English

Year 1

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 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.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

<table>
<thead>
<tr>
<th>Year 1 Content Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and viewing</strong></td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</td>
</tr>
<tr>
<td>Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Understand patterns of repetition and contrast in simple texts (ACELA1448)</td>
</tr>
<tr>
<td>Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ (ACELA1455)</td>
</tr>
<tr>
<td><strong>Speaking and listening</strong></td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>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 (ACELA1443)</td>
</tr>
<tr>
<td>Understand that language is used in combination with...</td>
</tr>
</tbody>
</table>
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) (ACELA1452)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)

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 (ACELA1450)

Recognise sound letter — matches including common vowel and consonant digraphs and consonant blends (ACELA1458)

Understand the variability of sound — letter matches (ACELA1459)

Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)

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 (ACELA1778)

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 (ACELA1449)

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)

Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

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 (ACELA1454)

Literature

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)

Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

Discuss characters and events in a range of literature
Literacy

Respond to texts drawn from a range of cultures and experiences (ACELY1655)

Describe some differences between imaginative informative and persuasive texts (ACELY1658)

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 (ACELY1659)

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 (ACELY1660)

Literacy

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 (ACELY1661)

Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)

Write using unjoined lower case and upper case letters (ACELY1663)

Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)

Year 1 Achievement Standard

Reading and viewing

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Discuss how authors create characters using language and images (ACELT1581)

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Discuss how authors create characters using language and images (ACELT1581)

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Discuss how authors create characters using language and images (ACELT1581)

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
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.

**Writing**

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.

**Speaking and listening**

They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters. 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.

**Year 1 Work Samples**

*Year 1 English Portfolio*