



# Western Australian Curriculum

## English

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Achievement Standards | Pre-primary–Year 10

(Provisional)

Revised curriculum | For familiarisation in 2024

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

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## Overview

An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support.

In the initial adoption of the English Curriculum (Australian Curriculum version 8.1, 2015), the Authority used a pairwise process to distinguish between Excellent, High, Satisfactory and Limited, and developed the Judging Standards Materials (Achievement Standards, Assessment Pointers and Annotated Work Samples).

The achievement standards for the revised English Curriculum are provisional and will be validated once the Pre-primary to Year 10 curriculum has been implemented.



## Pre-primary

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Children actively listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and opinions, likes and dislikes, and retell events or key ideas with peers and adults. They listen for and use language features, including vocabulary and phrases from learning experiences and texts. They listen for and identify rhymes, sound patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words. They transfer information learned across multiple contexts to demonstrate features of speaking and listening; for example, using topic-specific vocabulary during activities and play.

#### **Reading and Viewing**

Children listen to, read, view and comprehend a range of texts. They actively construct meaning by making personal connections to characters, events and settings. They make predictions, respond to and pose questions when discussing texts and identify some differences between imaginative and informative texts. They engage with texts for personal reasons including for enjoyment and to demonstrate reading behaviours. They identify some language features of familiar texts, such as typical beginnings, endings or characters. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs) and manipulate sounds in single-syllable words. They associate most common sounds with letters to read words including consonant–vowel–consonant words and some high-frequency words to make meaning.

#### **Writing and Creating**

Children retell stories, report information and state their thoughts, feelings and key ideas about real or imagined events. Children create short written and multimodal texts using words and images where appropriate and understand that their texts can reflect their own experiences. They begin to transfer and use words and phrases that have been taught or explored in texts. Their writing shows evidence of beginning writing behaviours, such as letter formation and directionality. They experiment with capital letters and full stops. They use letter and sound knowledge to spell most consonant–vowel–consonant words.

Handwriting behaviours are not described in the year level achievement standard. Instead, the Authority has developed the *Handwriting Continuum* to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The *Handwriting Continuum* can be found under the Teaching menu in the K–10 section of the Authority website. Teachers will need to log in to the Extranet to access this resource.

## Year 1

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Children recognise how they interact with others for different purposes. They listen to and create short spoken texts to communicate what they know, understand or have experienced. They share ideas, retell or adapt stories, recount or report on events or experiences, and express opinions using some information gained from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and words that represent parts of speech, such as nouns, verbs, adjectives and adverbs.

#### **Reading and Viewing**

Children actively listen to, read, view and comprehend a range of texts. They monitor meaning and make connections between characters, settings and events, and to personal experiences. They recall key ideas and recognise literal and implied meaning in texts. They recognise the text structures of narrative and informative texts, and the associated language and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one- and two-syllable words. They use knowledge of common letter patterns to read an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

#### **Writing and Creating**

Children create short oral, written and/or multimodal texts to show understanding of the connection between writing, speech and images, including retells or adaptations of stories with events and characters. They report information and express opinions about personal experiences. They create a range of texts that may include informative, imaginative or persuasive texts and include information from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns, using topic-specific vocabulary. They spell most one- and two-syllable words with common letter patterns, and accurately apply an increasing number of taught high-frequency words to their created text.

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## Year 2

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Children interact with others for a purpose and listen to and create spoken texts to discuss ideas and share experiences and personal preferences, including through storytelling. They communicate ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, and draw on information from learnt topics, their imagination, funds of knowledge or texts. They organise and link ideas, and use language features including topic-specific vocabulary.

#### **Reading and Viewing**

Children listen to, read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through settings, characters and events. They identify how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. They use knowledge of phonics, words and punctuation to read with phrasing and fluency.

#### **Writing and Creating**

Children create written and/or multimodal texts, including texts to tell stories, inform, express an opinion or adapt an idea for familiar audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

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## Year 3

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and/or multimodal texts, including stories. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They relate ideas; express opinions, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features, including topic-specific vocabulary, and/or visual features and features of voice.

#### **Reading and Viewing**

Students listen to, read, view and comprehend texts, recognising their purpose and audience. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They read with fluency and phrasing, and use comprehension strategies to build literal and implied meaning, connecting ideas in different parts of a text. They describe how stories are developed through characters, settings and/or events. They identify how texts are structured and presented. They describe the language features of texts, topic-specific vocabulary and literary devices, and how visual features extend meaning.

#### **Writing and Creating**

Students understand how language can be used to express feelings and opinions on topics. They create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments for audiences, relating ideas, including relevant details from learnt topics, topics of interest or texts. They use text structures, including simple paragraphs, and language features, compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell high-frequency words and multisyllabic words with less common letter patterns using phonic and morphemic knowledge.

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## Year 4

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They make presentations and contribute actively to class and group discussions, varying language according to context. They use text structures and language features to organise and link ideas. They use language features, subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

#### **Reading and Viewing**

Students listen to, read, view and comprehend texts created to entertain, persuade and/or inform audiences. They integrate phonic, morphemic, and grammatical knowledge to read texts that include varied sentence structures and some unfamiliar vocabulary, including multisyllabic and multimorphemic words. They read fluently and maintain accuracy and meaning by re-reading and self-correcting when needed. They describe literal and implied meaning, connecting ideas in different texts. They describe how ideas are developed including through settings, characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features, including literary devices, and visual features shape meaning.

#### **Writing and Creating**

Students create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments, for purposes and audiences, developing ideas using details from learnt topics, topics of interest or texts. They use language features, including paragraphs, to create coherence and add detail to their texts. They use language features, complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell words including multisyllabic and multimorphemic words with more complex spelling patterns, using phonic, morphemic and grammatical knowledge.

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the *Handwriting Continuum* to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The *Handwriting Continuum* can be found under the Teaching menu in the K–10 section of the Authority website. Teachers will need to log in to the Extranet to access this resource.

## Year 5

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They contribute actively to class and group discussions, taking into account other perspectives. They use different text structures to organise, develop and link ideas. They use language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

#### **Reading and Viewing**

Students listen to, read, view and comprehend texts created to inform, entertain or persuade audiences. When reading, they decode unfamiliar words, integrating phonic, grammatical, semantic and contextual knowledge. They use comprehension strategies to build literal and inferred meaning in written and visual texts with less familiar and more varied topics. They read and navigate texts for specific purposes and begin to evaluate the ideas and information presented in them. They explain how ideas are developed, including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features, literary devices and visual features contribute to the effect and meaning of a text.

#### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features, a variety of sentence types, including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell words, including more complex words, using phonic, morphemic and vocabulary knowledge.

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the *Handwriting Continuum* to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The *Handwriting Continuum* can be found under the Teaching menu in the K–10 section of the Authority website. Teachers will need to log in to the Extranet to access this resource.

## Year 6

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They make presentations and contribute actively to class and group discussions. They use and vary text structures to organise, develop and link ideas. They use and vary language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

#### **Reading and Viewing**

Students listen to, read, view and comprehend different texts created to inform, entertain or persuade audiences. They use comprehension strategies to build literal and inferred meaning, and to connect and compare information and ideas from a range of texts with more complex text structures, language features, and challenging vocabulary. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features, literary devices, and visual features influence audiences.

#### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features, sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell more complex words, including some technical words, using phonic, morphemic and vocabulary knowledge.

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## Year 7

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features and features of voice.

#### **Reading and Viewing**

Students read, view and comprehend texts created to inform, influence and/or engage audiences. They explain and discuss how ideas are portrayed and how texts are influenced by contexts. They explain and discuss the aesthetic qualities of texts, and how text structures, language features, literary devices and visual features shape meaning. They select evidence from texts to develop their own response.

#### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features.

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the *Handwriting Continuum* to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The *Handwriting Continuum* can be found under the Teaching menu in the K–10 section of the Authority website. Teachers will need to log in to the Extranet to access this resource.

## Year 8

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features, literary devices and/or multimodal features and features of voice.

#### **Reading and Viewing**

Students read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They discuss and analyse how ideas are represented and how texts reflect or challenge contexts. They discuss and analyse the aesthetic qualities of texts, and how text structures shape meaning. They discuss and analyse the effects of language features, intertextual references, literary devices and visual features. They select supporting evidence from texts to develop their own response.

#### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features, literary devices and/or multimodal features.

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the *Handwriting Continuum* to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The *Handwriting Continuum* can be found under the Teaching menu in the K–10 section of the Authority website. Teachers will need to log in to the Extranet to access this resource.

## Year 9

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features, literary devices, multimodal features and features of voice.

#### **Reading and Viewing**

Students read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse and interpret representations of people, places, events and concepts, and how texts respond to contexts. They analyse and interpret the aesthetic qualities of texts and the effects of text structures, language features, literary devices, intertextual references and multimodal features. They incorporate supporting evidence from texts to provide substantiation.

#### **Writing and Creating**

Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features and literary devices, and experiment with multimodal features.

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the *Handwriting Continuum* to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The *Handwriting Continuum* can be found under the Teaching menu in the K–10 section of the Authority website. Teachers will need to log in to the Extranet to access this resource.



## Year 10

### Proposed WA Curriculum

By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select, adapt and experiment with text structures to organise and develop ideas. They select, adapt, vary and experiment with language features, rhetorical and literary devices, and experiment with multimodal features and features of voice.

#### **Reading and Viewing**

Students read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse, interpret and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse, interpret and evaluate the effects of text structures, language features, literary devices, intertextual connections and multimodal features, and their contribution to the aesthetic qualities of texts. They incorporate supporting evidence from texts to provide substantiation.

#### **Writing and Creating**

Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select, adapt and experiment with text structures to organise, develop and link ideas and representations. They select, adapt, vary and experiment with language features, literary devices, and multimodal features.

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