

ABLEWA Stage B

ABLEWA B stage description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

In Stage B, students communicate with peers, teachers and known adults. Opportunities are provided for students to explore English knowledge, understanding, skills and processes through everyday experiences, personal interests and significant events. Students begin to understand that communication is a tool that can be used to indicate needs, make choices and gain attention. Students communicate intentionally by using gesture, eye gaze or sound, or through selecting an object. They are learning to follow simple one-word instruction. Students are provided with experiences that engage, support and extend their learning including the use of verbal and non-verbal communication, symbols, and choice making.

Students engage with a variety of texts for enjoyment. They listen to and role-play reading, and view spoken, written and multimodal texts whose primary purpose is to entertain, as well as some texts that are designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts,

and recognise the entertaining nature of literature.

The range of literary texts comprises Australian literature, including the oral narrative traditions and the contemporary literature of Aboriginal and Torres Strait Islander peoples, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Stage B students as beginning readers include literary texts that develop early reading behaviours and extend their understanding of written texts. These text involve high-interest, predictable texts with familiar and significant events and clear illustrations that strongly support the text and informative texts, including jointly constructed texts with audio support, that present ideas about familiar topics using captions or simple sentences, known vocabulary, symbols and illustrations that strongly support the print text. Students develop some simple understandings of how books work and are supported to listen and respond to familiar rhymes and stories. They role-play reading and are in the process of learning to recognise their name in print, using visual cues. Students are learning to identify pictures, shapes and sounds.

Students coactively create texts in structured activities. They develop their fine motor skills through the use and manipulation of objects. They engage in role-play writing, labelling images or drawings and begin to trace over patterns. Students encounter information technology in the writing process and explore the use of a keyboard and move a mouse.

Language

READING AND
VIEWING

Literature

READING AND
VIEWING

Literacy

READING AND
VIEWING

Recognise that texts and communication can have images, objects and symbols
[\(ACELA1430b\)](#)

Know that an object has a name
[\(ACELA1435b\)](#)

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

Recognise familiar objects and images in stories and informative 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

Attend to features of literary texts such as images, rhyme and refrains
[\(ACELT1785b\)](#)

Respond to texts which reflect personal and family experiences
[\(ACELT1575b\)](#)

Recognise a familiar event or character during shared reading or viewing of text
[\(ACELT1578b\)](#)

WRITING

Select an image and illustration to represent a familiar literary text or recent event
[\(ACELT1580b\)](#)

SPEAKING AND LISTENING

Identify a preferred text
[\(ACELT1577b\)](#)

Respond to familiar

Attend to texts that have a variety of contexts
[\(ACELY1645b\)](#)

Attend to imaginative and informative texts including visual schedules in everyday experiences
[\(ACELY1648b\)](#)

Use images to obtain meaning from shared texts
[\(ACELY1649b\)](#)

Attend to images while listening to and viewing texts
[\(ACELY1650b\)](#)

WRITING

Select image to be used in a short text about a special event
[\(ACELY1651b\)](#)

Make simple choices during shared construction of

[\(ACELA1440b\)](#)

WRITING

Recognise the connection between an object, image and spoken word
[\(ACELA1431b\)](#)

Reproduce speech sounds to communicate basic wants
[\(ACELA1758b\)](#)

Recognise that text can be attached to images

Recognising that people pause when talking and communicating
[\(ACELA1432b\)](#)

Recognise different sounds and words and their connection to objects and people
[\(ACELA1438b\)](#)

SPEAKING AND LISTENING

images or sounds during shared reading/viewing of texts
[\(ACELT1783b\)](#)

Participate in rhymes and songs from a range of cultures and echo some familiar rhythms and sound patterns
[\(ACELT1579b\)](#)

personalised multimodal text
[\(ACELY1652b\)](#)

Grasp and move objects within and between their hands
[\(ACELY1653b\)](#)

Use software or applications to select images and sounds for shared texts
[\(ACELY1654b\)](#)

SPEAKING AND LISTENING

Listen to and respond to simple instructions
[\(ACELY1646b\)](#)

Respond to significant others as part of familiar and routine interactions
[\(ACELY1784b\)](#)

Respond to a presentation on an everyday experience
[\(ACELY1647b\)](#)

Use sounds,
gestures, images and
facial expressions to
communicate
[\(ACELA1426b\)](#)

Recognise ways to
gain and maintain
attention
[\(ACELA1428b\)](#)

Demonstrate a
number of ways to
indicate a choice
[\(ACELA1429b\)](#)

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

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

Achievement standard

Reading and Viewing

By the end of Stage B, students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. They can focus on an image during the sharing of a text. They select a text using visual images and request a text to be read. Students can recognise images of familiar people. They recognise their own name in print using a shape or beginning letter. They can sort and match pictures and shapes. They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. They can show another person their favourite character or object in a text.

Writing

When writing, they can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making.

Speaking and Listening

Students look towards and attend to significant people for short periods of time. They attend to and respond to key word instructions. They imitate familiar words, spoken and/or signed. They use gesture or 'yes' or 'no' responses to answer a question or respond to an instruction. They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. Students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are named by the teacher. They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. They follow a simple one-word instruction.

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