Year 1 unit overview — Australian Curriculum: English

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

| School name | Unit title | Duration of unit |
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| Our School | My Favourite! | 10 weeks |

| Unit outline |
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| Children create and perform a presentation to inform their peers about their favourite game or book. They describe some differences between informative and persuasive texts in relation to their favourite game or book.  Children develop an understanding of:   * how language and images are used to inform others * the shape and structure of informative texts * how texts connect to students’ own experiences * how texts are different to suit audience and purpose   Inquiry questions for the unit:   * What are the features of informative texts? * What language and images/visuals are used to inform an audience? * What are differences between informative and persuasive texts? * What features of books or games persuade us to choose them to read or play? |

| Identify curriculum | | | |
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| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| 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 that texts serve shape their structure in predictable ways [(ACELA1447)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1447) * 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   * 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) * 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) | Literature and context   * Discuss how authors create characters using language and images [(ACELT1581)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1581)   Responding to literature   * Express preferences for specific texts and authors and listen to the opinions of others [(ACELT1583)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1583)   Creating literature   * Recreate texts imaginatively using drawing, writing, performance and digital forms of communication [(ACELT1586)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1586) | 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) | Description: gc_literacy Literacy   * Communicate confidently in listening, reading and viewing, writing, speaking and creating print, visual and digital materials   Description: gc_numeracy Numeracy   * Understand how the numerical system is used in texts within everyday environments to organise and communicate meaning   Description: gc_ict **ICT capability**   * Explore how ICTs use symbols and systems to create and communicate meaning   Description: gc_critical Critical and creative thinking   * Experiment with language and visual images to persuade in a variety of creative, imaginative and innovative ways   Description: gc_personal_social **Personal and social capability**   * Develop communication skills to persuade |
| 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. | | | |

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| Relevant prior curriculum | Curriculum working towards |
| **Early Years Curriculum Guidelines**  Using the five contexts for learning and the eight guiding principles of practice, teachers create teaching and learning opportunities that may include:   * the different modes and structures of texts within everyday contexts,  e.g. speaking and listening, responding, interacting and presenting * the purposes of language for communicating within a range of contexts,  e.g. personal, social, learning * different structures of text types used in meaningful ways, including Aboriginal and Torres Strait Islander texts and texts from Asia * making explicit the links between oral and written texts in a variety of text types * exploring through rhythm and rhyme in the patterns of oral language and making explicit through texts the relationship between these patterns and text and word construction, e.g. onset and rime, rhyming patterns * the features of texts during shared reading of a range of text types including poetry and rhyme, e.g. print concepts, punctuation, sentence patterns * predicting and questioning strategies within shared reading * providing a range of supportive texts for children to read within their interests * deconstructing and constructing texts focusing on words and groups of words that make meaning * high-frequency words within the context of a variety of text types * how to represent letters and sounds in collaboratively and independently developed texts * how to recognise letters and sounds and explore the purpose and context within which they are viewing them * exploring multimodal texts by retelling orally, sequencing events and discussing characters * creating digital texts * vocabulary and categorising words in context * written texts collaboratively created in a range of meaningful contexts, explaining how punctuation and concepts of print contribute to text structures and creating meaning. | Year 2 Australian Curriculum  Children will be provided with opportunities to:   * discuss how depictions of characters in print, sound and images reflect the contexts in which they were created * compare opinions about characters, events and settings in and between texts * identify aspects of different types of literary texts that entertain, and give reasons for personal preferences * discuss the characters and settings of different texts and explore how language is used to present these features in different ways. |

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| Bridging content |
| The focus is on explicit teaching of:   * the use of different systems of communication to cater to different needs and purposes * the purposes of texts * making short presentations using some introduced text structures and language, e.g. opening statements. |
| Links to other learning areas |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas. They will be developed to include the specific language and structure of the learning area. For example, an informative text about Differences in family structures and roles today, and how these have changed or remained the same over time would use structure and language specific to history in the Australian Curriculum. |

| Assessment | | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of children’s work:  Receptive   * use of knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning from texts * identification of key ideas and of literal and implied meaning in familiar texts   Productive   * use of linked sentences, relevant and topic-specific vocabulary and spoken language features in short presentations on learned topics.   Reading success criteria for children:   * read on, reread * predict and confirm * use meaning, sentence structure, sounds in words * recall information that is within the text * make links to familiar texts   Writing success criteria for children:   * designing computer texts * inform others using: * words * images.   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) |
| Children are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in folios and allows for ongoing feedback to children on their learning.  Year 1 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for children to develop the understanding and skills required to complete these assessments. As children engage with these learning experiences, the teacher can provide feedback on specific skills.  The focus of the assessment is an individual informative multimodal presentation of *My favourite game or book*. |  |
| Reading interview  Children:   * complete a reading interview and comprehension questions using a context appropriate to prior teaching and learning experiences. | Week 1 |
| **Informative: Procedure (Spoken/signed)**  Children:   * listen to and follow instructions in a procedural text. | Week 4 and 5 |
| **Ongoing** **monitoring and feedback**  Teacher:   * provides ongoing monitoring and feedback regarding reading, comprehension and written texts. | Weeks 1–6 |
| **Formal reading interview**  Children:   * complete a reading interview and comprehension questions using an appropriate context.   Teacher:   * tracks children’s individual progress. | Week 7 |
| **Informative: Presentation (Multimodal)**  Children:   * present an informative presentation of *My favourite game or book* for peers. | Week 7 and 8 |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| **Teacher:**   * discusses and shares success criteria for formative and summative assessments * displays criteria for children to revisit and reflect on regularly * provides a range of games and books to suit different interests including print, CD and online books, board games and interactive electronic games suitable for young children * allows time for children to share their experiences and their reactions to the games and books, e.g. show and tell; group sharing time; think-pair-share; and written, visual and spoken responses * models and co-constructs an informative presentation with an emphasis on the choice of words and visuals * provides opportunities for independent practice leading to an informative presentation with an emphasis on the choice of words and visuals * involves the children in a whole-class discussion to revisit the success criteria for the presentation * provides a simple peer- and self-assessment sheet for the final presentation * provides ongoing feedback related to success criteria, e.g. 3 stars and a wish * records student presentations to assist with consistency of teacher judgments across the year level cohort.   **Children:**   * negotiate success criteria * read, view and compare a range of video clips, interactive games and books * share their experiences about the games and books, e.g. show and tell; group sharing time; think-pair-share; and written, visual and spoken responses * participate in discussions about the games, books and advertisements being studied * participate in group and independent writing tasks * act upon the discussions and feedback related to the success criteria * participate in whole-class discussions related to the presentation * reflect on and evaluate their own learning.   Following the multimodal presentations, the focus will be on comparing informative and persuasive texts.  Teacher:   * provides advertisements for games and books to be read, viewed and listened to, e.g. shopping catalogues, children’s magazines, online banner ads for children’s websites * makes explicit the words used to persuade in a variety of texts, e.g. making word walls of feeling words, exciting adjectives, verbs * makes explicit visuals used to persuade in a variety of texts, e.g. fonts, colours, backgrounds, pictures and images * discusses differences between informative and persuasive texts.   Children:   * read, view and listen to advertisements for games and books * share their opinions about their favourite games and books, e.g. show and tell; group sharing time; think-pair-share; and written, visual and spoken responses * identify the words and visuals used to persuade in a variety of texts * participate in discussions about the differences between informative and persuasive texts. | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Children would benefit from access to:   * PC/laptops * games and books * magazines, sales catalogues * the internet   Professional persons of interest may include:   * authors, in person or online * teacher–librarian, resource manager |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children on their strengths and areas for improvement.  Children reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * children’s common misconceptions that need, or needed, to be clarified. |