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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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ABLEWA Stage DTest

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ABLEWA D stage description

Overview



Rationale

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English across Pre-primary to Year 12

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English P-10 Scope and Sequence for teaching in 2024 (PDF) [↗](#)



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ABLEWA English Scope and Sequ

ABLEWA Stage

ABLEWA D stage

The English curriculum Literature and Literacy integrate all three skills: knowledge, understanding and creating. Learning in earlier years, and

In Stage D, students are provided with experiences including the use of their ideas. Student communication systems initiate greetings to learning to use basic acknowledging and attention and comfort

Students engage with spoken, written and as well as some text picture books, various multimodal texts are viewing and storytelling entertaining nature

The range of literary

ence 

 ABLEWA English Scope and Sequence (PDF) 

 EAL/D English Pre-primary to Year 10 

Filters



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- ☒ Year level descriptors
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Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Literacy
- ☒ Literature
- ☒ Language

General Capabilities

narrative traditions
Islander peoples, and
and about Asia.

Literary texts that encourage
readers to develop
written texts including
recognisable characters
strongly support the
topics using simple
support the text.

Students create texts
tools including com

Language

READING AND VIEWING

Know that words can
spoken, written, signed
and represented using
symbols and
communication devices
([ACELA1430d](#))

Understand how to
a statement or ask
question ([ACELA1430d](#))

- ✔ Select All
 - ✔ Literacy
 - ✔ Numeracy
 - ✔ Information and Communication Technology (ICT) capability
 - ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

Recognise how a group of words can represent an object or image [\(ACELA1434d\)](#)

Explore connection between words, objects and images in stories and informative texts [\(ACELA1786d\)](#)

Identify some of the features of text such as digital /screen layout and the features of a book cover [\(ACELA1433c\)](#)

Knowing that a letter can be the same but look different, for example capital and lower-case letters [\(ACELA1440\)](#)

WRITING

Understand that language can be represented as written text [\(ACELA1431d\)](#)

Use, communicate

articulate high frequency words and reproduce familiar sounds
[\(ACELA1758d\)](#)

Copy own name and recognise some of the letters within it.
Understand that punctuation is presented in written text as a full stop
[\(ACELA1432d\)](#)

Identify the beginning sounds of familiar words and some words that sound the same
[\(ACELA1438d\)](#)

SPEAKING AND LISTENING

Understand that people communicate in different ways [\(ACELA1426d\)](#)

Know how to greet and maintain a short interaction with others
[\(ACELA1428d\)](#)

Use different ways

express needs, like
dislikes ([ACELA1429](#))

Use vocabulary in the
form of short phrases
a variety of purposes
such as to request an
object, communicate a
need, recount
information, or express
feeling ([ACELA1437](#))

Identify the sounds
within familiar words
([ACELA1439d](#))

Achievement standards

Reading and Viewing

By the end of Stage 3, students can:
multimodal texts from
in an imaginative text
within an informative text
communicate a short
timetable. They select
cover. They model
to bottom, and follow
illustrations to retell

recognise the connections between letters and/or words and illustrations. They identify the associated sound. They describe each picture and describe or predict

Writing

When writing, students copy images. They trace a preferred writing pattern with some accuracy and sequence pictures to experience. They copy pictures they have indicated words, and such as working from

Speaking and Listening

Students listen to a who communicates some social conventions some understanding. They participate in ideas; sequence key completed piece of reasons. They use ideas. They listen to

others, and ask questions about what the speaker is saying. Students identify three key words, and use a word processing software program.

The English curriculum is built around the three interrelated strands. All programs should balance and integrate all three strands. Together, they develop understanding and skills in listening, reading, viewing, speaking, and writing, building on skills and processes developed in earlier years, and teachers work to ensure that all students achieve the expected learning outcomes.

In Stage D, students communicate with known adults, teachers support and extend their learning, including the use of pictorial aids and gestures. Students communicate by using short oral statements or follow simple directions. They freely initiate greetings to fellow students and use basic social rules of communication including turn taking and effective ways to seek and gain attention and comfort.

Students engage with a variety of texts for enjoyment. They listen to texts which the primary purpose is to entertain, as well as some textbooks, various types of stories, rhyming verse, poetry, non-fiction, and participate in shared reading, viewing and storytelling using a range of literary texts.

The range of literary texts comprises Australian literature, including Aboriginal and Torres Strait Islander peoples, and classic and contemporary literature from Asia.

Literary texts that engage, support and extend Stage D students' understanding of written texts include high-interest texts that are relevant to their lives and interests.

simple sequences of events and clear illustrations that strongly familiar topics using simple sentences, known vocabulary and i

Students create texts that record their experience and knowled pencils.

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