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| Year 1 English Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: English. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. 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.  In Year 1, students learn that language is communicated in ways that meet the needs of diverse learners. They learn to interact with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include picture books, various types of stories, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, dramatic performances, and texts used by students as models for constructing their own texts.  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.  Year 1 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. Some students will continue to practise their reading with decodable texts that align with phonic development. These texts systematically introduce words with grapheme–phoneme correspondences. Developing readers engage with authentic texts that support and extend them as independent readers. These texts include straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts, with illustrations and diagrams, present a small amount of new content about familiar topics of interest and topics being studied in other learning areas. These texts use a small range of language features including simple and compound sentences, some unfamiliar vocabulary, high frequency words and other words that need to be decoded using developing phonic knowledge.  Year 1 students create short texts whose purposes may be imaginative, informative and persuasive. These texts may explain simple procedures, recount real or imagined events or experiences, report and describe learning area content, retell stories, express opinions, and describe real or imagined people, places or things for an audience. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  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 |  |  |  |  | **Literature and contexts**  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 |  |  |  |  | **Texts in context**  discuss different texts and identify some features that indicate their purposes  AC9E1LY01 |  |  |  |  | |
| explore language to provide reasons for likes, dislikes and preferences  AC9E1LA02 |  |  |  |  | **Engaging with and responding to literature**  discuss literary texts and share responses by making connections with students’ own experiences  AC9E1LE02 |  |  |  |  | **Interacting with others**  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 |  |  |  |  | |
| **Text structure and organisation**  explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain  AC9E1LA03 |  |  |  |  | **Examining literature**  discuss plot, character and setting, which are features of stories  AC9E1LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  describe some similarities and differences between imaginative, informative and persuasive texts  AC9E1LY03 |  |  |  |  | |
| explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  AC9E1LA04 |  |  |  |  | listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme  AC9E1LE04 |  |  |  |  | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge  AC9E1LY04 |  |  |  |  | |
| 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 |  |  |  |  | **Creating literature**  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 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 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand that a simple sentence consists of a single independent clause representing a single event or idea  AC9E1LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  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 |  |  |  |  | |
| 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 |  |  |  |  |  |  |  |  |  | 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 |  |  |  |  | |
| compare how images in different types of texts contribute to meaning  AC9E1LA08 |  |  |  |  |  |  |  |  |  | write words using unjoined lower-case and upper-case letters  AC9E1LY08 |  |  |  |  | |
| recognise the vocabulary of learning area topics  AC9E1LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge** segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)  AC9E1LY09 |  |  |  |  | |
| understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns  AC9E1LA10 |  |  |  |  |  |  |  |  |  | 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 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  AC9E1LY12 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | spell one- and two-syllable words with common letter patterns  AC9E1LY13 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | read and write an increasing number of high frequency words  AC9E1LY14 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | recognise and know how to use grammatical morphemes to create word families  AC9E1LY15 |  |  |  |  | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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