















# Australian Curriculum: 2023 English — Prep



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	<b>Unit 1: Enjoying our new world</b>	<b>Unit 2: Enjoying and retelling stories</b>	<b>Unit 3: Interacting with others</b>	<b>Unit 4: Responding to text</b>
<b>Unit description</b>	Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i>	Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i> Students sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events and writing familiar words.	Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i> Students listen to alliteration and rhyme and respond to questions to demonstrate their understanding of letter patterns and rhyme. They create a simple rhyme and recite it to a familiar audience.	Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i>
<b>General capabilities</b>	  	   	  	  
<b>Cross-curriculum priorities</b>				

ASSESSMENT		SEMESTER 1		SEMESTER 2			
		Term 1	Term 2	Term 3		Term 4	
	<b>Assessment</b>	No summative task	Retell a story	Create and recite a rhyme	Reading comprehension	Reading	Writing and creating a response to a story (letter)
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>		Extended response	Extended response		Test	Extended response
	<b>Type of text</b>		Informative	Informative/Imaginative		Imaginative	Imaginative
	<b>Mode</b>		Written/oral	Written/oral		Oral	Written
<b>Aspects of the achievement standard</b>							
<b>Receptive modes (listening, reading and viewing)</b>	use predicting and questioning strategies to make meaning from texts						
	recall one or two events from texts with familiar topics						
	understand that there are different types of texts and that these can have similar characteristics						
	identify connections between texts and their personal experience						
	read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies						
	recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters						
	read high-frequency words and blend sounds orally to read consonant-vowel-consonant words						
	use appropriate interaction skills to listen and respond to others in a familiar environment						
	listen for rhyme, letter patterns and sounds in words						
<b>Productive modes (speaking, writing and creating)</b>	understand that their texts can reflect their own experiences						
	identify and describe likes and dislikes about familiar texts, objects, characters and events						
	in informal group and whole class settings, students communicate clearly						
	retell events and experiences with peers and known adults						
	identify and use rhyme, and orally blend and segment sounds in words						
	use familiar words and phrases and images to convey ideas						
	writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops						
	correctly form known upper- and lower-case letters						

