

NELI and NELI Whole Class Australian Curriculum chart - Year 1

(Nuffield Early Language Intervention)

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Content descriptions		NELI						NELI Whole Class					
		Topic 1: My Body	Topic 2: Things We Wear	Topic 3: People Who Help Us	Topic 4: Growing	Topic 5: Journey	Topic 6: Time	Topic 1: My Body	Topic 2: Things We Wear	Topic 3: People Who Help Us	Topic 4: Growing	Topic 5: Journey	Topic 6: Time
English													
Language													
Language for interacting with others	AC9E1LA01 understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands	●	●	●	●	●	●	●	●	●	●	●	●
	AC9E1LA02 explore language to provide reasons for likes, dislikes and preferences	●	●	●	●	●	●	●	●	●	●	●	●
Text structure and organisation	AC9E1LA03 explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain												
	AC9E1LA04 explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs												
	AC9E1LA05 understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images												
Language for expressing and developing ideas	AC9E1LA06 understand that a simple sentence consists of a single independent clause representing a single event or idea												
	AC9E1LA07 understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	●	●	●	●	●	●	●	●	●	●	●	●
	AC9E1LA08 compare how images in different types of texts contribute to meaning												
	AC9E1LA09 recognise the vocabulary of learning area topics	●	●	●	●	●	●	●	●	●	●	●	●
	AC9E1LA10 understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns												
Literature													
Literature and contexts	AC9E1LE01 discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	●	●	●	●	●	●	●	●	●	●	●	●
Engaging with and responding to literature	AC9E1LE02 discuss literary texts and share responses by making connections with students' own experiences												
Examining literature	AC9E1LE03 discuss plot, character and setting, which are features of stories	●	●	●	●	●	●	●	●	●	●	●	●
	AC9E1LE04 listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme	●	●	●	●	●	●	●	●	●	●	●	●
Creating literature	AC9E1LE05 orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools	●	●	●	●	●	●	●	●	●	●	●	●
Literacy													
Texts in context	AC9E1LY01 discuss different texts and identify some features that indicate their purposes												
Interacting with others	AC9E1LY02 use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	●	●	●	●	●	●	●	●	●	●	●	●
Analysing, interpreting and evaluating	AC9E1LY03 describe some similarities and differences between imaginative, informative and persuasive texts												
	AC9E1LY04 read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge												
	AC9E1LY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures												
Creating texts	AC9E1LY06 create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words												
	AC9E1LY07 create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace	●	●	●	●	●	●	●	●	●	●	●	●

Vocabulary	Level 2: shares feelings and thoughts about the events and characters in a text	●	●	●	●	●	●	●	●	●	●	●	●
	Level 2: retells key details or points from a learning experience or text viewed or heard	●	●	●	●	●	●	●	●	●	●	●	●
	Level 2: uses mainly appropriate word order	●	●	●	●	●	●	●	●	●	●	●	●
	Level 2: uses appropriate volume for small audiences												
	Level 2: uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")												
	Level 2: uses simple connectives to join ideas	●	●	●	●	●	●	●	●	●	●	●	●
	Level 2: uses familiar spoken language to communicate connected ideas	●	●	●	●	●	●	●	●	●	●	●	●
	Level 2: uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly")	●	●	●	●	●	●	●	●	●	●	●	●
	Level 2: uses a small range of qualifying adjectives	●	●	●	●	●	●	●	●	●	●	●	●
	Level 2: uses simple language to compare and contrast	●	●	●	●	●	●	●	●	●	●	●	●
Level 2: uses common time and causal connectives to relate ideas	●	●	●	●	●	●	●	●	●	●	●	●	
Numeracy													
Number sense & algebra													
Number & place value													
	Numeral recognition & identification	Level 2: identifies and names numerals in the range of 1-10 (e.g. when asked 'which is 3?' points to the numeral 3; when shown the numeral 5, says 'that's 5')						●	●	●	●	●	●
Counting processes													
	Counting sequences	Level 2: counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs, and children's literature)						●	●	●	●	●	●
	Perceptual counting	Level 2: counts a small number of items, typically less than four						●	●	●	●	●	●
Multiplicative strategies													
	Perceptual multiples	Level 2: represents authentic situations involving equal sharing and equal grouping with drawings and physical or virtual materials (e.g. draws a picture to represent 4 tables that seat 6 people to determine how many chairs they will need)								●			
Number patterns & algebraic thinking													
	Identifying & creating patterns	Level 2: identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)							●				
		Level 2: determines a missing element within a pattern involving shapes, physical or virtual materials							●				
Measurement & geometry													
Understanding units of measurement													
	Comparing and ordering objects	Level 2: uses direct comparison to compare 2 objects and indicates whether they are the same or different based on attributes such as length, height, mass or capacity	●	●	●	●	●	●	●	●	●	●	●
		Level 2: uses comparative language to compare 2 objects (e.g. states which is shorter or longer, lighter or heavier)	●	●	●	●	●	●	●	●	●	●	●
Measuring time													
	Units of time	Level 2: uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)											●
		Level 2: identifies that the clockface is a circle subdivided into 12 parts and uses these to allocate hour markers											●
		Level 2: names and orders days of the week [and months of the year]	●	●	●	●	●	●	●	●	●	●	●
Personal & Social Capability*													
Self awareness													
Emotional awareness	Level 2: describe the emotional responses of themselves and others	●	●	●	●	●	●	●	●	●	●	●	●
Self management													
Persistence and adaptability	Level 2: demonstrate persistence and adaptability with unfamiliar tasks	●	●	●	●	●	●	●	●	●	●	●	●

* Although not stated teaching objectives of NELI (no activities target this), the improvements made to language through the program have been shown to have positive impacts on various elements of personal and social capability; through using the program, teachers will observe improvements in self-regulation and social skills.

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