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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Pre-primary year SyllabusTest

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Year Level Description

Overview



Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

General capabilities

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Links to other learning areas

Implications for teaching, assessment and reporting

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

Pre-primary

Year Level Description

The English curriculum for pre-primary, primary and secondary schools integrates all three strands of language and literacy. Students' knowledge and skills in speaking, writing and thinking are developed through these processes as needed.

In the Pre-primary year, students from 0 to 5 years of age

Students engage with spoken, written and multimodal 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 texts including the oral traditions of different peoples, as well as classic and contemporary literary texts that include decodable texts with one or more strands.

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)



sequences of event
imaginary characte
about familiar topic
simple and compou
words and single-sy
that strongly suppo

Students create a r
pictorial representa

Language

LANGUAGE VARIATION CHANGE

Understand that En
is one of many
languages spoken i
Australia and that
different languages
be spoken by famil
classmates and
community [\(ACELA](#)

-  Literacy
-  Intercultural
understanding


LANGUAGE FOR INTER/


capability

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

Explore how language used differently at home and school depending on the relationships between people
[\(ACELA1428\)](#)


 Literacy

 Personal and social capability

 Intercultural understanding

Understand that language can be used to explore ways of expressing needs, likes and dislikes
[\(ACELA1429\)](#)

 Literacy

 Personal and social capability

 Ethical understanding

TEXT STRUCTURE AND ORGANISATION

Understand that texts can take many forms

can be very short (for example an exit sign) or quite long (for example an information board in a film) and that stories and informative texts have different purposes
[\(ACELA1430\)](#)

 Literacy

Understand that so much language in written form is unlike everyday spoken language
[\(ACELA1431\)](#)


 Literacy

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences [\(ACELA1432\)](#)

Literacy

Understand concepts about print and screen including how books and simple digital texts work, and know some features of print, for example directional flow
[\(ACELA1433\)](#)

Literacy

 Information and Communication Technology (ICT) capability

EXPRESSING AND DEVELOPING IDEAS

Recognise that sentences are key units for expressing ideas
[\(ACELA1435\)](#)


Literacy

Recognise that text is made up of words and groups of words that make meaning
[\(ACELA1434\)](#)

 Literacy


Explore the different contribution of words and images to meaning in stories and informative texts
[\(ACELA1786\)](#)

 Literacy

 Critical and creative thinking

Understand the use of vocabulary in familiar contexts related to everyday experience, personal interests and topics taught at school
[\(ACELA1437\)](#)

 Literacy

 Personal and social capability

PHONIC AND WORD KNOWLEDGE

Recognise and generate rhyming words, alliteration patterns

syllables and sound
(phonemes) in spoken
words (phonological
awareness) (AC9EF

 Literacy

Segment sentences
individual words; or
blend and segment
single-syllable spoken
words; isolate, blend
manipulate phonemes
single-syllable words
(phonological
awareness) (AC9EF

 Literacy

Recognise and name
upper- and lower-case
letters (graphs) and
know the most common
sound that each letter
represents (AC9EFL

 Literacy

Write consonant-vowel
consonant (CVC) words
by representing sound

with the appropriate letters, and blend sounds associated with letters when reading CVC words (AC9EFLY12)

 Literacy

Use knowledge of letters and sounds to spell words (AC9EFLY13)

 Literacy

Read and write some high-frequency words and other familiar vocabulary (AC9EFLY14)

 Literacy

Understand that words are units of meaning and can be made of more than one meaningful part (AC9EFLY15)

Pre-primary Achievement

Handwriting behaviour

the writing assessment
Handwriting Contin
monitoring of student
Handwriting Contin
of this website. Tea

Reading and View

At Standard, students
from texts. They re
understand that the
characteristics. The
experience. They re
vocabulary and sup
concepts of print, s
They recognise the
know and use the n
high-frequency wor
words.

Writing and Creat

Students understand
and describe likes a
When writing, studen
Their writing shows
behaviours and exp

Speaking and Lis

Students use appro
familiar environmen

Students understand and describe likes and dislikes.
In informal group and class discussions, students retell events and experiences using rhyme, and oral language.

The English curriculum is built around the three interrelated strands. All programs should balance and integrate all three strands. Together, they build understanding and skills in listening, reading, viewing, speaking, and writing, building on skills and processes developed in earlier years, and teachers work to ensure that all students achieve.

In the Pre-primary year, students communicate with peers, teachers and adults.

Students engage with a variety of texts for enjoyment. They listen to texts in 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 for Pre-primary to Year 10 comprises texts from Aboriginal and Torres Strait Islander peoples, as well as the core texts and contemporary world literature, including texts from and about Australia. As beginner readers include decodable and predictable texts with simple sentences per page. These texts involve straightforward sequences of events, realistic or imaginary characters. Informative texts present a small range of language features, including simple and compound sentences, words and single-syllable words that can be decoded phonically.

Students create a range of imaginative, informative and persuasive texts.

performances, recounts and poetry.

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