English

Foundation Year

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 revisit, strengthen and develop 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 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.

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 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.

Foundation Year Content Descriptions

Reading and viewing

Language

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 (ACELA1430)

Writing

Language

Understand that some language in written texts is unlike everyday spoken language (ACELA1431)

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

Speaking and listening

Language

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)

Explore how language is used differently at home and...
Recognise that **sentences** are key units for expressing ideas (ACELA1435).

Recognise that **texts** are made up of words and groups of words that make meaning (ACELA1434).

Explore the different contribution of words and images to meaning in stories and informative **texts** (ACELA1786).

Understand **concepts about print** and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433).

Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440).

**Literature**

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 (ACELT1785).

Recognise that **texts** are created by **authors** who tell stories and share experiences that may be similar or different to students’ own experiences (ACELT1575).

Identify some features of **texts** including events and characters and retell events from a **text** (ACELT1578).

**Literacy**

Identify some familiar **texts** and the **contexts** in which they are used (ACELY1645).

Identify some differences between imaginative and some high-frequency sight words and known words (ACELA1758).

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** (ACELA1432).

Know how to use **onset and rime** to spell words (ACELA1438).

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** (ACELA1432).

Know how to use **onset and rime** to spell words (ACELA1438).

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428).

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429).

Understand the use of vocabulary in familiar **contexts** related to everyday experiences, personal interests and topics taught at school (ACELA1437).

Recognise rhymes, **syllables** and sounds (**phonemes**) in spoken words (ACELA1439).

**Literature**

Respond to **texts**, identifying favourite stories, **authors** and illustrators (ACELT1577).

Share feelings and thoughts about the events and characters in **texts** (ACELT1783).

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579).

**Literacy**

**Listen** to and respond orally to **texts** and to the communication of others in informal and structured classroom situations (ACELY1646).

http://www.australiancurriculum.edu.au/English/Curriculum/F-10/?y=F&y=7&m=R&m=W&m=SL&layout=4
Identify some differences between imaginative and informative texts (ACELY1648)

Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (ACELY1652)

Produce some lower case and upper case letters using learned letter formations (ACELY1653)

Construct texts using software including word processing programs (ACELY1654)

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

Deliver short oral presentations to peers (ACELY1647)

### Foundation Year Achievement Standard

#### 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.

#### Writing
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.

#### Speaking and listening
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. 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.

### Foundation Year Work Samples

Foundation Year English Portfolio