



Pre-primary to Year 6 text scope and sequence

Listening, reading and viewing texts for enjoyment and learning

This is a visual representation of the types of texts children should engage with as detailed in the Year level descriptions. It also aligns with the Western Australian Curriculum content and Achievement standards, and with the Teaching, learning and assessment exemplars on the Authority website.

| | Traditional oral tales | Imaginative and informative picture books | Print, oral and digital stories | Rhyming, verse, poetry, chants and songs | Media, digital and online texts | Dramatic performances | Presentations, conversations & discussions, spoken texts | Non-fiction texts | Digital media | Chapter books/novels |
|-----|------------------------|---|---------------------------------|--|---------------------------------|-----------------------|--|-------------------|---------------|----------------------|
| P-6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | From Year 2 |

Creating spoken, written, visual and multimodal texts

This is a visual representation of information included in the Year level descriptions. It is important to note that this scope and sequence of texts is not mandated, rather the wording is ‘texts may include...’ This scope and sequence also aligns with the Western Australian Curriculum content and Achievement standards, and with the Teaching, learning and assessment exemplars on the Authority website. Students should be exposed to a wide range of text types, not only the ones identified for teaching; for example, although children are not required to create poetry in Pre-primary, they should read, view and listen to a range of poems and can take part in innovations of well-known poems with direction.

| | Personal reflections, opinions, reviews | Recounts | Stories/narratives | Dramatic performances | Poetry | Procedures | Explanations | Argument | Reports |
|---|---|----------|--------------------|--------------------------------|--------|------------|--------------|----------------------------|---------|
| P | ✓ | ✓ | ✓ | ✓ | | | | | |
| 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Expositions | ✓ |
| 3 | ✓ | | ✓ | ✓ | ✓ | ✓ | | Expositions | ✓ |
| 4 | ✓ | | ✓ | Dramatic performances or texts | ✓ | ✓ | | Expositions or discussions | ✓ |
| 5 | ✓ | | ✓ | Dramatic performances or texts | ✓ | | ✓ | Expositions or discussions | ✓ |
| 6 | ✓ | | ✓ | Dramatic performances or texts | ✓ | | ✓ | Discussions | ✓ |