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# Year 1 SyllabusTest

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### Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and

interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances and texts used by students as models for constructing their own texts.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These include decodable and predictable texts which present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text.

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

## Language

### LANGUAGE VARIATION AND CHANGE

Understand that people use different systems of communication to cater to different needs and purposes and that many

## Literature

### LITERATURE AND CONTEXT

Discuss how authors create characters using language and images  
[\(ACELT1581\)](#)

 Literacy

## Literacy


### TEXTS IN CONTEXT


Respond to texts drawn from a range of cultures and experiences  
[\(ACELY1655\)](#)

 Literacy

people may use sign systems to communicate with others ([ACELA1443](#))

 Literacy


 Personal and social capability


 Intercultural understanding

### LANGUAGE FOR INTERACTION


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


 Critical and creative thinking


 Personal and social capability

### RESPONDING TO LITERATURE

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582](#))


 Literacy


 Critical and creative thinking


 Personal and social capability


Express preferences for specific texts and authors and listen to the opinions of others ([ACELT1583](#))


 Literacy

 Critical and creative thinking

 Personal and social capability

 Critical and creative thinking


 Personal and social capability


 Intercultural understanding

### INTERACTING WITH OTHERS

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ([ACELY1656](#))

 Literacy


 Critical and creative thinking

 Personal and social capability

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace ([ACELY1788](#))


commands ([ACELA1446](#))


 Literacy

 Personal and social capability

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


capability

#### EXAMINING LITERATURE

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ([ACELT1584](#))

 Literacy


 Critical and creative thinking

 Personal and social capability

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme


[\(ACELT1585\)](#)

 Literacy

 Critical and creative thinking


#### CREATING LITERATURE

 Literacy

 Personal and social capability

Make short presentations using some introduced text structures and language, for example opening statements ([ACELY1657](#))

 Literacy


 Personal and social capability

#### INTERPRETING, ANALYSING, EVALUATING

Describe some differences between imaginative informative and persuasive texts

[\(ACELY1658\)](#)

 Literacy

 Personal and social capability

Read decodable and predictable texts using developing phrasing, fluency, contextual,

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 [\(ACELA1449\)](#)

 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

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication [\(ACELT1586\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary [\(ACELT1832\)](#)

 Literacy


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semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading [\(ACELY1659\)](#)

 Literacy

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features [\(ACELY1660\)](#)

 Literacy

 Critical and creative thinking

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## CREATING TEXTS

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Create short imaginative and informative texts that show emerging use of

Communication Technology

(ICT) capability


### EXPRESSING AND DEVELOPING IDEAS

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Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances

[\(ACELA1451\)](#)

 Literacy

 Critical and creative thinking

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


[\(ACELA1452\)](#)


 Literacy

appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams

[\(ACELY1661\)](#)


 Literacy


 Critical and creative thinking

 Personal and social capability


Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation [\(ACELY1662\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

Write using unjoined lower case and upper case letters [\(ACELY1663\)](#)


 Critical and creative

thinking

Compare different kinds 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 everyday contexts as well as a 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**

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Manipulate phonemes in


 Literacy

Construct texts that incorporate supporting images using software including word processing programs [\(ACELY1664\)](#)

 Literacy

 Information and

Communication Technology (ICT) capability

 Critical and creative

thinking

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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 and  
consonant blends when  
writing, and blend these  
to read single syllable  
words ([ACELA1458](#))

 Literacy

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

 Literacy

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

 Literacy



Recognise and know how  
to use simple grammatical  
morphemes to create  
word families

[\(ACELA1455\)](#)

 Literacy

Use visual memory to  
read and write high-  
frequency words

[\(ACELA1821\)](#)

 Literacy

Segment consonant  
blends or clusters into  
separate phonemes at the  
beginnings and ends of  
one syllable words

[\(ACELA1822\)](#)

 Literacy

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## Year 1 Achievement Standard

Handwriting behaviours will not be described in the year level achievement standard or the writing assessment pointers. A resource is currently being developed to support teachers to monitor students' handwriting behaviours.

### **Reading and Viewing**

At Standard, students understand the different purposes of texts. They make connections to personal experience when explaining information, characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. Students understand how characters in texts are developed and give reasons for personal preferences. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences, and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

### **Writing and Creating**

Students create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops.

### **Speaking and Listening**

Students listen to others when taking part in conversations, using appropriate language features and interaction skills. They understand how characters in texts are developed and give reasons for personal preferences. Students create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. Students interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.

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