


The Australian Curriculum

Subjects	English
Year levels	Foundation Year

Foundation Year Content Descriptions

Language

Language variation and change

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



Elaborations


learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language



recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages



Language for interaction

Explore how language is used differently at home and school depending on the relationships between people ([ACELA1428 - Scootle](#) )



Elaborations

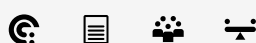
learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers




learning that we use a different tone and style of language with different people



learning to ask relevant questions and to express requests and opinions in ways that suit different contexts



Understand that language can be used to explore ways of expressing needs, likes and dislikes ([ACELA1429 - Scootle](#) )



Elaborations


recognising some of the ways we can use speech, gesture, writing and media to communicate feelings



recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations



Text structure and organisation

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 - Scootle](#) )



Elaborations

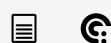
sharing experiences of different texts and discussing some differences



discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information'



repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases



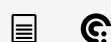
Understand that some language in written texts is unlike everyday spoken language

([ACELA1431 - Scootle](#) )




Elaborations

learning that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present



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 - Scootle](#) )

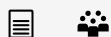



Elaborations

pointing to the letters and the punctuation in a text



commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'

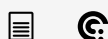


Understand [concepts about print](#) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality ([ACELA1433 - Scootle](#) )



Elaborations

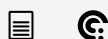
learning about print: direction of print and return sweep, spaces between words



learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts




learning about front and back covers; title and author, layout and navigation of digital/screen texts



learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu



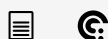
Expressing and developing ideas

Recognise that sentences are key units for expressing ideas ([ACELA1435 - Scootle](#) )

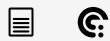


Elaborations

learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy')



creating students' own written texts and reading aloud to the teacher and others



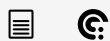
Recognise that texts are made up of words and groups of words that make meaning

(ACELA1434 - Scootle [↗](#))



Elaborations

exploring spoken, written and multimodal texts and identifying elements, for example words and images



Explore the different contribution of words and images to meaning in stories and informative texts

(ACELA1786 - Scootle [↗](#))

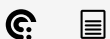


Elaborations

talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined



exploring how the combination of print and images in texts creates meaning

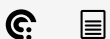


Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437 - Scootle [↗](#))

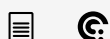


Elaborations

building vocabulary through multiple speaking and listening experiences



discussing new vocabulary found in texts



bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics



Phonics and word knowledge

Recognise and generate rhyming words, [alliteration](#) patterns, syllables and sounds (phonemes) in spoken words ([ACELA1439 - Scootle](#) )

 **L S R**

Elaborations

recognising and producing rhyming words when listening to rhyming stories or rhymes, for example 'funny' and 'money'



identifying patterns of alliteration in spoken words, for example 'helpful Henry'



identifying syllables in spoken words, for example clapping the rhythm of 'Mon-day', 'Ja-cob' or 'Si-en-na'



Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents ([ACELA1440 - Scootle](#) )

 **W R**


Elaborations

using familiar and common letters in handwritten and digital communications



identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and the community, for example 'Tom went to the park.'



Understand how to use knowledge of letters and sounds including [onset](#) and [rime](#) to spell words ([ACELA1438 - Scootle](#) )

 **W R**

Elaborations

recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds, for example 'p-op'



breaking words into onset and rime, noticing words that share the same pattern, for example 'p-at', 'b-at'



breaking words into onset and rime to learn how to spell words that share the same pattern, for example 'p-at', 'b-at', 't-all' and 'f-all'



building word families using onset and rime, for example 'h-ot', 'g-ot', 'n-ot', 'sh-ot'



Know how to read and write some high-frequency words and other familiar words ([ACELA1817 - Scootle](#) )




Elaborations

knowing how to write some high-frequency words recognised in shared texts and texts being read independently, for example 'and', 'my', 'is', 'the' and 'went'



knowing how to write students' own names and those of other familiar people




Understand that words are units of meaning and can be made of more than one meaningful part ([ACELA1818 - Scootle](#) )



Elaborations

learning that words are made up of meaningful parts, for example 'dogs' has two meaningful parts 'dog' and 's' meaning more than one



Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words ([ACELA1819 - Scootle](#) )



Elaborations

identifying and manipulating sounds (phonemes) in spoken words, for example 'c-a-n'




identifying onset and rime in one-syllable spoken words, for example 'd-og' and 'b-ig'



blending phonemes to form one-syllable spoken words, for example 's-u-n' is orally expressed as 'sun' and 'b-a-g' is orally expressed as 'bag'



Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words ([ACELA1820 - Scootle](#) )



W L S


Elaborations

listening to hear that children use letters/sounds (when necessary) to help them read CVC words and hear and record appropriate sounds associated with letters when writing CVC words, for example 'kat' for 'cat'



Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575 - Scootle](#) )



Elaborations

recognising that there are storytellers in all cultures



viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources



comparing experiences depicted in stories with students' own



engaging with texts that reflect the social and cultural groups to which students belong



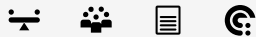
Responding to literature

Respond to texts, identifying favourite stories, authors and illustrators ([ACELT1577 - Scootle](#) )

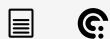


Elaborations

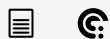
talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories




engaging with the humour in some stories and repeating favourite lines, jokes and ideas



returning to preferred texts and commenting on reasons for selection



Share feelings and thoughts about the events and characters in texts ([ACELT1783 - Scootle](#) )



Elaborations

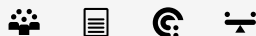
talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories




using art forms and beginning forms of writing to express personal responses to literature and film experiences



talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted



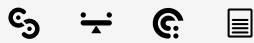
Examining literature

Identify some features of texts including events and characters and retell events from a [text](#) ([ACELT1578 - Scootle](#) )



Elaborations

identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines



listening, responding to and joining in with rhymes, poems, chants and songs



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 - Scootle](#))



Elaborations

recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago'

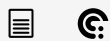


Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures ([ACELT1579 - Scootle](#))



Elaborations

using music and actions to enhance appreciation of rhymes, poems, chants and songs



reciting rhymes with actions



Creating literature

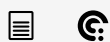
Retell familiar literary texts through performance, use of illustrations and images

([ACELT1580 - Scootle](#))



Elaborations

drawing, labelling and role playing representations of characters or events



reciting rhymes with actions



using digital technologies to retell events and recreate characters from favourite print and film texts



Innovate on familiar texts through play ([ACELT1831 - Scootle](#) )




Elaborations

performing memorable actions or behaviours of favourite or humorous characters in texts



Literacy

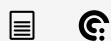
Texts in context

Identify some familiar texts and the contexts in which they are used ([ACELY1645 - Scootle](#) )




Elaborations

recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards



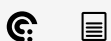
Interacting with others

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ([ACELY1646 - Scootle](#) )

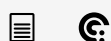


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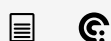
listening to, remembering and following simple instructions



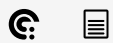
sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps



listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question



participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language




participating in class, group and pair discussions about shared experiences including shared texts



asking and answering questions to clarify understanding



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

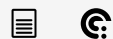


Elaborations

learning how to use different voice levels appropriate to a situation, for example learning about 'inside voices' and 'outside voices'



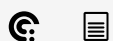
learning to ask questions and provide answers that are more than one or two words



participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions, listening to others and contributing ideas



showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate



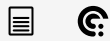
listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts



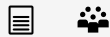
engaging in conversations with peers and adults in home language or dialect



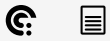
asking and answering questions using appropriate intonation



speaking so that the student can be heard and understood



altering volume for inside and outside situations and when speaking to an audience



Deliver short oral presentations to peers ([ACELY1647 - Scootle](#) )

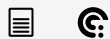


Elaborations


sharing a personal experience, interest or discovery with peers in a semi-formal situation



using visual cues to practise staying on topic



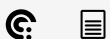
Interpreting, analysing, evaluating

Identify some differences between imaginative and informative texts ([ACELY1648 - Scootle](#) )




Elaborations

talking about what is 'real' and what is imagined in texts



identifying and selecting texts for information purposes and commenting on how the text might help with a task



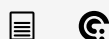
[Read decodable](#) and predictable texts, practising phrasing and fluency, and monitor meaning using [concepts about print](#) and emerging contextual, semantic, grammatical and [phonic](#) knowledge ([ACELY1649 - Scootle](#) )



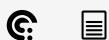
Elaborations

navigating a text correctly, starting at the right place and reading in the right direction, returning to the

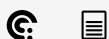
next line as needed, matching one spoken word to one written word



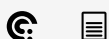
reading aloud with attempts at fluency and intonation




attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge



predicting what might happen on the basis of experience of this kind of text; at the sentence level
predicting the meaning on the basis of syntax and word meaning

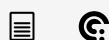


Use comprehension strategies to understand and discuss texts listened to, viewed or [read](#) independently ([ACELY1650 - Scootle](#) )

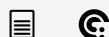


Elaborations

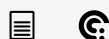
talking about the meanings in texts listened to, viewed and read



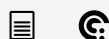
visualising elements in a text (for example drawing an event or character from a text read aloud)



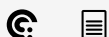
providing a simple, correctly-sequenced retelling of narrative texts



relating one or two key facts from informative texts



finding a key word in a text to answer a literal question



making links between events in a text and students' own experiences



making an inference about a character's feelings




discussing and sequencing events in stories



drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical



Creating texts

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651 - Scootle](#) )



Elaborations

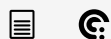
using image-making and beginning writing to represent characters and events in written, film and web-based texts



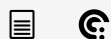
using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts




creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts



using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts



Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops ([ACELY1652 - Scootle](#) )



Elaborations

rereading collaboratively developed texts to check that they communicate what the authors intended



Produce some lower case and upper case letters using learned letter formations

([ACELY1653 - Scootle](#) )



Elaborations


adopting correct posture and pencil grip

learning to produce simple handwriting movements

following clear demonstrations of how to construct each letter (for example where to start; which direction to write)

learning to construct lower case letters and to combine these into words

learning to construct some upper case letters

Construct texts using software including word processing programs ([ACELY1654 - Scootle](#) )



Elaborations

using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu

