Year 1 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 Year 1, 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, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, 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 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 Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text. Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry. |
| Achievement standard | Receptive modes (listening, reading and viewing)By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.Productive modes (speaking, writing and creating)Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all 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 |
| My experiencesChildren examine the language of communication in real and imaginative contexts. Children construct a personal recount about a shared class experience and share feelings about their experiences with their peers and teacher. | Word playChildren listen to, read and view poetry, rhyming verse and dramatic performances to engage with structure and language to create characters. Children explore and experiment with the language in rhyming verse and poetry to describe people in the world around them. They contribute ideas and use turn taking to listen and recognise the contributions of others. | My storyChildren explore picture books, stories and films from Asian peoples, Aboriginal peoples and Torres Strait Islander peoples and traditional tales from other cultures. Children create imaginative texts with a focus on language to describe and explain events, settings and characters based on real experiences and stories from the past. | Exemplar unit: My favourite Children listen to, read, view and interpret spoken, written and multimodal texts designed to inform and persuade.Children look at the way multimodal information texts use language and visual images to persuade an audience to play a game or read a particular book. |
| 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 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 | 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_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural Description: 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 |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument |
| 4–5 | Imaginative: Recount (Spoken/signed)Recount a familiar imaginative story in a different setting. | 4–5 | Imaginative: Performance (Spoken/signed)Present an imaginative poetry performance. | 6–7 | Informative: Discussion (Spoken/signed)Contribute to a discussion about sequences of events in imaginative texts. | 4–5 | Informative: Procedure (Spoken/signed)Listen to and follow instructions in a procedural text. |
| 6–8 | Imaginative: Storyboard (Multimodal)Create a storyboard representation of a familiar imaginative children’s story. | 6–8 | Informative: Discussion (Spoken/signed)Participate in an informative discussion about own and others’ poetry performance. | 7–8 | Imaginative: Literary retelling (Multimodal)Create an imaginative story. | 7–8 | Informative: Presentation (Multimodal)Create an informative presentation including words and images. |
| 9–10 | School profile Update the school profile using reading interview and analysis, comprehension, work samples, observations and checklists. | 9–10 | School profileUpdate the school profile using reading interview and analysis, comprehension, work samples, observations and checklists. | 9–10 | School profile Update the school profile using reading interview and analysis, comprehension, work samples, observations and checklists. | 8–10 | School profileUpdate the school profile using reading interview and analysis, comprehension, work samples, observations and checklists. |
| **Feb**  | **Literacy and numeracy checkpoint assessments** | **Jun** | **Literacy and numeracy checkpoint assessments** |  |  | **Oct** | **Literacy and numeracy checkpoint assessments** |
| Make judgments and use feedback | Moderation | Teachers review school profiles from the previous year. Teachers read recounts and moderate to ensure consistency of judgments. | Curriculum leaders and teachers participate in Literacy and numeracy checkpoint assessments to ensure consistency of judgments. | Teachers cross-mark a selection of narratives and moderate to ensure consistency of judgments. | Teachers review checkpoints and samples and moderate to ensure consistency of judgments. |

Year 1 English: review for balance and coverage of content descriptions

| Language | 1 | 2 | 3 | 4 |
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| Language variation and change |
| Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others [(ACELA1443)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1443)  | ✓ |  |  | ✓ |
| Language for interaction |
| Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others [(ACELA1444)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1444)  | ✓ |  |  | ✓ |
| Understand that there are different ways of asking for information, making offers and giving commands [(ACELA1446)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1446)  | ✓ | ✓ |  | ✓ |
| Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions [(ACELA1787)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1787)  | ✓ | ✓ |  | ✓ |
| Text structure and organisation |
| Understand that the purposes texts serve shape their structure in predictable ways [(ACELA1447)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1447)  | ✓ |  |  | ✓ |
| Understand patterns of repetition and contrast in simple texts [(ACELA1448)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1448)  |  |  | ✓ | ✓ |
| Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands [(ACELA1449)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1449)  | ✓ | ✓ | ✓ | ✓ |
| Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links [(ACELA1450)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1450)  |  |  |  | ✓ |
| Expressing and developing ideas |
| Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the circumstances [(ACELA1451)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1451)  |  | ✓ | ✓ |  |
| Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) [(ACELA1452)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1452)  | ✓ | ✓ | ✓ | ✓ |
| Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning [(ACELA1453)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1453)  |  | ✓ | ✓ | ✓ |
| Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts [(ACELA1454)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1454)  | ✓ | ✓ | ✓ | ✓ |
| Expressing and developing ideas |
| Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words [(ACELA1778)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1778)  | ✓ | ✓ | ✓ |  |
| Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ [(ACELA1455)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1455)  | ✓ | ✓ | ✓ | ✓ |
| Sound and letter knowledge |
| Manipulate sounds in spoken words including phoneme deletion and substitution [(ACELA1457)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1457)  | ✓ | ✓ | ✓ | ✓ |
| Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends [(ACELA1458)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1458)  | ✓ | ✓ | ✓ | ✓ |
| Understand the variability of sound --- letter matches [(ACELA1459)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1459) | ✓ | ✓ | ✓ | ✓ |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context |
| Discuss how authors create characters using language and images [(ACELT1581)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1581)  |  | ✓ | ✓ | ✓ |
| Responding to literature |
| Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences [(ACELT1582)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1582)  |  | ✓ | ✓ |  |
| Express preferences for specific texts and authors and listen to the opinions of others [(ACELT1583)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1583)  |  | ✓ | ✓ | ✓ |
| Examining literature |
| Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts [(ACELT1584)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1584)  |  | ✓ | ✓ |  |
| Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme [(ACELT1585)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1585)  |  | ✓ |  |  |
| Creating literature |
| Recreate texts imaginatively using drawing, writing, performance and digital forms of communication [(ACELT1586)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1586)  | ✓ | ✓ |  | ✓ |

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| Literacy | 1 | 2 | 3 | 4 |
| Texts in context |
| Respond to texts drawn from a range of cultures and experiences [(ACELY1655)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1655)  | ✓ | ✓ | ✓ | ✓ |
| Interacting with others |
| Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions [(ACELY1656)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1656)  | ✓ | ✓ | ✓ | ✓ |
| Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace [(ACELY1788)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1788)  | ✓ |  | ✓ | ✓ |
| Make short presentations using some introduced text structures and language, for example opening statements [(ACELY1657)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1657)  |  | ✓ |  | ✓ |
| Interpreting, analysing, evaluating |
| Describe some differences between imaginative informative and persuasive texts [(ACELY1658)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1658)  |  |  |  | ✓ |
| Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading [(ACELY1659)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1659)  | ✓ | ✓ | ✓ | ✓ |
| Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features [(ACELY1660)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1660)  | ✓ | ✓ | ✓ | ✓ |
| Creating texts |
| Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams [(ACELY1661)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1661)  |  | ✓ | ✓ | ✓ |
| Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation [(ACELY1662)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1662)  | ✓ | ✓ | ✓ | ✓ |
| Write using unjoined lower case and upper case letters [(ACELY1663)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1663)  | ✓ | ✓ | ✓ | ✓ |
| Construct texts that incorporate supporting images using software including word processing programs [(ACELY1664)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1664)  |  |  | ✓ | ✓ |

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