The Australian
Curriculum

Subjects	English
Year levels	Year 1

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Year 1 Content Descriptions

Language

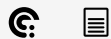### Language variation and change

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
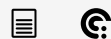
(ACELA1443 - Scootle ↗)

👥 ⚲ ▤ **L** **S** **R**

Elaborations

recognising how and where signs and symbols are used and placed in students' school and community

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learning some signs in Auslan and finding out about 'Hear a Book' and Braille technologies for hearing and visually impaired people
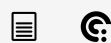
▤ ▤

Language for interaction

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

▤ ⚲ 👥 **L** **S**

Elaborations

recognising the effect of words, symbols, gestures and body language on the way communications are received by others

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

(ACELA1446 - Scootle ↗)

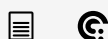▤ 👥 **W** **L** **S** **R**

Elaborations

learning the difference between questions and statements, requests and commands

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learning about the difference between closed questions, for example 'Are you ready?', 'Did they enjoy

their holidays?' and open questions, for example 'What made this text so exciting?'

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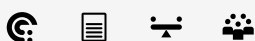
Elaborations

extending students' vocabularies for the expression of feelings and emotions

considering how others might respond before students express their views and how students might respond to others' views in civil and constructive ways
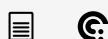
Text structure and organisation

Understand that the purposes texts serve shape their structure in predictable ways
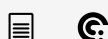
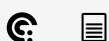(ACELA1447 - Scootle ↗)

Elaborations

discussing and comparing the purposes of familiar texts drawn from local contexts and interests

becoming familiar with the typical stages of types of text including recount and procedure

using different types of texts, for example procedures (including recipes) and discussing the text structure

Understand patterns of repetition and contrast in simple texts (ACELA1448 - Scootle ↗)

Elaborations

identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)

discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry

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 - Scootle ↗)
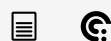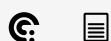
Elaborations

using intonation and pauses in response to punctuation when reading

reading texts and identifying different sentence-level punctuation

writing different types of sentences, for example statements and questions, and discussing appropriate punctuation

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 - Scootle ↗)

Elaborations

learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital texts
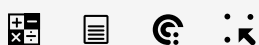
Expressing and developing ideas

Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451 - Scootle ↗)

Elaborations

knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase)
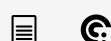
understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example 'A kangaroo is a mammal. A mammal suckles its young')
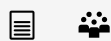
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452 - Scootle ↗)
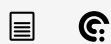
Elaborations

talking about effective words that describe a place, person or event

learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs

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

Elaborations

talking about what is 'real' and what is imagined in texts, for example 'This is the section about platypuses in the book about mammals'

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 - Scootle ↗)

Elaborations

learning forms of address for visitors and how to use language appropriately to ask directions and for information, for example on excursions

Phonics and word knowledge

Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457 - Scootle ↗)

▤ **L** **S**

Elaborations

recognising words that start with a given sound, or end with a given sound, or have a given medial sound, for example 'b-e-d' and 'l-e-g'

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replacing initial sounds in spoken words, for example replace the 'm' in 'mat' with 'c' to form a new word 'cat'

▤

deleting initial onset sound in spoken words, for example delete the 'f' from 'farm' to make a new word 'arm'

▤

substituting medial sounds in spoken words to make new words, for example 'pin', 'pen', 'pan'

▤

substituting final sounds in spoken words, for example substitute the 't' in 'pet' with 'g' to form a new word 'peg'

▤

Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words (ACELA1458 - Scootle ↗)

▤ **L** **S**

Elaborations

using knowledge of letters and sounds to write words with short vowels, for example 'man', and common long vowel sounds, for example 'cake'

▤

using knowledge of letters sounds to write single-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest'

▤

Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459 - Scootle ↗)

▤ **L** **S**

Elaborations

recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put', 'use' and the letter 'a' in 'cat', 'father', 'any'

🗒

recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent'

🗒

Understand how to spell one and two syllable words with common letter patterns (ACELA1778 - Scootle ↗)

🗒 W S

Elaborations

writing one-syllable words containing known blends, for example 'bl' and 'st'

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Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455 - Scootle ↗)
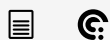
🗒 W R

Elaborations

building word families from common morphemes, for example 'play', 'plays', 'playing', 'played', 'playground'

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using morphemes to read words, for example by recognising the base word in words such as 'walk-ed'

🗒 ℂ

Use visual memory to read and write high-frequency words (ACELA1821 - Scootle ↗)

🗒 R

Elaborations

learning an increasing number of high-frequency words recognised in shared texts and texts being read independently, for example 'one', 'have', 'them' and 'about'

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Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822 - Scootle ↗)

▤   **L**   **S**   **R**

Elaborations

saying sounds in order for a given spoken word, for example 's-p-oo-n' and 'f-i-s-t'

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segmenting blends at the beginning and end of given words, for example 'b-l-ue' and 'd-u-s-t'

▤

Literature

Literature and context

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

ⓒ   ▤   **L**   **S**   **R**

Elaborations

identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts

▤   ⓒ   ⟲   ⋀⋀

identifying how spiritual beings are represented in Aboriginal and Torres Strait Islander stories

▤   ⟲   ⓒ   ✋

identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous

▤   ⓒ
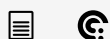
discussing the characters of fictional animals and how they relate to those of humans
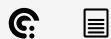
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Responding to literature

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

▤   ⓒ   👥   **L**   **S**   **R**

Elaborations

discussing characters from books and films and whether these are life-like or imaginary (for example talking animals)

comparing characters and events in texts to students' own experiences

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

Elaborations

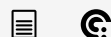sharing favourite texts and authors and some reasons for preferences

discussing different texts and considering what is entertaining or appealing and why

using arts methods and role play to express personal responses to characters and events in stories

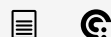identifying who is telling the story in different texts

Examining literature

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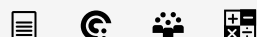
Elaborations

examining different types of literature including traditional tales, humorous stories and poetry

discussing similarities and differences between texts (for example features of main characters in different stories)

discussing features of book settings including time (year, season) and place (country or city, realistic or imagined)

discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)

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

Elaborations

exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures

listening to and performing simple haiku poems about familiar topics such as nature and the seasons

Creating literature

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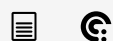
Elaborations

creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures

writing character descriptions drawn from illustrations in stories

retelling key events in stories using oral language, arts, digital technologies and performance media

Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832 - Scootle ↗)

Elaborations

imitating a characteristic piece of speech or dialogue, or the attitude or expression of favourite or humorous characters in texts
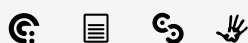
    📄   ◉

Literacy

Texts in context

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

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Elaborations

exploring some of the meanings and teachings embedded in Dreaming stories

    ◉   📄   🔗   ✋

using drawing and writing to depict and comment on people and places beyond their immediate experience

    ◉   📄   👥

Interacting with others

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656 - Scootle ↗)

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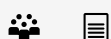
Elaborations

listening for details in spoken informative texts

    📄

participating in informal and structured class, group and pair discussions about content area topics, ideas and information

    👥   ◉   📄

speaking clearly and with appropriate volume

    👥   📄

interacting confidently and appropriately with peers, teachers, visitors and community members

    👥

learning to value listening, questioning and positive body language and understanding that different cultures may approach these differently

formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788 - Scootle ☒)

Elaborations

identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space')

participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others
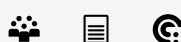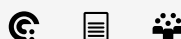
taking turns, asking and answering questions and attempting to involve others in discussions

demonstrating active listening behaviour and responding to what others say in pair, group and class discussions

experimenting with voice volume and pace for particular purposes including making presentations, retelling stories and reciting rhymes and poems

attempting correct pronunciation of new vocabulary

Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657 - Scootle ☒)

Elaborations

reporting the results of group discussions

providing simple explanations about how to do or make something

giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume and using extended vocabulary and a growing knowledge of content-specific words

Interpreting, analysing, evaluating

Describe some differences between imaginative informative and persuasive texts

(ACELY1658 - Scootle ↗)

Elaborations

comparing and discussing texts identifying some features that distinguish those that 'tell stories' from those that 'give opinions'

selecting texts for a particular purpose or task, for example a website that will give information about whales, a book that will tell a story about a possum

Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659 - Scootle ↗)
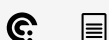
Elaborations

using contextual and semantic knowledge to make predictions about a text's purpose and content
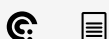
combining knowledge of context, meaning, grammar and phonics to decode text

recognising most high frequency sight words when reading text

self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge

reading aloud with developing fluency and intonation

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 - Scootle ↗)

Elaborations

using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading

making connections between the text and students' own experiences, and between information in print and images
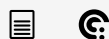
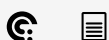finding key information in a text

making inferences about characters' feelings and motives

building knowledge about the topic of the text and learning new vocabulary before and during reading

making predictions from the cover, from illustrations and at points in the text before reading on

retelling the events or key information in the text orally, in writing and/or through digital or arts media

Creating texts

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 - Scootle ↗)
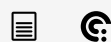
Elaborations

referring to learned knowledge of text structure and grammar when creating a new text
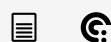
applying new vocabulary appropriately in creating text

learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events

beginning to consider audience in designing a communication involving visual components, selecting images for maximum impact

Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662 - Scootle ↗)
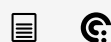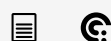
Elaborations

adding or deleting words on page or screen to improve meaning, for example adding an adjective to a noun
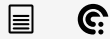
reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks and exclamation marks
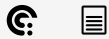
checking for inclusion of capital letters and full stops

identifying words which might not be spelt correctly

beginning to use dictionaries and classroom charts to check and correct spelling of less familiar words

Write using unjoined lower case and upper case letters (ACELY1663 - Scootle ↗)

Elaborations

using correct posture and pencil grip

learning how each letter is constructed including where to start and the direction to follow

writing words legibly using unjoined print script of consistent size

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

Elaborations

creating digital images and composing a story or information sequence on screen using images and captions

adding images to digital written communications such as emails with pictures of self, classmates or location