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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](#)

ABLEWA Stage A Test

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ABLEWA A stage description

Overview

Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity



General capabilities



Cross-curriculum Priorities



Links to other learning areas



Implications for teaching, assessment and reporting



Glossary


 [English Scope and Sequence \(PDF\) \[v8.1\]](#) 

 [English Scope and Sequence \(DOC\) \[v8.1\]](#) 

 [English Curriculum Year by Year View \(P-10\)](#) 

 [ABLEWA English Scope and Sequence](#) 

 [ABLEWA English Scope and Sequence \(PDF\)](#) 

 [EAL/D English Pre-primary to Year](#)

ABLEWA Stage A

ABLEWA A stage

The English curriculum in Stage A integrates all three strands of knowledge, understanding and creating. Learning is based on experiences in earlier years, and

In Stage A, students explore English knowledge and experiences, personal and various alternative models and reinforced and to represent real physical state and actions. Students are initially mannerisms and to responding to their

In Stage A, students explore others and of social communication and with experiences that of verbal and non-verbal. Students experience

Filters



Show/Hide Curriculum

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

Year Levels

- Select All

Strands

- Select All
- Literacy
- Literature
- Language

General Capabilities

- Select All
- Literacy
- Numeracy
- Information and Communication Technology (ICT)

experiences of the written, visual and entertaining and in various types of stories and dramatic performance storytelling using a literature.

The range of literary narrative traditions Islander peoples, and about Asia.

Literary texts that predictable texts, experiences. These happenings with represent a small amount

Students create a motors required for and shoulder stability develop their gripping

Language

READING AND VIEWING

Encounter various forms of communication and

capability

- ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

respond to sounds, symbols, images or objects in their environment
[\(ACELA1430a\)](#)

Experience sentences being used to express ideas and information and responds to different words, sounds and
[\(ACELA1435a\)](#)

Respond to words and groups of words and objects in texts and the environment
[\(ACELA1434a\)](#)

Respond to images and words in texts
[\(ACELA1786a\)](#)

Encounter books, print and digital texts and respond to images and text [\(ACELA1433a\)](#)

Encounter words and writing within the environment and

respond to spoken
in familiar environn
[\(ACELA1440a\)](#)

WRITING

Respond to images
objects and the spc
word [\(ACELA1431a\)](#)

Experience people
speaking and
communicating
[\(ACELA1758a\)](#)

React to different
sounds, and words;
respond to visual te
[\(ACELA1432a\)](#)

Reacting to familiar
voices and preferre
sounds [\(ACELA1438\)](#)

SPEAKING AND LISTENING

Use sounds and fac
expressions to affec
familiar others
[\(ACELA1426a\)](#)

Respond to a famili

person and engage them ([ACELA1428a](#))

Explore how sound, facial expression and actions can cause a change ([ACELA1429a](#))

Respond to vocabulary used in everyday experiences ([ACELA1437a](#))

Respond to different sounds and words used in everyday experiences ([ACELA1439a](#))

Achievement standard

Reading and viewing

By the end of Stage 1, students can identify and describe the main ideas and events in texts from familiar contexts. They use reading material as a source of information about objects, people or ideas.

Writing

When experiencing

objects and images
their fine motor skill
response to tactile
object briefly when

Speaking and list

Students listen to a
within the environn
vocalising. They res
show an interest in
greeting by using g
change others' beh
and accept or rejec
interested in a topic
have some consiste
activities and enviro

The English curriculum is built around the three interrelated str
programs should balance and integrate all three strands. Toget
understanding and skills in listening, reading, viewing, speaking
skills and processes developed in earlier years, and teachers w

In Stage A, students begin to engage, participate and receive c
Opportunities are provided for students to explore English know
experiences, personal interests and significant events. Student
communication systems because adults model and reinforce cc
and to represent real objects and activities. Students become a
responses to intentional responses. Students are initially encou

to communicate within the social environment by reacting and independence as possible.

In Stage A, students begin to show interest in the world around actions and mannerisms are treated as communication and 'int experiences that engage, support and extend their learning, inc making choices.

Students experience a variety of texts for enjoyment and to ext experience and view spoken, written, visual and multimodal tex informing. These texts include traditional oral texts, picture boc film, multimodal texts and dramatic performances. They experi literary texts, and respond to the entertaining nature of literatu

The range of literary texts comprises Australian literature, inclu Aboriginal and Torres Strait Islander peoples, and classic and c Asia.

Literary texts that support and enable Stage A students to becc information, social interactions and experiences. These texts in happenings with recognisable, realistic or imaginary characters familiar topics of interest.

Students create a range of texts coactively. They begin to deve Students develop their core strength and shoulder stability. The their gripping skills.

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