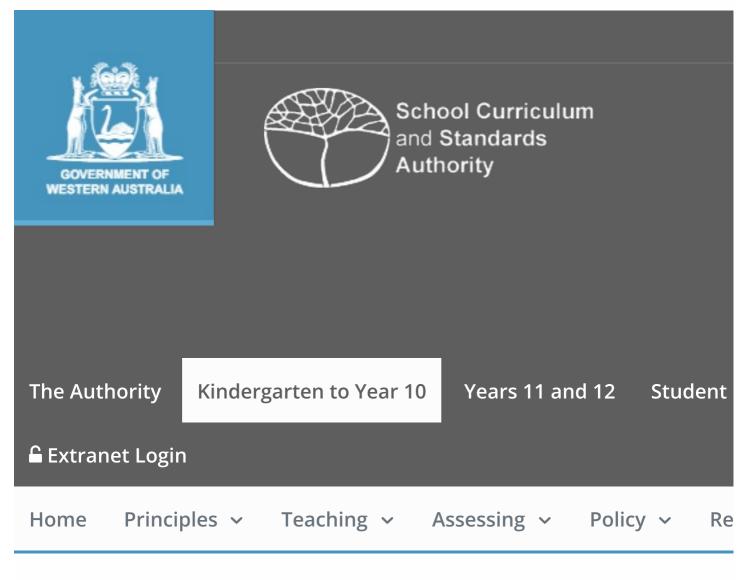
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ABLEWA Stage BTest

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ABLEWA B stage description

Overview



ABLEWA Sta

ABLEWA B stage

The English curricul Literature and Liter integrate all three s knowledge, understand creating. Learn in earlier years, and

In Stage B, students
Opportunities are p
understanding, skill
interests and signif
is a tool that can be
Students communic
selecting an object.
Students are provic
learning including t
choice making.

Students engage w reading, and view s entertain, as well as traditional oral text non-fiction, film, mu shared reading, vie recognise the enter

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, assessme nt and reporting

Glossary



English P-10 Scope and Sequenc e for teaching in 2024 (PDF) **□**

English P-10 Scope and Sequenc e for teaching in 2024 (DOC)

ABLEWA English Scope and Sequence



ABLEWA English Scope and Sequence (PDF) **□**

EAL/D English Pre-primary to Yea



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)

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

Literary texts that sinclude literary text understanding of w with familiar and sintext and informativ that present ideas a vocabulary, symbol develop some simp and respond to fam process of learning learning to identify

Students coactively motor skills through writing, labelling im 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 a name (ACELA143)

Recognise an objec when named, signe shown in an image (ACELA1434b)

Recognise familiar objects and images stories and informa texts (ACELA1786b

Recognise and atte images in texts and the screen (ACELA1433b)

Explore the concept 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 communibasic wants
(ACELA1758b)

Recognise that text be attached to image

Recognising that per pause when talking communicating (ACELA1432b)

Recognise different sounds and words a their connection to objects and people (ACELA1438b)

SPEAKING AND LISTEN

Use sounds, gesturimages and facial expressions to communicate (ACELA1426b)

Recognise ways to

and maintain attentaction (ACELA1428b)

Demonstrate a num of ways to indicate choice (ACELA1429

Recognise the connection between words, images, sou and everyday objec (ACELA1437b)

Connecting sounds words and matching them to objects (ACELA1439b)

Achievement st

Reading and Viev

By the end of Stage and multimodal tex sharing of a text. The read. Students can name in print using and shapes. They is material upright an their favourite char

Writing

When writing, they Students draw nonon 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 respond
through the selection
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 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 prolearning 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 wel traditional oral texts, picture books, various types of stories, rhy 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 the with audio support, that present ideas about familiar topics using 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 less.

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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