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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 1 SyllabusTest

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Year Level Description

Overview

Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessment and reporting

Glossary

 [English Scope and Sequence \(PDF\) \[v8.1\]](#) 

 [English Scope and Sequence \(DOC\) \[v8.1\]](#) 

 [English Curriculum Year by Year View \(P-10\)](#) 

 [ABLEWA English Scope and Sequence](#) 

 [ABLEWA English Scope and Sequence \(PDF\)](#) 

 [EAL/D English Pre-primary to Year](#)

Year 1 Syllabus

Year Level Description

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning begins in earlier years, and

In Year 1, students learn from other classes.

Students engage with and interpret spoken, written and digital texts. These encompass a range of various types of student performances and texts.

The range of literary texts includes the oral traditions of various Peoples, as well as classic and contemporary literary texts that involve straightforwardly recognisable realist and other areas of the curriculum.

Filters

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- Year level descriptors
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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)

present a small range of sentences, some using words and words that need to support the primary

Students create a variety of recounts, procedures

Language

LANGUAGE VARIATION AND CHANGE

Understand that people use different systems of communication to communicate to different needs and purposes and that different people may use sign systems to communicate with others ([ACELA](#)

 Literacy

 Personal and social capability

 Intercultural understanding

LANGUAGE FOR INTERCULTURAL UNDERSTANDING

capability

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

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others ([ACELA1444](#))

📖 Literacy

👥 Personal and social capability

🌐 Intercultural understanding

Understand that there are different ways of asking for information, making offers and giving commands ([ACELA1444](#))

📖 Literacy

👥 Personal and social capability

Explore different ways of expressing emotion, including verbal, visual, body language and

expressions
[\(ACELA1787\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

TEXT STRUCTURE AND ORGANISATION

Understand that the purposes texts serve shape their structure in predictable ways
[\(ACELA1447\)](#)

 Literacy

Understand patterns of repetition and contrast in simple texts
[\(ACELA1448\)](#)

 Literacy

Recognise that different types of punctuation, including full stops,

question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands [\(ACELA1450\)](#)

 Literacy

Understand concepts about print and screen including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links [\(ACELA1450\)](#)

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

EXPRESSING AND DEVELOPING IDEAS

Identify the parts of

simple sentence that
represent 'What's
happening?', 'What
is being described?'
'Who or what is
involved?' and the
surrounding
circumstances
[\(ACELA1451\)](#)

 Literacy

 Critical and creative
thinking

Explore differences
words that represent
people, places and
things (nouns, including
pronouns), happenings
and states (verbs),
qualities (adjectives),
details such as when,
where and how (adverbs)
[\(ACELA1452\)](#)

 Literacy

 Critical and creative
thinking

Compare different I

of images in narrative and informative texts and discuss how they contribute to meaning [\(ACELA1453\)](#)

 Literacy

 Critical and creative thinking

Understand the use of vocabulary in every context as well as the growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts [\(ACELA1454\)](#)

 Literacy

 Personal and social capability

PHONICS AND WORD KNOWLEDGE

Manipulate phonemes in spoken words by addition, deletion and

substitution of initial
medial and final
phonemes to generate
new words ([ACELA1457](#))

☰ Literacy

Use short vowels,
common long vowels,
consonant digraphs,
consonant blends in
writing, and blend them
to read single syllable
words ([ACELA1458](#))

☰ Literacy

Understand that a letter
can represent more than
one sound and that every
syllable must contain a
vowel sound
([ACELA1459](#))

☰ Literacy

Understand how to read
one and two syllable
words with common
letter patterns
([ACELA1778](#))

 Literacy

Recognise and know
to use simple
grammatical morph
to create word fami
[\(ACELA1455\)](#)

 Literacy

Use visual memory
read and write high
frequency words
[\(ACELA1821\)](#)

 Literacy

Segment consonant
blends or clusters in
separate phonemes
the beginnings and
of one syllable word
[\(ACELA1822\)](#)

 Literacy

Year 1 Achieven

Handwriting behavi

standard or the writer
developed to support

Reading and View

At Standard, students
connections to personal
main events in short
this affects how they
are developed and
settings and events
developing fluency,
and compound sentences
knowledge of the relationship
sentence boundary
ideas and recognise

Writing and Creat

Students create texts
speech and images
writing, students participate
participants in those
with regular spelling

Speaking and Lis

Students listen to oral
language features and
are developed and
show understanding
create short texts for

class discussions, to
familiar topics.

The English curriculum is built around the three interrelated strands. All three programs should balance and integrate all three strands. Together, they build students' 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 are confident and competent communicators.

In Year 1, students communicate with peers, teachers, known and unknown people.

Students engage with a variety of texts for enjoyment. They listen to and read texts designed to entertain and inform. These encompass traditional and contemporary texts, including various types of stories, rhyming verse, poetry, non-fiction, film and digital texts. They use these texts for constructing their own 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 canon and contemporary world literature, including texts from and about Australia. Texts for independent readers involve straightforward sequences of events and characters. Informative texts present a small amount of new information studied in other areas of the curriculum. These include decoding features, including simple and compound sentences, some unfamiliar words that need to be decoded phonically, as well as illustrations and diagrams.

Students create a variety of imaginative, informative and persuasive texts, including literary retellings and poetry.

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