Foundation Year: Language

**Language and the study of English**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and express themselves effectively to others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

**Aims**

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, write, view, speak, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

Understand how Standard Australian English is used in spoken and written forms and in combination with non-linguistic forms of communication to create meaning

- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

**Foundation Year Level Description**

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.

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, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts in which the primary purpose is to entertain, as well as read 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 decodable and 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 text. Students create a range of imaginative, informative and persuasive pictorial representations, short statements, performances, reports and poetry.

**Structure**

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English. Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand. Together, the three strands form an integrative framework of disciplinary knowledge and focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are:

- Language knowing about the English language; Literature: understanding, appreciating, responding to, analysing and creating literary texts and Literacy: expanding the repertoire of English usage.

**Literacy**

- Language variation and change
- Text structure and organisation
- Expressing and developing ideas

**Literature**

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

**Language feature**

- Phonic and word knowledge

**Reading**

- Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge.

**Writing**

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.

**Rationale**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and express themselves effectively to others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

**Aims**

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, write, view, speak, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

Understand how Standard Australian English is used in spoken and written forms and in combination with non-linguistic forms of communication to create meaning

- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

**Foundation Year Level Description**

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.

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, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts in which the primary purpose is to entertain, as well as read 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 decodable and 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 text. Students create a range of imaginative, informative and persuasive pictorial representations, short statements, performances, reports and poetry.

**Structure**

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English. Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand. Together, the three strands form an integrative framework of disciplinary knowledge and focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are:

- Language knowing about the English language; Literature: understanding, appreciating, responding to, analysing and creating literary texts and Literacy: expanding the repertoire of English usage.

**Literacy**

- Language variation and change
- Text structure and organisation
- Expressing and developing ideas

**Literature**

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

**Language feature**

- Phonic and word knowledge

**Reading**

- Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge.

**Writing**

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.

**Rationale**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and express themselves effectively to others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

**Aims**

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

Understand how Standard Australian English is used in spoken and written forms and in combination with non-linguistic forms of communication to create meaning

- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.