

## Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 1. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9E1LA01 indicates Language strand.

Key to content description codes: English	
e.g. <b>AC9E1LA01</b> Australian Curriculum (AC) Version 9 (9) English (E) Year 1 (1) Strand (LA, LE, LY) Content description number (##)	Strands: <ul style="list-style-type: none"> <li>LA — Language</li> <li>LE — Literature</li> <li>LY — Literacy</li> </ul>

### Year 1 Australian Curriculum: English achievement standard

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
<b>By the end of Year 1</b>	<b>Students learn to:</b>	
Students interact with others, and listen to and create short spoken texts including recounts of stories.	• 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	AC9E1LA01
	• discuss literary texts and share responses by making connections with students' own experiences	AC9E1LE02
	• listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme	AC9E1LE04
	• 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	AC9E1LE05
	• use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	AC9E1LY02
	• 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	AC9E1LY05
	• 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	AC9E1LY07
They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts.	• explore language to provide reasons for likes, dislikes and preferences	AC9E1LA02
	• 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	AC9E1LE01
	• discuss literary texts and share responses by making connections with students' own experiences	AC9E1LE02
	• listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme	AC9E1LE04
	• 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	AC9E1LE05
	• use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	AC9E1LY02
	• 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	AC9E1LY07

Achievement standard aspect	Relevant content description/s	AC v9.0 Code	
They sequence ideas and use language features including topic-specific vocabulary and features of voice.	• explore language to provide reasons for likes, dislikes and preferences	<a href="#">AC9E1LA02</a>	
	• recognise the vocabulary of learning area topics	<a href="#">AC9E1LA09</a>	
	• 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	<a href="#">AC9E1LE05</a>	
	• 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	<a href="#">AC9E1LY07</a>	
They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, setting and events, and to personal experiences.	• compare how images in different types of texts contribute to meaning	<a href="#">AC9E1LA08</a>	
	• recognise the vocabulary of learning area topics	<a href="#">AC9E1LA09</a>	
	• 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	<a href="#">AC9E1LE01</a>	
	• discuss literary texts and share responses by making connections with students' own experiences	<a href="#">AC9E1LE02</a>	
	• discuss plot, character and setting, which are features of stories	<a href="#">AC9E1LE03</a>	
	• describe some similarities and differences between imaginative, informative and persuasive texts	<a href="#">AC9E1LY03</a>	
	• read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge	<a href="#">AC9E1LY04</a>	
	• 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	<a href="#">AC9E1LY05</a>	
They identify the text structures of familiar narrative and informative texts, and their language features and visual features.	• explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	<a href="#">AC9E1LA03</a>	
	• explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs	<a href="#">AC9E1LA04</a>	
	• 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	<a href="#">AC9E1LA05</a>	
	• understand that a simple sentence consists of a single independent clause representing a single event or idea	<a href="#">AC9E1LA06</a>	
	• 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)	<a href="#">AC9E1LA07</a>	
	• compare how images in different types of texts contribute to meaning	<a href="#">AC9E1LA08</a>	
	• recognise the vocabulary of learning area topics	<a href="#">AC9E1LA09</a>	
	• understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	<a href="#">AC9E1LA10</a>	
	• 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	<a href="#">AC9E1LE01</a>	
	• discuss plot, character and setting, which are features of stories	<a href="#">AC9E1LE03</a>	
	• discuss different texts and identify some features that indicate their purposes	<a href="#">AC9E1LY01</a>	
	• describe some similarities and differences between imaginative, informative and persuasive texts	<a href="#">AC9E1LY03</a>	
	They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words.	• read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge	<a href="#">AC9E1LY04</a>
		• orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	<a href="#">AC9E1LY10</a>
• use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words		<a href="#">AC9E1LY11</a>	
They read one- and two- syllable words with common letter patterns, and an increasing number of high-frequency words.	• read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge	<a href="#">AC9E1LY04</a>	
	• segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	<a href="#">AC9E1LY09</a>	
	• orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	<a href="#">AC9E1LY10</a>	
	• use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	<a href="#">AC9E1LY11</a>	
	• understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	<a href="#">AC9E1LY12</a>	
	• read and write an increasing number of high-frequency words	<a href="#">AC9E1LY14</a>	

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They use sentence boundary punctuation to read with developing phrasing and fluency.	<ul style="list-style-type: none"> <li>understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</li> </ul>	<a href="#">AC9E1LA10</a>
	<ul style="list-style-type: none"> <li>read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge</li> </ul>	<a href="#">AC9E1LY04</a>
They create short written and/or multimodal texts including recounts of stories with events and characters.	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LA05</a>
	<ul style="list-style-type: none"> <li>discuss plot, character and setting, which are features of stories</li> </ul>	<a href="#">AC9E1LE03</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LE05</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LY06</a>
They report information and experiences, and express opinions.	<ul style="list-style-type: none"> <li>explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain</li> </ul>	<a href="#">AC9E1LA03</a>
	<ul style="list-style-type: none"> <li>discuss literary texts and share responses by making connections with students' own experiences</li> </ul>	<a href="#">AC9E1LE02</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LY06</a>
Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts.	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LE01</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LY06</a>
They write simple sentences with sentence boundary punctuation and capital letters for proper nouns.	<ul style="list-style-type: none"> <li>understand that a simple sentence consists of a single independent clause representing a single event or idea</li> </ul>	<a href="#">AC9E1LA06</a>
	<ul style="list-style-type: none"> <li>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)</li> </ul>	<a href="#">AC9E1LA07</a>
	<ul style="list-style-type: none"> <li>understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</li> </ul>	<a href="#">AC9E1LA10</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LY06</a>
They use topic-specific vocabulary.	<ul style="list-style-type: none"> <li>recognise the vocabulary of learning area topics</li> </ul>	<a href="#">AC9E1LA09</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LE05</a>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LY06</a>
They write words using unjoined upper-case and lower-case letters.	<ul style="list-style-type: none"> <li>write words using unjoined lower-case and upper-case letters</li> </ul>	<a href="#">AC9E1LY08</a>
They spell most one- and two- syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	<ul style="list-style-type: none"> <li>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</li> </ul>	<a href="#">AC9E1LY06</a>
	<ul style="list-style-type: none"> <li>use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words</li> </ul>	<a href="#">AC9E1LY11</a>
	<ul style="list-style-type: none"> <li>understand that a letter can represent more than one sound and that a syllable must contain a vowel sound</li> </ul>	<a href="#">AC9E1LY12</a>
	<ul style="list-style-type: none"> <li>spell one- and two-syllable words with common letter patterns</li> </ul>	<a href="#">AC9E1LY13</a>
	<ul style="list-style-type: none"> <li>read and write an increasing number of high-frequency words</li> </ul>	<a href="#">AC9E1LY14</a>
	<ul style="list-style-type: none"> <li>recognise and know how to use grammatical morphemes to create word families.</li> </ul>	<a href="#">AC9E1LY15</a>

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).



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