NELI and NELI Whole Class Australian Curriculum chart - Foundation level

(Nuffield Early Language Intervention)
link to curriculum:

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Content descriptions	NELI T1: My Body	NELI T2: Things We Wear	NELI T3: People Who Help Us	NELI T4: Growing	NELI T5: Journey	NELI T6: Time	WC T1: My Body	WC T2: Things We Wear	WC T3: People Who Help Us	WC T4: Growing	WC T5: Journey	WC T6: Time
English												
Language												
Language for interacting with others												
AC9EFLA01 explore how language is used differently at home and school depending on the relationships between people												
AC9EFLA02 explore different ways of using language to express preferences, likes and dislikes	●	●	●	●	●	●	●	●	●	●	●	●
Text structure and organisation												
AC9EFLA03 understand that texts can take many forms such as signs, books and digital texts												
AC9EFLA04 understand conventions of print and screen, including how books and simple digital texts are usually organised												
Language for expressing and developing ideas												
AC9EFLA05 recognise that sentences are key units for expressing ideas	●	●	●	●	●	●	●	●	●	●	●	●
AC9EFLA06 recognise that sentences are made up of groups of words that work together in particular ways to make meaning	●	●	●	●	●	●	●	●	●	●	●	●
AC9EFLA07 explore the contribution of images and words to meaning in stories and informative texts	●	●	●	●	●	●	●	●	●	●	●	●
AC9EFLA08 recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	●	●	●	●	●	●	●	●	●	●	●	●
AC9EFLA09 identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end												
Literature												
Literature and contexts												
AC9EFLE01 share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators	●	●	●	●	●	●	●	●	●	●	●	●
Engaging with and responding to literature												
AC9EFLE02 respond to stories and share feelings and thoughts about their events and characters	●	●	●	●	●	●	●	●	●	●	●	●
Examining literature												
AC9EFLE03 recognise different types of literary texts and identify features including events, characters, and beginnings and endings	●	●	●	●	●	●	●	●	●	●	●	●
AC9EFLE04 interact in informal and structured situations by listening while others speak and using features of voice including volume levels	●	●	●	●	●	●	●	●	●	●	●	●
Creating literature												
AC9EFLE05 retell and adapt familiar literary texts through play, performance, images or writing	●	●	●	●	●	●	●	●	●		●	●
Literacy												
Texts in context												
AC9EFLY01 identify some familiar texts, such as stories and informative texts, and their purpose	●	●	●	●	●	●	●	●	●	●	●	●
Interacting with others												
AC9EFLY02 interact in informal and structured situations by listening while others speak and using features of voice including volume levels	●	●	●	●	●	●	●	●	●	●	●	●
Analysing, interpreting and evaluating												
AC9EFLY03 identify some differences between imaginative and informative texts												
AC9EFLY04 read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge												
AC9EFLY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently							●	●	●	●	●	●
Creating texts												
AC9EFLY06 create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly												
AC9EFLY07 create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume	●	●	●	●	●	●	●	●	●	●	●	●
AC9EFLY08 form most lower-case and upper-case letters using learnt letter formations												
Phonic and word knowledge												
AC9EFLY09 recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)				●	●	●						
AC9EFLY10 segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)				●	●	●						
AC9EFLY11 recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents												

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
	AC9EFLY12 write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words				●	●	●						
	AC9EFLY13 use knowledge of letters and sounds to spell words				●	●	●						
	AC9EFLY14 read and write some high frequency words and other familiar words												
	AC9EFLY15 understand that words are units of meaning and can be made of more than one meaningful part												

Humanities and Social Sciences: History

Skills

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Questioning and researching	**AC9HSFS01** pose questions about familiar objects, people, places and events	●	●	●	●	●	●	●	●	●	●	●	●
	AC9HSFS03 share a perspective on information, such as stories about significant events and special places							●	●	●	●	●	●
	AC9HSFS04 draw conclusions in response to questions							●	●	●	●	●	●
	AC9HSFS05 share narratives and observations, using sources and terms about the past and places	●	●	●	●	●	●	●	●	●	●	●	●

Science

Science understanding

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Biological sciences	**AC9SFU01** observe external features of plants and animals and describe ways they can be grouped based on these features										●		

Health & Physical Education

Personal, social and community health

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Interacting with others	**AC9HPFP02** practise personal and social skills to interact respectfully with others	●	●	●	●	●	●	●	●	●	●	●	●
	AC9HPFP03 express and describe emotions they experience				●	●	●				●	●	●

Movement and physical activity

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Moving our bodies	**AC9HPFM01** practise fundamental movement skills in minor game and play situations							●	●	●	●	●	●

Mathematics

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Number	**AC9MFN01** name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals							●	●	●	●	●	●
Algebra	**AC9MFA01** recognise, copy and continue repeating patterns represented in different ways								●				
Measurement	**AC9MFM01** identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning										●		
	AC9MFM02 sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions						●						●

General Capabilities - Level 1

Critical and Creative Thinking

Inquiring

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Develop questions	Level 1: develop questions to explore a familiar idea or topic							●	●	●	●	●	●
Identify, process and evaluate information	Level 1: identify and explore relevant point in information provided on a topic							●	●	●	●	●	●

Generating

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Create possibilities	Level 1: use imagination to create possibilities by exploring and connecting ideas in ways that are new to them							●	●	●	●	●	●

Literacy

Speaking and Listening

		G1	G2	G3	G4	G5	G6	B1	B2	B3	B4	B5	B6
Listening	Level 1a shows interest in familiar people, events and activities (e.g. tracks the speaker's movements, turns head in the direction of a speaker)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1b responds consistently to social interactions with familiar people (see Interacting)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1b uses informal responses which can include vocalising, moving, touching (e.g. touches a target object in response to a question or directive) (see Interacting)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)	●	●	●	●	●	●	●	●	●	●	●	●
Interacting	Level 1a: interacts using informal behaviours to express a feeling or need (e.g. vocalising, moving, using facial expressions)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1b: interacts purposefully with familiar people (e.g. refuse or request)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: shares simple ideas with peers	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: responds to questions in class discussion using non-verbal responses (e.g. nodding)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: listens without interrupting (see Listening)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: uses home language or dialect to interact with familiar peers and adults	●	●	●	●	●	●	●	●	●	●	●	●
Speaking	Level 1a: uses vocalisation, body movement or facial expressions in response to personal feelings and sensory experiences (e.g. looks pleased to be sitting in a particular place)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1b: uses informal responses to indicate a single message with familiar people in familiar environments (e.g. smiles when dinner is served and pushes away unwanted food) (see Interacting)	●	●	●	●	●	●	●	●	●	●	●	●

Category	Descriptor												
Crafting ideas	Level 1c: uses conventional behaviours to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations) (see Interacting)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: speaks in short phrases or simple sentences about familiar objects, people or events	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: makes simple requests	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: indicates a preference when offered a choice (e.g. selects a fruit from a bowl)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: uses simple, appropriate personal greetings	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary	Level 1: uses a small range of familiar words	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: names common items from the environment or pictures	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: uses mainly correct word order in simple sentences	●	●	●	●	●	●	●	●	●	●	●	●

Reading and Viewing

Category	Descriptor												
Phonological awareness	Level 1: participates in rhymes and chants and songs including in home language or dialect (see Listening)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: echoes modelled phonemes and pairs of rhyming words e.g. repeats single phonemes such as /a/ and single-syllable rhyming words such as "in" and "tin"				●	●	●						
	Level 1: completes familiar phrases in texts including chants, songs and poems	●	●	●	●	●	●	●	●	●	●	●	●
Phonic knowledge and word recognition													
Word recognition	Level 1: indicates words and letters in a variety of situations in the environment (e.g. in written texts, on a whiteboard) (note: not required to read the word or say the sound or name of the letter)												
Fluency	Level 1: reads aloud decodable or familiar texts word by word, with emphasis on one-to-one matching												
	Level 1: reads with some intonation and expression												
Understanding texts													
Comprehension	Level 1a: shows interest in familiar people, events and activities (e.g. tracks the speaker's movements, turns head in the direction of the speaker)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1b: responds consistently to social interactions with familiar people	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1b: uses informal responses which can include vocalising, facial expressions, gestures, moving, touching (e.g. touches a target object in response to a question or directive)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: demonstrates interest in text	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: recognises images in texts	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: recognises some icons or symbols from the environment (e.g. familiar logos)	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary	Level 1: names familiar items in texts including texts in the environment (e.g. apple, table, boy)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: names some familiar icons or symbols in the environment (e.g. school crossing sign)												

Writing

Category	Descriptor												
Creating texts	Level 1a: uses informal responses such as vocalising, turning, moving, smiling or touching to indicate a single message with familiar people in familiar environment (e.g. touches a target object in response to a question or directive)	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1b: uses conventional behaviours or concrete symbols to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations)	●	●	●	●	●	●	●	●	●	●	●	●
Crafting ideas	Level 1: Conveys messages through actions or talk	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: shares ideas using icons and images	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: acts out texts through play	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: observes others writing with interest and attention	●	●	●	●	●	●	●	●	●	●	●	●
Text forms and features	Level 1: intentionally creates letter-like shapes or strings, experimenting with forms and shapes (e.g. horizontal and vertical lines, and/or circular shapes)												
	Level 1: draws pictures and shapes to make meaning	●	●	●	●	●	●	●	●	●	●	●	●
	Level 1: asks about words used in the environment (e.g. signs, labels, titles, names, captions)	●	●	●	●	●	●	●	●	●	●	●	●
Grammar													
Group and word level	Level 1: represents people, animals, places and things using words or phrases such as nouns or basic noun groups as labels (e.g. "my house")	●	●	●	●	●	●	●	●	●	●	●	●
Punctuation	Level 1: Identifies capital letters in familiar words (e.g. identifies capital letter in own name)												
	Level 1: identifies full stops												
Spelling	Level 1: writes letters to represent words												
	Level 1: spells own name												
Handwriting and keyboarding	Level 1: produces simple handwriting movements												
	Level 1: experiments with pencils, writing implements or devices during play												
	Level 1: writes letters which resemble standard letter formations												

Numeracy

Number sense and algebra

Category	Description	1	2	3	4	5	6		7	8	9	10	11	12
Number and place value														
Numeral recognition and identification	Level 1: Identifies and produces familiar number names and numerals								●	●	●	●	●	●
Pre-place value	Level 1: Compares two collections visually and states which grou phas more items and which group has less												●	
Counting processes														
Counting sequences	Level 1: identifies number words when reciting counting rhymes or when asked to count	●	●	●	●	●	●		●	●	●	●	●	●
Pre-counting	Level 1: subitises small collections of objects, typically up to 3 items (e.g. recognises and names the number of dots on a card or how many fingers are held up)								●	●	●	●	●	●
Number patterns and algebraic thinking														
Recognises patterns	Level 1: identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)									●				
	Level 1: identifies "same" and "different" in comparisons								●	●	●	●	●	●
Understanding money														
Face value	Level 1: Identifies situations that involve the use of money		●						●		●		●	
Measurement and geometry														
Understanding units of measurement														
Describing the size of objects	Level 1: uses gestures and informal language to identify the size of objects (e.g. holds hands apart and says "it's this big")	●	●	●	●	●	●		●	●	●	●	●	●
	Level 1: uses everyday language to describe attributes in absolute terms that can be measured (e.g. "my tower is tall", "this box is heavy", "it is warm today")				●						●	●	●	
Understanding geometric properties														
Familiar shapes and objects	Level 1: uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)	●	●	●	●	●	●		●	●	●	●	●	●
Measuring time														
Sequencing time	Level 1: uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")						●							●
	Level 1: applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")						●							●
Statistics and probability														
Emergent data collection and representation														
Interpreting and representing data	Level 1: sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)								●		●			
Personal & Social Capability*														
Self awareness														
Personal awareness	Level 1a: identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	●	●	●	●	●	●		●	●	●	●	●	●
	Level 1: identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	●	●	●	●	●	●		●	●	●	●	●	●
Emotional awareness	Level 1: identify a range of emotions across different situations				●	●	●					●	●	●
	Level 1: identify their own emotional responses			●	●	●	●		●	●	●	●	●	●
Self-management														
Goal-setting	Level 1a: learn a range of strategies to participate in class activities	●	●	●	●	●	●		●	●	●	●	●	●
Perserverance & adaptability	Level 1a: persevere when attempting to complete tasks	●	●	●	●	●	●		●	●	●	●	●	●
	Level 1: demonstrate persererance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed	●	●	●	●	●	●		●	●	●	●	●	●
Social awareness														
Empathy	Level 1: demonstrate an awareness of the needs, emotions, cultures and backgrounds of others			●	●	●	●		●	●	●	●	●	●
	Level 1: share feelings, needs and interests with others through play and working within diverse groups	●	●	●	●	●	●		●	●	●	●	●	●

* 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.