

Year 1 English

Achievement Standard

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

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:

- Listening and speaking
- Reading and Viewing
- Writing and Creating

Delivery (mode, time requirements, lessons)

Students have access to 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, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	Unit 1 Tell Me About It! Students will look at real life events and what happens in people's daily lives. They will explore recounts and sequence their daily routine. Student will read, listen and participate in class discussion. They will learn how to sequence events and use time connectives (first, then, after). Students will listen to and read recounts. They will identify the structure of a recount and create their own personal recount by using drawings and written sentences.
		Summative Assessment: Students will write a recount of a real-life event using the theme My Daily Life.
	Term 2	Unit 2 What is the weather like at your place? In this unit, students will explore the features and purpose of informative texts. They will focus on weather reports. They will identify how information texts are used to share information with an audience. Students will learn about the structure of a weather report and topic-specific vocabulary related to weather. They will compare different weather reports, discuss weather patterns, and build their vocabulary using terms like sunny, cloudy, temperature, rainfall.
		Summative Assessment: In this unit students will create and present a multimodal weather report.
Semester 2	Term 3	Unit 3 The Best Lolly! In this unit, students will explore the purpose, structure, and language features of persuasive texts. They will read, listen to, and view examples of simple persuasive writing and oral arguments. Students will learn to express opinions and provide reasons to support their viewpoints. They will engage in oral discussions, make comparisons between different lollies, and practise using persuasive sentence starters (I think..., because..., You should...).
		Summative Assessment: In this unit, students will create and present a short persuasive text about their favourite lolly. They will state their opinion and support it by providing one to two reasons.
	Term 4	Unit 4 Using our imagination In this unit, students will explore narrative texts and the way stories are structured. They will read, retell, and discuss familiar narratives, identifying key features such as characters, setting, problem, and solution. Students will be guided to imagine changes they could make to a familiar text. For example, changing the setting or characters.
		Summative Assessment: Students will adapt a familiar narrative.

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