Prep Year plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description(highlighted aspects indicate differences from the previous year level) | In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes. Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text. Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry. |
| Achievement standard | Receptive modes (listening, reading and viewing)By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.Productive modes (speaking, writing and creating)Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Children develop emerging awareness of text structure and organisation and texts in context. They interpret literature through exploration of predictable text structures and common visual patterns represented in a range of literary and non-literary texts, including nonfiction books, everyday texts, picture books, oral texts, types of stories, film and dramatic performances. Children may respond through pictorial representations, performances, short statements and simple recounts. | Children engage with a range of spoken, written and multimodal stories, including oral stories and inscriptional traditions from Aboriginal peoples and Torres Strait Islander peoples to understand language for interaction, literature in context, and language of variation and change. Children may respond through pictorial representations, performances, short statements and simple recounts. | **Exemplar unit: Symbol systems and multimodal texts** Children develop an understanding of the symbol system used in everyday life for interacting with others and expressing needs, likes and dislikes. Children explore and create a range of multimodal texts, including poetry and rhyme, to develop an understanding of sound-and--letter knowledge and a range of language features, and identify common visual patterns. | Children engage with a range of texts, including texts from and about Asia. Children examine and respond to literature, describing differences between imaginative and informative texts, and creating short imaginative texts. Children express and develop ideas in oral, written and multimodal texts, including pictorial representations, performances, short statements and simple recounts. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:* Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature
* Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies
* The diversity of Indigenous experiences and their representation in literature and other texts.

English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for children to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, children develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural | Opportunities to engage with:Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural | Opportunities to engage with:Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural Description: cc_asiaDescription: cc_sust | Opportunities to engage with:Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural Description: cc_asiaDescription: cc_sust |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability |
| Develop assessment | AssessmentFor advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | An assessment folio is a targeted collection of a child’s work for ongoing review and analysis, and for reporting a child’s achievement and progress at a point in time. Administrators and teachers determine the evidence that will be collected to demonstrate a pattern of achievement within the child’s learning across the Australian Curriculum and the remaining Queensland learning areas, where applicable. |
| Term 1 | Term 2 | Term 3 | Term 4 |
| The assessment folio is a representative selection of evidence of the child’s learning in relation to the achievement standard for each learning area and it: * ensures there are multiple opportunities to demonstrate the elements of the achievement standard and to demonstrate patterns within the evidence
* includes evidence compiled over time from a variety of quality early years assessment techniques and across a range of teaching and learning contexts
* considers the Year-level requirements and the school’s context
* ensures evidence of children’s learning is collected over a timespan that suits reporting and moderation processes for the purpose of twice-yearly reporting.

The assessment folio may include:* notes of conversations with children, e.g. *spoken/signed: discussions in pairs about a poem*
* anecdotal records, e.g. *spoken/signed: class discussions about illustrations, images or imaginative texts*
* personalised checklists with comments, e.g. *written: one or more simple sentences to re-tell events*
* images or recordings — photographs, video or audio recordings, e.g. *multimodal: short statements using persuasive language and pictorial representations*
* objects or artefacts that children develop or make, e.g. *written: short texts using words, sentences, capital letters and full stops*
* notes of discussions with other partners, e.g. *spoken/signed: discussions in reading groups about characters and main events in imaginative texts*
* oral questioning, e.g. *spoken/signed: questions about shared reading.*

Other assessment techniques: * visual diary, e.g. *multimodal: photos/images and collaboratively produced annotations of dramatic performances*
* annotated photo story, e.g. *multimodal: informative texts collaboratively produced to record key ideas and visual features*
* digital book discussion, e.g. *multimodal: recounts and discussions of familiar texts*
* interview, e.g. *spoken/signed: interviews about short viewed texts to make connections to a child’s personal experiences.*
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| The Term 3 unit overview provides further examples of unit-specific focused assessment. | The Term 3 unit overview provides further examples of unit-specific focused assessment. | Week | Assessment instrument | The Term 3 unit overview provides further examples of unit-specific focused assessment. |
| As appropriate | Informative: Presentation (Spoken/signed)Children report an idea or event to a familiar audience. |
| As appropriate | Imaginative: Performance (Multimodal)Children represent characters from a text through a puppet show, role play or story retell.  |
| Make judgments and use feedback | Moderation | Teachers moderate and validate judgments about children’s learning progress to ensure consistency of judgment when matching evidence in an assessment folio to a standard or a phase descriptor. A moderation process may involve teachers sharing a sample range of assessment folios representing each level of the P–2 reporting framework in each of the learning areas. Teachers then discuss and match the samples to a level of achievement and apply an on-balance judgment to the class’s remaining assessment folios. School-based moderation processes can be applied to the Australian Curriculum learning areas and remaining Queensland learning areas where the Australian Curriculum is not yet available. |

Prep Year English: review for balance and coverage of content descriptions

| Language | 1 | 2 | 3 | 4 |
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| Language variation and change |
| Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community [(ACELA1426)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1426)  | ✓ | ✓ | ✓ | ✓ |
| Language for interaction |
| Explore how language is used differently at home and school depending on the relationships between people [(ACELA1428)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1428)  | ✓ | ✓ | ✓ | ✓ |
| Understand that language can be used to explore ways of expressing needs, likes and dislikes [(ACELA1429)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1429)  | ✓ | ✓ | ✓ | ✓ |
| Text structure and organisation |
| Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes [(ACELA1430)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1430)  |  |  | ✓ | ✓ |
| Understand that some language in written texts is unlike everyday spoken language [(ACELA1431)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1431)  | ✓ | ✓ |  |  |
| Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences [(ACELA1432)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1432) |  |  | ✓ | ✓ |
| Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1433)  |  |  | ✓ | ✓ |
| Expressing and developing ideas |
| Recognise that sentences are key units for expressing ideas [(ACELA1435)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1435)  |  |  | ✓ | ✓ |
| Recognise that texts are made up of words and groups of words that make meaning [(ACELA1434)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1434)  | ✓ | ✓ | ✓ | ✓ |
| Explore the different contribution of words and images to meaning in stories and informative texts [(ACELA1786)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1786) | ✓ | ✓ | ✓ | ✓ |
| Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school [(ACELA1437)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1437)  | ✓ | ✓ | ✓ | ✓ |
| Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words [(ACELA1758)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1758)  | ✓ | ✓ | ✓ | ✓ |
| Know how to use onset and rime to spell words [(ACELA1438)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1438)  |  |  | ✓ | ✓ |
| Sound and letter knowledge |
| Recognise rhymes, syllables and sounds (phonemes) in spoken words [(ACELA1439)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1439)  | ✓ | ✓ | ✓ | ✓ |
| Recognise the letters of the alphabet and know there are lower and upper case letters [(ACELA1440)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1440) | ✓ | ✓ | ✓ |  |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context |
| Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences [(ACELT1575)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1575)  |  |  | ✓ | ✓ |
| Responding to literature |
| Respond to texts, identifying favourite stories, authors and illustrators [(ACELT1577)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1577) |  | ✓ |  | ✓ |
| Share feelings and thoughts about the events and characters in texts [(ACELT1783)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1783)  | ✓ | ✓ | ✓ | ✓ |
| Examining literature |
| Identify some features of texts including events and characters and retell events from a text [(ACELT1578)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1578)  |  | ✓ | ✓ | ✓ |
| Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry [(ACELT1785)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1785)  |  |  | ✓ | ✓ |
| Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures [(ACELT1579)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1579)  | ✓ | ✓ | ✓ | ✓ |
| Creating literature |
| Retell familiar literary texts through performance, use of illustrations and images [(ACELT1580)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1580)  | ✓ | ✓ |  | ✓ |

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| Literacy | 1 | 2 | 3 | 4 |
| Texts in context |
| Identify some familiar [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and the [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) in which they are used [(ACELY1645)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1645)  | ✓ | ✓ | ✓ | ✓ |
| Interacting with others |
| Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations [(ACELY1646)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1646)  | ✓ | ✓ | ✓ | ✓ |
| Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact [(ACELY1784)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1784)  | ✓ | ✓ | ✓ | ✓ |
| Deliver short oral presentations to peers [(ACELY1647)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1647)  |  |  | ✓ | ✓ |
| Interpreting, analysing, evaluating |
| Identify some differences between imaginative and informative texts [(ACELY1648)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1648)  |  |  | ✓ | ✓ |
| Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge [(ACELY1649)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1649)  |  |  | ✓ | ✓ |
| Use comprehension strategies to understand and discuss texts listened to, viewed or read independently [(ACELY1650)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1650)  |  | ✓ | ✓ | ✓ |
| Creating texts |
| Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1651)  |  |  | ✓ | ✓ |
| Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops [(ACELY1652)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1652)  |  | ✓ | ✓ | ✓ |
| Produce some lower case and upper case letters using learned letter formations [(ACELY1653)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1653)  | ✓ | ✓ |  |  |
| Construct texts using software including word processing programs [(ACELY1654)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1654)  | ✓ | ✓ | ✓ | ✓ |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.