

West Torrens Partnership (Draft 28/01/15)	Australian Curriculum English V7.3	Foundation Year
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 and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as 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.</p> <p>Literary texts that support and extend Foundation students as beginner readers include 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 printed text. Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.</p>		
Achievement Standard		
<p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes (speaking, writing and creating) Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>		
Content Descriptors		
Language	Literature	Literacy
<ul style="list-style-type: none"> Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community Explore how language is used differently at home and school depending on the relationships between people Understand that language can be used to explore ways of expressing needs, likes and dislikes Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes Understand that some language in written texts is unlike everyday spoken language Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality Recognise that sentences are key units for expressing ideas Recognise that texts are made up of words and groups of words that make meaning Explore the different contribution of words and images to meaning in stories and informative texts Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words Know how to use onset and rime to spell words Recognise rhymes, syllables and sounds (phonemes) in spoken words Recognise the letters of the alphabet and know there are lower and upper case letters 	<ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences Respond to texts, identifying favourite stories, authors and illustrators Share feelings and thoughts about the events and characters in texts Identify some features of texts including events and characters and retell events from a text Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures Retell familiar literary texts through performance, use of illustrations and images 	<ul style="list-style-type: none"> Identify some familiar texts and the contexts in which they are used Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact Deliver short oral presentations to peers Identify some differences between imaginative and informative texts Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge Use comprehension strategies to understand and discuss texts listened to, viewed or read independently Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops Produce some lower case and upper case letters using learned letter formations Construct texts using software including word processing programs