

# Reception to year 2

# English

September 2022

## Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government  
of South Australia

Department for Education

# English: Reception to year 2

## Contents

<b>Context statement</b> .....	<b>1</b>	<b>Sub-strand: Examining literary texts</b> .....	<b>8</b>
<b>Achievement standards</b> .....	<b>2</b>	Thread: .....	8
<b>Interacting and creating spoken texts</b> .....	<b>2</b>	Themes and perspectives .....	8
<b>Reading, viewing and comprehending</b> .....	<b>2</b>	Features of literary texts.....	8
<b>Creating written and multimodal texts</b> .....	<b>3</b>	Examining literary devices .....	8
<b>Scope and sequence</b> .....	<b>4</b>	<b>Sub-strand: Creating literature</b> .....	<b>9</b>
<b>Strand: Language</b> .....	<b>4</b>	Thread: .....	9
<b>Sub-strand: Language for interacting with others</b> .....	<b>4</b>	Creating literary texts.....	9
Thread: .....	4	<b>Strand: Literacy</b> .....	<b>9</b>
Language variation for interaction .....	4	<b>Sub-strand: Understanding texts in contexts</b> .....	<b>9</b>
Language for interpretation and evaluation.....	4	Thread: .....	9
<b>Sub-strand: Text structure and organisation</b> .....	<b>5</b>	Texts in contexts .....	9
Thread: .....	5	<b>Sub-strand: Interacting with others</b> .....	<b>10</b>
Purpose, audience and structures of text types.....	5	Thread: .....	10
Text cohesion .....	5	Listening and speaking skills for interactions .....	10
Concepts of print and screen.....	5	<b>Sub-strand: Analysing, interpreting and evaluating</b> .....	<b>10</b>
<b>Sub-strand: Language for expressing and developing ideas</b> .....	<b>5</b>	Thread: .....	10
Thread: .....	5	Purpose and audience.....	10
Sentence and clause level grammar .....	5	Reading processes.....	10
Word level grammar .....	6	Comprehension strategies .....	10
Visual language .....	6	<b>Sub-strand: Creating texts</b> .....	<b>11</b>
Vocabulary .....	6	Thread: .....	11
Punctuation.....	6	Creating written texts .....	11
<b>Strand: Literature</b> .....	<b>7</b>	Oral presentations .....	11
<b>Sub-strand: Literature and contexts</b> .....	<b>7</b>	Handwriting.....	11
Thread: .....	7	<b>Sub-strand: Phonics and word knowledge</b> .....	<b>12</b>
Texts and contexts .....	7	Thread: .....	12
<b>Sub-strand: Engaging with and responding to literature.</b> .....	<b>7</b>	Phonological and phonemic awareness .....	12
Thread: .....	7	Alphabet and phonic knowledge .....	12
Engaging with and responding to texts .....	7	Spelling and word knowledge .....	12

# Context statement

## Context Statement for English

The English curriculum is presented in year levels from Foundation to Year 10. Content is organised under 3 interrelated strands: Language, Literature and Literacy.

**Language:** knowing about the English language and how it works.

**Literature:** understanding, appreciating, responding to, analysing and creating literary texts of personal, cultural and social value. The range of literary texts for Foundation to Year 10 comprises oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide ranging Australian and world authors, including texts from and about Asia.

**Literacy:** interpreting and creating texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

Teaching and learning programs should balance and integrate all 3 strands. Content descriptions in each of the 3 strands are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. These sub-strands are further organised into threads that provide connection across R to 10. The processes of reading and viewing, listening and speaking, and writing and creating are embedded in an integrated and interdependent way across all content descriptors. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

The South Australian English Scope and Sequence R to 10 provides:

- achievement standards and content descriptions organised into 3 year level groups, reception to year 2, years 3 to 6 and years 7 to 10, presented in tables for ease of comparison
- clarity for teachers to easily see the progression of what should be taught in the Australian Curriculum and what opportunities are important for the ongoing learning of English, supporting school curriculum planning and assessment
- a clear balance when demonstrating the interconnectedness between the 3 interrelated strands, Language, Literature and Literacy, with each strand distinctly contributing to the curriculum area of English to support the development of knowledge, understanding and skills
- a description of the knowledge, understanding and skills taught at each year level, enabling flexibility in how these can be taught in different contexts.

# Achievement standards

## Interacting and creating spoken texts

Reception	Year 1	Year 2
<p><b>By the end of Reception, students:</b></p> <ul style="list-style-type: none"> <li>listen to texts, interact with others and create short spoken texts, including retelling stories</li> <li>share thoughts and preferences, retell events and report information or key ideas to an audience</li> <li>use language features including words and phrases from learning and texts</li> <li>listen for and identify rhymes, letter patterns and sounds (phonemes) in words</li> <li>orally blend and segment phonemes in single syllable words.</li> </ul>	<p><b>By the end of Year 1, students:</b></p> <ul style="list-style-type: none"> <li>interact with others, and listen to and create short spoken texts including recounts of stories</li> <li>share ideas and retell or adapt familiar stories, recount or report on events or experiences</li> <li>express opinions using a small number of details from learnt topics, topics of interest or texts</li> <li>sequence ideas and use language features including topic specific vocabulary and features of voice.</li> </ul>	<p><b>By the end of Year 2, students:</b></p> <ul style="list-style-type: none"> <li>interact with others, and listen to and create spoken texts including stories</li> <li>share ideas, topic knowledge and appreciation of texts when they recount and inform</li> <li>express opinions, including details from learnt topics, topics of interest or texts</li> <li>organise and link ideas and use language features including topic specific vocabulary and features of voice.</li> </ul>

## Reading, viewing and comprehending

Reception	Year 1	Year 2
<p><b>By the end of Reception, students:</b></p> <ul style="list-style-type: none"> <li>read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences</li> <li>identify the language features of texts including connections between print and images</li> <li>name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs)</li> <li>read words including consonant–vowel–consonant words and some high frequency words.</li> </ul>	<p><b>By the end of Year 1, students:</b></p> <ul style="list-style-type: none"> <li>read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences</li> <li>identify the text structures, language features and visual features of familiar narrative and informative texts</li> <li>blend short vowels, common long vowels, consonants and digraphs to read one syllable words</li> <li>read one and 2 syllable words with common letter patterns, and an increasing number of high frequency words</li> <li>use sentence boundary punctuation to read with developing phrasing and fluency.</li> </ul>	<p><b>By the end of Year 2, students:</b></p> <ul style="list-style-type: none"> <li>read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events</li> <li>describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features</li> <li>use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high frequency words</li> <li>use punctuation for phrasing and fluency.</li> </ul>

## Creating written and multimodal texts

Reception	Year 1	Year 2
<p><b>By the end of Reception, students:</b></p> <ul style="list-style-type: none"> <li>• create short written texts including retelling stories using words and images where appropriate</li> <li>• retell and report information and state their thoughts, feelings and key ideas</li> <li>• use words and phrases from learning and texts</li> <li>• form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</li> </ul>	<p><b>By the end of Year 1, students:</b></p> <ul style="list-style-type: none"> <li>• create short written and multimodal texts including recounts of stories with events and characters</li> <li>• report information and experiences and express opinions</li> <li>• express ideas in texts which may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts</li> <li>• write simple sentences with sentence boundary punctuation and capital letters for proper nouns</li> <li>• use topic specific vocabulary</li> <li>• write words using unjoined upper case and lower case letters</li> <li>• spell most one and 2 syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high frequency words.</li> </ul>	<p><b>By the end of Year 2, students:</b></p> <ul style="list-style-type: none"> <li>• create written and multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences</li> <li>• use text structures to organise and link ideas for a purpose</li> <li>• punctuate simple and compound sentences</li> <li>• use topic specific vocabulary</li> <li>• write words using consistently legible unjoined letters</li> <li>• spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</li> </ul>

# Scope and sequence

## Strand: Language

In the Language strand, students develop their knowledge of the English language and how it works.

Students learn how language enables people to interact effectively, build and maintain relationships, and express and exchange knowledge, skills, attitudes, emotions and opinions. Oral language is the foundation of learning and an essential component of exploring ideas, expressing viewpoints, forming arguments and building vocabulary.

Language operates within a contextual framework in which choices vary according to topics, purpose and audience. Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language in use and language as a system. This enables them to reflect on their own speaking and writing and discuss these productively with others.

This strand informs teaching and learning activities and connects to key concepts and skills in the other strands.

## Sub-strand: Language for interacting with others

Students learn that language varies according to relationships, social settings, purpose and audience, and is a means for expressing personal and social identity.

Thread:	Reception	Year 1	Year 2
<p><b>Language variation for interaction</b></p> <p>Language varies according to purpose, audience and different social contexts, including formal and informal interactions.</p>	<p>Explore how language is used differently at home and school depending on the relationships between people, including language used to:</p> <ul style="list-style-type: none"> <li>ask questions and make requests</li> <li>share opinions.</li> </ul>	<p>Understand how language, facial expressions and gestures are used to interact with others when:</p> <ul style="list-style-type: none"> <li>asking for and providing information</li> <li>making offers</li> <li>exclaiming or making statements</li> <li>requesting and giving commands.</li> </ul>	<p>Investigate how interpersonal language choices vary depending on the context, including the different roles taken in interactions that include:</p> <ul style="list-style-type: none"> <li>expressions of politeness</li> <li>specific greetings and cultural protocols.</li> </ul>
<p><b>Language for interpretation and evaluation</b></p> <p>Language is used to express opinions and make evaluative judgements about people, places and things.</p>	<p>Explore different ways of using language including speech and gestures to:</p> <ul style="list-style-type: none"> <li>express preferences, likes and dislikes</li> <li>to recognise and communicate feelings.</li> </ul>	<p>Explore language to provide reasons for likes, dislikes and preferences.</p>	<p>Explore how language can be used for appreciating texts and providing reasons for preferences including the use of precise verbs such as 'like', 'prefer' and 'enjoy'.</p>

<b>Sub-strand: Text structure and organisation</b>			
Students learn how texts are structured for different audiences and contexts, and to achieve particular purposes. They learn techniques that authors use to guide and influence the reader or viewer through effective use of language at the level of the whole text, paragraph and sentence.			
<b>Thread:</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Purpose, audience and structures of text types</b> The organisation of texts according to purpose, context and audience.	Understand that texts can take many forms such as signs, oral stories, books and digital texts.	Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain.	Identify how texts across the curriculum are organised differently and use language features depending on purposes.
<b>Text cohesion</b> Texts are made cohesive through language features that link parts of the text together.	<b>Text cohesion</b> <i>thread starts at year 1</i>	Explore how texts use rhyme, rhythm and repetitive words and phrases to create cohesion including in stories, simple poems, chants and songs.	Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred.
<b>Concepts of print and screen</b> Different conventions apply to how text is presented on a page, a screen, online, or in multimedia texts.	Understand conventions of print and screen including how books and simple digital texts are usually organised.	Understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images.	Navigate print and screen texts using chapters, tables of contents, indexes, side bar menus, drop down menus or links.

<b>Sub-strand: Language for expressing and developing ideas</b>			
Students learn how authors control and use a range of clause structures and word groups as well as combinations of sound, image, movement and layout. They build vocabulary and learn how to understand and use words according to context.			
<b>Thread:</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Sentence and clause level grammar</b> Clauses and how they construct sentences. One clause can make a simple sentence. Clauses can be combined using different types of conjunctions to make compound and complex sentences.	Recognise: <ul style="list-style-type: none"> <li>sentences are key units for expressing ideas</li> <li>word order in sentences is important for meaning</li> <li>the difference between a sentence fragment and a complete sentence.</li> </ul>	Understand that a simple sentence consists of a single independent clause representing a single event or idea.	Understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction such as 'and', 'but' and 'so'.

Thread:	Reception	Year 1	Year 2
<p><b>Word level grammar</b></p> <p>Different classes of words used in English (such as nouns and verbs) and the functions they perform in sentences, including when combined in particular recognisable groups such as phrases and noun groups.</p>	<p>Recognise that sentences are made up of groups of words (noun, verb and adjective) that work together in particular ways to make meaning.</p>	<p>Understand differences in words that represent:</p> <ul style="list-style-type: none"> <li>• happenings and states (verbs)</li> <li>• people, places and things (nouns, including pronouns and proper nouns)</li> <li>• qualities (adjectives)</li> <li>• details, such as when, where and how (adverbs).</li> </ul>	<p>Understand that in sentences:</p> <ul style="list-style-type: none"> <li>• verbs can be expressed as verb groups (is running, has run, will run)</li> <li>• nouns can refer to people, places, concrete objects and ideas</li> <li>• nouns can be extended into noun groups using articles (a, an, the) and adjectives (describing words).</li> </ul>
<p><b>Visual language</b></p> <p>Images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.</p>	<p>Explore the contribution of images and words to meaning in stories and informative texts.</p>	<p>Compare how images in different types of texts contribute to meaning.</p>	<p>Understand that images add to or multiply the meanings of a text.</p>
<p><b>Vocabulary</b></p> <p>Meanings of words, including every day and specialist and how words take their meanings from the context of the text.</p>	<p>Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school.</p>	<p>Recognise and use topic specific vocabulary relevant to learning areas.</p>	<p>Experiment with and begin to make conscious choices of vocabulary to suit the topic.</p>
<p><b>Punctuation</b></p> <p>The functions and purposes of using punctuation at the word, sentence and whole text level.</p>	<p>Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end.</p>	<p>Understand that written language uses punctuation that can guide reading, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns.</p>	<p>Recognise that capital letters are used in titles and commas are used to separate items in lists.</p>



## Strand: Literature

The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include works that are recognised as having enduring social and artistic value, some of which may be referred to as classic or canonical texts, and some that attract contemporary attention.

Literature is a dynamic and evolving body of work comprising texts (written, spoken, visual, multimodal, print and digital) from diverse historical and cultural contexts. These texts are valued and appreciated for their form and style, and contribution to cultural, historical and social understanding. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of the breadth and complexity of human experiences.

Experience of literature also builds students' knowledge of the interrelationship of language and culture, and stimulates creative and critical thinking. Students appreciate, analyse, interpret and evaluate a range of literary texts. This range includes the oral narrative traditions and literature of First Nations Australians, classic and contemporary literature from wide ranging Australian authors, and world literature including texts from and about Asia. Students create texts such as short stories, poetry, prose, plays and short films.

### Sub-strand: Literature and contexts

Students learn how characters, events, perspectives and issues in literary texts are shaped by the historical, social and cultural contexts in which they are created.

Thread:	Reception	Year 1	Year 2
<b>Texts and contexts</b> Texts reflect and respond to the contexts in which they are created. Audiences reflect and respond to texts, making connections to their own experience and prior knowledge.	Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, wide ranging Australian and world authors and illustrators.	Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, wide ranging Australian and world authors and illustrators.	Discuss how characters and settings are connected in literature created by First Nations Australian, wide ranging Australian and world authors and illustrators.

### Sub-strand: Engaging with and responding to literature

Students learn to respond personally to literary texts and make connections to their own lives, other texts and the responses of others.

Thread:	Reception	Year 1	Year 2
<b>Engaging with and responding to texts</b> Responding to the ideas, characters and viewpoints in texts, including relating texts to own experiences and expressing preferences for texts.	Respond to stories using drawing and beginning forms of writing and share feelings and thoughts about their events and characters.	Discuss literary texts and share responses by making connections with students' own experiences.	Identify features of texts, such as characters and settings, and give reasons for preferences.

**Sub-strand: Examining literary texts**

Students learn how to explain, analyse and evaluate the ways in which stories, characters, ideas, experiences, opinions and contexts are reflected in texts. They learn to compare and appraise the ways authors use literary devices, language features and text structures to influence readers. They also learn to understand, evaluate, interpret and discuss how certain stylistic choices can create multiple layers of interpretation and effect.

Thread:	Reception	Year 1	Year 2
<p><b>Themes and perspectives</b></p> <p>Themes in texts that convey an attitude or value about an idea. The theme may be a message or moral. In more complex texts, students perceive what is culturally valued in the text and explore how they identify with, accept or challenge these values.</p>	<p>Understand that literary texts can convey a message.</p>	<p>Understand that a literary text can convey a message or moral which invites readers to think about their own experiences and behaviours.</p>	<p>Identify the underlying message or moral in a literary text with topics that can connect to the student's experience.</p>
<p><b>Features of literary texts</b></p> <p>The key features of literary texts, such as plot, setting, characterisation, mood and theme, and how these features work together to construct meaning in a literary text.</p>	<p>Recognise different types of literary texts including oral stories and poems and identify features including events, characters, and beginnings and endings.</p>	<p>Discuss plot, character and setting, which are features of stories and poems.</p>	<p>Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways.</p>
<p><b>Examining literary devices</b></p> <p>Literary devices used by authors to build meaning and create effects in imaginative, persuasive and informative texts.</p>	<p>Listen to, talk about and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs.</p>	<p>Listen to and talk about sound and word patterns in poems, rhymes, stories and songs, and imitate and invent sound patterns including alliteration and rhyme.</p>	<p>Identify, reproduce and experiment with rhythmic sound and word patterns of poems, rhymes, stories and songs.</p>

Sub-strand: Creating literature			
Students learn how to use personal knowledge and literary texts as starting points to create texts. They create texts with imaginative and literary qualities in different genres and forms and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.			
Thread:	Reception	Year 1	Year 2
<b>Creating literary texts</b> Create and edit literary texts using and adapting the language features, literary devices and text structures experienced in a variety of texts.	Retell and adapt familiar literary texts through play, role play, performance, images or writing.	Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role play, writing, drawing or digital tools.	Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools.

Strand: Literacy			
<p>In the Literacy strand, students make meaning through application of skills and knowledge from the Language strand. They develop their ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school. These skills help students participate in Australian life.</p> <p>Students learn the sound (phonemes) and letter (graphemes) correspondences of English and how these combine when they begin to read and write. They learn to adapt language to meet the demands of general or specialised purposes, audiences and contexts, and about the different ways in which knowledge and opinion are represented and developed in texts. They learn that more or less abstraction and complexity can be shown through language and multimodal representations.</p> <p>Students experience texts from a range of sources, including media, everyday and workplace texts, print and digital, and from increasingly complex and unfamiliar settings. Texts are composed by students using language ranging from the everyday language of personal experience to more abstract, specialised and technical language, including that of schooling and academic study. Listening, speaking, reading, viewing, writing and creating are all developed systematically and concurrently.</p>			
Sub-strand: Understanding texts in contexts			
Students learn that texts are influenced by historical and cultural contexts and created for particular purposes and audiences.			
Thread:	Reception	Year 1	Year 2
<b>Texts in contexts</b> Texts are contextual and reflect the time, society and culture in which they were created.	Identify some familiar texts, such as stories and informative texts, and their purpose.	Explore and talk about different texts and identify some language features and text structures that indicate their purpose.	Identify how similar topics and information are presented in different types of texts.

Sub-strand: Interacting with others			
Students develop skills and strategies to express ideas, arguments and opinions in spoken and written presentations by selecting and using linguistic and multimodal elements.			
Thread:	Reception	Year 1	Year 2
<p><b>Listening and speaking skills for interactions</b></p> <p>Listening and speaking for different purposes in a range of contexts within the classroom (pairs, groups, whole class) and for contexts beyond the classroom.</p>	<p>Interact in informal and structured situations, including:</p> <ul style="list-style-type: none"> <li>listening while others speak</li> <li>contributing ideas</li> <li>following instructions</li> <li>using features of voice including volume levels.</li> </ul>	<p>Use interaction skills in informal and structured situations including:</p> <ul style="list-style-type: none"> <li>turn taking</li> <li>using active listening behaviours</li> <li>asking relevant questions to build conversations</li> <li>responding to the contributions of others and contributing own ideas.</li> </ul>	<p>Use interaction skills when engaging with topics, including:</p> <ul style="list-style-type: none"> <li>actively listening to others</li> <li>receiving and giving instructions</li> <li>making statements and extending own ideas</li> <li>speaking appropriately</li> <li>expressing and responding to opinions.</li> </ul>

Sub-strand: Analysing, interpreting and evaluating			
Students learn to apply text processing skills and strategies to navigate increasingly complex texts. Students learn to comprehend what they read and view. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from different sources. Students explore how conventions and structures are used in written, digital, multimedia and cinematic texts. They use their growing knowledge of text structures, language and visual features and literary devices to explain how texts influence different audiences.			
Thread:	Reception	Year 1	Year 2
<p><b>Purpose and audience</b></p> <p>Differences between text types according to their purpose and audience.</p>	<p>Identify and talk about some differences between imaginative and informative texts including what is 'real' and what is imagined in texts.</p>	<p>Describe some similarities and differences between imaginative, informative and persuasive texts and understand that texts can be selected for a particular purpose.</p>	<p>Identify the purpose and audience of imaginative, informative and persuasive texts.</p>
<p><b>Reading processes</b></p> <p>Using and combining contextual, semantic, grammatical and phonic knowledge to decode texts. This includes predicting, monitoring, cross-checking, self-correcting, skimming and scanning.</p>	<p>Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge.</p>	<p>Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge.</p>	<p>Read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by rereading and self-correcting.</p>
<p><b>Comprehension strategies</b></p> <p>Constructing meaning from texts, including literal and inferential meaning.</p>	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently.</p>	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures.</p>	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning.</p>

<b>Sub-strand: Creating texts</b>			
Students apply knowledge and skills they have developed in other strands and sub-strands to create spoken, written and multimodal texts. They create these texts with clarity, authority and novelty by selecting key aspects of a topic as well as language and multimodal features. As part of the process of creating texts, students learn to edit for enhanced meaning and effect. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing.			
<b>Thread:</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Creating written texts</b> Use language features and text structures to create and edit written and multimodal imaginative, informative and persuasive texts for a specific audience and context.	Create and participate in shared editing of short written texts to record and report ideas and events using: <ul style="list-style-type: none"> <li>• some learnt vocabulary</li> <li>• basic sentence boundary punctuation</li> <li>• spelling some consonant–vowel–consonant words correctly.</li> </ul>	Create and reread to edit short written and multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using: <ul style="list-style-type: none"> <li>• grammatically correct simple sentences</li> <li>• some topic specific vocabulary</li> <li>• sentence boundary punctuation</li> <li>• correct spelling of some 1 and 2 syllable words.</li> </ul>	Create and edit short imaginative, informative and persuasive written and multimodal texts for familiar audiences, using: <ul style="list-style-type: none"> <li>• text structure appropriate to purpose</li> <li>• simple and compound sentences</li> <li>• noun groups and verb groups</li> <li>• topic specific vocabulary</li> <li>• simple punctuation</li> <li>• common 2 syllable words.</li> </ul>
<b>Oral presentations</b> Use language features and text structures to create, rehearse and present oral and multimodal imaginative, informative and persuasive texts for a specific audience and context.	Create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume.	Create and deliver short oral and multimodal presentations on personal and learnt topics, which include: <ul style="list-style-type: none"> <li>• an opening, middle and concluding statement</li> <li>• some topic specific vocabulary</li> <li>• appropriate gestures, volume and pace.</li> </ul>	Create, rehearse and deliver short oral and multimodal presentations for familiar audiences and purposes using: <ul style="list-style-type: none"> <li>• text structure appropriate to purpose</li> <li>• topic specific vocabulary</li> <li>• varying tone, volume and pace.</li> </ul>
<b>Handwriting</b> Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to South Australian Modern Cursive.	Form most lower case and upper case letters using learnt letter formations and developing a functional pencil grip.	Write words using unjoined lower case and upper case letters and continue to develop a functional pencil grip.	Write words legibly and with growing fluency using unjoined upper case and lower case letters and consolidating a functional pencil grip.

Sub-strand: Phonics and word knowledge			
Students develop knowledge about the sounds of English (phonemes) and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to write words by using combinations of these letters. They apply their knowledge of phonemes and graphemes to decode words. Students learn that patterns and generalisations relate to the spelling of words in English. They learn to apply phonic knowledge to decode text, especially from Foundation to Year 2. From Year 7, the sub-strand is called Word knowledge.			
Thread:	Reception	Year 1	Year 2
<p><b>Phonological and phonemic awareness</b></p> <p>The ability to hear and identify the discrete sounds in speech, to segment words into phonemes, to blend phonemes to create words, and to reproduce and manipulate phonemes into spoken words.</p>	<p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words.</p> <p>Segment sentences into individual words.</p> <p>Orally blend and segment onset and rime in spoken one syllable words.</p> <p>Isolate, blend, segment and manipulate phonemes in spoken one syllable words.</p>	<p>Segment words into separate phonemes (sounds) including:</p> <ul style="list-style-type: none"> <li>consonant blends or clusters at the beginnings and ends of one syllable words</li> <li>saying sounds in order for a given spoken word.</li> </ul> <p>Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words.</p>	<p>Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words.</p>
<p><b>Alphabet and phonic knowledge</b></p> <p>The relationship between sounds (phonemes) and letters (graphemes) and how they are combined when reading and writing.</p>	<p>Recognise, name and match all upper and lower case letters (graphemes) and know the most common sound that each letter represents.</p> <p>Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.</p>	<p>Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one and 2 syllable words.</p> <p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound.</p>	<p>Use phoneme–grapheme (sound–letters) matches, including:</p> <ul style="list-style-type: none"> <li>vowel digraphs</li> <li>less common long vowel patterns</li> <li>consonant clusters</li> <li>silent letters</li> </ul> <p>when reading and writing words of one or more syllables, including compound words.</p>
<p><b>Spelling and word knowledge</b></p> <ul style="list-style-type: none"> <li>how sounds (phonemes) of words are represented by letters or letter patterns</li> <li>meaning units within words (morphemes)</li> <li>word origins.</li> </ul>	<p>Use knowledge of letters and sounds as a strategy to spell words.</p> <p>Read and write some high frequency words and other familiar words.</p> <p>Understand that words are units of meaning and can be made of more than one meaningful part.</p>	<p>Spell one syllable and 2 syllable words with common letter patterns.</p> <p>Read and write an increasing number of high frequency words.</p> <p>Recognise and know how to use grammatical morphemes to create word families.</p>	<p>Use knowledge of spelling patterns and morphemes to read and write words with spelling not completely predictable from their sounds, including high frequency words.</p> <p>Build morphemic word families using knowledge of prefixes and suffixes.</p>

This scope and sequence document references and is adapted from the Australian Curriculum Version 9.0 <[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)>. Australian Curriculum material is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) <<https://creativecommons.org/licenses/by/4.0/>>. Version updates are tracked in the 'Curriculum version history' section on the 'About the Australian Curriculum' page <<http://australiancurriculum.edu.au/about-the-sa-australian-curriculum/>> of the Australian Curriculum website.