

Prep English

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In the Foundation year, learning in English builds on the Early Years Learning Framework and each student's prior knowledge and experiences. Students understand that English is the shared language of the learning environment, used to interact and communicate with familiar audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Foundation students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world, and texts that support learning in English and across the curriculum. Beginning readers start with and practise reading using decodable texts that align with phonic development. These texts systematically introduce words with a limited number of grapheme–phoneme correspondences and add grapheme–phoneme correspondences as proficiency develops. Developing readers engage with some authentic texts that involve straightforward sequences of events and everyday happenings, some less familiar content, a small range of language features including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge.</p> <p>Foundation students create short imaginative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences.</p>	<p>In Prep, a significant percentage of students have attended a kindergarten program and Transition statements support understanding of those students' early language and literacy learning experiences.</p> <p>In this first year of school English, priority is given to introducing, reviewing, consolidating and developing students foundational understanding and skills in reading, writing, interacting and speaking.</p> <p>The units in this curriculum and assessment plan are designed to engage learners in their first year of school and are written within the context of the level description. Additionally, this curriculum and assessment plan assumes that writing, speaking and interacting are taught and assessed across learning areas.</p>

Unit 1 — Finding my way	Unit 2 — Expand my world	Unit 3 — Tell me a story	Unit 4 — Give me the facts
Duration: 10 weeks	Duration: 10 weeks	Duration: 10 weeks	Duration: 10 weeks
<p>Maps help us find our way in new places, including school and local communities. In this, students' first English unit, they learn about their school, classroom and/or community, and develop foundational skills for learning.</p> <p>Throughout the unit, students enjoy a range of texts (print and multimodal, including streamed children's series) including ones containing maps and other representations of place by First Nations authors and illustrators and wide-ranging Australian and/or world authors and illustrators. These can be listened to and viewed to: explore conventions of print; support students to explore how language is used differently at home and school; explore the features of places such as school, Country, and the local community; model the culminating task. Students use interacting skills as they reflect on and respond to stories and other texts.</p> <p>As students hear stories and other texts read aloud, they are supported to recognise and generate sounds (e.g. rhymes, alliteration) and develop phonological awareness. This lays the foundations for the systematic development of a range of other phonic and word knowledge (including of the alphabet) through explicit teaching and structured, socio-dramatic play including pretending to follow a map with friends in play contexts. As their phonic and word knowledge is developed, students practise reading decodable texts independently.</p> <p>Students undertake a walk around the school (or, if appropriate, the local community), and are prompted by the teacher to talk about why some places are special. Then, after sufficient modelling and guided practice, they draw a simple pictorial map of the walk. Through labelling the map, students practise handwriting. For assessment, students orally retell aspects of the walk, using the map to help them sequence the experience.</p>	<p>Books and videos can open students' eyes to the world beyond their home and school and provide an opportunity for students to share their thoughts about events and characters (and/or real people depicted in texts) with classmates and the teacher.</p> <p>Students engage with a range of quality, short texts (e.g. oral texts, picture books, poetry, non-fiction, short animation) about exploring the wider world by wide-ranging authors and illustrators. They understand further conventions of print and/or screen, and identify use of capital letters and full stops. Through interactions with other students (e.g. in socio-dramatic play) and the teacher (in class discussions), students reflect on experiences that are similar or different to their own and share key ideas. These ideas may include for example: friends work together to reach destinations; thinking and working hard bring good results.</p> <p>Explicit, systematic development of phonic and word knowledge (including orally blending and segmenting phonemes) continues, and students practise reading decodable texts. Development of reading skills is monitored throughout the unit and at points in time for reporting purposes.</p> <p>As students share ideas from the texts being read and viewed, they are supported to develop their ability to interact effectively with others. For example, through modelling and guided practice, students enhance their ability to listen to others and use features of voice (such as volume levels) appropriate to the situation.</p> <p>Within the context of the unit, students continue to write some high-frequency and other familiar words (e.g. from texts and learning), practising their ability to form letters.</p> <p>Opportunities exist to connect with the HPE curriculum.</p>	<p>Stories are woven into the fabric of children's lives: adults read aloud or tell stories significant to their community; children watch and enjoy stories online; they share stories of their own.</p> <p>In this unit, students enjoy listening to, viewing and (with support) reading stories and other authentic, literary texts, e.g. narrative poems. Building on Term 2, students respond to these stories, sharing ideas with classmates and the teacher, and are supported to make connections between characters, events and to personal experience. As they read, students identify structure (e.g. beginning, middle, end) and language features including the use of sentences, images and new vocabulary. Students are also supported to use relevant comprehension strategies (e.g. connecting and summarising).</p> <p>Explicit, systematic development and consolidation of phonic and word knowledge (including consonant–vowel–consonant words and some high-frequency words) continues, and students practise reading decodable texts. Development of reading skills is monitored throughout the unit and at points in time for reporting purposes. Some students may also read authentic texts.</p> <p>Through modelling and guided practice, students practise retelling a story using words and phrases from the stories they have read and some high-frequency words. Students practise forming letters and experimenting with capital letters and full stops. Using scaffolding for the structure, students independently write their own retell.</p>	<p>Students engage with non-fiction texts that support learning across the curriculum to expand their worlds.</p> <p>Connecting to content from another learning area (e.g. Science), students engage with written and multimodal texts, for example simple information reports. They are supported to identify the structure and language features (including images) used in a selection of these texts, and to identify some differences between imaginative and informative texts. Comprehension strategies and further knowledge of print and screen conventions support students to understand and discuss these texts with developing independence.</p> <p>Explicit, systematic development, consolidation and review of phonic and word knowledge continues, and students practise reading decodable texts as needed. Some students may read authentic texts independently. Development of reading is monitored throughout the unit and at points in time for reporting purposes.</p> <p>Supported by modelling (provided by the texts read in class) and guided practice, students practise writing aspects of their own information report, using images and learnt words, forming letters, spelling most consonant-vowel-consonant (CVC) words, and punctuation learnt throughout the year. As a culminating task, students use provided scaffolding to write their own short report.</p>

Unit 1 — Finding my way		Unit 2 — Expand my world		Unit 3 — Tell me a story		Unit 4 — Give me the facts	
Assessment — Spoken retell	Term/week	Assessment — Interactive discussion	Term/week	Assessment — Multimodal retell	Term/week	Assessment — Short written report	Term/week
<p>Description: Individually or in small groups, students refer to their pictorial maps to orally retell (aspects of) the community walk and share feelings and thoughts. As they do so, they use words and phrases from learning and texts.</p> <p>Technique: Extended response</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> time as required 	Week 9	<p>Description: Using a text (e.g. traditional oral text, picture book, short animation) and prompted by the teacher as needed, students interact in small groups of peers to share key ideas from the text, (e.g. about ways characters seek help or keep themselves safe as they explore the world).</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> time as required 	Week 8	<p>Description: Based on a picture book read aloud by the teacher (or, where relevant, independently) and using a provided scaffold, students write words and phrases from texts to retell the beginning, middle and end of the story. These may be accompanied by a sequence of drawings and words or a phrase to share their feelings about the characters, setting and/or events.</p> <p>Technique: Extended response</p> <p>Mode: Written with the support of images</p> <p>Conditions:</p> <ul style="list-style-type: none"> approximately 10–20 words 	Week 9	<p>Description: Using a provided scaffold, students report key ideas using words and phrases from learning and texts. For example, drawing on content from Science, students can record guided observations about moving objects with predictions. Students' reports may be supported with images.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> approximately 15–25 words 	Week 8
Assessment 2 — Reading	Weeks 7–10	Assessment 4 — Reading	Weeks 7–10	Assessment 6 — Reading	Weeks 7–10	Assessment 8 — Reading	Weeks 7–10
<p>Description: Students demonstrate they can listen for and identify rhymes, letter patterns and sounds (phonemes) in words. Referring to familiar texts (e.g. stories), students name letters of the English alphabet and use the most common sounds represented by these letters.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> time as required 		<p>Description: Students demonstrate they can orally blend and segment phonemes in single-syllable words.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate their knowledge of the alphabet, and can identify rhymes, letter patterns and sounds.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge, including through the reading of decodable texts.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> time as required 		<p>Description: Using decodable texts aligned to taught phonic and word knowledge (including consonant–vowel–consonant words and some high-frequency words), students read words, e.g. in short passages.</p> <p>Additionally, the teacher may listen to students (perhaps in small groups) as they make connections between characters, setting and events, and to personal experiences.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge, and developing reading comprehension.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> time as required 		<p>Description: Using decodable texts aligned to taught phonic and word knowledge (including consonant–vowel–consonant words and some high-frequency words), students read words, e.g. in short passages.</p> <p>Additionally, the teacher may listen to students (perhaps in small groups) as they identify the language features of texts. Some students identified by the teacher may also have the opportunity to demonstrate aspects of reading from Term 3.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge, and developing reading comprehension.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> time as required 	

Assessment

	Unit 1 — Finding my way	Unit 2 — Expand my world	Unit 3 — Tell me a story	Unit 4 — Give me the facts
Achievement standard	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>
Moderation	<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Expert:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<p>Language for interacting with others explore how language is used differently at home and school depending on the relationships between people AC9EFLA01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Literature and contexts 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 AC9EFLE01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Texts in context identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>explore different ways of using language to express preferences, likes and dislikes AC9EFLA02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Engaging with and responding to literature respond to stories and share feelings and thoughts about their events and characters AC9EFLE02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Interacting with others interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Text structure and organisation understand that texts can take many forms such as signs, books and digital texts AC9EFLA03</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Examining literature recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Analysing, interpreting and evaluating Identify some differences between imaginative and informative texts AC9EFLY03</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Language for expressing and developing ideas recognise that sentences are key units for expressing ideas AC9EFLA05</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Creating literature retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>Creating texts 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 AC9EFLY06</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>form most lower-case and upper-case letters using learnt letter formations AC9EFLY08</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
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 AC9EFLA09	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Phonic and word knowledge recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
										segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
										recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
										write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										use knowledge of letters and sounds to spell words AC9EFLY13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										read and write some high frequency words and other familiar words AC9EFLY14	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

