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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 DTest

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ABLEWA D stage description

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ABLEWA Stage D

ABLEWA D stage

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

In Stage D, students are provided with opportunities for learning, including the use of digital technologies to communicate their ideas. Students use communication systems to initiate greetings to learn to use basic communication systems including acknowledging and responding to attention and comfort.

Students engage with spoken, written and digital texts as well as some texts such as picture books, various multimodal texts and viewing and story texts of an entertaining nature.

The range of literary

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Year Levels

- Select All

Strands

- Select All
- Literacy
- Literature
- Language

General Capabilities

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

narrative traditions
Islander peoples, and
and about Asia.

Literary texts that encourage
readers to develop
written texts include
recognisable characters
strongly support the
topics using simple
support the text.

Students create text
tools including com

Language

READING AND VIEWING

Know that words can
spoken, written, sign
and represented using
symbols and
communication devices
([ACELA1430d](#))

Understand how to
a statement or ask
question ([ACELA1430d](#))

capability

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

Recognise how a group of words can represent an object or image
[\(ACELA1434d\)](#)

Explore connection between words, objects and images in stories and informative texts
[\(ACELA1786d\)](#)

Identify some of the features of text such as digital /screen layout and the features of a book cover
[\(ACELA1433c\)](#)

Knowing that a letter can be the same but look different, for example capital and lower-case letters
[\(ACELA1440\)](#)

WRITING

Understand that language can be represented as written text
[\(ACELA1431d\)](#)

Use, communicate

articulate high frequency words and reproduce familiar sounds
[\(ACELA1758d\)](#)

Copy own name and recognise some of the letters within it.
Understand that punctuation is presented in written text as a full stop
[\(ACELA1432d\)](#)

Identify the beginning sounds of familiar words and some words that sound the same
[\(ACELA1438d\)](#)

SPEAKING AND LISTENING

Understand that people communicate in different ways [\(ACELA1426d\)](#)

Know how to greet and maintain a short interaction with others
[\(ACELA1428d\)](#)

Use different ways

express needs, like dislikes ([ACELA1429](#))

Use vocabulary in the form of short phrases a variety of purposes such as to request an object, communicate a need, recount information, or express feeling ([ACELA1437](#))

Identify the sounds within familiar words ([ACELA1439d](#))

Achievement standards

Reading and Viewing

By the end of Stage 2, students can identify and describe the main message of multimodal texts from a range of contexts. They can identify and describe the main message of an imaginative text within an informative context. They can communicate a short message using a timetable. They can self-monitor their reading. They model their reading from top to bottom, and follow the text using illustrations to retell the story.

recognise the connection between letters and/or words and illustrations. They identify the associated sound. They describe each picture and describe or predict the sound.

Writing

When writing, students use simple images. They trace letters and write a preferred writing pattern with some accuracy. They identify familiar letters with a sequence picture and sequence picture experience. They copy pictures they have seen and indicate words, and use words such as working from a picture.

Speaking and Listening

Students listen to a speaker who communicates some social conventions and some understanding of the world. They participate in conversations about ideas; sequence key events in a completed piece of text and give reasons. They use simple words and ideas. They listen to a speaker who communicates some social conventions and some understanding of the world.

others, and ask questions about what the speaker is saying. Students use three key words, and use a software program.

The English curriculum is built around the three interrelated strands. Programs should balance and integrate all three strands. Together, they develop understanding and skills in listening, reading, viewing, speaking, and writing skills and processes developed in earlier years, and teachers work to ensure that all students are engaged and challenged.

In Stage D, students communicate with known adults, teachers support and extend their learning, including the use of pictorial and written texts. Students communicate by using short oral statements or written texts, and follow simple directions. They freely initiate greetings to fellow students and use basic social rules of communication including turn taking and effective ways to seek and gain attention and comfort.

Students engage with a variety of texts for enjoyment. They listen to and read texts which the primary purpose is to entertain, as well as some textbooks, various types of stories, rhyming verse, poetry, non-fiction, and participate in shared reading, viewing and storytelling using a range of literary texts.

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

Literary texts that engage, support and extend Stage D students' understanding of written texts include high-interest texts that are relevant to their lives and interests.

simple sequences of events and clear illustrations that strongly familiar topics using simple sentences, known vocabulary and i

Students create texts that record their experience and knowled pencils.

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