

Australian Curriculum: 2023 English — Year 1



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1: All about Stories	Unit 6: Creating procedural texts	Unit 2: Exploring characters in stories	Unit 4: Examining the language of communication
Unit description	Students listen to, read and interpret a variety of picture books and cultural stories. Students write literary retells and respond to the text with a personal connection.	Students listen to, read and interpret a variety of procedural texts in both informative and narrative contexts. Students explore how to write a procedural text.	Students listen to, read and interpret a variety of texts where they describe a character's feelings and actions. Students write character descriptions.	Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.
General capabilities				
Cross-curriculum priorities				

ASSESSMENT		SEMESTER 1		SEMESTER 2		
		Term 1	Term 2	Term 3		Term 4
Range and balance of summative assessment conventions	Assessment	Responding to imaginative texts	Multimodal procedure	Character description	Reading (Pam and Lilly)	Create and present a character
	Technique	Extended response	Extended Response	Extended Response	Test	Extended response
	Type of text	Informative	Informative/Imaginative	Informative	Imaginative	Imaginative
	Mode	Written	Written	Written	Oral	Written/oral
Aspects of the achievement standard						
Receptive modes (listening, reading and viewing)	understand the different purposes of texts					
	make connections to personal experience when explaining characters and main events in short texts					
	identify that texts serve different purposes and that this affects how they are organised					
	describe characters, settings and events in different types of literature.					
	read aloud, with developing fluency					
	read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images					
	use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning					
	recall key ideas and recognise literal and implied meaning in texts					
	listen to others when taking part in conversations, using appropriate language features and interaction skills.					
Productive modes (speaking, writing and creating)	understand how characters in texts are developed and give reasons for personal preferences					
	create texts that show understanding of the connection between writing, speech and images					
	create short texts for a small range of purposes					
	interact in pair, group and class discussions, taking turns when responding					
	make short presentations on familiar topics					
	writing, students provide details about ideas or events, and details about the participants in those events					
	accurately spell high-frequency words and words with regular spelling patterns					
	use capital letters and full stops and form all upper- and lower-case letters correctly					