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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

Year 1 SyllabusTest

[Download Curriculum as PDF](#)

Year Level Description

Overview



Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessment and reporting

Glossary



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



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

Professional learning [↗](#)



Revisions to the WA curriculum English P–6 Phonics and word knowledge (DOC) [↗](#)



ABLEWA English Scope and Sequ

Year 1 Syllab

Year Level Descri


The English curriculum integrates all three strands of knowledge, understanding and creating. Learning in earlier years, and



In Year 1, students from other classes.

Students engage with interpret spoken, written These encompass a variety of texts and performances and texts.

The range of literary including the oral traditions of Indigenous Peoples, as well as classic and contemporary Literary texts that students involve straightforwardly recognisably realist amount of new content other areas of the curriculum

ence 

 ABLEWA English Scope and Sequence (PDF) 

 EAL/D English Pre-primary to Year 10 

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

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

General Capabilities




present a small range of sentences, some using new words and words that need to be used that support the primary

Students create a variety of recounts, procedures

Language

LANGUAGE VARIATION AND CHANGE

Understand that people use different systems of communication to communicate to different needs and purposes and that different people may use sign systems to communicate with others ([ACELA](#)

-  Literacy
-  Personal and social capability
-  Intercultural understanding

LANGUAGE FOR INTERCULTURAL UNDERSTANDING

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

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others [\(ACELA1444\)](#)

📖 Literacy

👥 Personal and social capability

🌐 Intercultural understanding

Understand that there are different ways of asking for information, making offers and giving commands [\(ACELA1444\)](#)


📖 Literacy


👥 Personal and social capability

Explore different ways of expressing emotion, including verbal, visual, body language and

expressions
[\(ACELA1787\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

TEXT STRUCTURE AND ORGANISATION

Understand that the purposes texts serve shape their structure in predictable ways
[\(ACELA1447\)](#)

 Literacy

Understand patterns of repetition and contrast in simple texts
[\(ACELA1448\)](#)

 Literacy

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 [\(ACELA1450\)](#)

 Literacy

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 [\(ACELA1450\)](#)

 Literacy

 Numeracy


 Information and Communication Technology (ICT) capability

EXPRESSING AND DEVELOPING IDEAS

Identify the parts of


simple sentence that
represent 'What's
happening?', 'What
is being described?'
'Who or what is
involved?' and the
surrounding
circumstances
[\(ACELA1451\)](#)

 Literacy

 Critical and creative
thinking

Explore differences
words that represent
people, places and
things (nouns, including
pronouns), happenings
and states (verbs),
qualities (adjectives),
details such as when
where and how (adverbs)
[\(ACELA1452\)](#)


 Literacy

 Critical and creative
thinking

Compare different I


of images in narrative
and informative texts
and discuss how they
contribute to meaning
([ACELA1453](#))

 Literacy

 Critical and creative
thinking

Understand the use
of vocabulary in every
context as well as the
growing number of
school contexts,
including appropriate
use of formal and
informal terms of
address in different
contexts ([ACELA1453](#))

 Literacy

 Personal and social
capability

PHONICS AND WORD KNOWLEDGE

Segment words into
separate phonemes
(sounds) including

consonant blends or
clusters at the
beginnings and ends
of words (phonological
awareness) (AC9E1

 Literacy

Orally manipulate
phonemes in spoken
words by addition,
deletion and substitution
of initial, medial and
final phonemes to generate
new words (phonological
awareness) (AC9E1

 Literacy

Use short vowels,
common long vowels and
consonant blends and
digraphs to write words
and blend these to form
one- and two-syllable
words (AC9E1LY11)

 Literacy

Understand that a letter
can represent more than

one sound and that
syllable must contain
vowel sound
(AC9E1LY12)

 Literacy

Spell one- and two-
syllable words with
common letter patterns
(AC9E1LY13)

 Literacy

Read and write an
increasing number of
high frequency words
(AC9E1LY14)

 Literacy

Recognise and know
to use grammatical
morphemes to create
word families
(AC9E1LY15)

 Literacy

Year 1 Achievement

Handwriting behavior
the writing assessment
Handwriting Contin
monitoring of student
Handwriting Contin
of this website. Tea

Reading and View

At Standard, student
connections to person
main events in short
this affects how the
are developed and
settings and events
developing fluency.
and compound sentence
knowledge of the re
sentence boundary
ideas and recognise

Writing and Creat

Students create text
speech and images
writing, students pr
participants in those
with regular spelling

Speaking and Lis

Students listen to o

language features and
are developed and
show understanding
create short texts for
class discussions, to
familiar topics.

The English curriculum is built around the three interrelated strands. All programs should balance and integrate all three strands. Together, they build 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 Year 1, students communicate with peers, teachers, known and unknown people, and the community.

Students engage with a variety of texts for enjoyment. They listen to and read texts designed to entertain and inform. These encompass traditional and contemporary texts, including various types of stories, rhyming verse, poetry, non-fiction, film and digital texts. They use these texts for constructing their own texts.

The range of literary texts for Pre-primary to Year 10 comprises texts from Aboriginal and Torres Strait Islander Peoples, as well as the canon and contemporary world literature, including texts from and about Australia. As independent readers involve straightforward sequences of events and characters. Informative texts present a small amount of information. Texts studied in other areas of the curriculum. These include decoding and fluency features, including simple and compound sentences, some unfamiliar words that need to be decoded phonically, as well as illustration and layout.

Students create a variety of imaginative, informative and persuasive texts.

literary retellings and poetry.

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