



ABLEWA English: Scope and Sequence

Language

Sub-strand	Focus of thread within the sub-strand	Stage A	Stage B	Stage C	Stage D	Pre primary	Year 1
Language variation and change	Language variation and change How English varies according to context and purpose, including cultural and historical contexts	Use sounds and facial expressions to affect familiar others (ACELA1426a)	Use sounds, gestures, images and facial expressions to communicate (ACELA1426b)	Recognise that words, images and actions have the same meaning across environments (ACELA1426c)	Understand that people communicate in different ways (ACELA1426d)	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	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
Language for interaction	Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience	Respond to a familiar person and engage with them (ACELA1428a)	Recognise ways to gain and maintain attention (ACELA1428b)	Recognise ways to greet and interact with familiar people (ACELA1428c)	Know how to greet and maintain a short interaction with others (ACELA1428d)	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
	Evaluative language How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Explore how sound, facial expression and actions can cause a change (ACELA1429a)	Demonstrate a number of ways to indicate a choice (ACELA1429b)	Recognise different ways to communicate needs, likes and dislikes (ACELA1429c)	Use different ways to express needs, likes and dislikes (ACELA1429d)	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
Text structure and organisation	Purpose, audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Encounter various forms of communication and respond to sounds, text, symbols, images or objects in their environment (ACELA1430a)	Recognise that texts and communication can have images, objects and symbols (ACELA1430b)	Recognise that texts and communication can take various forms, including multimodal and picture books (ACELA1430c)	Know that words can be spoken, written, signed and represented using symbols and communication devices (ACELA1430d)	Understand that texts can take many forms, can be very short (for example, an exit sign) or quite long (for example, an information book or a film) and that stories and informative texts have different purposes	Understand that the purposes texts serve shape their structure in predictable ways

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Text structure and organisation	Text cohesion How texts work as cohesive wholes through language features that link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Respond to images, objects and the spoken word (ACELA1431a)	Recognise the connection between an object, an image and spoken word (ACELA1431b)	Know that symbols and images can communicate needs (ACELA1431c)	Understand that language can be represented as written text (ACELA1431d)	Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts
	Punctuation How punctuation works to perform different functions in a text	React to different sounds, and words; and respond to visual text (ACELA1432a)	Recognise that text can be attached to images; and that people pause when talking/ communicating (ACELA1432b)	Know their written name (as a grapheme) and match the letters in their name (ACELA1432c)	Copy own name, recognising some of the letters within it, and understand that pausing is presented in text as a full stop (ACELA1432d)	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	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
	Concepts of print and screen The different conventions that apply to how text is presented on a page or screen	Encounter books, print and digital texts and respond to images in the text (ACELA1433a)	Recognise and attend to images in texts and on the screen (ACELA1433b)	Know that successive pages or images in a book or on screen present a story in sequence (ACELA1433c)	Identify some of the features of text such as digital/screen layout or the features of a book cover (ACELA1433d)	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	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

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Expressing and developing ideas	Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Be exposed to sentences being used to express ideas and information and respond to different words, sounds and noise (ACELA1435a)	Know that an object has a name (ACELA1435b)	Recognise that a group of words can communicate a message (ACELA1435c)	Understand how to make a statement or ask a question (ACELA1435d)	Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances
	Word level grammar The different classes of words used in English (nouns, verbs etc.) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups.	Respond to words and groups of words and objects in texts and in the environment (ACELA1434a)	Recognise an object when named, signed or shown in an image (ACELA1434b)	Know how to use the connection between the object, its name, image or sign (ACELA1434c)	Recognise how a group of words can represent an object or image (ACELA1434d)	Recognise that texts are made up of words and groups of words that make meaning	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)
	Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Respond to images and words in texts (ACELA1786a)	Recognise familiar objects and images in stories and informative texts (ACELA1786b)	Recognise the use of images to represent an event, object or idea (ACELA1786c)	Explore connection between words, objects and images in stories and informative texts (ACELA1786d)	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
	Vocabulary The meanings of words, including everyday and specialist meanings, and how words take their meanings from the context of the text	Respond to vocabulary used in everyday experiences (ACELA1437a)	Recognise the connection between words, images, sounds and everyday objects (ACELA1437b)	Use words and images to make a request, indicate a choice, recount information, and express a feeling (ACELA1437c)	Use vocabulary in the form of short phrases for a variety of purposes, such as to request an object, communicate a need, recount information, or express a feeling (ACELA1437d)	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school	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

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Expressing and developing ideas	Spelling Knowledge for spelling, including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	Encounter people speaking and communicating and respond to speaking, including to people reading (ACELA1758a) React to familiar voices and preferred sounds (ACELA1438a)	Reproduce speech sounds to communicate basic wants (ACELA1758b) Recognise different sounds and words and their connection to objects and people (ACELA1438b)	Use spoken words, sign or Augmentative Alternative Communication System to communicate (ACELA1758c) Know the beginning sounds of familiar words (ACELA1438c)	Use, communicate or articulate high frequency words and reproduce familiar sounds (ACELA1758d) Identify the beginning sounds of familiar words and some words which sound the same (ACELA1438d)	Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words Know how to use onset and rhyme to spell words	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 Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'
	Phonemic awareness (sounds of language) Basic knowledge of sounds of language and how these are combined in spoken words	Respond to different sounds and words used in everyday experiences (ACELA1439a)	Connecting sounds and words and matching them to objects (ACELA1439b)	Recognise the beginning sounds of familiar words (ACELA1439c)	Identify the sounds within familiar words (ACELA1439d)	Recognise rhymes, syllables and sounds (phonemes) in spoken words	Manipulate sounds in spoken words, including phoneme deletion and substitution
Sound and letter knowledge	Alphabet knowledge The written code of English (the letters) and how these are combined in words	Encounter words, letters and writing within the environment and respond to spoken words in familiar environments (ACELA1440a)	Explore the concept of difference through matching letters, images, shapes and familiar words (ACELA1440b)	Explore similarities and differences between letters by shape and size (ACELA1440c)	Know that a letter can be the same but look different, for example capital, lowercase (ACELA1440d)	Recognise the letters of the alphabet and know there are lower and upper case letters	Recognise sound-letter matches, including common vowel and consonant digraphs and consonant blends. Understand the variability of sound — letter matches

Literature

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Literature and context	How texts reflect the context of the culture and situation in which they are created	React to texts, related to personal experience and familiar events (ACELA1575a)	Respond to texts that reflect personal and family experiences (ACELA1575b)	Recognise key events in texts which reflect personal and familiar experiences (ACELA1575c)	Identify topic and key events in texts that reflect personal and familiar experiences (ACELA1575d)	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	Discuss how authors create characters using language and images
Responding to literature	Personal responses to the ideas, characters and viewpoints in texts An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences	Respond to images, sounds or actions within a multimodal text (ACELT1577a)	Identify a preferred text (ACELT1577b)	Identify a preferred aspect of text, such as image, or a refrain within a multimodal text (ACELT1577c)	Identify favourite texts topic and character (ACELT1577d)	Respond to texts, identifying favourite stories, authors and illustrators	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with their own experiences
	Expressing preferences and evaluating texts Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Respond to texts listened to, viewed or read (ACELT1783a)	Respond to familiar images or sounds during shared reading/viewing of texts (ACELT1783b)	Identify a favourite character or event within a story (ACELT1783c)	Express likes or dislikes about characters and events in a text (ACELT1783d)	Share feelings and thoughts about the events and characters in texts	Express preferences for specific texts and authors, and listen to the opinions of others

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Examining literature	Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Encounter texts with different features, events and characters, and respond to different literary texts (ACEL1578a) Encounter and respond to different types of literary texts in various modes (ACELT1785a)	Recognise a familiar event or character during shared reading or viewing of text (ACEL1578b) Attend to features of literary texts, such as images, rhyme and refrains (ACELT1785b)	Recognise familiar texts that share the same character or similar topic or event (ACEL1578c) Identify characteristics of familiar literary texts, including poetry (ACELT1785c)	Identify the characters, events and setting in a literary text (ACEL1578d) Know some characteristics and features of literary texts such as characters, beginning and ending in stories, and rhyme in poetry (ACELT1785d)	Identify some features of texts, including events and characters, and retell events from a text Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts, and rhyme in poetry	Discuss features of plot, character and setting in different types of literature, and explore some features of characters in different texts
	Language devices in literary texts including figurative language The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579a)	Participate in rhymes and songs from a range of cultures, and echo some familiar rhythms and sound patterns (ACELT1579b)	Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures (ACELT1579c)	Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures (ACELT1579d)	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns, including alliteration and rhyme
Creating literature	Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced	Encounter literature being created for various reasons and purposes, and react to the retelling of a literary text (ACELT1580a)	Select an image and illustration to represent a familiar literary text or recent event (ACELT1580b)	Retell an event or familiar text through images and illustrations (ACELT1580c)	Use images to retell or comment on a familiar text listened to and viewed (ACELY1580d)	Retell familiar literary texts through performance, and the use of illustrations and images	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication
	Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	This sequence starts at Year 3.					

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Texts in context	Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Respond to texts within the everyday environment (ACELY1645a)	Attend to texts that have a variety of contexts (ACELY1645b)	Explore some familiar texts and images used in the community (ACELY1645c)	Identify some familiar texts and their use in the community (ACELY1645d)	Identify some familiar texts and the contexts in which they are used	Respond to texts drawn from a range of cultures and experiences
Interacting with others	Listening and speaking interactions The purposes and contexts through which students engage in listening and speaking interactions	Respond to various types of communication (ACELY1646a)	Listen to and respond to simple instructions (ACELY1646b)	Listen to and respond to the communication from an adult in classroom situations (ACELY1646c)	Listen and respond to communication of others in classroom situations and routines (ACELY1646d)	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
	Listening and speaking interactions The skills students use when engaging in listening and speaking interactions	Respond to interaction and reactions of others (ACELY1784a)	Respond to significant others as part of familiar and routine interactions (ACELY1784b)	Recognise when others are speaking in group situations (ACELY1784c)	Use turn-taking, simple questions and other behaviours related to class discussions (ACELY1784d)	Use interaction skills, including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills, including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
	Oral presentations The formal oral presentations that students engage in, including presenting recounts and information, and presenting and arguing a point of view	React to others sharing and delivering a presentation on a personally or culturally relevant event (ACELY1647a)	Respond to a presentation on an everyday experience or culturally relevant event (ACELY1647b)	Deliver some comment to a small group (ACELY1647c)	Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics (ACELY1647d)	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example opening statements

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Interpreting, analysing, evaluating	Purpose and audience Recognising and analysing differences between different types of texts	React to a variety of imaginative and informative texts (ACELY1648a)	Attend to imaginative and informative texts including visual schedules in everyday experiences (ACELY1648b)	Use simple visual schedules, select imaginative and informative texts for viewing (ACELY1648c)	Identify familiar informative and imaginary texts (ACELY1648d)	Identify some differences between imaginative and informative texts	Describe some differences between imaginative informative and persuasive texts
	Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	React to a range of texts including visual, audio and print text (ACELY1649a)	Use images to obtain meaning from shared texts (ACELY1649b)	Recognise that images, words and symbols convey meaning (ACELY1649c)	Read a simple sentence or pictorial representation of a sentence (ACELY1649d)	Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading
	Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Encounter and respond to different forms of communication and texts being read or viewed (ACELY1650a)	Attend to images while listening to and viewing texts (ACELY1650b)	Use images within text to identify key objects and events (ACELY1650c)	Retell familiar text or event by sequencing images and simple statements (ACELT1580d)	Use comprehension strategies to understand and discuss texts, listened to, viewed or read independently	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
	Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers				This sequence starts at Year 6		

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Creating texts	Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	React to text being constructed, which reflects everyday events and activities (ACELY1651a)	Select image to be used in a short text about a special event (ACELY1651b)	Create simple texts by labelling images from an event with own 'writing' (ACELY1651c)	Use symbols, letters and words to create a simple statement about an idea or event (ACELY1651d)	Create short texts to explore, record and report ideas and events, using familiar words and phrases and beginning writing knowledge	Create short imaginative and information 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
	Editing Editing texts for meaning, structure and grammatical features	Respond to group text and personalised text being edited (ACELY1652a)	Make simple choices during shared construction of personalised multimodal text (ACELY1652b)	Review choices made during shared construction of personalised multimodal texts during shared review (ACELY1652c)	Review own text and make changes during shared editing (ACELY1652d)	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation
	Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Encounter a variety of objects and textures and hold objects for a short period of time (ACALY1653a)	Grasp and move objects within and between their hands (ACALY1653b)	Trace patterns and letters (ACALY1653c)	Copy and write letters, symbols and numbers (ACALY1653d)	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters
	Use of software Using a range of software applications to construct and edit print and multimodal texts	React to software being used to construct texts which reflect everyday events and activities (ACELY1654a)	Use software or applications to select images and sounds for shared texts (ACELY1654b)	Use software or application by selecting images and typing to 'label' images (ACELY1654c)	Use software or application by selecting images and suggesting simple sentences to accompany the image (ACELY1654d)	Construct texts using software, including word processing programs	Construct texts that incorporate supporting images using software including word-processing programs