English Program Year 1

Huntingdale Primary School - *A Local Public School*

Teacher: Date:

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Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and culture
- Asia and Australia's engagement with Asia
- Sustainability

General Capabilities

- Literacy
- Numeracy
- ICT Competence
- Critical and Creative Thinking
- Intercultural Understanding
- Personal and Social Competence
- Ethical Behaviour

LANGUAGE

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. [ACELA 1443]

- recognising how and where signs and symbols are used and placed in students' school and community
- learning some signs in Auslan and finding out about 'Hear a Book' and Braille technologies for hearing and visually impaired people

RV

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others. [ACELA 1444]

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

RV

Understand that there are different ways of asking for information, making offers and giving commands [ACELA 1446]

RV W

- learning the difference between questions and statements, requests and commands
- learning about different types of questions including closed and open questions and 'where', 'what', 'who' and 'why' questions

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions [ACELA 1787]

RV W

- 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

Understand that the purposes texts serve shape their structure in predictable ways [ACELA 1447]

W L S

- 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 [ACELA 1448]

- 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

L S RV

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 [ACELA 1449]

L S RV

- 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 [ACELA 1450]

- 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.

W

Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances [ACELA 1451]

- 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')

W

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) [ACELA 1452]

L S W

- 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 [ACELA 1453]

S

- 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 [ACELA 1454]

RV W

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

LITERATURE

Discuss how authors create characters using language and images [ACELT 1581]

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

RV

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences [ACELT 1582]

RV

- 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 [ACELT 1583]

RV

- sharing favourite texts and authors and some reasons for preferences
- discussing different texts and considering what is entertaining or appealing
- using arts methods and role play to express personal responses to characters and events in stories
- discussing different texts and considering what is entertaining or appealing and why
- identifying who is telling the story in different texts

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts [ACELT 1584]

RV

- 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 [ACELT 1585]

- 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

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication [ACELT 1586]

L S RV

- 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

LITERACY

Respond to texts drawn from a range of cultures and experiences [ACELY 1655]

W

- 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

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions [ACELY 1656]

- 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
- 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 [ACELY 1788]

- 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

Make short presentations using some introduced text structures and language, for example opening statements [ACELY 1657]

- 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

Describe some differences between imaginative informative and persuasive texts [ACELY 1658]

W

- 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 supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading [ACELY 1659]

- 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 grammar
- 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 [ACELY 1660]

L S

- using elements in books and screen texts to support reading
- making connections between the text and students' own experiences, as well as 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
- retelling the events or key information in the text orally, in writing and/or through digital or arts media

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 [ACELY 1661]

- 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

Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation [ACELY 1662]

RV

- 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
- 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 [ACELY 1663]

- 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 [ACELY 1664]

- 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

Year 1 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 the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and com-pound sentences and supportive images. When reading, they use knowledge of 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. They listen for and reproduce letter patterns and letter clusters.

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 of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper and lower-case letters

LANGUAGE cont...

Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words [ACELA 1778]

S

- writing one-syllable words containing known blends, for example 'bl', 'st' learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')

Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' [ACELA 1455]

RV

- building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground') using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')

Manipulate sounds in spoken words including phoneme deletion and substitution [ACELA 1457]

S L

- recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word

Recognise sound letter - matches including common vowel and consonant digraphs and consonant blends [ACELA 1458]

S L

- saying words with the same onset or rime as a given word

Understand the variability of sound - letter matches [ACELA 1459]

S L

- recognising that letters can have more than one sound and than sounds that can be produced by different letters

May also be observed and assessed in the context of:

- L Listening
- S Speaking
- RV Reading and Viewing
- W Writing

Filter to the mode of writing

Filter to the mode of Reading and Viewing

Filter to the mode of Listening and Speaking