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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 CTest

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ABLEWA C stage description

Overview



Rationale

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English across Pre-primary to Year 12

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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 C

ABLEWA C stage

The English curriculum for Stage C 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 C, students learn about social relationships and extend their learning in communication, using their wants, needs and interests for selection. Many students are able to use their own language to communicate.

Students engage with spoken, written and digital texts, as well as some texts that are multimodal, such as texts, picture books, film, multimodal texts, reading, viewing and listening. The nature of the texts is entertaining and informative.

The range of literary narrative traditions includes Islander peoples, and

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
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- ☒ Icons

Year Levels

- ☒ Select All

Strands

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

General Capabilities

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

and about Asia.

Literary texts that encourage reading behaviours of interest, predictable illustrations that strongly support the jointly constructed captions or simple sentences.

Students create a range of such as scribble to sentences.

Language

READING AND VIEWING

Recognise that text communication can various forms include multimodal and picture books ([ACELA1430c](#))

Recognise that a group of words can communicate a message ([ACELA1435c](#))

Know how to use the

capability

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

connection between
object, its name, im
or sign ([ACELA1434](#))

Recognise the use o
images to represen
event, object or ide
([ACELA1786c](#))

Know that successi
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 c
communicate need
([ACELA1431c](#))

Use spoken words,
or Augmentative
Alternative
Communication Sys

to communicate
([ACELA1758c](#))

Know their written names
(as a grapheme) and
match the letters in
name ([ACELA1432c](#))

Know the beginning
sounds of familiar words
([ACELA1438c](#))

SPEAKING AND LISTENING

Recognise that words
images and actions
the same meaning
across environments
([ACELA1426c](#))

Recognise ways to
and interact with family
people ([ACELA1428c](#))

Recognise different
to communicate needs
likes and dislikes
([ACELA1429c](#))

Use words and images
make a request, indicate
a choice, recount

information, and express a feeling ([ACELA1439c](#))

Recognise the beginning sounds of familiar words ([ACELA1439c](#))

Achievement standards

Reading and Viewing

By the end of Stage 1, students can identify and describe multimodal texts from a range of contexts. They can identify and describe elements in a familiar text using simple language. They can identify and describe stories and repeat them in a familiar text. When they read, they can identify and describe the material. They can identify and describe the material in a text. They can identify and describe the material match letters and numbers. They can identify and describe the material another.

Writing

When writing, students can use simple drawings, and imitate the words and needs of others. They can use fine motor grasp and manipulate objects. They can use paper. They apply and

press a key for part
icons on the screen
storybook.

Speaking and Lis

They listen and inte
people, respond wit
few words and simp
with a small group
record their wants a
imitate initial word
people and things.
readily 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-v
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 c
Asia.

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 representat
drawings and imitating writing words and sentences.

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