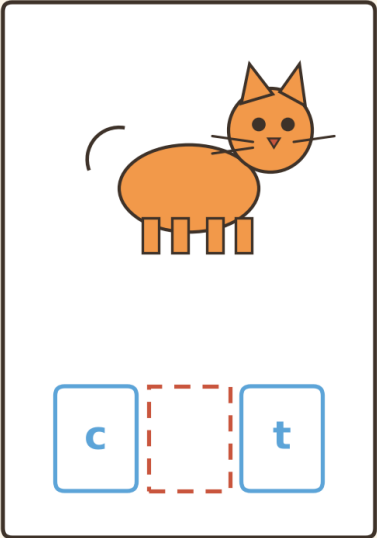
Look at the drawings and the words. Do the words say the story? One: the drawing says big cat. The words say: my cat is small. Hmm. Do the words say the story? No! Say the better word: big! my cat is big. Two: the drawing says the dog can run. The words say: the dog can run. Yes! The words say the story. Three: the drawing says the sun is hot. The words say: the sun is hot. Yes! Which one did we make better? Say it! The first one!

S5 — Make the word right (*spelling; picture-led*) *Materials: the word papers below.*

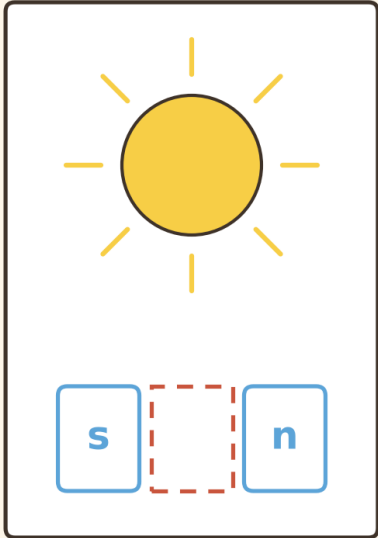
Make the word right



d **g**



c **t**



s **n**

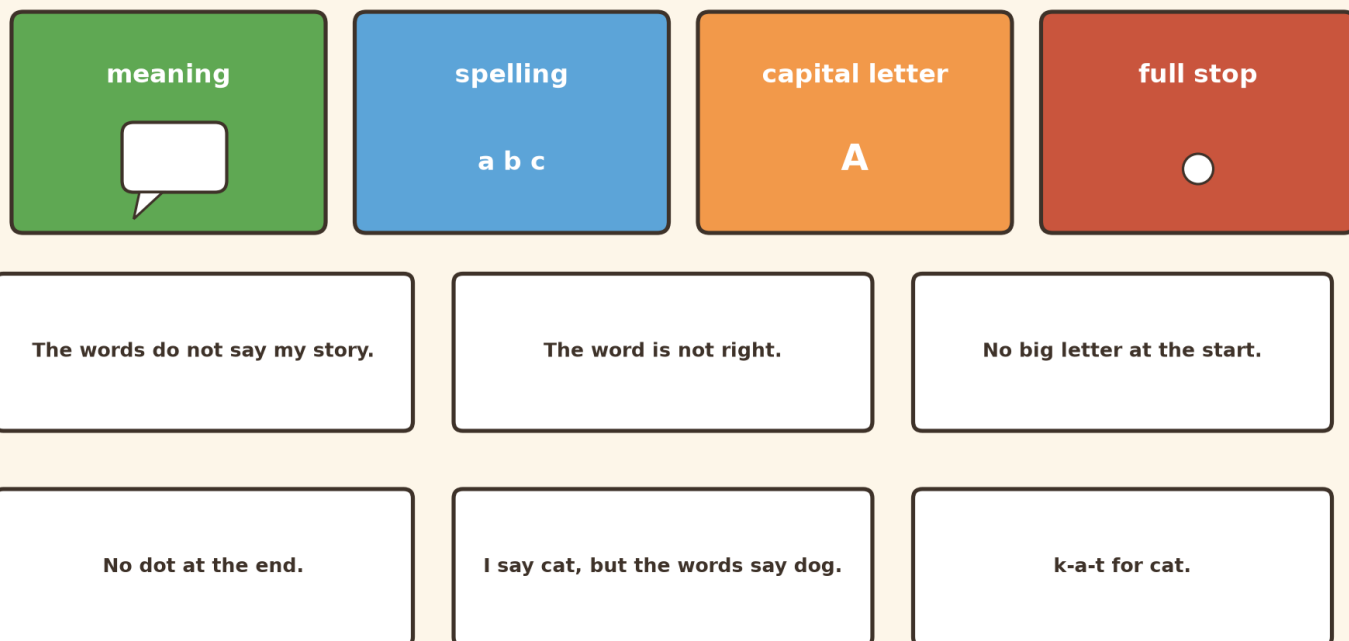
Say the sounds. What is missing?

Make the word right: d g — dog, c t — cat, s n — sun.

Oh no! Some words are missing letters. Say the word, say the sounds, and make the word right. Look: d g. The drawing says dog. Say the sounds: d-o-g. What is missing? o! dog! Now you: c t. The drawing says... cat! Say the sounds: c-a-t. What is missing? Say it! a! cat! Last one: s n. The drawing says... sun! s-u-n. What is missing? u! sun! All the words are right now. Good work!

S6 — Put the problems on the mats (*sorting; materials-led*) *Materials: the four mats and the six papers below, cut out.*

Put every paper on its mat



Four mats, six papers: put every paper on its mat.

Four mats. Meaning, spelling, capital letter, full stop. Six papers. I read a paper. You say the mat, and put it there! Paper one: the words do not say my story. Which mat? Yes, the meaning mat! Paper two: the word is not right. Yes, the spelling mat! Paper three: no big letter at the start. The capital letter mat! Paper four: no dot at the end. The full stop mat! Paper five: I say cat, but the words say dog. Hmm. Which mat? The meaning mat! Paper six: k-a-t for cat. The spelling mat! All the papers are on the mats. Good work!

Un scaffolded

U1 — My story, our edit (*the CD experience: the child's own text, edited with the teacher*)

Now your story! Say your story to me. Say what is in your drawing, or what you want to say. I will put your words on the paper. Watch. Now read your story back to me. Tap the words. Now the four looks. You go first! Look one: do the words say your story? What do you see? Say it, and we make it better!

U2 — You spot it all (*all four looks; oral*) *Materials: the story paper from Example 2 (Sam's paper), or another child's text.*

Now you spot it all! Look at this story. Find all the things to make better. Say what is not good, and say the better way. You go!

U3 — Read back to a friend (*.E01; in twos*)

Take your story. Sit with a friend. You read your story back to your friend. Tap the words. Your friend listens. Next, your friend reads back to you, and you listen.

U4 — In your own story (*own text from 7A; pencil*)

Take the story you made in 7A. Read it back. Tap the words. Do the words say your story? Now circle the capital letters. Where is the full stop? Say it, and add the dot. Read your better story to me!

What to listen for (answers)

Teacher-observed and oral, scored against the achievement standard's own sentences: "share in simple editing processes" and "use words, phrases and punctuation, including capital letters and full stops". Expected responses:

- **Teaching sequence:** the class reads the story back one word to one tap (6 words, 6 taps); the four looks are said at the wall; children say that the small t must be a big T because the sentence starts there, and that the story needs a full stop at the end.
- **Example 1:** the child says the drawing shows a big dog, hears that *small* does not say the story, and offers *big* as the better word.
- **Example 2:** all four looks named in order; *kat* → *cat* on the sounds c-a-t; the big S circled at the start; a full stop added at the end.
- **S1:** three sentences read back, four taps per sentence, one tap per word.
- **S2:** four capitals circled — T, M, W, S. A child who also circles the capital in Sam has noticed a name capital (2E) and is right; the task's call is the capital at the start of each sentence.
- **S3:** a dot made at the end of all three sentences.
- **S4:** pair one does not say the story; the better word is *big* (my cat is big). Pairs two and three say the story.
- **S5:** d g → dog (missing o), c t → cat (missing a), s n → sun (missing u), each with the sounds said.
- **S6:** meaning mat — papers one and five; spelling mat — papers two and six; capital letter mat — paper three; full stop mat — paper four.
- **U1:** the child says a story, reads it back with tapping, and takes at least the first look with the teacher's help.
- **U2:** the child finds, unaided, the small s at the start, the k-a-t spelling, and the missing full stop on Sam's paper — and says the better way for each.
- **U3:** each child reads back to the other, tapping; the listener listens.
- **U4:** the child circles the capital letters in their own 7A text, says where the full stops go, and adds them.

Common errors to notice (all fixable in the moment, all oral): tapping faster than the words on the read-back (go back and do hand-over-hand tapping); circling a small letter mid-sentence (return to look three: the capital is at the start); adding the full stop mid-sentence (say the sentence out loud and stop at the end). None of these is a failure of the child's text; they are the editing habit forming.

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 do and say. Use the child's own text where you can.

Put your hand on the start of the sentence. Put your hand on the end of the sentence. How do you know? Read your story back to me. Do the words say your story? How do you know?

Accept: hand on the capital letter and hand on the full stop, with the child's own words for it ("the big letter", "the dot"); a read-back with tapping; and a yes or no on the meaning that the child can back with the words ("it says big", "it says my dog"). *That is the CD made visible:* the child participates in the editing and can say what each edit is for — meaning, spelling, capital letters, full stops.

Where this goes next

- **Level 1, VC2E1LY14** is this habit one rung up: re-reading own texts and discussing changes to improve meaning, spelling and punctuation. The four looks become the child's own re-reading routine.
- **7C (VC2EFLY15)** takes the hand-side of writing: forming the letters the children have been editing here.
- **2E (VC2EFLA09)** is where the capital-letter and full-stop rules were taught; 7B is where they are applied to the children's own texts.
- **5A and 5C (VC2EFLY05, VC2EFLY07)** supply the spelling side of look two: CVC sound-letter knowledge and the known high-frequency words.

- 7A (**VC2EFLY13**) supplies the texts: nothing in 7B is edited that was not first created there.

Forming lower- and upper-case letters

Chapter 7 — Literacy: creating texts · Section 7C Strand: Literacy · Sub-strand: Creating texts Owns: VC2EFLY15 · **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 VC2EFLY15 (Students learn to:):

form most lower-case and upper-case letters using learnt letter formations

Elaborations (This may involve students:):

- .E01 following clear demonstrations of how to construct each letter, for example where to start and in which direction to write
- .E02 developing a functional pencil grip/grasp

Where this section sits. The most hands-on section of the book, and the least page. The Writing mode of the Foundation achievement standard ends “They form letters and spell most consonant-vowel-consonant (CVC) words” — the *forming* half of that sentence is this section’s work; the CVC spelling half is 5A’s. Letter formation is taught the way .E01 says: after clear demonstrations of where to start and which direction to go. Every letter in this section is demonstrated with the same three marks — a green start dot, an arrow, and a red stop square — so one way of reading the cards carries every letter.

Boundaries (level discipline, TOC §2 D13).

- Formation is **unjoined**. Joined script is Level 1 (VC2E1LY15); no joined model appears anywhere in this section.
- **Sustained independent writing is 7A’s work** (VC2EFLY13). Here children form letters and short strings of taught letters on request; nobody is asked to compose.
- **Spelling is 5A’s work** (VC2EFLY05). The CVC strings in the last tasks are formed, not spelled: the teacher says the letters, the child forms them.
- **Capital letters and full stops as punctuation conventions are 2E’s and 7B’s work** (VC2EFLY12, VC2EFLY14). This section teaches the capital as a *letter form* — the big letter a name starts with — not as a sentence rule.
- Letter–sound correspondences are 5B’s (VC2EFLY06). Letters here are shapes with a way of being made, not yet sounds on the page.
- Reversed or mis-directed letters are developmentally normal at Foundation. The fix is a re-demonstration, never a penalty.

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. Children watch a demonstration, say the way (start, go, stop), and make the letter with hands, in sand and on paper. Written labels on the figures are for the teacher to read, never for the child to decode.

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 formation** — the way a letter is made: where to start, which direction to go, where to stop. This is .E01's own framing ("where to start and in which direction to write"), with the stop made explicit on every card.
- **Lower-case letters, upper-case letters** — the two shapes of a letter. The small letters are the lower-case letters; the big letters are the upper-case letters, also called **capitals** — the book's word from 2E and 7B for the big letter that starts a name.
- **Functional pencil grip** — a way of holding the pencil that lets it move. The curriculum names it but does not define it, and the research literature describes more than one workable grip; this section demonstrates the common three-finger version — the thumb and the pointer finger pinch the pencil near its tip, the pencil rests on the middle finger, and the hand stays loose so the pencil can go up, down and round. That is the grip modelled and checked here; other definitions exist and are not interchangeable with this one.
- **The three marks on a card** — every letter card carries a green **start dot** (begin here), an **arrow** (go this way) and a red **stop square** (stop here). The arrow and the square are this section's diagram words: the arrow is the long mark with a head that points the way; the square is the little four-cornered mark.
- **Lines and rows on the paper** — a **line** is one of the three ruled guides on a letter card or on our paper (top line, little dotted line, bottom line); small letters sit on the bottom line and tall letters reach the top line. A **row** is a line of letters across the paper, the way children sit in a row.

Why it matters. A letter is a shape with a journey in it. Children who learn the journey — start, direction, stop — can make the same letter the same way every time, and the hand learns what the eye knows. That is the substrate of everything the writing line does next: 7A's short texts, 7B's editing, and Level 1's unjoined writing of words (VC2E1LY15). Formation taught as a motor pattern now is fluency later.

The four letter families and the capitals in this section:

family	the way	taught here	go over, then make
c family (round letters)	start at the dot, go round	c, o, a	d, g, q, s
l family	start at the top and go down	l, i, t	u, j
b family	down, up and over	b, h	m, n, p, r
v family	down and up	v, w, x	y, z, k
capitals	the same cards, big letters	S, M, T, A	E, F, H, I, L

The families group letters by their first move, so one demonstration teaches a family. The capitals ride in on names the children already know from 2E — Sam, Mia, Ada — because a capital is easiest to meet as the big letter at the start of your own name.

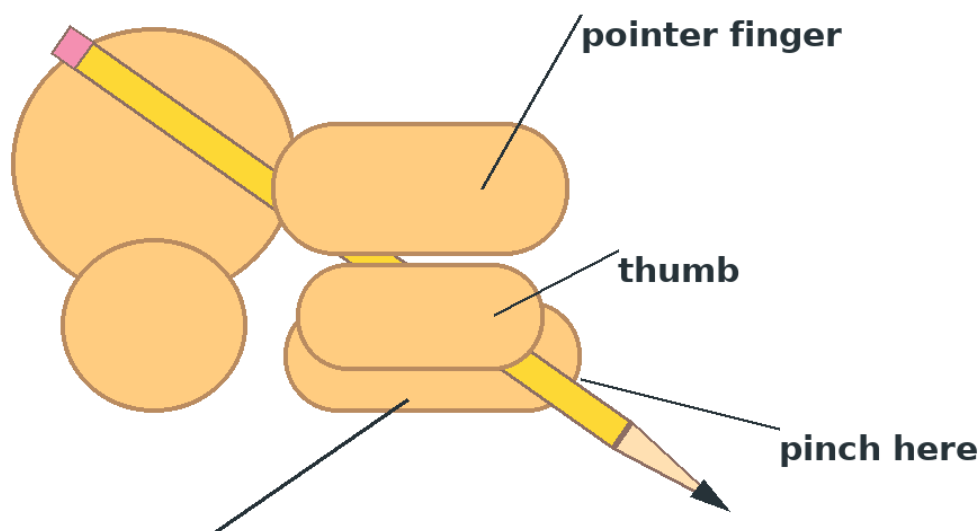
Materials for the whole section (print and cut once, reuse all year): the figures in this section as cards and paper, a pencil per child, a sand tray or a shallow box of sand, and the children's name tags from 2E.

Teaching sequence

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

Part 1 — The good pencil grip (.E02). Show the labelled diagram as you talk; point to each part of your own hand.

A good pencil grip



the pencil rests on this finger

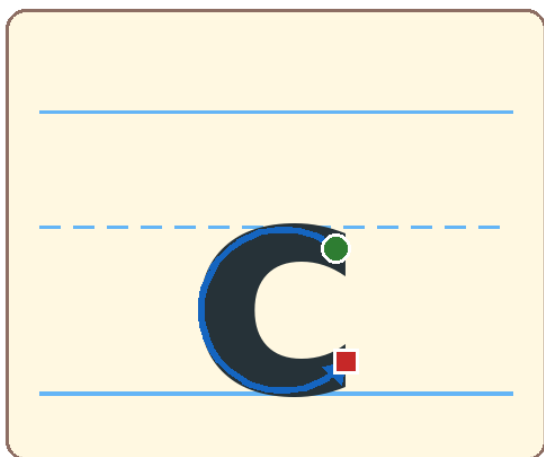
A good pencil grip: the pencil can go up, down and round.

The hand is happy.

A good pencil grip. Pencils down! Hands up! Today we make letters! First, the good pencil grip. Watch me. I grip my pencil. The pencil can go up, down and round. Now you. Get your pencil. Grip it the good way. Can your pencil go up, down and round? Yes! Good grip!

Part 2 — Reading a letter card (.E01). The key figure: one card, three marks.

How to read the letter cards



● start here

The green dot: start here.



go this way

The arrow: go this way.



stop here

The red square: stop here.

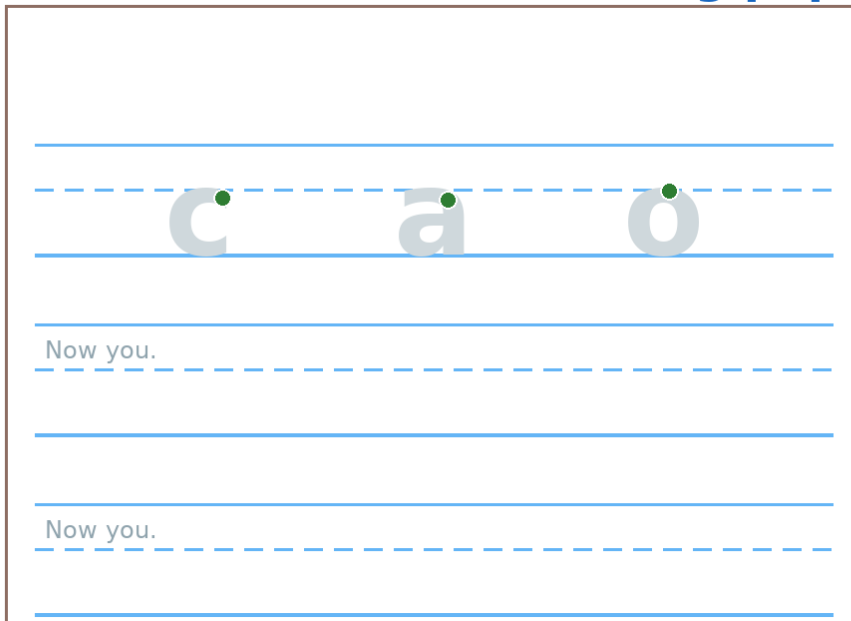
Start here, go this way, stop here. Look at the big letter c! Three lines. And look — a green dot, an arrow, a red square! A green dot! The green dot says: start here. An arrow! The arrow says: go this way. A red square! The red square says: stop here. Say it with me: start here, go this way, stop here! Start, go, stop! Yes!

Part 3 — Make it big, make it small. Hand first, pencil second; the way is said aloud every time.

Now we make the letter c! First, a big c with your hand. Start at the dot. Go round. Stop! A little c! Start. Go round. Stop! Now the pencil makes a small c on the paper. Start. Go round. Stop. Look — it sits on the line!

Part 4 — Paper time. The practice paper: row one to go over, the next rows for the child's own letters.

Our writing paper



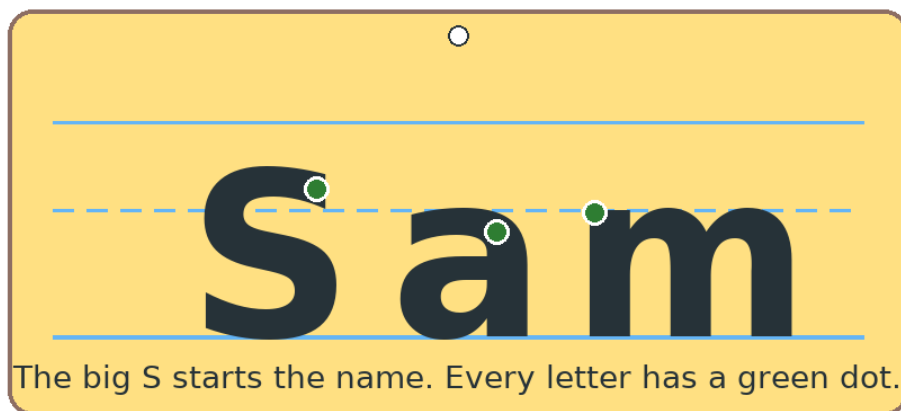
Row 1: go over the grey letters.

Rows 2 and 3: make your own.

Our paper. Row one: go over the letters. The next rows: you make them. Our paper! Row one has letters with green dots. Go over them. Start at the green dot. Go the way. Stop. c... a... o... Good! Now the next rows. You make c, a, o. Start. Go. Stop.

Part 5 — The capitals ride in on names. Sam's tag from 2E, with a green dot on every letter.

Sam's name tag



Sam's name. The capital S starts it. Every letter has a green dot. Sam! Look at Sam's name. The big letter is a capital. S is the capital! The capital starts the name. Mia has a capital M. Ada has a capital A. Now I make the capital S. Start here. Go this way. Stop. Say the way with me: start, go, stop!

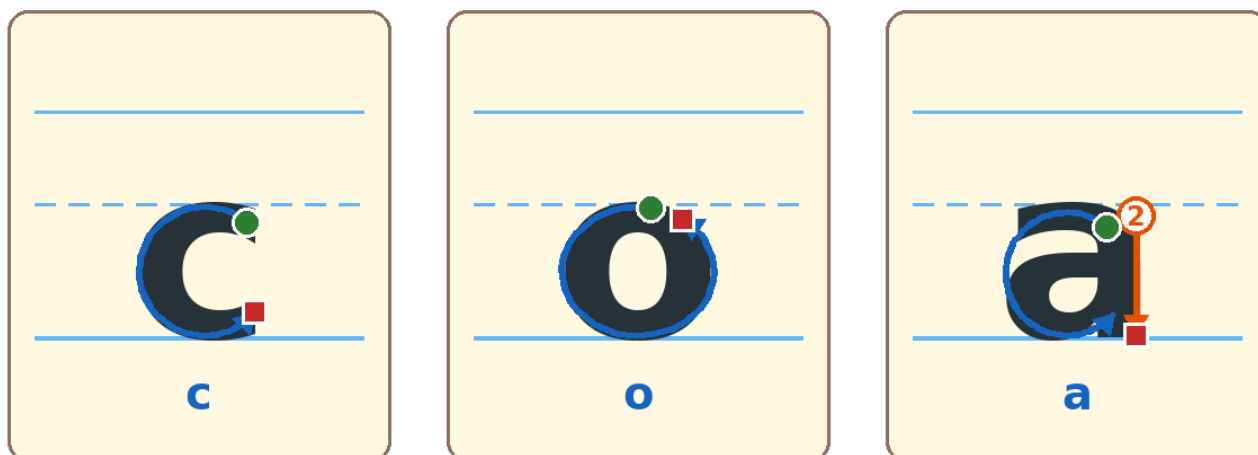
Modelled examples

Example 1 — scaffolded: Making c and a on the cards (c family)

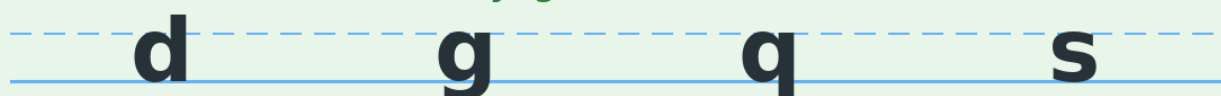
Materials: the c family figure below, big on the board; a card per child.

The teacher thinks aloud on the first letter, then the class makes the next one together.

The c family: round letters



More of the c family: go over them, then make them



The c family: round letters. c, o, a now; d, g, q, s next. Watch me. I make the letter c. Start at the green dot. Go round. Stop at the red square. Now the letter a, with me. Start at the green dot. Go round and stop. Go down. Stop! Yes! Now you say the way for c: start, round, stop!

What you are modelling: saying the way while the hand moves, so the words and the movement learn each other. Watch for children who start at the bottom of the curve — re-demonstrate, do not correct aloud.

Example 2 — scaffolded: The capital S on Sam's tag

Materials: Sam's name tag figure, big on the board.

Sam's name starts with the capital S. Watch the way. Start here. Go this way. Go this way. Stop. A capital is a tall letter: it goes from the top line all the way down. Now you make a capital S with your hand. Start. Go. Go. Stop. Yes!

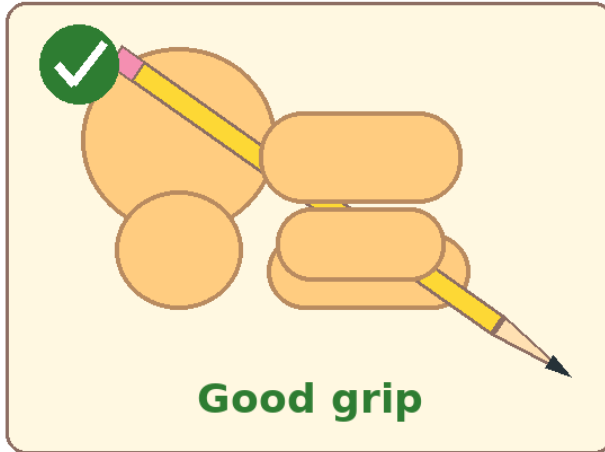
What you are modelling: the capital as a letter form with its own formation, the same height as the tall small letters — not a different kind of thing, just the big version of a letter.

Practice tasks

Scaffolded

S1 — Which grip is good? (pencil grip; picture-led, .E02) *Materials: the two grip cards below, big on the board.*

Which grip is good?



Which grip is good? The first one. Yes. Look at the two pictures. Which grip is good? Say it! The first one! Yes — the good grip. The pencil can go up, down and round. The next one? No! The good grip is the first one. Now you: get your pencil. Grip it the good way. Can it go up, down and round? Yes!

S2 — Make the round family big (*c family; hands, .E01*) *Materials: the c family figure; space to make big letters with a hand.*

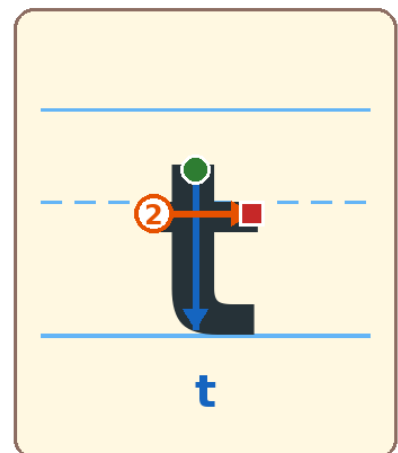
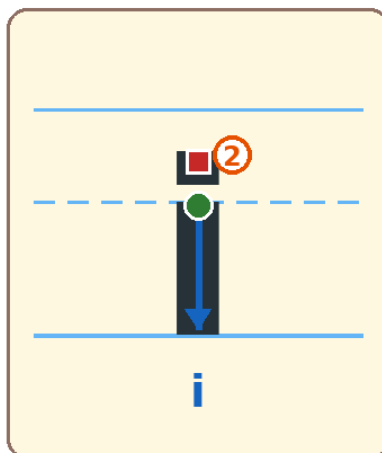
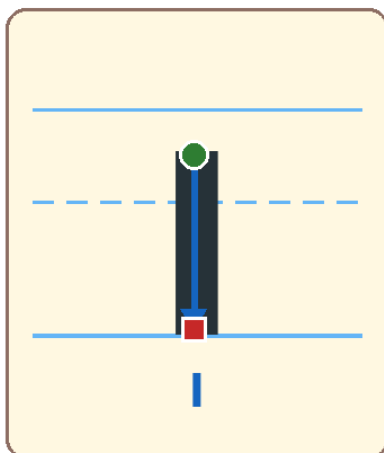
We make the round letters, big! First c, with your hand. Start at the dot. Go round. Stop! Now o. Start. Go round and round. Stop! Now a. Start. Go round and stop. Go down. Stop! Say the way as you make it: start, go, stop!

S3 — Go over, then make (*c family; paper*) *Materials: the writing paper figure, one per child.*

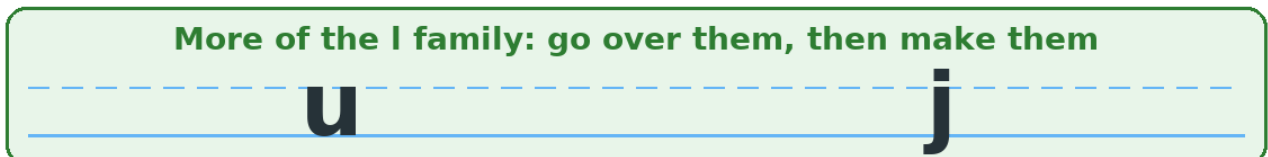
Row one: go over the letters with the green dots. The next rows: you make c, a, o. Start at the green dot. Go the way. Stop at the red square.

S4 — The l family, the b family, the v family (*three families; hand, then paper*) *Materials: the three family figures below, one at a time on the board.*

The l family: start at the top and go down

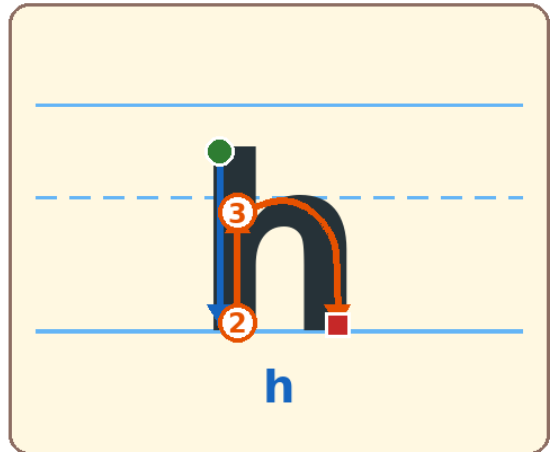
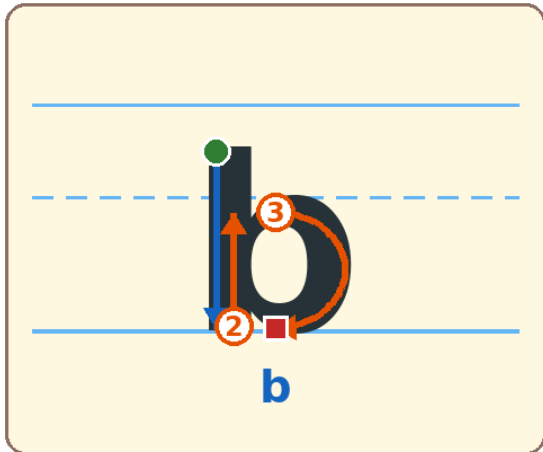


More of the l family: go over them, then make them



The l family: start at the top and go down. l, i, t now; u, j next.

The b family: down, up and over

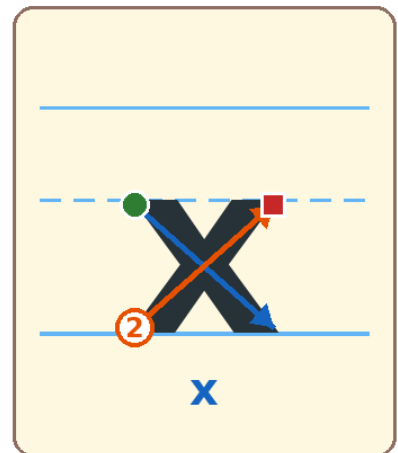
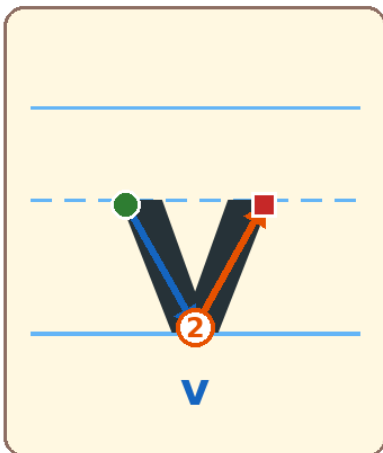


More of the b family: go over them, then make them

m n p r

The b family: down, up and over. b, h now; m, n, p, r next.

The v family: down and up



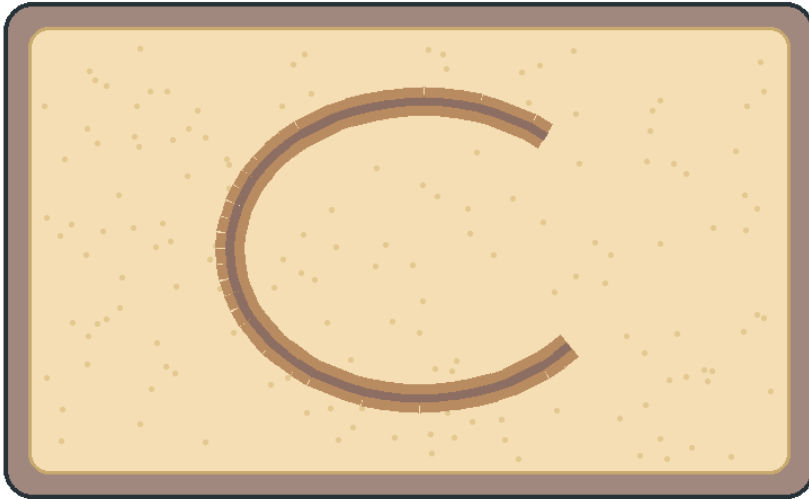
More of the v family: go over them, then make them

y z k

The v family: down and up. v, w, x now; y, z, k next. The l family: start at the top and go down! l: start at the top. Go down. Stop! i: go down. Stop. Now a dot on top. t: go down. Stop. A little line on it. Now the b family: down, up and over! b: go down. Go up. Go over and round. Stop! Now the v family: down and up! v: go down. Go up. Stop! Say the way for b with me: down, up, over, stop!

S5 — The sand tray (all families; sand, .E01) Materials: the sand tray figure; a tray or box of sand per pair.

The sand tray



Make these in the sand:

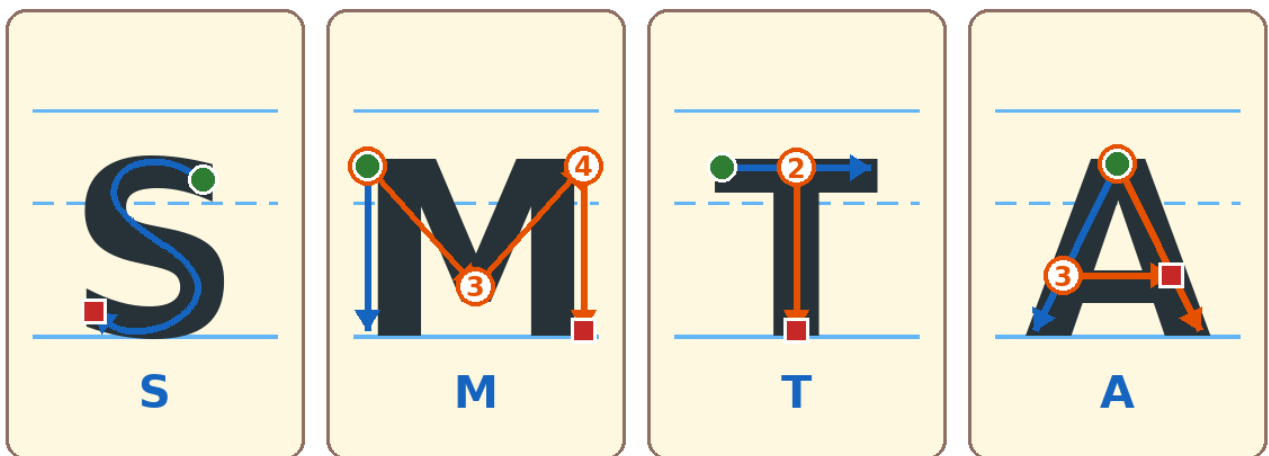


Say the way as you make it:
Start. Go. Stop.

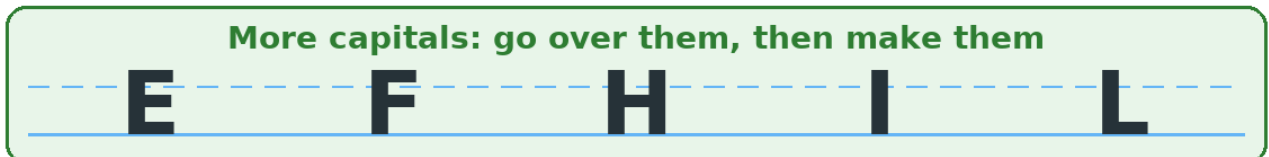
The sand. Make c, a, s, m in the sand. Say the way. Time for the sand! Make a big c in the sand. Start at the dot. Go round. Stop. Now a, s, m. Say the way as you make it: start, go, stop! Make them one more time!

S6 — Capitals and your name (capitals; names, .E01) Materials: the capitals figure below; the name tags from 2E.

Capital letters: the big letters



More capitals: go over them, then make them



The capitals S, M, T, A now; E, F, H, I, L next. The capitals! S for Sam. M for Mia. A for Ada. T too! Make the capital of your name with your hand. Start. Go. Stop. Now on the paper: the capital first, next the little letters of your name. Sam: capital S, next a, next m. Say the way as you make it!

Unscaffolded

U1 — Make c, a, s, m on your own (formation; paper, no model in front)

Now you make c, a, s, m. No letters to look at — you know the way! Say the way as you make it: start, go, stop.

U2 — Your name with its capital (formation; personal)

Make your name on the paper. The capital first! Say the way for every letter: start, go, stop.

U3 — I say, you make (*formation from a spoken letter; oral to motor*)

I say a letter. You make it with your hand, next on the paper. b! ... o! ... v! ... S! Now you say a letter to your friend. They make it!

U4 — Make a word (*formed strings of taught letters; the teacher says the letters*)

I say the letters. You make them. Next we say the word! c... a... t... What word? cat! h... a... t... What word? hat! Now b, a, t. Make them. What word? bat! Yes!

What to listen for (answers)

Teacher-observed and demonstrated, scored against the achievement standard's own sentence ("They form letters"). Expected responses:

- **Teaching sequence:** the way is said with the movement (start / go / stop on the right moments); the grip lets the pencil move; row one is gone over from the green dots; the capital is named as the big letter that starts Sam's, Mia's and Ada's names.
- **Example 1:** c made from the top of the curve, anti-clockwise; a made as round then down; the way said aloud.
- **Example 2:** capital S made from the top right, top curve first; the capital reached from top line to bottom line.
- **S1:** the first grip named as good, on the reason "the pencil can go"; the child's own grip adjusted so the pencil can move.
- **S2:** c, o, a made big with the right start and direction; the way said while making.
- **S3:** row one gone over from the green dots; own letters on the bottom line, round letters at the little line's height.
- **S4:** l from the top down; i down then dot; b down, up and over; v down and up; starts and directions right on the taught letters.
- **S5:** c, a, s, m made in the sand with the way said; the one-more-time done gladly.
- **S6:** the capital of the child's own name formed first and tall; the little letters after it.
- **U1:** c, a, s, m formed from memory with the right starts.
- **U2:** the name with its capital first; letters in the name's order.
- **U3:** the named letter formed without a model (b, o, v, S and the letters friends name for each other).
- **U4:** c-a-t, h-a-t, b-a-t formed in order; the word said after.

Common errors to notice (all fixable with a re-demonstration, all normal at Foundation): starting at the wrong place (usually the bottom of c or o); a reversed direction on round letters; b/d confusion — the two share a line and a round, so point at the family, not at the error; letters floating off the bottom line; capitals made small; a fist grip that locks the pencil. None of these is a failure — each is the next demonstration.

How do you know? (oral reasoning and demonstration)

One closing prompt per child, asked one-to-one. The child must both say and do.

Make the letter c for me. Where do you start? Which way do you go? Now the capital S. Where do you start? Now I look at your pencil grip. Can your pencil go up, down and round?

Accept: the green-dot start named or pointed, the round way shown with the hand, and a grip that lets the pencil move. *That is the CD made visible:* the child follows the demonstration in reverse — giving the demonstration back — and the grip is functional in the sense .E02 means.

Where this goes next

- **Level 1 (VC2E1LY15)** takes these formations into writing words using unjoined lower- and upper-case letters — the same shapes, now in the service of spelled words.
- **7A (VC2EFLY13)** is where the formations do real work: short texts built from beginning writing knowledge, with the letters formed here.
- **7B (VC2EFLY14)** edits the capital at the start of a sentence — the convention side of the letter form taught here, joined to 2E's rule.
- **5A (VC2EFLY05)** spells the CVC words; **5B (VC2EFLY06)** gives the letters their sounds. The hand's work here and the ear's work there meet in every word the child writes later.

Chapter check C7 — Literacy: creating texts

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Chapter check C7

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 C7 · Chapter 7 — Literacy: creating texts (7A–7C) · Chapter check

English Foundation (Prep) · Victorian Curriculum 2.0

Codes assessed: VC2EFLY13 (7A — creating short texts) · VC2EFLY14 (7B — shared editing) · VC2EFLY15 (7C — forming letters)

Name: _____ Date: _____

Total marks

12 (1 mark per question)

Section structure

Sitting 1 — Making texts (6 marks) · Sitting 2 — Editing and letters (6 marks)

Timing

Untimed. About 7 minutes per sitting is plenty. Your teacher will let you finish.

Conditions

This is a classroom check, not an exam. Every question is read aloud by your teacher. Nothing here asks you to read on your own. You may try a sitting again.

Permitted materials

None. The check is done on a tablet or interactive board. No pencil, no keyboard — you drag, tap and choose.

This check looks at the writing you can make, fix and form: sentences you put in order, stories and reports you put in order, capital letters and full stops you find and choose, and letters you know the way for. Your teacher reads every question to you.

Sitting 1 — Making texts (6 marks)

Teacher: read each question aloud as scripted in the solutions file before the child answers. The sitting is untimed.

Question 1 — Make the sentence (1 mark)

Sam and Mia are at the park. Put the word cards in order to make the sentence.

Mia	run.	Sam	and
1. _____	2. _____	3. _____	4. _____

Question 2 — Make the sentence (1 mark)

The dog and the cat are at home. Put the word cards in order to make the sentence.

sit.	dog	My	cat	and
1. _____	2. _____	3. _____	4. _____	5. _____

Question 3 — Make the sentence (1 mark)

The pig is at the farm. Put the word cards in order to make the sentence.

wet.	The	got	pig	big
1. _____	2. _____	3. _____	4. _____	5. _____

Question 4 — Put the story in order (1 mark)

This is a story about Mia and the dog. Put the three picture cards in order: first, next, last.

Three mixed-up picture cards labelled A, B and C: card A shows Mia and the dog running in the park with the words 'Mia and the dog run.'; card B shows Mia and the dog sitting under the big tree with the words 'Mia and the dog sit.'; card C shows Mia and the dog going out of the gate with the words 'Mia and the dog go.'

Three mixed-up picture cards labelled A, B and C: card A shows Mia and the dog running in the park with the words 'Mia and the dog run.'; card B shows Mia and the dog sitting under the big tree with the words 'Mia and the dog sit.'; card C shows Mia and the dog going out of the gate with the words 'Mia and the dog go.'

Figure: the story cards, mixed up — for Question 4. (New art for this check; alt text is the figure spec.)

first: _____ next: _____ last: _____

Question 5 — Put the report in order (1 mark)

This is Sam's report. A report says what really went on. Put the three picture cards in order: first, next, last.

Three mixed-up picture cards labelled A, B and C: card A shows Sam and the big dog running together with the words 'Sam and the dog run.'; card B shows the big dog sitting all alone, looking sad, with the words 'The big dog is sad.'; card C shows Sam giving the big dog a hug with the words 'Sam and the dog hug.'

Three mixed-up picture cards labelled A, B and C: card A shows Sam and the big dog running together with the words 'Sam and the dog run.'; card B shows the big dog sitting all alone, looking sad, with the words 'The big dog is sad.'; card C shows Sam giving the big dog a hug with the words 'Sam and the dog hug.'

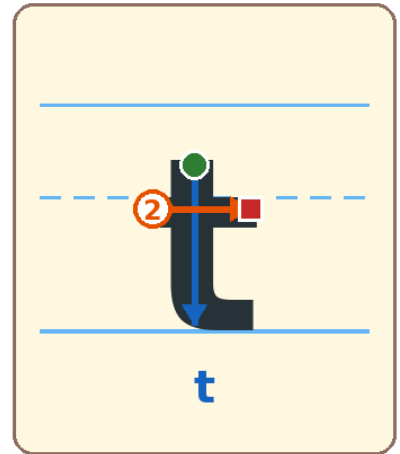
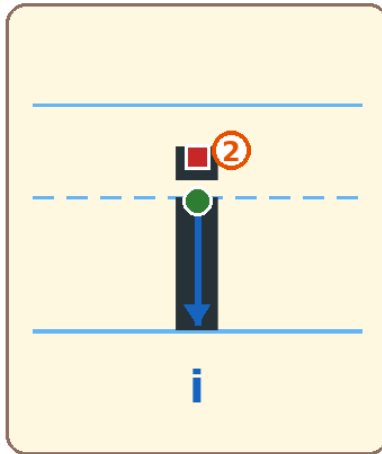
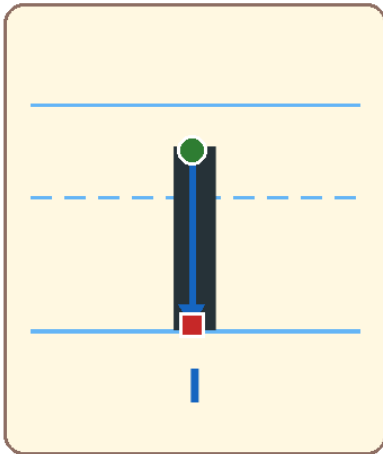
Figure: the report cards, mixed up — for Question 5. (New art for this check; alt text is the figure spec.)

first: _____ next: _____ last: _____

Question 6 — Choose the right letter (1 mark)

Look at the letter cards. Which letter do you start at the top and go down?

The l family: start at the top and go down



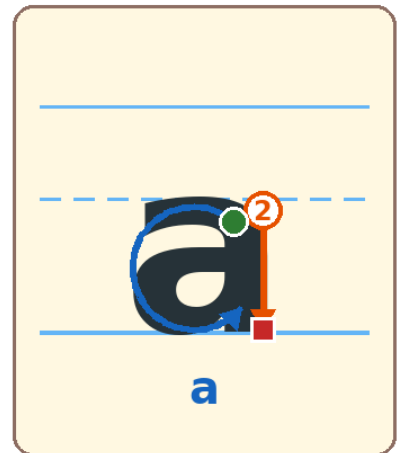
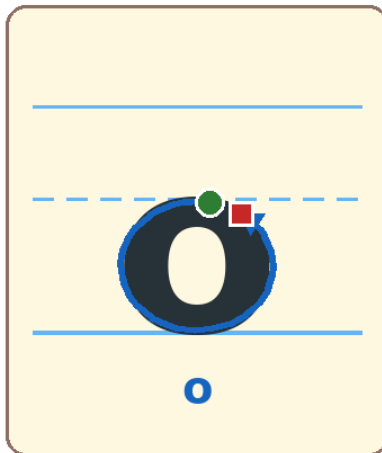
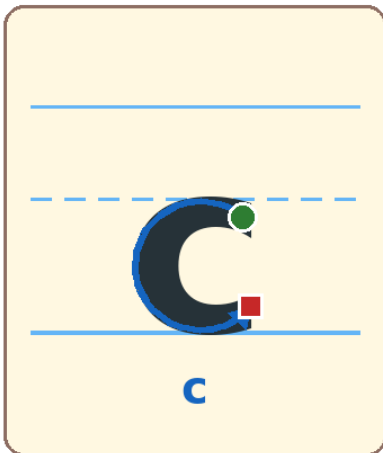
More of the l family: go over them, then make them

u

j

The l family card: the letters l, i and t, each with a green start dot at the top, a down arrow and a red stop square at the bottom

The c family: round letters



More of the c family: go over them, then make them

d

g

q

s

The c family card: the letters c, o and a, each with a green start dot, a round arrow and a red stop square

- A. l
- B. c
- C. o
- D. a

Sitting 2 — Editing and letters (6 marks)

Teacher: read each question aloud as scripted in the solutions file before the child answers. The sitting is untimed.

Question 7 — Fix the sentence (1 mark)

Every sentence starts with a capital letter. Choose the right letter to start the sentence.

_____ big dog sat.

Choose: **T** or **t** or **.**

Question 8 — Fix the sentence (1 mark)

Sam is a name. A name starts with a capital letter. Choose the right letter.

_____ am and Mia sit.

Choose: **S** or **s** or **.**

Question 9 — Fix the sentence (1 mark)

Every sentence ends with a full stop. Choose the right mark to end the sentence.

The sun is hot _____

Choose: **.** or **T** or **s**

Question 10 — Find the capital letters (1 mark)

Your teacher reads the report. Tap all the capital letters.

The big pig got wet. Sam and Mia hug the pig.

Question 11 — Find the capital letters (1 mark)

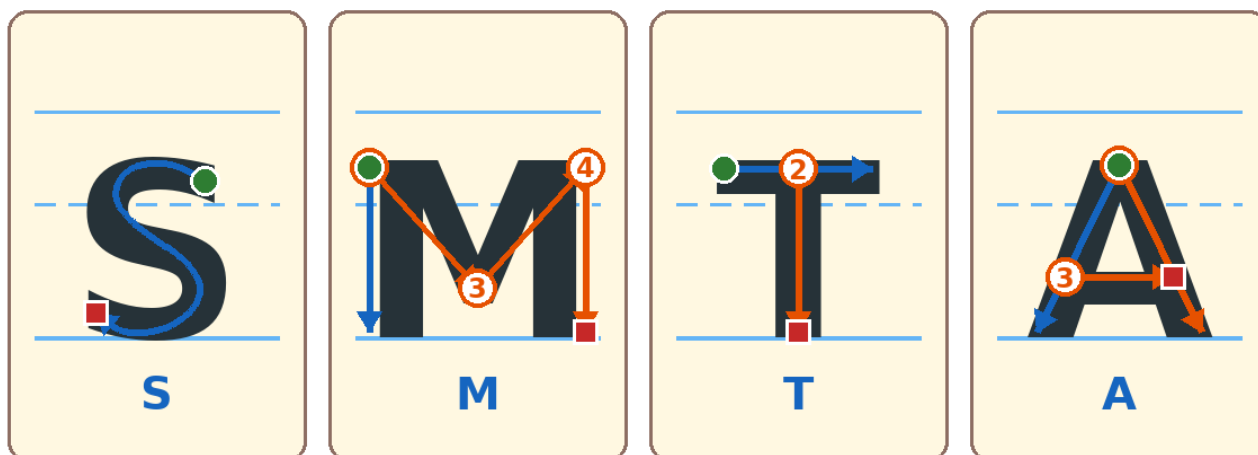
Your teacher reads the story. Tap all the capital letters.

Ada and the cat sit. The cat can run.

Question 12 — Choose the right letter (1 mark)

Look at the capital cards. Which capital letter do you start at the top and go round?

Capital letters: the big letters



More capitals: go over them, then make them



The capital letters S, M, T and A, each with a green start dot, an arrow and a red stop square

- A. S
- B. T
- C. M
- D. A

End of Chapter check C7

Chapter check C7 — Solutions

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Solutions — Chapter check C7

Chapter check C7 · Chapter 7 — Literacy: creating texts (7A–7C) · English Foundation (Prep) · Victorian Curriculum 2.0

Codes assessed: VC2EFLY13 (7A) · VC2EFLY14 (7B) · VC2EFLY15 (7C) · 12 marks

Mark map

CD	Section	Questions	Marks	Achievement-standard sentence scored (Writing mode)
VC2EFLY13	7A — creating short texts	Q1, Q2, Q3, Q4, Q5	5	“When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate.”
VC2EFLY14	7B — shared editing	Q7, Q8, Q9, Q10, Q11	5	“They share in simple editing processes. They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning.”
VC2EFLY15	7C — forming letters	Q6, Q12	2	“They form letters and spell most consonant-vowel-consonant (CVC) words.” (the forming half only; the spelling half is 5A’s)
Total		12 questions	12	

Note on the §7 marking rule: the rule is 4 marks per section in chapter checks. Row C7’s family counts (drag-order ×3, cloze ×3, mark-the-capitals ×2, story ordering ×2, letter-formation MC ×2) place delivery at 5/5/2. Every CD of the chapter is still assessed in its own check and again in RF; the shortfall against the 4-per-section expectation sits on VC2EFLY15 and is reported here and in the authoring report, not silenced.

Objective key

Q	Sitting	Family (§7.3)	CD	Key (1 mark)
1	1	Drag-order (Drag the Words)	VC2EFLY13	Sam and Mia run.
2	1	Drag-order (Drag	VC2EFLY13	My dog and

Q	Sitting	Family (§7.3)	CD	Key (1 mark)
		the Words)		cat sit.
3	1	Drag-order (Drag the Words)	VC2EFLY13	The big pig got wet.
4	1	Drag-order (Drag and Drop, ordered targets)	VC2EFLY13	first: C · next: A · last: B (go → run → sit)
5	1	Drag-order (Drag and Drop, ordered targets)	VC2EFLY13	first: B · next: A · last: C (sad → run → hug)
6	1	Picture/audio MC (Multiple Choice)	VC2EFLY15	A. I
7	2	Cloze / inline choice (Fill in the Blanks)	VC2EFLY14	T → “The big dog sat.”
8	2	Cloze / inline choice (Fill in the Blanks)	VC2EFLY14	S → “Sam and Mia sit.”
9	2	Cloze / inline choice (Fill in the Blanks)	VC2EFLY14	. → “The sun is hot.”
10	2	Mark-the-words (Mark the Words)	VC2EFLY14	tap exactly T (The), S (Sam), M (Mia) — 3 capitals, no other mark
11	2	Mark-the-words (Mark the Words)	VC2EFLY14	tap exactly A (Ada), T (The) — 2 capitals, no other mark
12	2	Picture/audio MC (Multiple Choice)	VC2EFLY15	A. S

Marking notes (all objective, P1):

- Q1–Q3: the mark goes to the exact order, capital card first and full-stop card last. Any other order scores 0.
- Q4–Q5: the mark goes to the exact arrangement of the three picture cards. A child who reads the cards back in order when asked has shown the arrangement; the read-back is not itself scored.
- Q6, Q12: one choice. Any other choice scores 0.
- Q7–Q9: one inline choice. Choosing a lower-case letter or the wrong mark scores 0.
- Q10–Q11: set match — the full set of capitals and nothing else. Missing a capital or tapping a small letter scores 0.

Fully-worked solutions and exemplar models (P2)

Every construction item below carries the EXEMPLAR/MODEL answer and one plausible alternative context (§7.7). The alternative contexts vary the setting and between them span both permitted text types — narrative (a story) and informative (a report that says what really went on) — exactly the two of D13.

Q1 — Make the sentence (Drag-order; VC2EFLY13). The cards are put where they go, capital first, full stop last:

Sam and Mia run.

EXEMPLAR: the sentence read back, one word to one tap — *Sam · and · Mia · run*. The big letter starts it; the little dot ends it. Alternative context (same shape, another place): **Ada and Sam run**. Text type: a recount of a personal event (the informative side of VC2EFLY13 — saying what went on).

Q2 — Make the sentence (Drag-order; VC2EFLY13).

My dog and cat sit.

EXEMPLAR: read back — *My · dog · and · cat · sit*. Alternative context: **The dog and cat sit**. Text type: recount (what the pets did at home).

Q3 — Make the sentence (Drag-order; VC2EFLY13).

The big pig got wet.

EXEMPLAR: read back — *The · big · pig · got · wet*. Alternative context (same farm report shape, another animal): **The red hen got wet**. Text type: report — it says what really went on at the farm.

Q4 — Put the story in order (Drag and Drop order; VC2EFLY13). Complete correct arrangement:

first	next	last
C — Mia and the dog go.	A — Mia and the dog run.	B — Mia and the dog sit.

EXEMPLAR: the story said back in order — *Mia and the dog go. Mia and the dog run. Mia and the dog sit*. First they go out. Next they run. Last they sit down. Alternative context (narrative, another pair): **Sam and the cat go. Sam and the cat run. Sam and the cat sit**. Text type: narrative — a story put back in order.

Q5 — Put the report in order (Drag and Drop order; VC2EFLY13). Complete correct arrangement:

first	next	last
B — The big dog is sad.	A — Sam and the dog run.	C — Sam and the dog hug.

EXEMPLAR: the report said back in order — *The big dog is sad. Sam and the dog run. Sam and the dog hug*. First the dog is sad. Next Sam and the dog run. Last Sam hugs the dog. Alternative context (report, another animal): **The big pig is sad. Mia and the pig run. Mia and the pig hug**. Text type: informative — Sam's report says what really went on.

Q6 — Choose the right letter (MC; VC2EFLY15). Answer **A. l**. On the l family card, l starts at the green dot at the top and the arrow goes down to the red square — start at the top, go down (VC2EFLY15.E01: where to start and in which direction to write). c, o and a are the c family: they start at the dot and go round, so B, C and D are wrong. The hand-side of the answer (forming l) is evidenced in O-W, not here.

Q7 — Fix the sentence (inline-choice cloze; VC2EFLY14). Answer **T**. The sentence starts here, so it takes the capital letter:

The big dog sat.

EXEMPLAR: the four looks, look three — the capital letter at the start. The big T, not the small t; the full stop is not a letter, so it cannot start a sentence. Alternative context: **The red hen sat**.

Q8 — Fix the sentence (inline-choice cloze; VC2EFLY14). Answer **S**. Sam is a name and the sentence starts there, so it takes the capital letter:

Sam and Mia sit.

EXEMPLAR: look three again — the big S for the name at the start. The small s is wrong; the full stop is wrong. Alternative context: **Sam and Ada run**.

Q9 — Fix the sentence (inline-choice cloze; VC2EFLY14). Answer . The sentence ends here, so it takes the full stop:

The sun is hot.

EXEMPLAR: look four — the little dot at the end. T and s are letters, and a sentence ends with a full stop, not a letter. Alternative context: **My dog is big.**

Q10 — Find the capital letters (Mark the Words; VC2EFLY14). The model text with the exact set marked (this is VCAA’s own .E02 action — circling the capital letters):

The big pig got wet. Sam and Mia hug the pig.

Three capitals and no other mark: **T** at the start of the first sentence, **S** at the start of the second (and a name), **M** for Mia inside the second sentence. The small letters and the two full stops are not tapped. Alternative context text: **My hen is big. Ada and the hen run.** — capitals **M** and **A**.

Q11 — Find the capital letters (Mark the Words; VC2EFLY14).

Ada and the cat sit. The cat can run.

Two capitals and no other mark: **A** for Ada at the start of the story, **T** at the start of the second sentence. Alternative context text: **Mia is sad. Ada and Mia hug.** — capitals **M** and **A**.

Q12 — Choose the right letter (MC; VC2EFLY15). Answer **A. S**. On the capital cards, S starts at the top and goes round the top curve first — the way demonstrated in 7C on Sam’s name tag (start here, go this way, go this way, stop). T starts at the top and goes down; M starts at the top and goes down; A starts at the top and goes down on the slant — none of them goes round, so B, C and D are wrong. The hand-side (forming the capital S) is evidenced in O-W, not here.

Per-item CD coverage mapping (§7.8)

Item	Family → H5P type	CD	Section	Elaboration linkage
Q1	Drag-order → Drag the Words	VC2EFLY13	7A	.E01 (known words and punctuation to create short texts)
Q2	Drag-order → Drag the Words	VC2EFLY13	7A	.E01
Q3	Drag-order → Drag the Words	VC2EFLY13	7A	.E01
Q4	Drag-order → Drag and Drop (ordered targets)	VC2EFLY13	7A	.E01, .E02 (responding to a story text through ordering)
Q5	Drag-order → Drag and Drop (ordered targets)	VC2EFLY13	7A	.E01 (reporting an event)
Q6	Picture/audio MC → Multiple Choice	VC2EFLY15	7C	.E01 (where to start, which direction)
Q7	Cloze / inline choice → Fill in the Blanks	VC2EFLY14	7B	.E02 (the capital letter at the start)
Q8	Cloze / inline choice → Fill in the Blanks	VC2EFLY14	7B	.E02
Q9	Cloze / inline choice → Fill in the Blanks	VC2EFLY14	7B	.E02 (the full stop at the end)
Q10	Mark-the-words → Mark the Words	VC2EFLY14	7B	.E02 (circling the capitals)
Q11	Mark-the-words → Mark the Words	VC2EFLY14	7B	.E02
Q12	Picture/audio MC → Multiple Choice	VC2EFLY15	7C	.E01

All three CDs of Chapter 7 are assessed here and again in RF (§7.4 Writing: VC2EFLY13 picture+caption recount order, VC2EFLY14 shared-editing mark choice, VC2EFLY15 correct letter formation). No item sits outside the §7.3 registry (§6.10); no bank item appears in this check (§7.6); no untaught print is demanded (§6.4); no First Nations content (D3, §6.2).

Audio scripts (§6.4, §6.8; DJB-3)

One script per question. Each script separates what is read TO the child (context and stem) from what the child attends to in PRINT (the assessed element). Recorded at production; the teacher may read live instead.

- Q1.** [Read to the child:] “Sam and Mia are at the park. Make the sentence. Put the word cards in order.” [Child attends to in print:] the four word cards and the four numbered places. [If asked, read the cards:] “Mia ... run ... Sam ... and.”
- Q2.** [Read to the child:] “The dog and the cat are at home. Make the sentence. Put the word cards in order.” [Print:] the five word cards and the five numbered places. [If asked, read the cards:] “sit ... dog ... My ... cat ... and.”
- Q3.** [Read to the child:] “The pig is at the farm. Make the sentence. Put the word cards in order.” [Print:] the five word cards and the five numbered places. [If asked, read the cards:] “wet ... The ... got ... pig ... big.”
- Q4.** [Read to the child:] “This is a story about Mia and the dog. Put the three picture cards in order. First, next, last.” [If asked, read each card’s words:] Card A: “Mia and the dog run.” Card B: “Mia and the dog sit.” Card C: “Mia and the dog go.” [Print:] the three cards and the three places.
- Q5.** [Read to the child:] “This is Sam’s report. A report says what really went on. Put the three picture cards in order. First, next, last.” [If asked, read each card’s words:] Card A: “Sam and the dog run.” Card B: “The big dog is sad.” Card C: “Sam and the dog hug.” [Print:] the three cards and the three places.
- Q6.** [Read to the child:] “Look at the letter cards. Which letter do you start at the top and go down?” [If asked, read the options:] “A: l. B: c. C: o. D: a.” [Print:] the two letter cards and the four option letters.
- Q7.** [Read to the child:] “Every sentence starts with a capital letter. Fix the sentence. Choose the right letter to start it.” [If asked, read the sentence:] “... big dog sat.” [Read the choices:] “T ... t ... full stop.” [Print:] the sentence with the blank and the three choices.
- Q8.** [Read to the child:] “Sam is a name. A name starts with a capital letter. Fix the sentence. Choose the right letter.” [If asked, read the sentence:] “... am and Mia sit.” [Read the choices:] “S ... s ... full stop.” [Print:] the sentence with the blank and the three choices.
- Q9.** [Read to the child:] “Every sentence ends with a full stop. Fix the sentence. Choose the right mark to end it.” [If asked, read the sentence:] “The sun is hot ...” [Read the choices:] “full stop ... T ... s.” [Print:] the sentence with the blank and the three choices.
- Q10.** [Read to the child:] “This is a report. Listen: The big pig got wet. Sam and Mia hug the pig. Now you read it with me. Tap all the capital letters.” [If asked, read the text again, slowly.] [Print:] the two sentences. [Note:] the teacher reads; the child finds the capitals by the big-letter rule from 2E and 7B, not by decoding every word.
- Q11.** [Read to the child:] “This is a story. Listen: Ada and the cat sit. The cat can run. Now you read it with me. Tap all the capital letters.” [If asked, read the text again, slowly.] [Print:] the two sentences. [Note:] as Q10.
- Q12.** [Read to the child:] “Look at the capital cards. Which capital letter do you start at the top and go round?” [If asked, read the options:] “A: S. B: T. C: M. D: A.” [Print:] the capital cards and the four option letters.
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Child-facing lines above (keys, exemplars, scripts) use only taught words — the five high-frequency words of 5C, the names Sam, Mia and Ada, and the single-sound CVC words of the 5A wall and the 6A readers — and sit at or below ceiling F. Teacher-facing commentary is exempt (D2, Rules 1–3).