

# Year 1 English

## Achievement Standard

### Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

### Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

## Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Language: knowing about the English language**  
Language variation and change, Language for interaction, Text structure and organisation, Expressing and developing ideas, Sound and letter knowledge
- **Literature: understanding, appreciating, responding to, analysing and creating literature**  
Literature and context, Responding to literature, Examining literature, Creating literature
- **Literacy: expanding the repertoire of English usage**  
Texts in context, Interacting with others, Interpreting, Analysing and evaluating, Creating texts

## Delivery (mode, time requirements, lessons)

Students have access to five 1 hour scheduled lessons each week. Lessons are delivered via our online Learning Management System. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, stationery, whiteboard and whiteboard markers.

## Year 1 English

Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p><b>Unit 1</b>  <b>Exploring characters and stories</b>            In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text. Students identify some features of characters in these texts and create a character description.</p>
		<p><b>Summative Assessment:</b>            Students comprehend and respond to imaginative texts (picture books). Students demonstrate reading accuracy, fluency and comprehension of imaginative texts and create a character description.</p>
	Term 2	<p><b>Unit 2</b>  <b>Retelling cultural stories</b>            Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.</p>
		<p><b>Summative Assessment:</b>            Students create and present a retelling of a traditional or cultural story  <b>Reading and comprehension:</b> Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts.</p>
Semester 2	Term 3	<p><b>Unit 3</b>  <b>Examining the language of communication — questioning</b>            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.</p>
		<p><b>Summative Assessment:</b>            Students create a new character for a familiar story and discuss choices in an interview</p>
	Term 3	<p><b>Unit 4</b>  <b>Creating digital procedural texts</b>            Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.</p>
		<p><b>Summative Assessment:</b>  <b>Multimodal procedure:</b> Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements</p>
	Term 4	<p><b>Unit 5</b>  <b>Engaging with poetry</b>            Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>
		<p><b>Summative Assessment:</b>  <b>Poem recitation:</b> Students perform a recitation or reading of a poem for a familiar audience.  <b>Reading and comprehension:</b> Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts.</p>

**Disclaimer** All of the above information is accurate at the time of development.