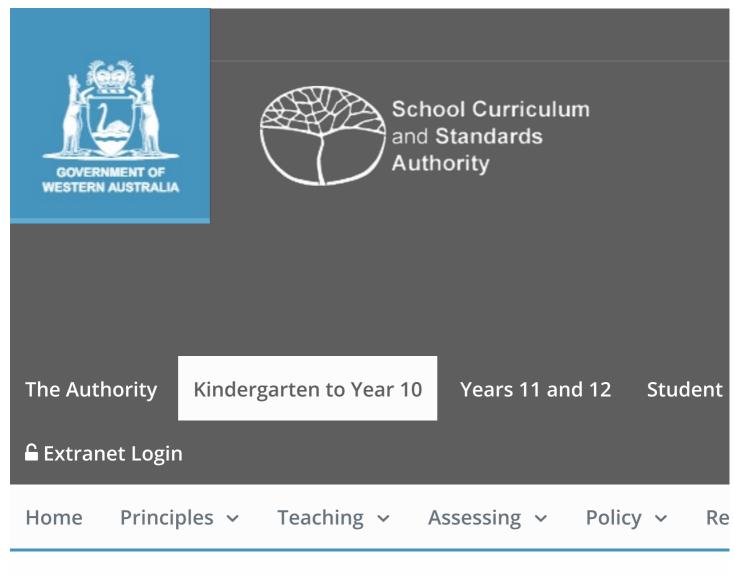
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ABLEWA Stage CTest

Download Curriculum as PDF

ABLEWA C stage description

Overview



ABLEWA Sta

ABLEWA C stage

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

In Stage C, student learn about social r information to othe and extend their leacommunication, use their wants, needs selection. Many stu

Students engage w spoken, written and as well as some tex texts, picture books film, multimodal tex reading, viewing ar entertaining nature

The range of literar narrative traditions Islander peoples, an

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) 2

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)

and about Asia.

Literary texts that expressions behaviours interest, predictable illustrations that straignfully constructed captions or simple strongly support the

Students create a r such as scribble to sentences.

Language

READING AND VIEWING

Recognise that text communication can various forms include multimodal and pic books (ACELA1430)

Recognise that a gr of words can communicate a me (ACELA1435c)

Know how to use th

capability

- Critical and creative thinking
- Personal and social capability
- **□** Ethical understanding
- □ Intercultural understanding

connection between object, its name, in or sign (ACELA1434

Recognise the use of images to represent event, object or ide (ACELA1786c)

Know that successing pages or images in book or on a screer present a story in sequence (ACELA14)

Explore similarities differences betwee letters by shape an (ACELA1440c)

WRITING

Know that symbols, words and images (communicate need (ACELA1431c)

Use spoken words, or Augmentative
Alternative
Communication Sys

to communicate (ACELA1758c)

Know their written (as a grapheme) ar match the letters ir name (ACELA1432c

Know the beginning sounds of familiar v (ACELA1438c)

SPEAKING AND LISTEN

Recognise that wor images and actions the same meaning across environment (ACELA1426c)

Recognise ways to and interact with fa people (ACELA1428

Recognise different to communicate ne likes and dislikes (ACELA1429c)

Use words and image make a request, income a choice, recount

information, and ex a feeling (ACELA14)

Recognise the begi sounds of familiar v (ACELA1439c)

Achievement st

Reading and Viev

By the end of Stage multimodal texts from a familiar text us stories and repeat of familiar text. When They can comment the material. They in a text. They can match letters and repeat of another.

Writing

When writing, stude drawings, and imital wants and needs the fine motor grasp are manipulating object paper. They apply contact the student st

press a key for part icons on the screen storybook.

Speaking and Lis

They listen and interpeople, respond will few words and simple with a small group record their wants a imitate initial word people and things. Treadily understood make a request by

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 C, students communicate with known adults, teachers and experience different ways to convey information to others. and extend their learning, including the use of verbal and non-\ Students express and record their wants, needs and feelings th students will use recognisable and consistent words.

Students engage with a variety of texts for enjoyment. They list which the primary purpose is to entertain, as well as some text

picture books, various types of stories, rhyming verse, poetry, r They participate in shared reading, viewing and storytelling usi nature of literature.

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

Literary texts that engage, support and extend Stage C student understanding of written texts include high-interest, predictable illustrations that strongly support the text, and informative text present ideas about familiar topics using captions or simple ser support the text.

Students create a range of texts, including pictorial represental drawings and imitating writing words and sentences.

Principles

Teaching

Assessing

| Policy |
|--|
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