

West Torrens Partnership <i>(Draft 28/01/15)</i>	Australian Curriculum English V7.3	Year 1
Year Level Description		
<p>The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. 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. 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.</p> <p>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.</p> <p>Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.</p>		
Achievement Standard		
<p>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.</p> <p>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.</p>		
Content Descriptors		
Language	Literature	Literacy
<ul style="list-style-type: none"> 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 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 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 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 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 Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' Manipulate sounds in spoken words including phoneme deletion and substitution Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends Understand the variability of sound-letter matches 	<ul style="list-style-type: none"> Discuss how authors create characters using language and images 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 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 	<ul style="list-style-type: none"> Respond to texts drawn from a range of cultures and experiences 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 Describe some differences between imaginative informative and persuasive texts 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 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 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 Reread 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