Revisions to the Western Australian curriculum: English

Pre-primary to Year 6: Phonic and word knowledge

This document shows revisions to the English: Pre-primary to Year 6 curriculum for Phonic and word knowledge. Only the Phonic and word knowledge revisions have been included here. They are for implementation in 2024. All other English content has been revised and is available online for familiarisation prior to implementation in 2025.

**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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# English: Revisions to the Western Australian (WA) curriculum for Pre-primary to Year 6 Phonic and word knowledge, for implementation in 2024

**Key**

* Added = new wording added
* Deleted = wording removed
* Changed = wording or focus shift
* New = completely new content
* Replaced = all wording changed

## Pre-primary

| **WA Curriculum (until end of 2023)** | **Revised WA Curriculum (for implementation in 2024)** | **What has been revised?** |
| --- | --- | --- |
| Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words | Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09 | * Added: **(phonological awareness)**. |
| Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words | Segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10 | * Added:**(phonological awareness)**. * Deleted: **onset and rime**. |
| Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents | Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11 | * Changed:**(graphemes)** to **(graphs)**. |
| Write consonant–vowel–consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words | Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12 | * Changed: **some sounds** to **sounds***.* |
| Understand how to use knowledge of letters and sounds including onset and rime to spell words | Use knowledge of letters and sounds to spell words AC9EFLY13 | * Deleted:**Understand how to**. * Deleted: **including onset and rime**. |
| Know how to read and write some high-frequency words and other familiar words | Read and write some high-frequency words and other familiar words AC9EFLY14 | * Deleted: **Know how to**. |
| Understand that words are units of meaning and can be made of more than one meaningful part | Understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15 | * Unchanged. |
| Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge | Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge | * Changed: **predictable** texts to **authentic** texts. * Deleted: **practising phrasing and fluency**. * Added: **using developing phonic and word knowledge**. * Deleted: **concepts about print**. * Changed: **emerging contextual, semantic, grammatical and phonic knowledge** to **context and emerging grammatical knowledge**. |

## Year 1

| **WA Curriculum (until end of 2023)** | **Revised WA Curriculum (for implementation in 2024)** | **What has been revised?** |
| --- | --- | --- |
| Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words | Segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09 | * Replaced: **consonant blends or clusters** with **words**. * Added: **(sounds) including consonant blends or clusters**. * Deleted: **one syllable words**. * Added: **(phonological awareness)**. |
| Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words | Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10 | * Added: **Orally**. * Added: **(phonological awareness)**. |
| Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words | Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11 | * Added: **digraphs; two-syllable words**. * Changed: **when writing** to **to write words**. |
| Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound | Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12 | * Unchanged. |
| Understand how to spell one and two syllable words with common letter patterns | Spell one- and two-syllable words with common letter patterns AC9E1LY13 | * Deleted: **Understand how to**. |
| Use visual memory to read and write high-frequency words | Read and write an increasing number of high-frequency words AC9E1LY14 | * Deleted: **Use visual memory to**. * Added: **an increasing number of**. |
| Recognise and know how to use simple grammatical morphemes to create word families | Recognise and know how to use grammatical morphemes to create word families AC9E1LY15 | * Deleted: **simple**. |
| Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re‑reading | Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge | * Changed: **predictable** to **authentic**. * Replaced: **phrasing, fluency, contextual, semantic, grammatical and phonic knowledge** with **phonic and word knowledge, phrasing and fluency**. * Changed: **and emerging text processing strategies, for example prediction, monitoring meaning and re‑reading** to **and monitor meaning using context and grammatical knowledge**. |

## Year 2

| **WA Curriculum (until end of 2023)** | **Revised WA Curriculum (for implementation in 2024)** | **What has been revised?** |
| --- | --- | --- |
| 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 | Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09 | * Deleted: **Orally**. * Changed: **through knowledge of blending and segmenting sounds** to **and use knowledge of blending, segmenting**. * Replaced: **in combination with use of letters in reading and writing** with **to read and write words**. |
| 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 | Use phoneme–grapheme (sound–letter/s) relationships and patterns, when blending and segmenting to read and write words of one or more syllables | * Changed: focus to the strategies of **blending and segmenting**. Note: the original content is reflected in AC9E2LY10. |
| Understand that a sound can be represented by various letter combinations | Understand that a sound can be represented by various letter combinations | * Unchanged. |
| Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words | Use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10 | * Changed: content to include: * **phoneme–grapheme (sound–letter/s) matches** * **vowel digraphs** * **less common long vowel patterns** * **consonant clusters**. * Changed: **to spell one and two syllable words** to **when reading and writing words of one or more syllables**. * Deleted: **Understand how to use knowledge of**. |
| Use knowledge of letter patterns and morphemes to read and write high‑frequency words and words whose spelling is not predictable from their sounds | Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words AC9E2LY11 | * Changed: **letter** patterns to **spelling** patterns. * Changed: **words whose spelling is not predictable from their sounds** to **words whose spelling is not completely predictable from their sounds**. |
| Build morphemic word families using knowledge of prefixes and suffixes | Build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12 | * Unchanged. |
| Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting | Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitoring meaning using text processing strategies | * Deleted: **less predictable**. * Changed: **contextual, semantic, grammatical and phonic knowledge** to **phonic, word and grammatical knowledge**. * Deleted: **specific examples of text processing strategies**. |

## Year 3

| **WA Curriculum (until end of 2023)** | **Revised WA Curriculum (for implementation in 2024)** | **What has been revised?** |
| --- | --- | --- |
| 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 | Understand how to apply knowledge of  phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09 | * Changed: **letter–sound relationships** to   **phoneme–grapheme (sound–letter) relationships**. |
| Understand how to use letter-sound relationships and less common letter patterns to spell words | Use phoneme–grapheme (sound-letter) relationships and less common letter patterns to spell words AC9E3LY11 | * Deleted: **Understand how to**. * Changed: **letter-sound relationships** to  **phoneme–grapheme (sound–letter)**. |
| Recognise and know how to write most high-frequency words including some homophones | Recognise and know how to write most high-frequency words including some homophones AC9E3LY12 | * Unchanged. |
| Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word | Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10 | * Changed: **Know how to use** to **Understand how to apply knowledge of**. * Added: **to read and comprehend new multimorphemic words**. |
| Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting | Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 | * Changed: **an increasing** **range** to **a range**. * Changed: **by combining** to **combining**. * Changed: **contextual, semantic, grammatical and phonic knowledge** to **phonic, semantic and grammatical knowledge**. * Added: **to** **read accurately and fluently**. * Replaced: **using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting** with **re‑reading and self-correcting when required**. |

## Year 4

| **WA Curriculum (until end of 2023)** | **Revised WA Curriculum (for implementation in 2024)** | **What has been revised?** |
| --- | --- | --- |
| 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 | Understand how to use and apply phonological and morphological knowledge to read and write  multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09 | * Changed: **use phonic knowledge** to **use and apply phonological and morphological knowledge**. |
| 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 | Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10 | * Changed: **morphemic** to **morphological**. |
| Read and write a large core of high-frequency words including homophones and know how to use context to identify correct spelling | Read and write high-frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11 | * Deleted: **a large core of**. |
| Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing | Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04 | * Changed: **by combining contextual, semantic, grammatical and phonic knowledge** to **integrating phonic, semantic and grammatical knowledge**. * Deleted: **using text processing strategies for example monitoring meaning, cross checking and reviewing**. * Added: **to read accurately and fluently, re‑reading and self-correcting when needed**. |

## Year 5

| **WA Curriculum (until end of 2023)** | **Revised WA Curriculum (for implementation in 2024)** | **What has been revised?** |
| --- | --- | --- |
| Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations | Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations ACE5LY08 | * Changed: **Understand how to** to **use**. * Added: **morphemic and vocabulary knowledge**. * Changed: **write less familiar words** to **spell words**. |
| Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words | Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09 | * Changed: **Understand how to use** to **Build and spell new words**. * Deleted: **to spell new words**. |
| Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word | Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10 | * Unchanged. |
| Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning | Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04 | * Changed: **applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning** to **monitoring meaning using strategies such as skimming, scanning and confirming**. * Deleted: **predicting**. |

## Year 6

| **WA Curriculum (until end of 2023)** | **Revised WA Curriculum (for implementation in 2024)** | **What has been revised?** |
| --- | --- | --- |
| Understand how to use 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 | Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08 | * Deleted: **Understand how to**. * Deleted**: and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations**. * Changed: **Uncommon letter patterns** to **less common**. |
| Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words | Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09 | * Deleted: **Understand how to**. |
| Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings | Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04 | * Changed: **applying appropriate text processing strategies and interpreting** to **monitoring meaning and evaluating the use of** **structural features**. Note: focus to monitoring meaning and evaluating (structural features), which replaces applying text processing strategies and interpreting structural features. |

