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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 BTest

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ABLEWA B stage 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

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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)



ABLEWA English Scope and Sequence



ABLEWA English Scope and Sequence (PDF)



EAL/D English Pre-primary to Year 12

ABLEWA Stage B

ABLEWA B stage

The English curriculum in Stage B integrates all three strands of knowledge, understanding and creating. Learning is based on what students have learned in earlier years, and what they are learning now.

In Stage B, students are provided with opportunities to develop their understanding, skills and interests and significance. The curriculum is a tool that can be used to help students communicate, select an object. Students are provided with learning including the choice making.

Students engage with reading, and view texts to entertain, as well as traditional oral text non-fiction, film, music, shared reading, view and recognise the enter

Filters



Show/Hide Curriculum

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

Year Levels

- ☒ Select All

Strands

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

General Capabilities

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

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

Literary texts that include literary text understanding of with familiar and significant text and informative that present ideas and vocabulary, symbol develop some simple and respond to familiar process of learning learning to identify

Students coactively motor skills through writing, labelling in encounter informat keyboard and move

Language

READING AND VIEWING

Recognise that text communication can

capability

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

images, objects and symbols ([ACELA143](#))

Know that an object has a name ([ACELA143](#))

Recognise an object when named, sign or image shown in an image ([ACELA1434b](#))

Recognise familiar objects and images in stories and informational texts ([ACELA1786b](#))

Recognise and attend to images in texts and on the screen ([ACELA1433b](#))

Explore the concept of difference through matching letters, images, shapes and familiar words ([ACELA1440b](#))

WRITING

Recognise the connection between

object, image and
spoken word

[\(ACELA1431b\)](#)

Reproduce speech
sounds to communi
basic wants

[\(ACELA1758b\)](#)

Recognise that text
be attached to ima

Recognising that pe
pause when talking
communicating

[\(ACELA1432b\)](#)

Recognise different
sounds and words a
their connection to
objects and people

[\(ACELA1438b\)](#)

SPEAKING AND LISTENING

Use sounds, gestur
images and facial
expressions to
communicate

[\(ACELA1426b\)](#)

Recognise ways to

and maintain attention
([ACELA1428b](#))

Demonstrate a number
of ways to indicate
choice ([ACELA1429](#)

Recognise the
connection between
words, images, sound
and everyday objects
([ACELA1437b](#))

Connecting sounds
words and matching
them to objects
([ACELA1439b](#))

Achievement standard

Reading and Viewing

By the end of Stage 1
and multimodal texts
sharing of a text. They
read. Students can
name in print using
and shapes. They identify
material upright and
their favourite characters

Writing

When writing, they
Students draw non-
on keyboard and m
objects. They assist
through choice mak

Speaking and Lis

Students look towa
They attend to and
spoken and/or sign
question or respon
through the selectio
identify a variety of
an object, and poin
communicate inten
object. They follow

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 B, students communicate with peers, teachers and kno
English knowledge, understanding, skills and processes through
events. Students begin to understand that communication is a
attention. Students communicate intentionally by using gesture

learning to follow simple one-word instruction. Students are pro learning including the use of verbal and non-verbal communica

Students engage with a variety of texts for enjoyment. They list multimodal texts whose primary purpose is to entertain, as well traditional oral texts, picture books, various types of stories, rhyme dramatic performances. They participate in shared reading, vie recognise the entertaining nature of literature.

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

Literary texts that support and extend Stage B students as beg behaviours and extend their understanding of written texts. The significant events and clear illustrations that strongly support tl with audio support, that present ideas about familiar topics usir illustrations that strongly support the print text. Students devel supported to listen and respond to familiar rhymes and stories. recognise their name in print, using visual cues. Students are le

Students coactively create texts in structured activities. They d objects. They engage in role-play writing, labelling images or di information technology in the writing process and explore the u

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