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| Version 8.4 | Version 9.0 |
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| **Achievement standard** | **Achievement standard** |
| Receptive modes (listening, reading and viewing)<br>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.<br><br>Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.<br><br>Productive modes (speaking, writing and creating)<br><br>Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.<br><br>They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly. | 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.<br><br>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.<br><br>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. |

| Strands | Sub-strands | Content descriptions | Content descriptions | Sub-strands | Strands |
|---------|-------------|----------------------|----------------------|-------------|---------|
| Language | Language variation and change | understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others ACELA1443 | | | Language |
| | Language for interaction | understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others ACELA1444 | 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 | Language for interacting with others | |
| | | understand that there are different ways of asking for information, making offers and giving commands ACELA1446 | explore language to provide reasons for likes, dislikes and preferences AC9E1LA02 | | |
| | | explore different ways of expressing emotions, including verbal, visual, body language and facial expressions ACELA1787 | | | |
| | Text structure and organisation | understand that the purposes texts serve shape their structure in predictable ways ACELA1447 | explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03 | Text structure and organisation | |
| | | understand patterns of repetition and contrast in simple texts ACELA1448 | explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04 | | |
| | | understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links ACELA1450 | 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 AC9E1LA05 | | |
| | Expressing and developing ideas | identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances ACELA1451 | understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06 | Language for expressing and developing ideas | |
| | | explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ACELA1452 | 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) AC9E1LA07 | | |
| | | compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning ACELA1453 | compare how images in different types of texts contribute to meaning AC9E1LA08 | | |
| | | understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and | recognise the vocabulary of learning area topics AC9E1LA09 | | |

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| | | informal terms of address in different contexts ACELA1454 | | | |
| | | recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands ACELA1449 **Moved from Text structure and organisation** | understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10 | | |
| Literature | Literature and contexts | discuss how authors create characters using language and images ACELT1581 | 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 | Literature and contexts | Literature |
| | Responding to literature | discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ACELT1582 | discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02 | Engaging with and responding to literature | |
| | | express preferences for specific texts and authors and listen to the opinions of others ACELT1583 | | | |
| | Examining literature | discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ACELT1584 | discuss plot, character and setting, which are features of stories AC9E1LE03 | Examining literature | |
| | | listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme ACELT1585 | listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04 | | |
| | Creating literature | recreate texts imaginatively using drawing, writing, performance and digital forms of communication ACELT1586 | 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 | Creating literature | |
| | | innovate on familiar texts by using similar characters, repetitive patterns or vocabulary ACELT1832 | | | |
| Literacy | Texts in context | respond to texts drawn from a range of cultures and experiences ACELY1655 | discuss different texts and identify some features that indicate their purposes AC9E1LY01 | Texts in context | Literacy |
| | Interacting with others | engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ACELY1656 | 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 | Interacting with others | |
| | | use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace ACELY1788 | | | |
| | Interpreting, analysing and evaluating | describe some differences between imaginative informative and persuasive texts ACELY1658 | describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03 | Analysing, interpreting and evaluating | |
| | | read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading ACELY1659 | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04 | | |
| | | use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features ACELY1660 | 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 | | |
| | Creating texts | create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ACELY1661 | 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 AC9E1LY06 | Creating texts | |
| | | re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation ACELY1662 | | | |
| | | make short presentations using some introduced text structures and language, for example opening statements ACELY1657 **Moved from Interacting with others** | 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 | | |
| | | write using unjoined lower case and upper case letters ACELY1663 | write words using unjoined lower-case and upper-case letters AC9E1LY08 | | |
| | | construct texts that incorporate supporting images using software including word processing programs ACELY1664 | | | |

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| | **Moved from Language strand** Phonics and word knowledge | segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words ACELA1822 | segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09 | Phonic and word knowledge | |
| | | manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words ACELA1457 | orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10 | | |
| | | use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words ACELA1458 | use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11 | | |
| | | understand that a letter can represent more than one sound and that a syllable must contain a vowel sound ACELA1459 | understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12 | | |
| | | understand how to spell one and two syllable words with common letter patterns ACELA1778 | spell one- and two-syllable words with common letter patterns AC9E1LY13 | | |
| | | use visual memory to read and write high-frequency words ACELA1821 | read and write an increasing number of high frequency words AC9E1LY14 | | |
| | | recognise and know how to use simple grammatical morphemes to create word families ACELA1455 | recognise and know how to use grammatical morphemes to create word families AC9E1LY15 | | |