

English Foundation

End-of-level review, observation records and solutions

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Contents

Section	Page
End-of-Foundation review RF	2
End-of-Foundation review RF — Solutions	4

End-of-Foundation review RF

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End-of-Foundation review RF

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

End-of-Foundation review RF · All chapters (1–7) · Cumulative end-of-Foundation check, no new content

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

Codes assessed: VC2EFLA01 · VC2EFLA02 · VC2EFLA03 · VC2EFLA04 · VC2EFLA05 · VC2EFLA06 · VC2EFLA07 · VC2EFLA08 · VC2EFLA09 · VC2EFLE01 · VC2EFLE02 · VC2EFLE03 · VC2EFLE04 · VC2EFLE05 · VC2EFLY01 · VC2EFLY02 · VC2EFLY03 · VC2EFLY04 · VC2EFLY05 · VC2EFLY06 · VC2EFLY07 · VC2EFLY08 · VC2EFLY09 · VC2EFLY10 · VC2EFLY11 · VC2EFLY12 · VC2EFLY13 · VC2EFLY14 · VC2EFLY15

Name: _____ Date: _____

Total marks

29 (1 mark per item; every item objectively markable)

Section structure

Three sections, one per language mode of the Foundation achievement standard — Speaking and Listening (5 marks) · Reading and Viewing (16 marks) · Writing (8 marks). Reading and Viewing runs over two sittings.

Sittings

4 sittings: Sitting 1 — Speaking and Listening, Questions 1–5 · Sitting 2 — Reading and Viewing part 1, Questions 6–13 · Sitting 3 — Reading and Viewing part 2, Questions 14–21 · Sitting 4 — Writing, Questions 22–29. Run on separate days or at separate times.

Timing

Untimed. Guidance: about 7 minutes for Sitting 1; about 9 minutes each for Sittings 2, 3 and 4. This is a classroom review, not an exam. Your teacher will let you finish.

Conditions

Every question is read aloud — by the studio-recorded audio track, or by your teacher. No child needs to read anything that was not taught. Children listen, look, tap, point, drag and choose. No pencil and no keyboard. A child who needs another attempt at a sitting gets it.

Reading support

Every stem, option and card is read aloud, as many times as needed. Where print is on the page, it is made of words you already know.

Permitted materials

None. The review is done on a tablet or interactive board, with the audio track playing.

This review checks what you learned across all of Foundation: the talking and listening, the reading and viewing, and the writing of the whole year. Every question is read aloud to you. Try every question — your teacher wants to see what you can do.

Sitting 1 — Speaking and Listening (Questions 1–5)

Teacher: play the audio track (or read the script from the solutions file) for each question before the child answers. For Question 1 the options are spoken lines — read them aloud with their letters. The sitting is untimed.

Question 1 — The right ask for the place (1 mark)

Listen. Mia is at the shop with Mum. Mia wants an apple.



Which one is the shop ask?

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

Circle or tap one.

Question 2 — Say it with a face (1 mark)

Listen to the words: *I like the sun!*

Which face goes with the words?

- A. [Picture: a happy face]
- B. [Picture: a sad face]
- C. [Picture: a scared face]
- D. [Picture: a surprised face]

Circle or tap one.

Question 3 — Words for the place (1 mark)

Listen. Mia and Mum are at the shop.

What do they get at the shop?

- A. [Picture: an apple]
- B. [Picture: a glue stick]
- C. [Picture: a chair]
- D. [Picture: a pencil]

Circle or tap one.

Question 4 — Listen and do (1 mark)

Listen. It says two things to do.

Which one does both things?

- A. [Picture: Sam hops and sits down]
- B. [Picture: Sam hops]
- C. [Picture: Sam sits down]
- D. [Picture: Sam touches the toes]

Circle or tap one.

Question 5 — The news talk (1 mark)

Teacher: play the news talk one time. Then read the question. Play the news talk again if the class wants it.

Listen to the news talk.

Which pictures go with the news, the way it goes: one, two, three?

A. [Picture: at the park with Dad] · [Picture: a big duck] · [Picture: the duck in the mud]

B. [Picture: a big duck] · [Picture: the duck in the mud] · [Picture: at the park with Dad]

C. [Picture: the duck in the mud] · [Picture: at the park with Dad] · [Picture: a big duck]

Circle or tap one row.

Sitting 2 — Reading and Viewing, part 1 (Questions 6–13)

Teacher: before Question 6, read the story Fun at the park aloud from the page, one page at a time, and show the pictures. Questions 9–12 are about this story — read it again if the class wants it. Play the audio track (or read the script from the solutions file) for each question. The sitting is untimed.

Fun at the park — a story made for this book. Listen and look.

[Picture: Sam, Mia and Dot walk to the park. The sun is up.]

Sam and Mia go to the park. Dot goes too.

[Picture: Sam sits in the sun. Mia runs with the duck. Both say Fun!]

Sam likes the sun. Sam sits in the sun. “Fun!” says Sam.

Mia likes the duck. Mia runs with the duck. “Fun!” says Mia.

[Picture: Dot runs to the bug. The bug jumps on Dot’s nose! Dot is sad. Sam and Mia help Dot.]

Dot sees a bug. Dot likes the bug! Dot runs to the bug.

Oh no! The bug jumps on Dot’s nose!

Dot is sad. Sam and Mia help Dot. The bug jumps off.

[Picture: Dot is happy. Sam, Mia and Dot wave bye-bye.]

Now Dot is happy. “Bye, bug!” says Sam. “Bye, park!” says Mia.

Question 6 — Sign, label, book, screen (1 mark)

Put them where they go.

Look: **sign** · **label** · **book** · **screen**

The pictures: [Picture: a yellow crossing sign] · [Picture: a jam jar with a label] · [Picture: a story book] · [Picture: words on a screen]

Put each card with its picture. One mark for all four right.

Question 7 — Know the parts of a book (1 mark)

Look at the book. Tap the **spine**.

[Picture: a book standing up, with the front cover, the spine and the back cover to see]

Tap one place.

Question 8 — The sound and the animal (1 mark)

Listen: *Buzz, buzz, buzz!*

Which animal makes this sound?

A. [Picture: a bee]

B. [Picture: a dog]

C. [Picture: a cow]

D. [Picture: a cat]

Circle or tap one.

Question 9 — Who likes what (1 mark)

In our story, who likes what? Put them where they go.

Look: [Picture: Sam] **Sam** · [Picture: Mia] **Mia** · [Picture: Dot] **Dot**

The pictures: [Picture: the sun] · [Picture: the duck] · [Picture: the bug]

Put each friend with the thing they like. One mark for all three right.

Question 10 — Dot's feeling (1 mark)

Listen. How does Dot feel when the bug jumps on Dot's nose?

A. [Picture: a sad face]

B. [Picture: a happy face]

C. [Picture: a scared face]

D. [Picture: a surprised face]

Circle or tap one.

Question 11 — How the story starts (1 mark)

How does our story start?

A. [Picture: Sam, Mia and Dot go to the park]

B. [Picture: the bug is on Dot's nose]

C. [Picture: Sam and Mia help Dot]

D. [Picture: Sam, Mia and Dot wave bye-bye at the park]

Circle or tap one.

Question 12 — A rhyme in the story (1 mark)

In the story, Sam says: *Fun!*

Which word rhymes with *fun*?

A. [Picture: the sun]

B. [Picture: a hat]

C. [Picture: the duck]

D. [Picture: a dog]

Circle or tap one.

Question 13 — Which one does not rhyme? (1 mark)

Listen: *cat ... hat ... sun.*

Two sound the same at the end. One does not.

Which one does not rhyme?

A. [Picture: a cat]

B. [Picture: a hat]

C. [Picture: the sun]

Circle or tap one.

Sitting 3 — Reading and Viewing, part 2 (Questions 14–21)

Teacher: play the audio track (or read the script from the solutions file) for each question. For Question 17 the options are printed words — do NOT read the options aloud; the child finds the heard word in print. The sitting is untimed.

Question 14 — Make them one (1 mark)

Listen to the sounds: *d ... o ... g*.

Make them one. Which word?

- A. [Picture: a dog]
- B. [Picture: a pig]
- C. [Picture: a bee]
- D. [Picture: the sun]

Circle or tap one.

Question 15 — Make the word (1 mark)

Make the word.

[Picture: a hat]

1. ____ 2. ____ 3. ____

The letters: **h · a · t · o**

Drag one letter to each box. One tile is left over.

Question 16 — The letter and the sound (1 mark)

Put the letters with the pictures.

The letters: **Ss · Mm · Cc**

The pictures: [Picture: the sun] · [Picture: the moon] · [Picture: a cat]

Put each letter card with its picture. One mark for all three right.

Question 17 — Find the word (1 mark)

Teacher: read the stem only. Do not read the options.

Listen. Tap the word **my**.

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

Circle or tap one.

Question 18 — Read and tap one (1 mark)

Read with your teacher.

[Picture: a big pig in the mud]

The big pig is in the _____.

Tap one: **mud** · **hat** · **cup**

Circle or tap one.

Question 19 — Story or informative? (1 mark)

Look at the four new books. Put the covers where they go.

The Duck in the Bed [Picture: a duck asleep in a bed]

Sam's Pet Bus [Picture: Sam hugs a big red bus]

All About Ducks [Picture: a real duck, with the label wing]

All About Buses [Picture: a real bus, with the label wheel]

The mats: **story mat** [Picture: a mat with an open story book] · **informative mat** [Picture: a mat with a fact book]

Put each cover on a mat. One mark for all four right.

Question 20 — Which book helps you? (1 mark)

Listen. You want to know about frogs.

Which book helps you?

A. [Picture: the cover All About Frogs — a real frog, with the labels leg and eye]

B. [Picture: the cover The Frog in a Hat — a frog in a hat]

C. [Picture: the cover Frog and Duck — a frog and a duck play]

D. [Picture: the cover The Frog in the Mud — a frog jumps in the mud]

Circle or tap one.

Question 21 — What does Sam have? (1 mark)

Listen. It is toy day!

Sam has a bag. Sam has a bus. Sam has a big red ball.

Tap the things Sam has.

[Pictures, six: a bag · a bus · a ball · a hat · a duck · an apple]

Tap all the pictures that are right. One mark for all three right, and no other.

Sitting 4 — Writing (Questions 22–29)

Teacher: play the audio track (or read the script from the solutions file) for each question. For Question 29, play the story one time before the question (again if the class wants it). The sitting is untimed.

Question 22 — Make the sentence (1 mark)

Put the words in the way they go. Make the sentence.

bag has Mia big a .

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

One mark for the exact order.

Question 23 — The word friends (1 mark)

Put the word friends where they go.

[Picture: a little bird] **The little bird** · [Picture: a big dog] **The big dog** · [Picture: Mia and Sam] **Mia and Sam**

[Picture: a bird in the tree] **sat in the tree** · [Picture: a dog on the mat] **sat on the mat** · [Picture: Mia and Sam run] **run and run**

Put each start with its end. One mark for all three right.

Question 24 — The capital and the full stop (1 mark)

Every sentence starts with a capital letter. Every sentence ends with a full stop. Tap the right one.

1. _____ am and Dot run.

Tap one: **S** or **s** or **.**

2. The sun is hot _____

Tap one: **.** or **T** or **s**

One mark when both are right.

Question 25 — Make the word, two parts (1 mark)

The word has two parts. Make the word.

[Picture: three dogs]

Part 1: _____ Part 2: _____

Look: **dog** · **s** · **cat**

Put the two parts where they go. One tile is left over.

Question 26 — The report: first, next, last (1 mark)

This is Sam and Mia's report. A report says what really went on.

Put them first, next, last.

A: [Picture: Sam and Mia point at a big bus] **We saw a big bus.**

B: [Picture: Sam and Mia wave, happy] **It was fun.**

C: [Picture: Sam and Mia walk to the shop] **We went to the shop.**

Which one is first? Which one is last? Put them one, two, three.

One mark for the exact order.

Question 27 — One word is not right (1 mark)

Your teacher reads the sentence. One word is not right. Tap the word.

my hen can run.

Tap one word.

Question 28 — Where do you start? (1 mark)

Look at the letter **c**. Tap the place where you start.

[Picture: a big letter **c**, with four dots — one at the top of the curve, one at the bottom of the curve, one in the middle of the left side, one in the middle of the right side]

Tap one place.

Question 29 — The story: first, next, last (1 mark)

Teacher: play the story one time. Then read the question. Play the story again if the class wants it.

Listen to the story.

The four pictures are all mixed up! Put them in the way the story goes.

A: [Picture: the hen jumps in the mud]

B: [Picture: Mia and the hen go home]

C: [Picture: Mia is at the farm gate]

D: [Picture: Mia and the big red hen]

Which one is first? Which one is last? Put them one, two, three, four.

One mark for the exact order.

End of End-of-Foundation review RF

End-of-Foundation review RF — Solutions

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Solutions — End-of-Foundation review RF

End-of-Foundation review RF · All chapters (1–7) · English Foundation (Prep) · Victorian Curriculum 2.0

Codes assessed: all 29 CDs, one item per CD — VC2EFLA01–A09 (Language) · VC2EFLE01–E05 (Literature) · VC2EFLY01–Y15 (Literacy) · **29 marks**

Mark map

The review is sectioned by the three language modes of the Foundation achievement standard (§7.1, §6.1), so a teacher can report mode by mode.

Mode	Sitting	Questions	Marks	Achievement-standard sentence scored (verbatim from the VCAA export)
Speaking and Listening	1	Q1–Q5	5	“When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts. They share thoughts and preferences. When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.” (Q1–Q3: vocabulary and register in familiar contexts; Q4–Q5: the listening half of spoken-text delivery — the delivering half is teacher-observed in O-SL)

Mode	Sitting	Questions	Marks	Achievement-standard sentence scored (verbatim from the VCAA export)
Reading and Viewing	2 and 3	Q6–Q21	16	“When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation. When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning.”
Writing	4	Q22–Q29	8	“When creating and sharing short texts,

Mode	Sitting	Questions	Marks	Achievement-standard sentence scored (verbatim from the VCAA export)
				students retell stories and report information, using familiar words and images where appropriate. 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. They form letters and spell most consonant-vowel-consonant (CVC) words.” (Q29 evidences the objective retell-order half; the play/performance half is O-SL, unscored)
Total	4 sittings	29 questions	29	

Objective key

Q	Sitting	Family (§7.3)	CD	Key (1 mark)
1	1	Picture/audio MC (Multiple Choice, audio element)	VC2EFLA01	C. Hello! An apple, please.
2	1	Picture/audio MC (Multiple Choice, audio element)	VC2EFLA02	A. the happy face
3	1	Picture/audio MC (Multiple Choice, audio element)	VC2EFLA08	A. the apple
4	1	Picture/audio MC (Multiple Choice, audio element)	VC2EFLY01	A. Sam hops and sits down
5	1	Picture/audio MC (Multiple Choice, audio element)	VC2EFLY02	Row A — park with Dad, then the big duck, then the duck in the mud

Q	Sitting	Family (§7.3)	CD	Key (1 mark)
6	2	Matching (Drag and Drop, paired drop zones)	VC2EFLA03	sign → crossing sign · label → jam jar · book → book · screen → screen
7	2	Hot spot (Find the Hotspot)	VC2EFLA04	tap the spine
8	2	Picture/audio MC (Multiple Choice, audio element)	VC2EFLA07	A. the bee
9	2	Matching (Drag and Drop, paired drop zones)	VC2EFLE01	Sam → the sun · Mia → the duck · Dot → the bug
10	2	Picture/audio MC (Multiple Choice, audio element)	VC2EFLE02	A. the sad face
11	2	Picture/audio MC (Multiple Choice, audio element)	VC2EFLE03	A. Sam, Mia and Dot go to the park
12	2	Picture/audio MC (Multiple Choice, audio element)	VC2EFLE04	A. the sun
13	2	Picture/audio MC (Multiple Choice, audio element)	VC2EFLY03	C. the sun
14	3	Picture/audio MC (Multiple Choice, audio element)	VC2EFLY04	A. the dog
15	3	Letter/word building (Drag and Drop, graphic gap match on letter targets)	VC2EFLY05	h – a – t
16	3	Matching (Drag and Drop, paired drop zones)	VC2EFLY06	Ss → the sun · Mm → the moon · Cc → the cat
17	3	Picture/audio MC (Multiple Choice, audio element)	VC2EFLY07	A. my
18	3	Cloze / inline choice (Fill in the Blanks, inline choice mode)	VC2EFLY09	mud → “The big pig is in the mud.”
19	3	Matching (Drag and Drop, paired drop zones)	VC2EFLY10	The Duck in the Bed → story mat · Sam’s Pet Bus → story mat · All About Ducks → informative mat · All About Buses → informative mat
20	3	Picture/audio MC	VC2EFLY11	A. All About

Q	Sitting	Family (§7.3)	CD	Key (1 mark)
		(Multiple Choice, audio element)		Frogs
21	3	Mark-the-words / hot spot (set of hot spots)	VC2EFLY12	tap exactly the bag, the bus, the ball — and no other picture
22	4	Drag-order (Drag the Words)	VC2EFLA05	Mia has a big bag .
23	4	Matching (Drag and Drop, paired drop zones)	VC2EFLA06	The little bird → sat in the tree · The big dog → sat on the mat · Mia and Sam → run and run
24	4	Cloze / inline choice (Fill in the Blanks, inline choice mode)	VC2EFLA09	1: S → “Sam and Dot run.” · 2: . → “The sun is hot.” — both required
25	4	Letter/word building (Drag and Drop, graphic gap match on letter targets)	VC2EFLY08	dog + s → dogs
26	4	Drag-order (Drag and Drop, ordered targets)	VC2EFLY13	first: C · next: A · last: B (went → saw → fun)
27	4	Mark-the-words / hot spot (hot-text word choice)	VC2EFLY14	tap exactly my — it needs the capital M
28	4	Mark-the-words / hot spot (Find the Hotspot)	VC2EFLY15	tap the point at the top of the curve
29	4	Drag-order (Drag and Drop, ordered targets)	VC2EFLE05	first: C · next: D · then: A · last: B (farm gate → the red hen → mud → home)

Marking notes (all objective, P1):

- Q1–Q5, Q8, Q10–Q14, Q17, Q20: one choice. Any other choice scores 0.
- Q5: the whole row is the choice; a row with the right pictures in the wrong order scores 0.
- Q6, Q9, Q16, Q19, Q23: the mark goes to the complete correct arrangement — all pairs right. Any wrong pair scores 0.
- Q7, Q28: one hot spot. Any other point scores 0.
- Q15, Q25: the exact build. A wrong tile or wrong order scores 0; the left- over tile (o in Q15, cat in Q25) must remain undragged.
- Q18, Q24: one inline choice per blank. Q24 scores 1 only when BOTH blanks are right; one right blank scores 0 (no partial credit).
- Q21, Q27: set match — the exact set of taps and nothing else. A missing tap or an extra tap scores 0.

- Q22, Q26, Q29: the exact order. Any other order scores 0. A child who reads the cards back in order when asked has shown the arrangement; the read-back is not itself scored.

Fully-worked solutions and exemplar models (P2)

Every construction item below carries the EXEMPLAR/MODEL answer plus 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. Ordering and matching items carry the complete correct arrangement.

Q1 — The right ask for the place (Picture/audio MC; VC2EFLA01). Answer **C. Hello! An apple, please.** The shop ask of 1A is hello + the food + please: option A is the school ask (the teacher's name + can I have + please), option B is no ask at all, and option D is the short home way. Register changes with the place and the person.

Q2 — Say it with a face (Picture/audio MC; VC2EFLA02). Answer **A. the happy face.** A like goes with a happy face (1B: the six faces and the frames *I like ... / I do not like ...*). There is no wrong like — but the face must match the words heard.

Q3 — Words for the place (Picture/audio MC; VC2EFLA08). Answer **A. the apple.** The apple is a shop word (2D); the glue stick, the chair and the pencil are school words. Vocabulary is explored in the familiar context it belongs to.

Q4 — Listen and do (Picture/audio MC; VC2EFLY01). Answer **A. Sam hops and sits down.** The two-step instruction is heard as one go: hop AND sit down (4A S3). Option B does only the first step; option C only the second; option D is a different instruction.

Q5 — The news talk (Picture/audio MC; VC2EFLY02). Answer **Row A.** The news talk heard is: *Hello, friends. My news is about the park. First, I went to the park with Dad. Next, we saw a big duck. Last, the duck went in the mud! Thank you for listening.* First → next → last, in the 4B shape, so the row reads: park with Dad, then the big duck, then the duck in the mud. Rows B and C mix the order.

Q6 — Sign, label, book, screen (Matching; VC2EFLA03). Complete correct arrangement:

card	goes with
sign	the yellow crossing sign
label	the jam jar with a label
book	the story book
screen	the words on a screen

The four text forms of 1C, matched to the examples the children know.

Q7 — Know the parts of a book (Hot spot; VC2EFLA04). Tap the **spine** — the part of the book that holds the front cover and the back cover together (1D: front cover, back cover, spine, title, author, illustrator). The front cover and the back cover are the other two regions.

Q8 — The sound and the animal (Picture/audio MC; VC2EFLA07). Answer **A. the bee.** Buzz is the bee's sound (2C: Woof → dog, Buzz → bee, Moo → cow, Meow → cat). Sounds contribute to meaning — a sound can tell you who is there even when you cannot see.

Q9 — Who likes what (Matching; VC2EFLE01). Complete correct arrangement, from the fresh story *Fun at the park*:

character	likes
Sam	the sun
Mia	the duck
Dot	the bug

The story says the likes outright — *Sam likes the sun. Mia likes the duck. Dot likes the bug!* — so the match is keyed, not opinion. Every child's own likes are different and are NOT what is marked here (the like/unlike-experience idea of 3A, made objectively markable by anchoring it in the passage).

Q10 — Dot's feeling (Picture/audio MC; VC2EFLE02). Answer **A.** the sad face. The story says it: *Dot is sad.* (3B: feelings, and the evidence move — how do you know? The words say so.) The bug on the nose is the start of sad; Dot is happy again at the end — feelings change through a story.

Q11 — How the story starts (Picture/audio MC; VC2EFLE03). Answer **A.** Sam, Mia and Dot go to the park. A story has a beginning, events and an ending (3C); the beginning of *Fun at the park* is the walk to the park. The bug on the nose, the help, and the bye-bye are events and the ending.

Q12 — A rhyme in the story (Picture/audio MC; VC2EFLE04). Answer **A.** the sun. Fun and sun sound the same at the end — the rhyme of 3D. Hat, duck and dog do not rhyme with fun.

Q13 — Which one does not rhyme? (Picture/audio MC; VC2EFLY03). Answer **C.** the sun. Cat and hat sound the same at the end; sun does not (4C S3 odd-one-out).

Q14 — Make them one (Picture/audio MC; VC2EFLY04). Answer **A.** the dog. Blend the sounds: d–o–g says dog (4D S2, the exact Which-word row taught). Pig, bee and sun do not match the sounds heard.

Q15 — Make the word (Letter/word building; VC2EFLY05). The tiles are put where they go, one sound to one box:

h – a – t → hat

EXEMPLAR: the picture is the hat; say it long — h...a...t — then say it fast: hat. The tile o is left over. Alternative context (same shape, another word from the 5A wall): the picture is the **sun** — build **s – u – n**, with the tile m left over.

Q16 — The letter and the sound (Matching; VC2EFLY06). Complete correct arrangement:

letter card	goes with
Ss	the sun
Mm	the moon
Cc	the cat

The 5B letter-name and sound match: Ss says /s/ as in sun and sock; Mm says /m/ as in moon and map; Cc says /c/ as in cat and cup.

Q17 — Find the word (Picture/audio MC; VC2EFLY07). Answer **A.** **my.** One of the five star words of 5C (my, and, is, the, go), found in print from the heard word alone. The options are all star words, so the child must know the word by sight, not by the first letter alone. The options are deliberately NOT read aloud — reading them would give the answer away.

Q18 — Read and tap one (Cloze / inline choice; VC2EFLY09). Answer **mud**:

The big pig is in the **mud**.

EXEMPLAR: say the known words fast (The, big, pig, is, in, the), sound the new choice, then ask the 6A question — does it go? The picture shows the mud; a pig in a hat or a pig in a cup does not go. Meaning picks the word.

Alternative context (same shape, another decodable sentence): **The red hen is in the sun.** — options sun, mud, cup.

Q19 — Story or informative? (Matching; VC2EFLY10). Complete correct arrangement:

cover	mat
The Duck in the Bed	story mat
Sam's Pet Bus	story mat
All About Ducks	informative mat
All About Buses	informative mat

Two types, one topic shape from 6B: a duck asleep in a bed and a bus kept as a pet are made-up (story); All About ... covers with real things and labels are information.

Q20 — Which book helps you? (Picture/audio MC; VC2EFLY11). Answer **A**. All About Frogs. You want to KNOW about frogs: an information book with a real frog and labels helps you know (6C: same topic, not the same book — the fact book is the one that helps). B, C and D are story covers.

Q21 — What does Sam have? (Mark-the-words / hot spot; VC2EFLY12). Tap exactly **the bag, the bus and the ball** — the three things named in the heard lines — and no other picture (6D S5 listen-for-detail). The hat, the duck and the apple are heard about nowhere; tapping one, or missing one, scores 0.

Q22 — Make the sentence (Drag-order; VC2EFLA05). The cards are put where they go, capital card first and full-stop card last:

Mia has a big bag.

EXEMPLAR: the sentence read back, one word to one tap — *Mia · has · a · big · bag*. A sentence is words that say one full thing (2A), in the order that carries the meaning. Alternative context (same shape, another person and thing): **Sam has a big bus**. Text type: a narrative sentence about a character and their thing.

Q23 — The word friends (Matching; VC2EFLA06). Complete correct arrangement — the groups of words that work together (2B):

start	end
The little bird	sat in the tree
The big dog	sat on the mat
Mia and Sam	run and run

Each pair says one full thing that goes: who + doing. The picture anchors keep one right partner for each start.

Q24 — The capital and the full stop (Cloze / inline choice; VC2EFLA09). Both blanks:

Sam and Dot run. · The sun is hot .

EXEMPLAR: the 2E rules — a name starts with a capital letter and a sentence starts with a capital letter (the big S, not the small s; a full stop is not a letter, so it cannot start a sentence); a sentence ends with a full stop (the little dot, not a letter). Both fixes are needed for the mark. Alternative context (same shape, another sentence pair): **My dog is big .** — capital M at the start, full stop at the end.

Q25 — Make the word, two parts (Letter/word building; VC2EFLY08). The two meaningful parts are put where they go:

dog + s → dogs

EXEMPLAR: the picture shows more than one dog. The s says more than one (5D: dogs = dog + s, cats = cat + s). The tile cat is left over; the word is read morphemically — dog-s — never blended. Alternative context (same shape, another one-many pair from 5D): the picture is three hens — build **hen + s**.

Q26 — The report: first, next, last (Drag-order; VC2EFLY13). Complete correct arrangement:

first	next	last
C — We went to the shop.	A — We saw a big bus.	B — It was fun.

EXEMPLAR: the report said back in order — *We went to the shop. We saw a big bus. It was fun.* The 7A report frames (We went to the ... / We saw a ... / It was ...) in the order a report goes: where we went, what we saw, how it was. Alternative context (report, another place): **We went to the park. We saw a big duck. It was fun.** Text type: informative — a report says what really went on.

Q27 — One word is not right (Mark-the-words / hot spot, hot-text; VC2EFLY14). Tap exactly my:

my hen can run.

The sentence starts with a small letter. The 7B look-three fix: the first word takes the capital — **My** hen can run. The other words and the full stop need no fix. (Meaning goes; spelling goes; only the capital is missing.)

Q28 — Where do you start? (Hot spot; VC2EFLY15). Tap the point at the **top of the curve**. The letter c is of the c family: start at the top of the curve, go round the long way, stop (7C: start here, go this way, stop here). The bottom of the curve, the middle of the left and the middle of the right are wrong starts. The hand-side of the answer (forming the c) is evidenced in O-W, not here.

Q29 — The story: first, next, last (Drag-order; VC2EFLE05). Complete correct arrangement:

first	next	then	last
C — Mia is at the farm gate.	D — Mia and the big red hen.	A — the hen jumps in the mud.	B — Mia and the hen go home.

The story heard is: *Mia goes to the farm. Mia sees a big red hen. The hen jumps in the mud! Mia and the hen go home.* First Mia goes to the farm. Next she sees the hen. Then the hen jumps in the mud. Last they go home. This is the objective half of the retell (3E: first, next, last with picture cards); the play/performance half is teacher-observed in O-SL and carries no marks.

Per-item CD coverage mapping (§7.8)

Item	Family → H5P type	CD	Mode	Evidenced in the item
Q1	Picture/audio MC → Multiple Choice (audio element)	VC2EFLA01	Speaking and Listening	register — the shop ask
Q2	Picture/audio MC → Multiple Choice (audio element)	VC2EFLA02	Speaking and Listening	expressing a like with a face
Q3	Picture/audio MC → Multiple Choice (audio element)	VC2EFLA08	Speaking and Listening	vocabulary of the shop context
Q4	Picture/audio MC → Multiple Choice (audio element)	VC2EFLY01	Speaking and Listening	a two-step spoken instruction
Q5	Picture/audio MC → Multiple Choice (audio element)	VC2EFLY02	Speaking and Listening	a heard short spoken text (first/next/last)
Q6	Matching → Drag and Drop (paired drop zones)	VC2EFLA03	Reading and Viewing	the four text forms
Q7	Hot spot → Find the Hotspot	VC2EFLA04	Reading and Viewing	concepts about print — the spine
Q8	Picture/audio MC → Multiple Choice (audio element)	VC2EFLA07	Reading and Viewing	sound contributes to meaning
Q9	Matching → Drag and Drop (paired drop zones)	VC2EFLE01	Reading and Viewing	like/unlike experience, anchored in the passage
Q10	Picture/audio MC → Multiple Choice (audio element)	VC2EFLE02	Reading and Viewing	feelings about a character, with evidence
Q11	Picture/audio MC → Multiple Choice (audio element)	VC2EFLE03	Reading and Viewing	story features — the beginning
Q12	Picture/audio MC → Multiple Choice (audio element)	VC2EFLE04	Reading and Viewing	rhyme in a text
Q13	Picture/audio MC → Multiple Choice (audio element)	VC2EFLY03	Reading and Viewing	rhyme — odd one out
Q14	Picture/audio MC → Multiple Choice (audio element)	VC2EFLY04	Reading and Viewing	blending phonemes to a word
Q15	Letter/word building → Drag and Drop (graphic gap match on letter targets)	VC2EFLY05	Reading and Viewing	building a CVC word
Q16	Matching → Drag	VC2EFLY06	Reading and	letter name and

Item	Family → H5P type	CD	Mode	Evidenced in the item
	and Drop (paired drop zones)		Viewing	sound
Q17	Picture/audio MC → Multiple Choice (audio element)	VC2EFLY07	Reading and Viewing	reading a high-frequency word
Q18	Cloze / inline choice → Fill in the Blanks (inline choice mode)	VC2EFLY09	Reading and Viewing	decodable cloze, monitoring meaning
Q19	Matching → Drag and Drop (paired drop zones)	VC2EFLY10	Reading and Viewing	story and informative covers
Q20	Picture/audio MC → Multiple Choice (audio element)	VC2EFLY11	Reading and Viewing	predicting which text serves a purpose
Q21	Mark-the-words / hot spot → hot spots on pictures	VC2EFLY12	Reading and Viewing	locating details in a heard text
Q22	Drag-order → Drag the Words	VC2EFLA05	Writing	sentence order, capital first, full stop last
Q23	Matching → Drag and Drop (paired drop zones)	VC2EFLA06	Writing	groups of words that work together
Q24	Cloze / inline choice → Fill in the Blanks (inline choice mode)	VC2EFLA09	Writing	capital letter and full stop choice
Q25	Letter/word building → Drag and Drop (graphic gap match on letter targets)	VC2EFLY08	Writing	a word of two meaningful parts
Q26	Drag-order → Drag and Drop (ordered targets)	VC2EFLY13	Writing	picture+caption report order
Q27	Mark-the-words / hot spot → hot-text word choice	VC2EFLY14	Writing	shared-editing mark choice
Q28	Hot spot → Find the Hotspot	VC2EFLY15	Writing	letter formation — the start point
Q29	Drag-order → Drag and Drop (ordered targets)	VC2EFLE05	Writing	retell-order of a heard story (objective half)

All 29 CDs are assessed here, exactly once each, and every one of them was assessed in its chapter check C1–C7 (§7.2). No item sits outside the §7.3 registry (§6.10); no bank item or chapter-check item appears in this review (§7.6); no untaught print is demanded (§6.4); no banned level content (§6.6); no First Nations content (D3, §6.2).

Audio scripts (§6.4, §6.8; DJB-3 studio recording)

RF is audio-assessed: one studio-recorded track per item, produced from these scripts. Each script separates what is read TO the child (context and stem) from what the child attends to in PRINT (the assessed element). The teacher may read live instead.

Q1. [Read to the child:] “Mia is at the shop with Mum. Mia wants an apple. Listen to the four ways to say it. Which one is the shop ask?” [Read the options aloud with their letters:] “A: Miss Lee, can I have an apple, please? B: Apple! Now! C: Hello! An apple, please. D: Mum, apple please.” [Print:] the letters A–D only.

Q2. [Read to the child:] “Listen to the words: I like the sun! Which face goes with the words?” [If asked, read the options:] “A: the happy face. B: the sad face. C: the scared face. D: the surprised face.” [Print:] the four faces and the letters.

Q3. [Read to the child:] “Mia and Mum are at the shop. What do they get at the shop?” [If asked, read the options:] “A: an apple. B: a glue stick. C: a chair. D: a pencil.” [Print:] the four pictures.

Q4. [Play the instruction once, clearly:] “Hop! Sit down!” [Then:] “It says two things to do. Which one does both things?” [If asked, read the options:] “A: hop and sit down. B: hop. C: sit down. D: touch the toes.” [Print:] the four pictures. [Note:] the child listens and looks; no child has to do the actions.

Q5. [Play the news talk one time:] “Hello, friends. My news is about the park. First, I went to the park with Dad. Next, we saw a big duck. Last, the duck went in the mud! Thank you for listening.” [Then:] “Which pictures go with the news, the way it goes: one, two, three?” [Play the news talk again if asked.] [Print:] the three rows of pictures.

Q6. [Read to the child:] “Put them where they go. Look: sign, label, book, screen. Put the words with the pictures.” [Print:] the four words and the four pictures. [If asked, read each picture:] “the yellow crossing sign ... the jam jar with a label ... the story book ... the words on a screen.”

Q7. [Read to the child:] “Look at the book. Tap the spine.” [If asked:] “The spine is the part that holds the book together.” [Print:] the book picture. [Note:] the word spine is read aloud; the child finds the place.

Q8. [Play the sound:] “Buzz, buzz, buzz!” [Then:] “Which animal makes this sound?” [If asked, read the options:] “A: the bee. B: the dog. C: the cow. D: the cat.” [Print:] the four pictures.

Q9. [Read to the child:] “In our story, who likes what? Put them where they go. Put the friends with the things they like.” [If asked, read the story’s lines again:] “Sam likes the sun. Mia likes the duck. Dot likes the bug!” [Print:] the three names and the three pictures.

Q10. [Read to the child:] “How does Dot feel when the bug jumps on Dot’s nose?” [If asked, read the options:] “A: sad. B: happy. C: scared. D: surprised.” [Print:] the four faces.

Q11. [Read to the child:] “How does our story start?” [If asked, read the options:] “A: Sam, Mia and Dot go to the park. B: the bug is on Dot’s nose. C: Sam and Mia help Dot. D: Sam, Mia and Dot wave bye-bye at the park.” [Print:] the four scene pictures.

Q12. [Read to the child:] “In the story, Sam says: Fun! Which word rhymes with fun?” [If asked, read the options:] “A: the sun. B: a hat. C: the duck. D: a dog.” [Print:] the four pictures.

Q13. [Read to the child:] “Listen: cat ... hat ... sun. Two sound the same at the end. One does not. Which one does not rhyme?” [If asked, read the options:] “A: the cat. B: the hat. C: the sun.” [Print:] the three pictures.

Q14. [Say the sounds slowly:] “d ... o ... g.” [Then:] “Make them one. Which word?” [If asked, read the options:] “A: the dog. B: the pig. C: the bee. D: the sun.” [Play the sounds again if asked.] [Print:] the four pictures.

Q15. [Read to the child:] “It is the hat. Make the word. Say it long: h...a...t. Drag one letter to one box.” [Print:] the hat picture, the three boxes and the letters h, a, t, o.

Q16. [Read to the child:] “Put the letters with the pictures. The letters are: Ss, Mm, Cc.” [Print:] the three letters and the three pictures. [If asked, read each picture:] “the sun ... the moon ... the cat.”

Q17. [Read to the child:] “Tap the word my.” [Do NOT read the options.] [Print:] the four word cards: my, is, go, the. [Note:] the options are silent on purpose — the child finds the heard word in print.

Q18. [Read to the child:] “Read with me: The big pig is in the ... Tap one: mud, hat or cup.” [Print:] the sentence with the blank, the three choices and the pig picture.

Q19. [Read to the child:] “Look at the four new books. Put the covers where they go.” [Read each cover title:] “The Duck in the Bed. Sam’s Pet Bus. All About Ducks. All About Buses.” [Read the mats:] “the story mat ... the informative mat.” [Print:] the four covers and the two mats.

Q20. [Read to the child:] “You want to know about frogs. Which book helps you?” [If asked, read the cover titles with their letters:] “A: All About Frogs. B: The Frog in a Hat. C: Frog and Duck. D: The Frog in the Mud.” [Print:] the four covers.

Q21. [Read to the child:] “It is toy day! Listen: Sam has a bag. Sam has a bus. Sam has a big red ball. Tap the things Sam has.” [Read the lines again if asked.] [Print:] the six pictures: bag, bus, ball, hat, duck, apple. [Note:] the child marks by listening, not by reading the pictures’ names.

Q22. [Read to the child:] “Put the words in the way they go. Make the sentence.” [If asked, read the words:] “bag ... has ... Mia ... big ... a ... full stop.” [Print:] the six words and the six places.

Q23. [Read to the child:] “Put the word friends where they go.” [If asked, read the starts and the ends:] “The little bird ... The big dog ... Mia and Sam ... sat in the tree ... sat on the mat ... run and run.” [Print:] the six cards.

Q24. [Read to the child:] “Every sentence starts with a capital letter. Every sentence ends with a full stop. Tap the right one.” [Read sentence one:] “... am and Dot run. Tap one: S, s or full stop.” [Read sentence two:] “The sun is hot ... Tap one: full stop, T or s.” [Print:] the two sentences with their choices.

Q25. [Read to the child:] “The word has two parts. Make the word. Put the two parts where they go.” [If asked, read the words:] “dog ... s ... cat.” [Print:] the picture of the three dogs, the two places and the three words.

Q26. [Read to the child:] “This is Sam and Mia’s report. A report says what really went on. Put them first, next, last.” [If asked, read each card’s words:] “Card A: We saw a big bus. Card B: It was fun. Card C: We went to the shop.” [Print:] the three cards and the three places.

Q27. [Read to the child:] “Listen: my hen can run. Now you read it with me. One word is not right. Tap the word.” [Read the sentence again, slowly, if asked.] [Print:] the sentence as words: my · hen · can · run · full stop. [Note:] the child finds the small letter where a capital must go; no child has to decode every word.

Q28. [Read to the child:] “Look at the letter c. Tap the place where you start.” [Print:] the big letter c with its four points.

Q29. [Play the story one time:] “Mia goes to the farm. Mia sees a big red hen. The hen jumps in the mud! Mia and the hen go home.” [Then:] “The four pictures are all mixed up! Put them in the way the story goes. Which one is first? Which one is last?” [Play the story again if asked.] [Print:] the four picture cards and the four places.

Child-facing lines above (keys, exemplars, scripts) use only taught words — the star words of 5C, the taught names (Sam, Mia, Dot, Ada, Miss Lee, Mr Patel, Mum, Dad), and the single-sound CVC words and high-frequency words of the 5A wall, the 5C strips and the 6A readers — and sit at or below ceiling F. Cumulative subject terms (sentence, feeling, part, cover, spine) sit under the Rule 2 exemption, each defined at first use in its owning section. Rubric lines below the student fence in the instrument are teacher-read aloud under the Rule 4 relaxation. Teacher-facing commentary is exempt (D2, Rules 1–3).