

# Year 1 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. 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.</p> <p>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.</p> <p>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.</p> <p>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>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.</p> <p>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.</p>	<p>In Year 1, students continue to review, consolidate and develop foundational understanding and skills for reading, writing, interacting and speaking, building on what has been taught in Prep.</p> <p>The units in this curriculum and assessment plan are designed to engage Year 1 learners and are written within the context of the level description. Additionally, the curriculum and assessment plan for this example assumes writing, speaking and interacting are taught and assessed across learning areas.</p>

Unit 1 — Building ideas with sentences	Unit 2 — Playing by the rules	Unit 3 — Book club	Unit 4 — This is what I think
<b>Duration: 10 weeks</b>	<b>Duration: 10 weeks</b>	<b>Duration: 10 weeks</b>	<b>Duration: 10 weeks</b>
<p>The sentence is a key building block for writing and representing the world.</p> <p>In this unit, students are supported to read a range of authentic texts, including those with an informative purpose (e.g. simple biographies) and/or imaginative purpose (e.g. picture books, simple poems). Students build on their knowledge of structure and language features (including vocabulary, punctuation and sound patterns) from Prep, and use learnt phonic knowledge, phrasing and fluency. Students are supported to use comprehension strategies (especially summarising) when working individually and in small groups to identify literal meanings (e.g. through sequencing images of events from a text) and infer. Students are also supported to monitor meaning. The texts read by students are used to explore and model the use of simple sentences and their parts, and punctuation including full stops, question marks, exclamation marks and capital letters for proper nouns.</p> <p>Students continue to systematically develop their phonic and word knowledge to read decodable texts, practising and/or reviewing previously learnt phonic and word knowledge, as required. Reading continues to be assessed through observations in student-teacher conferences and on-going, formative assessment.</p> <p>Through modelling and guided practice, students learn to write simple recounts (based on sequenced images), practising the use and editing of simple sentences, vocabulary, spelling, punctuation and handwriting. At first, sentences may be written collaboratively, but students also practise writing sentences by themselves.</p> <p>Collaborative work is supported by explicit development of interaction skills such as turn-taking, speaking clearly and active listening behaviours.</p>	<p>Agreed rules can allow children (and adults) to interact respectfully. When these rules are written down, they are easily shared and displayed.</p> <p>To begin the unit, students are supported to use their developing phonic and word knowledge and comprehension skills when they read and view stories (and/or real-life accounts) of characters interacting in a range of social situations. Opportunities exist to connect to the HPE curriculum through selected texts that explore social situations when characters might seek or deny permission respectfully when sharing possessions/personal space, or promote fair play in games. In pairs and small groups using developing interaction skills, students make connections between the depiction of characters and events in social situations, and to personal experience.</p> <p>As required, students may continue to read decodable texts and are supported to use punctuation to read with developing phrasing and fluency. Some students identified by the teacher may also review and practise previously learnt phonic and word knowledge and comprehension strategies. Reading continues to be assessed through observations in student-teacher conferences and on-going, formative assessment.</p> <p>Additionally, students read examples of sets of rules (also known as a protocols) as models for their own writing, describing some similarities and differences (including purposes, structure and features) between protocols, stories and/or instructions. Using the structure of a protocol and guided by the teacher, students practise writing several grammatically correct simple sentences (including for providing information, giving commands and exclaiming), using topic-specific vocabulary, appropriate punctuation, spelling and unjoined upper- and lower-case letters. Students may also use images to contribute meaning to the set of rules.</p>	<p>Book clubs provide an opportunity to meet people around a common love of stories.</p> <p>After sufficient explanation and modelling, students are organised into book club groups based on student preferences and teacher knowledge of the students and their needs.</p> <p>Then, independently and in whole class shared reading, students read several, authentic short stories (including in verse) by a selection of Aboriginal and Torres Strait islander authors, and by wide-ranging Australian and world authors including from Asia. In doing so, students are supported to draw on previously learnt and new: phonic and word knowledge; context and grammatical knowledge to monitor meaning; and vocabulary and context knowledge to identify literal meaning and infer meaning about plot, characters and setting.</p> <p>Students may continue to read decodable texts to consolidate previous phonic and word knowledge, and to practise new phonic and word knowledge. Reading continues to be assessed through observations in student-teacher conferences and on-going, formative assessment.</p> <p>Drawing on interaction skills developed in Semester 1 and consolidated in this unit, students are supported to use language to express opinions when discussing how language and images are used in the stories read. Students make connections to their own experiences when discussing the stories' plot, character and setting. Throughout the unit, the teacher will observe students working in groups, offering support and prompting as needed.</p>	<p>Stories, including those on film, allow us to escape into worlds different from our own, and meet characters we might like or dislike.</p> <p>In this unit, students will view a short film and/or animation with strong characters (human and/or anthropomorphic). During and after viewing, students engage in a variety of activities to better understand the setting, characters and events. For example, structured drama activities in which they embody characters and enact specific scenes may support students to understand how a character's feelings and thoughts can be inferred from facial expression and gesture.</p> <p>Some students continue to read decodable texts to consolidate and practise phonic and word knowledge, while other students continue to read authentic texts independently. Reading continues to be assessed through observations in student-teacher conferences and on-going, formative assessment.</p> <p>As preparation for their written task, several models of (printed) letters and/or emails expressing an opinion are read and discussed by students. With guidance from the teacher, students identify and describe structure and language features, including reviewing language to express opinions. Students should also review the use of other, relevant language features learnt earlier in the year, including compound sentences, punctuation, spelling and handwriting. Drawing on all they have learnt throughout the year and after sufficient guided practice, students write their own email in role as a character from a story.</p>

Unit 1 — Building ideas with sentences		Unit 2 — Playing by the rules		Unit 3 — Book club		Unit 4 — This is what I think		
Assessment 1 — Written recount	Term/week	Assessment 3 — Multimodal set of rules	Term/week	Assessment 5 — Interacting and speaking	Term/week	Assessment 7 — Written opinion	Term/week	
Assessment	<p><b>Description:</b> Students recount a shared text, informative (e.g. simple biography) or imaginative (e.g. story). Using provided images, students sequence real or imagined events and write simple sentences about the images.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 50 words</li> </ul>	Week 8	<p><b>Description:</b> Students create (including edit) a written set of rules (e.g. a protocol) for either: seeking/denying permission respectfully when sharing possessions/personal space; or promoting fair play in games. The protocols may be accompanied by relevant drawings.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 50 words</li> </ul>	Week 8	<p><b>Description:</b> During the unit, students are observed interacting in small group discussions with their peers and teacher about a story they have read or viewed. As they interact, they make connections between the depiction of characters, settings and events.</p> <p>At a point in time, each student will create a short spoken/signed text to share a connection between an aspect of the story and personal experience. This may be pre-recorded.</p> <p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>• Observed demonstration (interacting)</li> <li>• Extended response (short spoken text)</li> </ul> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 45 seconds</li> </ul>	Week 9	<p><b>Description:</b> In role as a story character or real-life person, students create (including edit) a letter or email to express an opinion. For example, students can provide reasons for the likes, dislikes and/or preferences of the chosen character or person.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 50 words</li> </ul>	Week 8
	<p><b>Assessment 2 — Reading</b></p> <p><b>Description:</b> Throughout the unit students read aloud words, sentences and short passages from teacher selected texts to demonstrate they:</p> <ul style="list-style-type: none"> <li>• blend short vowels, common long vowels, consonants and digraphs to read one-syllable words</li> <li>• read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words.</li> </ul> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken in a conference with the teacher</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• time as required</li> </ul>	Weeks 7–10	<p><b>Assessment 4 — Reading</b></p> <p><b>Description:</b> Throughout the unit students read aloud words, sentences and short passages from teacher selected texts to demonstrate they:</p> <ul style="list-style-type: none"> <li>• use sentence boundary punctuation to read with developing phrasing and fluency.</li> </ul> <p>The teacher listens to guided discussions that provide an opportunity for students to identify text structures and language features of narratives.</p> <p>Students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Term 1. This task complements other, on-going formative assessment of students' phonic and word knowledge.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken in a conference with the teacher</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• time as required</li> </ul>	Weeks 7–10	<p><b>Assessment 6 — Reading</b></p> <p><b>Description:</b> Throughout the unit students read aloud words, sentences and short passages from teacher selected texts to demonstrate they identify structures of informative texts, and their language and visual features.</p> <p>Students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Terms 1 and 2.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken in a conference with the teacher</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• time as required</li> </ul>	Weeks 7–10	<p><b>Assessment 8 — Reading</b></p> <p><b>Description:</b> Throughout the unit students read aloud words, sentences and short passages from teacher selected texts, and demonstrate they can monitor meaning.</p> <p>Students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge and aspects of comprehension from Terms 1, 2 and 3.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken in a conference with the teacher</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• time as required</li> </ul>	Weeks 7–10

	Unit 1 — Building ideas with sentences	Unit 2 — Playing by the rules	Unit 3 — Book club	Unit 4 — This is what I think
Achievement standard	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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. 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Moderation	<p><b>Calibration:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Expert:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Consensus:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Consensus:</b></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><b>Language for interacting with others</b> 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Literature and contexts</b> 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</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Texts in context</b> discuss different texts and identify some features that indicate their purposes AC9E1LY01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>explore language to provide reasons for likes, dislikes and preferences AC9E1LA02</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Engaging with and responding to literature</b> discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Interacting with others</b> 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Text structure and organisation</b> explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Examining literature</b> discuss plot, character and setting, which are features of stories AC9E1LE03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Analysing, interpreting and evaluating</b> describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>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</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Creating literature</b> 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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>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</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Language for expressing and developing ideas</b> understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p><b>Creating texts</b> 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</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>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</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>compare how images in different types of texts contribute to meaning AC9E1LA08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>write words using unjoined lower-case and upper-case letters AC9E1LY08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Content descriptions	Units				Content descriptions	Units							
recognise the vocabulary of learning area topics AC9E1LA09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<b>Phonic and word knowledge</b> segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
									use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
									understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
									spell one- and two-syllable words with common letter patterns AC9E1LY13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
									read and write an increasing number of high frequency words AC9E1LY14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
									recognise and know how to use grammatical morphemes to create word families AC9E1LY15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

