



## Incorporating the Australian Curriculum v8.1 changes into the Western Australian Curriculum – English

### Summary

The changes to English will have minimal impact on teaching programs. Minor changes include rewording and rearranging of content for greater clarity, with an increased focus on phonics and phonemic awareness. The increased specificity in relation to phonics and phonemic awareness may already be reflected in teachers' programs. The changes highlight the continuous nature of learning and the reinforcement of skills previously taught.

Year	Current content from the Western Australian Curriculum	Content and/or Achievement Standard from the Australian Curriculum v8.1	Implications for teaching programs
Pre-primary	<p><b>Expressing and developing ideas</b> Know how to use onset and rime to spell words (ACELA1438)</p> <p>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 (ACELA1758)</p> <p><b>Sound and letter knowledge</b> Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <p>Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)</p>	<p><b>Phonics and word knowledge</b> Recognise and <b>generate</b> rhyming words, <b>alliteration patterns</b>, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <p>Recognise <b>and name all upper and lower case letters (graphemes)</b> and <b>know the most common sound that each letter represents</b> (ACELA1440)</p> <p>Understand how to <b>use knowledge of letters and sounds</b> including onset and rime to spell words (ACELA1438)</p> <p>Know how to <b>read</b> and write some high-frequency words and <b>other familiar words</b> (ACELA1817)</p> <p><b>Understand that words are units of meaning and can be made of more than one meaningful part</b> (ACELA1818)</p> <p><b>Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and</b></p>	<p>Content has been reworded and rearranged to be more explicit. The new content is an increased focus on phonemes, patterns and blending/segmenting. This gives explicit direction; however, this would already be a teaching strategy for many teachers.</p> <p>Students are now expected to 'generate' as well as 'recognise'.</p> <p>Phonics and word knowledge:</p> <ul style="list-style-type: none"> <li>• an increased focus on how children learn to read and write</li> <li>• a guided order of introduction – what comes first and how to build knowledge: <ul style="list-style-type: none"> <li>▪ oral language</li> <li>▪ rhyming – recognise and generate</li> <li>▪ alliterations – recognise and generate</li> <li>▪ blending – syllables, onset and rime and phonemes</li> <li>▪ segmenting – syllables, onset and rime and phonemes</li> </ul> </li> </ul>

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		<p>isolate, blend and manipulate phonemes in single syllable words (ACELA1819)</p> <p>Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)</p>	<ul style="list-style-type: none"> <li>▪ alphabetic knowledge – sounds first, names second</li> <li>▪ phonics</li> <li>▪ spelling – single sounds, consonant and vowels, digraphs and blends, initial/final sounds</li> <li>▪ reading – decodable and predictable texts</li> <li>▪ writing.</li> </ul>
		<p><b>Creating literature</b></p> <p>Innovate on familiar texts through play (ACELT1831)</p>	<p>The creation of texts that adapt ideas from literary texts is a popular teaching strategy and potentially taught informally. It is now explicitly stated.</p>
	<p><b>Interpreting, analysing, evaluating</b></p> <p>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</p>	<p><b>Interpreting, analysing, evaluating</b></p> <p>Read <b>decodable</b> and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</p>	<p>Inclusion of decodable texts allows the application of phonic knowledge and skills.</p> <p>Decodable texts – teachers will need to consider:</p> <ul style="list-style-type: none"> <li>• the purpose of the different selections of reading texts (sets of reading books for in-class and home readers)</li> <li>• how to support beginning readers and reinforce the learning of reading.</li> </ul>

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1	<p><b>Expressing and developing ideas</b>            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 (ACELA1778)</p> <p>Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ (ACELA1455)</p> <p><b>Sound and letter knowledge</b>            Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)</p> <p>Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)</p> <p>Understand the variability of sound-letter matches (ACELA1459)</p>	<p><b>Phonics and word knowledge</b>            Manipulate <b>phonemes</b> in spoken words by <b>addition</b>, deletion and substitution of initial, <b>medial and final phonemes to generate new words</b> (ACELA1457)</p> <p>Use <b>short vowels</b>, common <b>long vowels</b>, consonant digraphs and consonant blends <b>when writing, and blend these to read single syllable words</b> (ACELA1458)</p> <p>Understand that a letter can represent more than one sound and that a <b>syllable must contain a vowel sound</b> (ACELA1459)</p> <p><b>Understand how to spell</b> one and <b>two</b> syllable words with common letter patterns (ACELA1778)</p> <p>Recognise and know how to use <b>simple grammatical</b> morphemes to create word families (ACELA1455)</p> <p>Use visual memory to <b>read</b> and write high-frequency words (ACELA1821)</p> <p><b>Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words</b> (ACELA1822)</p>	<p>Content has been reworded, rearranged and added to. This gives greater clarity for teachers. There is an increased focus on phonemes. The added content gives explicit direction; however, this would already be a teaching strategy for many teachers.</p> <p>Phonics and word knowledge:</p> <ul style="list-style-type: none"> <li>• an increased focus on how children learn to read and write</li> <li>• a guided order of introduction – what comes first and how to build knowledge               <ul style="list-style-type: none"> <li>▪ oral language</li> <li>▪ rhyming – recognise and generate</li> <li>▪ alliterations – recognise and generate</li> <li>▪ blending – syllables, onset and rime and phonemes</li> <li>▪ segmenting – syllables, onset and rime and phonemes</li> <li>▪ alphabetic knowledge – sounds first, names second</li> <li>▪ phonics</li> <li>▪ spelling – single sounds, consonant and vowels, digraphs and blends, initial/final sounds</li> <li>▪ reading – decodable and predictable texts</li> <li>▪ writing</li> </ul> </li> <li>• high frequency words and sight words.</li> </ul>

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		<p><b>Creating literature</b>            Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832)</p>	<p>The creation of texts that adapt ideas from literary texts is a popular teaching strategy and potentially taught informally. It is now explicitly stated.</p>
	<p><b>Interpreting, analysing, evaluating</b>            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 (ACELY1659)</p>	<p><b>Interpreting, analysing, evaluating</b>            Read <b>decodable and predictable</b> texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)</p>	<p>Inclusion of decodable texts allows the application of phonic knowledge and skills.</p>
2	<p><b>Expressing and developing ideas</b>            Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</p> <p>Recognise common prefixes and suffixes and how they change a word’s meaning (ACELA1472)</p> <p><b>Sound and letter knowledge</b>            Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)</p>	<p><b>Phonics and word knowledge</b>  <b>Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing</b> (ACELA1474)</p> <p>Understand how to use <b>knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words</b> (ACELA1471)</p> <p><b>Build morphemic word families</b> using knowledge of prefixes and suffixes (ACELA1472)</p>	<p>Content has been reworded, rearranged and added to. This gives greater clarity for teachers; however, this would already be a teaching strategy for many teachers and included at point of need within spelling programs.</p> <p>Phonics and word knowledge – suggested strategies:</p> <ul style="list-style-type: none"> <li>• play games that reinforce sound manipulation and all descriptors from Phonics and word knowledge section</li> <li>• oral language activities and dramatic play opportunities.</li> </ul>

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		<p>Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)</p> <p>Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)</p> <p>Understand that a sound can be represented by various letter combinations (ACELA1825)</p>	
		<p><b>Creating literature</b>            Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)</p>	<p>The creation of texts that adapt ideas from literary texts is a popular teaching strategy and potentially taught informally. It is now explicitly stated.</p>
3	<p><b>Expressing and developing ideas</b>            Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485)</p> <p>Recognise high-frequency sight words (ACELA1486)</p>	<p><b>Phonics and word knowledge</b>            From Year 3 onwards, knowledge about phonological and phonemic awareness will continue to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words.</p> <p>Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)</p> <p>Recognise and know how to write most high frequency words including some homophones (ACELA1486)</p>	<p>Teachers may integrate information based on point of need with their students. This content is a reminder for teachers that this is still applicable in some instances.</p> <p>Some content has been reworded and rearranged to be more explicit. Change from ‘high-frequency sight words’ to ‘most high frequency words’ and the inclusion of some homophones.</p> <p>Students are now expected to write and not just recognise high frequency words, and this would be incorporated into most spelling programs.</p>

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		<p>Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)</p> <p>Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)</p>	
4	<p><b>Expressing and developing ideas</b> Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)</p> <p>Recognise homophones and know how to use context to identify correct spelling (ACELA1780)</p>	<p><b>Phonics and word knowledge</b> From Year 3 onwards, knowledge about phonological and phonemic awareness will continue to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words.</p> <p>Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)</p> <p>Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)</p> <p>Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)</p>	<p>Teachers may integrate information based on point of need with their students. This content is a reminder for teachers that this is still applicable in some instances.</p> <p>Some content has been reworded and rearranged to be more explicit. The revised wording makes it clear that teachers should be applying this knowledge to more complex words.</p> <p>Students are now expected to read and write, not just recognise, high frequency words, and this would be incorporated in most spelling programs.</p>

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5	<p><b>Expressing and developing ideas</b> Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)</p> <p>Recognise uncommon plurals, for example 'foci' (ACELA1514)</p>	<p><b>Phonics and word knowledge</b> From Year 3 onwards, knowledge about phonological and phonemic awareness will continue to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words.</p> <p>Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)</p> <p>Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)</p> <p>Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)</p>	<p>Teachers may integrate information based on point of need with their students. This content is a reminder for teachers that this is still applicable in some instances.</p> <p>Some content has been reworded and rearranged to be more explicit. 'Banks of known words' has been replaced by 'knowledge of known words' and there is an increased focus on patterns, generalisations and suffixes.</p>
6	<p><b>Expressing and developing ideas</b> Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)</p>	<p><b>Phonics and word knowledge</b> From Year 3 onwards, knowledge about phonological and phonemic awareness will continue to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words.</p>	<p>Teachers may integrate information based on point of need with their students. This content is a reminder for teachers that this is still applicable in some instances.</p> <p>Content has been reworded to replace 'banks of known words' with 'knowledge of known words' and the inclusion of Latin and Greek root words. This would have been a focus of teaching word origins.</p>

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		<p>Understand how to use <b>knowledge</b> of known words, word origins <b>including some Latin and Greek roots</b>, base words, prefixes, suffixes, <b>letter</b> patterns and spelling generalisations to spell new words including technical words (ACELA1526)</p> <p>Understand how to use <b>phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words</b> (ACELA1830)</p>	
7 – 10		<p><b>The following is an explanatory note from the Scope and Sequence document for Years 7 – 10:</b></p> <p><b>Phonics and word knowledge</b></p> <p>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling.</p>	There are no implications for teaching programs as there has been no change to the content in Years 7 to 10.