



Australian Curriculum Version 9: English
Year 1 level plan 2025

Sequence of units	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Engaging with imaginative stories	Exploring and responding to imaginative texts	Expressing opinions about procedures in texts	Exploring and creating informative texts
Unit description	<p>Students engage with a range of texts that depict characters, settings and events.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.</p> <p>For assessment, students: share ideas and express an opinion about a character from a familiar imaginative text.</p>	<p>Students engage with a range of texts which depict characters, settings and events.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure.</p> <p>Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.</p> <p>Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.</p> <p>For assessment, students: read, view and comprehend a simple narrative text create a written recount of a familiar imaginative text</p>	<p>Students engage with a range of texts which contain topics or story elements that can be presented as a procedure.</p> <p>They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts.</p> <p>Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p> <p>Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.</p> <p>For assessment, students: create and deliver a short, spoken text to recount a simple procedure for a favourite game and express an opinion as to why their peers should learn it.</p>	<p>Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts.</p> <p>Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences.</p> <p>Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.</p> <p>For assessment students: read, view and comprehend a simple informative text create an informative text to report on a topic.</p>

Assessment	Semester 1		Semester 2	
	Express opinion about a character	Imaginative texts: Reading and writing	Recount a procedure and express an opinion	Informative texts: Reading and writing
Range and balance of assessment	Technique	Performance/Presentation	Extended response	Performance/Presentation
	If other, or more than one, specify		Observed demonstration Short response	Observed demonstration
	Mode	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Spoken/Signed

Aspects of the achievement standard				
Speaking and Listening ☀				
interact with others, and listen to and create short spoken texts including recounts of stories	Monitoring strategy		Monitoring strategy	
share ideas and retell or adapt familiar stories, recount or report on events or experiences				
and express opinions using a small number of details from learnt topics, topics of interest or texts				
sequence ideas and use language features including topic-specific vocabulary and features of voice				
Reading and Viewing ☀				
read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences				
identify the text structures of familiar narrative and informative texts, and their language features and visual features				
blend short vowels, common long vowels, consonants and digraphs to read one-syllable words		Monitoring strategy		Monitoring strategy
read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words		Monitoring strategy		Monitoring strategy
use sentence boundary punctuation to read with developing phrasing and fluency		Monitoring strategy		Monitoring strategy
Writing and Creating ☀				
create short written and/or multimodal texts including recounts of stories with events and characters				
report information and experiences, and express opinions				
Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts				
write simple sentences with sentence boundary punctuation and capital letters for proper nouns				
use topic-specific vocabulary				
write words using unjoined upper-case and lower-case letters		Monitoring strategy		Monitoring strategy
spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words		Monitoring strategy		Monitoring strategy