

Year 1

V 8.3



ENGLISH

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 build relationships with 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 also 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.

Year 1 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 that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between 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 and interaction skills.

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 on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

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 works in its 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.

Year 1 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 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 revisit and strengthen these as needed.

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 include decodable and predictable texts which 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, 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.

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 (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 integrating 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.

Year 1 Content Descriptions

Language	Literature	Literacy
<p>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.</p> <p>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. Understand that there are different ways of asking for information, making offers and giving commands. Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.</p> <p>Text structure and organisation Understand that the purposes texts serve shape their structure in predictable ways. Understand patterns of repetition and contrast in simple texts. 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. 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.</p> <p>Expressing and developing ideas Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances. Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs). Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning. 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.</p> <p>Phonics and word knowledge Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words. Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words. Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound. Understand how to spell one and two syllable words with common letter patterns. Recognise and know how to use simple grammatical morphemes to create word families. Use visual memory to read and write high-frequency words. Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words.</p>	<p>Literature and context Discuss how authors create characters using language and images.</p> <p>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. Express preferences for specific texts and authors and listen to the opinions of others.</p> <p>Examining literature Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts. Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme. Recreate texts imaginatively using drawing, writing, performance and digital forms of communication. Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary.</p>	<p>Texts in context Respond to texts drawn from a range of cultures and experiences.</p> <p>Interacting with others Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. Make short presentations using some introduced text structures and language, for example opening statements.</p> <p>Interpreting, analysing, evaluating Describe some differences between imaginative informative and persuasive texts. Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading. 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.</p> <p>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. Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation. Write using unjoined lower case and upper case letters. Construct texts that incorporate supporting images using software including word processing programs.</p>