English Progression Points: Year 1 – v8.0

Independent Schools Queensland (ISQ) has developed this version of the Progression Points to support teachers in independent schools with implementation of version 8 of the Australian Curriculum. This work has been done with support from officers at ACARA.

Teachers of Prep to Year 2 will find significant changes in English from previous versions of the Australian Curriculum – particularly with the inclusion of more specific references to phonics and phonemic awareness. Changes to the curriculum have also been made in all other year levels in both English and mathematics.

A word document version of the Progression Points is available so that teachers can rearrange the sequences of learning.

Personnel in independent schools are encouraged to consider how the Progression Points could be used to:-

* diagnose through formative assessment, the capabilities, strengths and weaknesses of individual students
* plan teaching programs to meet the needs of individuals and groups of students
* formally assess the progress of individuals and groups of students
* report to parents on the achievements of their children against the Australian Curriculum.

As with previous versions of the Progression Points, the “demonstrating” column accurately reflects the expectations of version 8 of the Australian Curriculum achievement standards – however with more detail and examples included.

ISQ welcomes any suggestions for improvement from teachers working very closely with the Progression Points.

More information

**Jenene Rosser**
Executive Manager (Australian Curriculum)
**jrosser@isq.qld.edu.au** or 0413 244 768

Date of release 20 January 2016

**English progression points – Year 1** **– v8.0**

|  |
| --- |
| **Year 1 Achievement Standard****Receptive modes (listening, reading and viewing)**By the end of Year 1, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) the different purposes of texts. (ER1.1) They make connections to personal experience when explaining characters and main events in short texts. (ER1.2) They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) that texts serve different purposes and that this affects how they are organised. (ER1.3) They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) characters, settings and events in different types of literature. (ER1.4) Students read aloud, with developing fluency. (ER1.5) They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. (ER1.6) When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. (ER1.7) They [recall](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recall) key ideas and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) literal and implied meaning in texts. (ER1.8) They listen to others when taking part in conversations, using appropriate language features and interaction skills. (ER1.9)**Productive modes (speaking, writing and creating)**Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how characters in texts are developed and give reasons for personal preferences. (EP1.1) They create texts that show understanding of the connection between writing, speech and images. (EP1.2) They create short texts for a small range of purposes. (EP1.3) They interact in pair, group and class discussions, taking turns when responding. (EP1.4) They make short presentations on familiar topics. (EP1.5) When writing, students provide details about ideas or events, and details about the participants in those events. (EP1.6) They accurately spell high-frequency words and words with regular spelling patterns. (EP1.7) They use capital letters and full stops and form all upper- and lower-case letters correctly. (EP1.8) |
| **Strand / mode** | **Emerging** | **Developing** | **Demonstrating** | **Advancing**  | **Extending** |
| **Strands and content descriptions for teaching*****Modes*** | Beginning to work towards the achievement standard  | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| * *With explicit prompts (step-by-step oral scaffolding, reference to charts, word wall, etc)*
* *In familiar contexts*
* *Learning to follow procedures*
 | * *With prompts (oral or written questions, reference to charts, word walls, etc)*
* *In familiar contexts*
* *Attempts to explain*
 | * *Independent (with access to charts, word walls, etc.)*
* *In familiar contexts*
* *Explains basic understanding*
 | * *Independent (with access to charts, word walls, etc.)*
* *Applying in familiar contexts*
* *Explains with detail*
 | * *Independent (with access to charts, word walls, etc.)*
* *Applying in new contexts*
* *Explains with connections outside the teaching context*
 |
| **Receptive modes (listening, reading and viewing)**  |
| **Relevant part of the Achievement Standard** | * **Students** [**understand**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) **the different purposes of texts. (ER1.1)**
* **They identify that texts serve different purposes and that this affects how they are organised. (ER1.3)**
 |
| **Language:** * Text structure and organisation

[*ACELA1447*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1447)*[ACELA1448](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1448)***Literature:** * Examining literature

*[ACELT1584](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1584)***Literacy:** * Interpreting, analysing, evaluating

*[ACELY1658](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1658)****Listening, reading, viewing*** 1 | **With explicit prompts**, students, for example:* **select texts for a particular purpose or task**, from a **limited range** of choices e.g. They select a favourite story to read to a sibling or select a book with information about vehicles to put in the construction area to refer to when building.
* **identify** what a particular text would be **use**d for e.g. a recipe helps us cook;
* **identify** what is **real** and what is **imagined** in a text
* **comment** on illustrations e.g. the giant looks fierce (in an imaginative text); that spider looks just like one in our garden (in an information text)
 | **With prompts**, students, for example:* select texts for a particular purpose or task
* **explain their selection** e.g. I’m going to read this book because it’s funny and it will make everyone laugh; This DVD would be good for getting facts about insects; I want to make a pirate hat and this book will show me how.
* **identify similar beginnings** in traditional stories (Long, long ago)
* **predict cumulative story lines**
* **identify the layout** in similar texts (the list of ingredients and the steps in a recipe)
* **comment on similar features** in **illustrations** in **imaginative texts** (not necessarily realistic, details giving clues about the characters and setting)
* **comment** **on similar features** in **illustration**s in **informative texts** (realistic, photographs and drawings, labels)
 | Students understand the different purposes of texts. For example, they:* explain why they would use a particular text
* **describe some common beginnings and endings** in imaginative texts e.g. Once upon a time; There once was ….; and they all lived happily ever after; and that was the end of the crocodile.
* **describe common features** in **imaginative texts** e.g. characters and places are sometimes imagined, they tell a story; they have a beginning, middle and end, they can make us feel happy or sad or scared, illustrations help tell the story
* **describe common features** in **informative texts** e.g. sentences are about the topic; information is real; illustrations are accurate and sometimes labelled.
* **describe common features** in **procedural texts** e.g. they tell you what you need to use such as ingredients for a recipe or materials for making a puppet; they have a list of steps; the order of the steps is important; they have illustrations that help you know what to do.
 | Students, for example:* **discuss and explain the purposes and features** of particular texts drawn from local contexts e.g. This poster tells people about the school fair. It’s got big writing so we can read it when we’re going past. It uses bright colours so people will notice it. It tells people what day the fair is on and what time to come.
* **identify and explain some features that distinguish** imaginative, informative and persuasive texts e.g.
	+ they have **different beginnings** – a story (imaginative text) might begin with, “There once was a frog called Claude” but an information book might begin with “There are many different sorts of frogs.”
	+ they have **different sorts of illustrations** e.g. the illustrations in an advertisement (persuasive text) make you want to buy the things but the illustrations in a recipe book (procedural text) show you what to do.
	+ they **look different** (have different structures and layouts) e.g. “This book about making puppets has a list of numbered steps to follow but this information book about animal families has pictures about each family and information about the animals in the picture.
 | Students, for example:* **compare the typical text structure** of imaginative, informative and persuasive texts e.g. This story starts off by telling us about the characters and where they live. Then they have a problem and they have to decide what to do. After they solve the problem the story ends and everyone is happy. This advertisement doesn’t tell a story and it doesn’t have a problem to solve. It starts off by telling us why we should eat fruit. It tells us how much fruit we need to eat to be healthy. It ends by showing pictures of people doing healthy things.
* **explain how the structure helps the text achieve its purpose** e.g. This advertisement wants people to be healthy and eat fruit. It showed families having fun like bike riding and flying kites. It said we need to eat fruit to be healthy so we could do these things. It said how much fruit we should eat each day. It makes us want to be healthy and eat fruit so we can ride bikes.
 |
| **Relevant part of the Achievement Standard** | * **They**[**recall**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recall)**key ideas… (ER1.8)**
 |
| **Literature:** * Responding to literature

[*ACELT1582*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1582)* Examining literature

[*ACELT1584*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1584)**Literacy:** * Interacting with others

[*ACELY1656*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1656)* Interpreting, analysing, evaluating

[*ACELY1660*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1660)***Listening, reading*** 3  | With **explicit prompts**, they: * **recall a few** key ideas in texts
* **attempt to retell the main ideas** in logical sequence.
 | With **prompts**, they:* **recall most** key ideas in texts
* **attempt to provide relevant explanations** of some key ideas
* **retell the main ideas** in logical sequence.
 | They:* recall **all** key ideas in texts
* **provide relevant explanations** of these key ideas with reference to the text
* retell the main ideas in logical sequence.
 | They:* recall the key ideas in imaginative and informative texts
* **provide detailed and relevant explanations** with reference to the text and world knowledge
* **retell** the main ideas in logical sequence, **providing a little detail** about **characters, settings, events and ideas.**
 | They:* recall the key ideas in imaginative and informative texts
* provide detailed and relevant explanations of key ideas
* **suggest connections** to information outside the text
* **retell** the main ideas in logical sequence, **providing detail** about characters, settings, events and ideas and some **connections between events**
 |
| **Relevant part of the Achievement Standard** | * **….**[**recognise**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise)**literal and implied meaning in texts.** **(ER1.8)**
 |
| **Literature:** * Responding to literature

*[ACELT1582](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1582)** Examining literature

[*ACELT1584*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1584)**Literacy:** * Interacting with others

[*ACELY1656*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1656)* Interpreting, analysing, evaluating

*[ACELY1660](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1660)****Listening, reading, viewing*** 2 | With **explicit prompts**, for example, they:* **answer literal questions** about imaginative and informative texts
* **identify where the literal information is** in the text.
 | With **prompts**, for example, they:* answer literal questions about imaginative and informative texts
* identify where the literal information is in the text
* **make simple inferences** from information in the text e.g. Grandma has hens so she might live in the country.
 | They recognise literal and implied meaning in texts. For example, they **independently**:* answer literal questions about imaginative and informative texts
* identify where the literal information is in the text
* make simple **inferences** from information in the text **about characters’ relation ships, feelings and motives**
* **provide a basic explanation of their inferences** e.g. The man in the picture is playing with three little children and they’re happy. He might be their dad and he likes playing ball with them.
 | For example, they:* **draw on the text and their world knowledge** to explain literal information in the text e.g. This part says that crocodiles eat meat. That’s true because I saw them eating meat when we went to Australia Zoo.
* **draw on the text and their world knowledge** when explaining their inferences about characters, settings, events and ideas e.g. I think the prince is brave because he fights the dragon instead of running away. The dragon could have easily killed him; It’s not a true story because animals don’t really talk.
 | For example, they:* **construct questions** about imaginative and informative texts they read or listen to
* **explain why they are literal or inferential questions**.
 |
| **Relevant part of the Achievement Standard** | * **They make connections to personal experience when explaining characters and main events in short texts. (ER1.2)**
 |
| **Literature:** * Responding to literature

[*ACELT1582*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1582)**Literacy:** * Interacting with others

[*ACELY1656*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1656)***Listening, reading, viewing*** 4 | With **explicit prompts**, they:* talk about short texts and **refer to similar experiences in their own lives** e.g. I’ve been to the beach
 | With **prompts**, they:* talk about short texts and **refer to similar characters** and experiences **in their own lives** e.g. I’ve got a dog too. He likes playing ball like the dog in the story.
 | They:* make connections to personal experience when explaining characters and main events in short texts
* **identify similarities and differences** with their own experiences
* **explain why they think a character is life-like or imaginary**.
 | They:* **compare** characters, settings, events and ideas with their own experiences
* **explain their opinions** with reference to the text and experiences in their own lives.
 | They:* compare characters, settings, events and ideas with their own experiences
* provide **detailed explanations** of their opinions with reference to the text and experiences in their own lives or that they know about.
 |
| **Relevant part of the Achievement Standard** | * **They**[**describe**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe)**characters, settings and events in different types of literature.** **(ER1.4)**
 |
| **Language:** * Text structure and organisation

[*ACELA1448*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1448)[*ACELA1449*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1449)* Expressing and developing ideas

[*ACELA1451*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1451)[*ACELA1452*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1452)[*ACELA1453*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1453)**Literature:** * Literature and context

[*ACELT1581*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1581)* Examining literature

[*ACELT1584*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1584)[*ACELT1585*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1585)***Listening, reading, viewing*** 5 | With **explicit prompts**, for example, they:* identify words that describe:
	+ people and places (nouns & pronouns)
	+ actions (verbs)
	+ qualities (adjectives)
	+ details of when, where and how (adverbs)
* identify sequences of events e.g. then, after that
* describe a quality of a character from the illustration
* use punctuation to identify exclamations
* identify rhymes in poems
 | With **prompts**, for example, they:* identify words that describe:
	+ people and places (nouns & pronouns)
	+ actions (verbs)
	+ qualities (adjectives)
	+ details of when, where and how (adverbs)
* **identify repeated patterns in stories**
* identify sequences of events e.g. then, after that
* describe **several qualities** of a character from the illustration
* use punctuation to identify **questions** and exclamations
* identify rhymes in poems
 | They identify the language features, images and vocabulary used to describe characters and events. For example, they:* identify words that describe:
	+ people and places (nouns & pronouns)
	+ actions (verbs)
	+ qualities (adjectives)
	+ details of when, where and how (adverbs)
* identify repeated and **cumulative patterns** in stories
* **identify** sequence and **cause and effect patterns** e.g. because, so
* describe the qualities of a character from the illustration
* use punctuation to identify questions and exclamations
* **explain, with little detail, why an exclamation might be used** e.g. This is an exclamation because the giant wanted to sound fierce.
* identify rhymes and **alliteration in poems**
 | For example, they:* **suggest additional words** to describe:
	+ people and places (nouns & pronouns)
	+ actions (verbs)
	+ qualities (adjectives)
	+ details of when, where and how (adverbs)
* identify repeated and cumulative patterns in stories
* **identify** sequence, cause and effect and **compare -contrast patterns** e.g. like, similar, different, but
* **explain why** they think a character in an illustration has particular qualities
* use punctuation to identify **direct speech** in a text
* **explain, with detail, why a**nexclamation or **question might be used** e.g. The author used a question to make us wonder what might happen next. It makes the story more exciting.
* **explain what the alliteration in a poem makes them think of** e.g. All the ‘s’ sounds make me think of the sound a snake makes when it moves and hisses.
 | For example, they:* **suggest why some words would be better than others to describe:**
	+ people and places (nouns & pronouns)
	+ actions (verbs)
	+ qualities (adjectives)
	+ details of when, where and how (adverbs)
* identify repeated and cumulative patterns in stories
* **identify** sequence, cause and effect, compare -contrast, **part- whole and class-subclass patterns** e.g. Mammals give their babies milk. Cats are mammals.
* explain why they think a character in an illustration has particular qualities
* use punctuation to identify direct speech in a text
* **explain, with detail, why** an exclamation, question or **direct speech might be used**
* **suggest alternative words** in a pattern of alliteration in a poem and explain why they think they are appropriate e.g. Snakes are smooth and slender and the ‘s’ sounds like their hissing. .
 |
| **Relevant part of the Achievement Standard** | * **Students read aloud, with developing fluency. (ER1.5)**
* **They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.** **(ER1.6)**
 |
| **Language:** * Text structure and organisation

[*ACELA1450*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1450)**Literacy:** * Interpreting, analysing, evaluating

[*ACELY1659*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1659)[*ACELY1660*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1660)***Reading*** 6 | With **explicit prompts**, they read aloud, * **mainly word by word,**

short texts with:* **familiar vocabulary**
* **simple and compound sentences**
* **supportive images.**
 | With **a few prompts**, they read aloud, with * **developing fluency,**

short texts with:* familiar vocabulary
* simple and compound sentences
* supportive images.
 | They read aloud, with* developing fluency and
* **developing intonation,**

short texts with:* **some unfamiliar vocabulary**
* simple and compound sentences
* supportive images.
 | They read aloud, with* **fluency** and
* developing intonation,

short texts with:* some unfamiliar vocabulary
* simple, compound and **complex sentences**
* supportive images and **diagrams.**
 | They read aloud, with* fluency and
* **intonation**,

**longer texts** with:* some unfamiliar vocabulary
* simple, compound and complex sentences
* supportive images and diagrams.
 |
| **Relevant part of the Achievement Standard** | * **When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.** **(ER1.7)**
 |
| **Language:** * Text structure and organisation

[*ACELA1449*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1449)[*ACELA1450*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1450)* Phonics and word knowledge

[*ACELA1455*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1455)[*ACELA1457*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1457)*[ACELA1458](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1458)*[*ACELA1459*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1459)*[ACELA1778](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1778)***Literacy:** * Interpreting, analysing, evaluating

[*ACELY1659*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1659)***Reading*** 7 | When reading, they:* use knowledge of sounds and letters, **with explicit prompts**, including **onset and rime**, to work out cvc words with **consonant blends** (e.g. pr) and words with the **morphemes** ‘s’, ‘ing’, ‘ed’ (e.g. plays)
* recognise a **small number of high frequency sight words**
* use sentence boundary punctuation (**full stops**)
* **directionality**

to make meaning. | When reading, they:* use knowledge of sounds and letters, **with prompts**, including onset and rime, to work out cvc words with consonant blends (e.g. pr) and **consonant digraphs** (e.g. sh, ch), and words with the morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays)
* recognise **many** high frequency sight words
* use sentence boundary punctuation (**capital letters**, full stops)
* directionality

to make meaning.  | When reading, they:* use knowledge of sounds and letters, including onset and rime, to work out cvc words with consonant blends (e.g. pr) and consonant digraphs (e.g. sh, ck) and words with the morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays)
* **recognise high frequency sight words**
* use sentence boundary punctuation (capital letters, full stops, **question marks, exclamation marks**)
* directionality

to make meaning.  | When reading, they:* use knowledge of sounds and letters, including onset and rime, to work out cvc words with consonant blends (e.g. pr) and consonant digraphs (e.g. sh, ck), words with the morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays) and words with **common long vowels** (e.g. moon, seed)
* recognise high frequency sight words
* use sentence boundary punctuation (capital letters, full stops, question marks, exclamation marks)
* directionality

to make meaning.They:* **generally monitor** their reading and **self-correct** when it does not make sense.
* **attempt to explain** why they self-corrected and the strategy they used.
 | When reading, they:* use knowledge of sounds and letters, including onset and rime, to work out one- and **two-syllable words** with regular spelling patterns (e.g. undo, present) and consonant blends (e.g. pr), consonant digraphs (e.g. sh, ck), morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays) and common long vowels (e.g. moon, seed)
* recognise high frequency sight words
* use sentence boundary punctuation (capital letters, full stops, question marks, exclamation marks)
* directionality

to make meaning.They:* **consistently monitor** their reading and **self-correct** when it does not make sense.
* **explain** why they self-corrected and the strategy they used.
 |
| **Relevant part of the Achievement Standard** | * **They listen to others when taking part in conversations, using appropriate language features and interaction skills.** **(ER1.9)**
 |
| **Language:*** Language for interaction

[*ACELA1444*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1444)[*ACELA1787*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1787)**Literacy:*** Interacting with others

[*ACELY1656*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1656)***Listening***8 | With **explicit prompts** they listen to others when taking part in conversations, using appropriate language features, including, for example:* **looking at the speaker to show attentive listening** (if this is culturally appropriate)
* **sitting still and paying attention**
* **listening without interrupting**
* **using facial expressions to show interest** (e.g. smiling).
 | With **prompts** they listen to others when taking part in conversations, using appropriate language features, including, for example:* **responding with positive body language to show interest (**e.g. nodding, leaning forward)
* responding with positive facial expressions to show interest (e.g. making eye contact, smiling, if this is culturally appropriate).
 | They listen to others when taking part in conversations, using appropriate language features, including, for example:* responding with positive body language to show interest (e.g. nodding, leaning forward)
* responding with positive facial expressions to show interest (e.g. making eye contact, smiling, if this is culturally appropriate)
* **responding to the emotional content** of the conversation with appropriate facial expressions.
 | They listen to others when taking part in conversations, using appropriate language features, including, for example:* responding with positive body language to show interest
* responding with positive facial expressions to show interest
* responding to the emotional content of the conversation with appropriate facial expressions
* **describing** appropriate body language and facial expressions seen in **others**.
 | They listen to others when taking part in conversations, using appropriate language features, including:* responding with positive body language to show interest
* responding with positive facial expressions to show interest
* responding to the emotional content of the conversation with appropriate facial expressions
* **explaining** **their own** body language and facial expressions and the message that these might give the speaker.
 |

|  |  |
| --- | --- |
| **~~Relevant part of the Achievement Standard~~** | ***\*\*No longer identified in the Year 1 Achievement Standard (v8.0) - Students*** [***listen***](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) ***for and reproduce letter patterns and letter clusters.*** |
| **Language:** * Phonics and word knowledge

[*ACELA1457*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1457)[*ACELA1458*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1458)[*ACELA1459*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1459)[*ACELA1778*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1778)[*ACELA1455*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1455)***Listening (speaking and writing)*** 9 | With **explicit prompts** they listen for and reproduce letter patterns and letter clusters, including, for example:* **onset and rime** (e.g. sl/ip; d/ip;
* **word family collections** (e.g. words starting with ‘r’; words ending with ‘at’)
* cvc words
* **consonant blends (e.g.br, sl)**
* **morphemes ‘s’, ‘ing’, ‘ed’** (e.g. plays, playing, played).
 | With **prompts** they listen for and reproduce letter patterns and letter clusters, including, for example:* onset and rime (e.g. sl/ip; d/ip)
* word family collections (e.g. words starting with ‘r’; words ending with ‘at’)
* cvc words
* consonant blends (e.g.br, sl)
* **consonant digraphs (e.g. sh, th, ch)**
* morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played)
* **breaking words into phonemes** (e.g. f-i-sh).
 | They listen for and reproduce letter patterns and letter clusters, including, for example:* onset and rime (e.g. sl/ip; d/ip)
* word family collections (e.g. words starting with ‘r’; words ending with ‘at’)
* **replacing sounds in cvc words**
* consonant blends (e.g.br, sl)
* consonant digraphs (e.g. sh, th, ch)
* morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).
* breaking words into phonemes (e.g. f-i-sh).
* **rhymes** (e.g. play – tray, my - fly).
 | They listen for and reproduce letter patterns and letter clusters, including, for example:* onset and rime (e.g. sl/ip; d/ip)
* word family collections (e.g. words starting with ‘r’; words ending with ‘at’)
* replacingsounds in cvc words
* consonant blends (e.g.br, sl)
* consonant digraphs (e.g. sh, th, ch)
* morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).
* **common long vowels (e.g. moon, seed)**
* breaking words into phonemes (e.g. f-i-sh).
* rhymes (e.g. play – tray, my - fly).
 | They listen for and reproduce letter patterns and letter clusters, including:* onset and rime (e.g. sl/ip; d/ip)
* word family collections (e.g. words starting with ‘r’; words ending with ‘at’)
* replacingsounds in cvc words
* consonant blends (e.g.br, sl)
* consonant digraphs (e.g. sh, th, ch)
* morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).
* common long vowels (e.g. moon, seed)
* breaking words into phonemes (e.g. f-i-sh).
* **syllables in two and three syllable words**
* rhymes (e.g. sleep – deep).
 |

|  |
| --- |
| **Productive modes (speaking, writing and creating)** |
| **Relevant part of the Achievement Standard** | * **Students**[**understand**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)**how characters in texts are developed and give reasons for personal preferences.** **(EP1.1)**
 |
| **Language:*** Language for interaction

*[ACELA1787](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1787)***Literature:*** Literature and context

[*ACELT1581*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1581)* Responding to literature

[*ACELT1582*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1582)*[ACELT1583](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1583)** Examining literature

[*ACELT1584*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1584)***Speaking***10 & 11 | With **explicit prompts,** for example, they:* **identify words** that describe the **appearance of characters**
* describe how an **illustration portrays a character’s** **appearance**
* **explain preferences** for characters.
 | With **prompts, f**or example, they:* **identify words** that describe the **appearance of characters**
* describe how an **illustration portrays a character’s** appearance, **emotions**
* **explain preferences** for characters **with reference to the text**.
 | They understand how characters in texts are developed and give reasons for personal preferences. For example, they:* **identify words** that describe the appearance and **emotions of characters**
* describe how an **illustration portrays a character’s** appearance, emotions and **nature**
* explain preferences for characters **with reference** **to** the text and **their own experiences**.
 | For example, they:* **identify** words and **phrases** that describe the appearance, **emotions and nature of characters**
* **describe similarities and differences** between the ways characters are portrayed in different texts and text types (e.g. a traditional story, a poem) with reference to their appearance, emotions and nature
* describe similarities and differences between the character of a **fictional animal** in a text and a human character
* **explain preferences for the way different texts** portray a similar characters such as a pirate or dragon.
 | For example, they:* **compare words** and **phrases** **in different text types** that describe the appearance, **actions,** emotions and nature of characters
* **explain preferences for particular words and phrases** in relation to the way they portray characters
* describe similarities and differences between the ways characters are portrayed in **texts from different cultural traditions** with reference to their appearance, emotions and nature
* **explain why a particular text is entertaining or appealing**, with reference to the way characters are portrayed in words and images.
 |
| **Relevant part of the Achievement Standard** | * **They interact in pair, group and class discussions, taking turns when responding.** **(EP1.4)**
 |
| **Language:*** Language for interaction

[*ACELA1444*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1444)[*ACELA1446*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1446)*[ACELA1787](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1787)** Expressing and developing ideas

*[ACELA1454](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1454)***Literacy:*** Interacting with others

[*ACELY1656*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1656)[*ACELY1788*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1788)***Speaking***12  | **With prompts**, they:* **interact** in pair, group and class discussions .

**With explicit prompts**, they:* **use common interaction conventions** including **turn-taking and asking questions**
* **speak clearly with appropriate volume**
* **look at the listeners** (if this is culturally appropriate).
 | They:* **interact** in pair, group and class discussions.

**With prompts**, they:* **use common interaction conventions** including turn-taking, asking questions and **making comments**
* speak clearly with appropriate volume
* **use positive body language** to show interest.
 | They:* interact in pair, group and class discussions
* **use common interaction conventions** including turn-taking when responding, **asking when, why and how questions** and making comments
* **stay on the topic**
* speak clearly with appropriate volume
* **use positive body language** to show interest
* **use appropriate language to ask for information**
* **attempt correct pronunciation of new vocabulary**
 | They:* interact in pair, group and class discussions
* **initiate a topic**
* use a range of interaction conventions including **being attentive,** turn-taking, asking open questions, making comments and **providing useful feedback**
* use appropriate language to ask for information
* **adjust communication to suit their audience**
* **use appropriate forms of address for visitors**
* attempt correct pronunciation of new vocabulary, **particularly content-specific vocabulary.**
 | They:* interact in pair, group and class discussions
* use a range of interaction conventions including turn-taking, asking open questions, making comments, **attempting to involve others, checking understanding** and providing useful feedback
* use appropriate language to ask for information
* **adjust communication to suit** their audience and **purpose**
* use appropriate forms of address for visitors
* **use appropriate language to ask for directions**
* attempt correct pronunciation of new vocabulary, particularly content-specific vocabulary.
 |
| **Relevant part of the Achievement Standard** | * **They make short presentations on familiar topics.** **(EP1.5)**
 |
| **Language:*** Language for interaction

[*ACELA1444*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1444)**Literacy:*** Interacting with others

[*ACELY1657*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1657)***Speaking***13 | **With explicit prompts**, they make **short presentations on familiar and learned topics**. For example:* of a **few connected sentences**
* recounting the **main events** in an experience
* **with** clear speech and **appropriate volume.**
 | **With prompts**, they make **short presentations on familiar and learned topics**. For example:* of a **few connected sentences**
* **beginning with an opening statement**
* recounting the **main sequence** of events in an experience
* with clear speech and appropriate volume.
 | They make **short presentations on familiar and learned topics**. For example:* of a few connected sentences
* beginning with an opening statement
* **providing a simple explanation of how to do or make something**
* recounting the main sequence of events in an experience
* **with clear speech** and appropriate volume.
 | They make short presentations. For example:* of **several connected ideas**
* beginning with an opening statement
* **reporting the results of group discussions**
* providing a simple, **sequenced explanation** of how to do or make something
* recounting the main sequence of events in an experience **with relevant detail**
* using **content-specific vocabulary** where relevant
* using **relevant visual aids**
* with clear speech and appropriate volume, and **eye contact** with the audience (if culturally appropriate).

They **explain why** they included particular information. | They make **longer presentations.** For example:* with **connected ideas**
* beginning with an opening statement
* **with a concluding remark**
* reporting the **results of** **investigations** and group discussions
* providing a **detailed** and sequenced **explanation** of how to do or make something
* recounting the main sequence of events in an experience with **relevant detail for someone who did not share the experience**
* using relevant vocabulary **to interest the audience**
* with clear speech and appropriate volume and body language.

They **explain why** they included particular information, **with reference to their audience’s needs** |
| **Relevant part of the Achievement Standard** | * **They create texts that show understanding of the connection between writing, speech and images. (EP1.2)**
 |
| **Language:** * Expressing and developing ideas

[*ACELA1453*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1453)**Literature:** * Creating literature

[*ACELT1586*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1586)**Literacy:** * Creating texts

[*ACELY1661*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1661)***Writing, creating***14  | They create texts that show understanding of the connection between writing, speech and images. For example, they:* **use oral language**
* with **explicit prompts**, use **a few content-specific words**
* create **illustrations** that **match parts of their text**  e.g. they draw the bus the children went on, but not the children or where they went
* **with explicit prompts**, retell stories e.g. by electronically sequencing three images or drawing within three story frames or role-playing part of a story with puppets
* with **explicit prompts, read their text and briefly tell** what the writing and illustration are about.
 | They create texts that show understanding of the connection between writing, speech and images. For example, they:* use **mainly** oral language
* use **a few content-specific words**
* create **illustrations that match their text** e.g. they draw children feeding farm animals to illustrate a recount of a visit to a farm where they fed the animals
* **with prompts**, retell stories e.g. by electronically sequencing four or more images or drawing within story frames or role-playing the key events in a story with puppets
* read their text and, with **prompts**, **briefly describe** what their writing or illustration is about.
 | They create texts that show understanding of the connection between writing, speech and images. For example, they:* use mainly oral language
* use **relevant content-specific words** e.g. farmer, tractor,
* use **a few literary expressions** in their writing e.g. “There once was …“
* create **illustrations that add detail** to their writing e.g. a picture of an ogre with a fierce expression carrying a sack; a drawing of the school library with labelled items
* **recreate narrative texts imaginatively** using arts, performance or digital technology, and **adding their own details about characters** e.g. in an illustration using a digital drawing program
* create **illustrations appropriate for the text type** e.g. in ***imaginative texts*** the illustrations are not necessarily realistic; they have details giving clues about the setting and characters; they help tell the story; in ***informative texts*** the illustrations are realistic, they could be drawings or photographs; they use labels; in **persuasive texts** the illustrations draw the reader’s attention
* **read their text and describe** their illustrations and ideas.
 | They create texts that show understanding of the connection between writing, speech and images. For example, they:* use mainly oral language
* use relevant content-specific words
* use **relevant literary expressions** in their writing e.g. “and they all lived happily together”
* use **descriptive words** to add detail e.g. huge, noisy
* create illustrations that add detail to their writing
* recreate narrative texts imaginatively using arts, performance or digital technology, and **adding their own details about settings** e.g. in an illustration using a digital drawing program; in a backdrop created for a puppet play
* create illustrations appropriate for the text type e.g. include **labelled diagrams** **or maps** in informative texts to provide relevant details
* **explain** why they included **particular features of their illustrations, with reference to the text.**
 | They create texts that show understanding of the connection between writing, speech and images. For example, they:* use mainly oral language
* use relevant content-specific words
* use relevant literary expressions in their writing
* use familiar phrases **from information texts** e.g. First we …..; Then we ….
* **write character descriptions** based on illustrations in stories
* **create visual representations** of literary texts from Aboriginal, Torres Strait island or Asian cultures using digital technologies, arts or performance
* **explain** why they included **particular features of their illustrations, with reference to the text and text type.**
 |
| **Relevant part of the Achievement Standard** | * **They create short texts for a small range of purposes.** **(EP1.3)**
 |
| **Language:** * Text structure and organisation

[*ACELA1447*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1447)[*ACELA1448*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1448)**Literature:** * Creating literature

*[ACELT1586](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1586)*[*ACELA1832*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1832)**Literacy:** * Creating texts

[*ACELY1661*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1661)[*ACELY1664*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1664)***Writing, creating***15 | With **explicit prompts**, they create short texts for a small range of purposes using speech, paper or electronic media. For example:Their ***imaginative texts***:* **tell a story with**
	+ **a beginning**
	+ **a middle**
	+ **and an end**
* **have characters**
* have **illustrations related to the story.**

Their ***informative texts***:* provide brief information about what, where, what happens
* sequence events or steps (in a procedure)
* have **illustrations related** to the text.

Their ***persuasive texts***:* **say what their opinion is**, but not necessarily at the beginning
* **provide one or two reasons** for their opinion.
 | With **prompts**, they create short texts for a small range of purposes using speech, paper or electronic media. For example:Their ***imaginative texts***:* tell a story with
	+ a beginning
	+ a middle
	+ and an end
* **have** characters and **a setting**
* have **illustrations that match** the story.

Their ***informative texts***:* **have an introductory statement on the topic**
* provide brief information about what, where, how, what happens
* sequence events or steps (in a procedure)
* have **illustrations** that **match** the text.

Their ***persuasive texts***:* **begin with a statement of their opinion**
* **briefly explain** why they think that, but not necessarily using facts.
 | They create short texts for a small range of purposes using speech, paper or electronic media. For example:Their ***imaginative texts***:* **use common literary beginnings**
* tell a story with
	+ a beginning
	+ a middle
	+ and an end
* have characters, a setting and **tell when it happened**
* have illustrations that match the story.

Their ***informative texts***:* have an introductory statement on the topic
* provide brief information about what, where, **when**, how, **why**, what happens
* **group similar pieces of information together**
* sequence events or steps (in a procedure)
* **conclude with a summary or personal reflection**
* have **realistic illustrations** that match the text.

Their ***persuasive texts***:* begin with a statement of their opinion
* briefly explain why they think that, but not necessarily using facts
* **conclude by briefly stating why other people should agree.**
 | They create short texts for a small range of purposes using speech, paper or electronic media. For example:Their ***imaginative texts***:* **use common literary** beginnings and **endings**
* **tell a story with**
	+ **a beginning**
	+ **a problem**
	+ **and a resolution**
* **briefly describe** the characters, setting and when it happened
* have **illustrations** that **help tell the story.**

Their ***informative texts***:* have an introductory statement on the topic
* provide **descriptive information** (with adjectives & adverbs) about what, where, when, how, why, what happens
* group similar pieces of information together
* sequence events or steps (in a procedure)
* conclude with a summary or personal reflection
* have illustrations and labelled **diagrams or maps that add to** the text.
* use **cause and effect** **patterns** (e.g. because, so)

Their ***persuasive texts***:* begin with a statement of their opinion
* use **several facts** to explain why they think that
* use **cause and effect** **patterns** (e.g. because, so)
* conclude by briefly stating why other people should agree.
 | They create short texts for a small range of purposes using speech, paper or electronic media. For example:Their ***imaginative texts***:* use common literary beginnings and endings
* **tell a story with**
	+ **an orientation**
	+ **a complication that makes the story exciting or scary**
	+ **and a resolution that includes how the characters felt**
* **describe with a little detail,** the characters, setting and when it happened
* have illustrations that help tell the story.

Their ***informative texts***:* have an introductory statement on the topic
* provide **multiple pieces** of descriptiveinformation about what, where, when, how, why, what happens
* group similar pieces of information together
* sequence events or steps
* conclude with a summary or personal reflection
* have illustrations and labelled diagrams or maps that **help explain** the text.
* use cause and effect and **compare -contrast patterns (**e.g. like, similar, different, but)

Their ***persuasive texts***:* begin with a statement of their opinion
* use **several facts** to explain why they think that
* **include a benefit** to readers
* use cause and effect and **compare -contrast patterns (**e.g. like, similar, different, but)
* conclude by briefly stating why other people should agree.
 |

|  |  |
| --- | --- |
| **Relevant part of the Achievement Standard** | * **When writing, students provide details about ideas or events, and details about the participants in those events.** **(EP1.6)**
 |
| **Language:** * Text structure and organisation

[*ACELA1448*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1448)* Expressing and developing ideas

[*ACELA1451*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1451)[*ACELA1452*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1452)**Literacy:** * Creating texts

[*ACELY1661*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1661)***Writing, creating***16 | When writing, students provide details about ideas or events**.** For example**, with explicit prompts**, they:* include **two related ideas** on a familiar topic
* **use sentences** that include a verb, noun group and adverbial phrase describing the circumstances e.g. We went to the beach.
* use an **adjective** to describe a **place or person**.
 | When writing, students provide details about ideas or events. For example, **with prompts**, they:* **write several sentences about a topic**
* **order their description of events**
* use sentences that include a verb, noun group and adverbial phrase describing the circumstances e.g. We went to the beach.
* use **adjectives** to describe **places, people or events**
* **sometimes include beginnings and endings to indicate sequence**
* **attempt to explain** their choice of adjectives.
 | When writing, students provide details about ideas or events. For example, they **independently**:* write several sentences about a topic
* order their description of events
* use sentences that include a verb, noun group and adverbial phrase describing the circumstances e.g. We went to the beach.
* use adjectives to describe places, people or events
* **use adverbs to provide details of when, where and how**
* sometimes include beginnings and endings to indicate sequence
* **explain their choice of adjectives and adverbs.**
 | When writing, students provide details about ideas or events. , For example, they: * include several related ideas about a topic
* present them **in logical order**
* use **conjunctions to indicate relationships**
* **use new vocabulary**
* use adjectives and adverbs to provide relevant detail
* **consistently include beginnings and endings** to indicate sequence
* **explain the reasons** for their **choice of details** and the **vocabulary** used, **drawing on their knowledge of the world**.
 | When writing, students provide details about ideas or events. For example, they: * include several related ideas about a topic
* present them in logical order
* use **conjunctions to indicate** relationships, particularly **cause and effect**
* use new vocabulary
* use adjectives, adverbs and **unusual verbs** (e.g. slithered) to provide relevant detail
* consistently include beginnings and endings to indicate sequence
* **explain the reasons** for their choice of details and the vocabulary used, with **reference to the reader**, **their knowledge of** the world and **other texts.**
 |
| **~~Relevant part of the Achievement Standard~~** | ***Not identified in the Year 1 Achievement Standard.*** |
| **Language:*** Text structure and organisation

[*ACELA1449*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1449)* Phonics and word knowledge

[*ACELA1778*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1778)**Literacy:*** Creating texts

[*ACELY1662*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1662)***Writing***17 | With **explicit prompts**, they:* **reread their texts** to check if the meaning is clear and capital letters and full stops are used appropriately
* **collaboratively make changes as needed.**
 | With **prompts**, they: * reread their texts
* **discuss possible changes** to improve meaning, spelling and punctuation.
 | **When asked**, they **independently**:* reread their texts
* discuss possible changes to improve meaning, spelling and punctuation..
 | They: * **generally initiate rereading** their texts
* identify most errors in spelling and punctuation
* make changes
* identify changes to improve meaning
* explain their changes.
 | They: * **consistently initiate rereading** their texts
* identify most errors in spelling and punctuation
* make changes
* identify changes to improve meaning
* explain their changes.
 |

|  |  |
| --- | --- |
| **Relevant part of the Achievement Standard** | * **They use capital letters and full stops and form all upper- and lower-case letters correctly.** **(EP1.8)**
 |
| **Literacy:*** Creating texts

[*ACELY1663*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1663)***Writing***18 | **With explicit prompts**, they:* **use correct posture**
* **use correct pencil grip**
* **attempt to write** unjoined lower case and upper case letters with accurate formation.
 | **With prompts**, they:* **use correct posture**
* **use correct pencil grip**
* **write most** unjoined lower case and upper case letters with accurate formation.
 | They:* use correct posture
* use correct pencil grip
* **correctly form all** upper- and lower-case letters.
 | They:* use correct posture
* use correct pencil grip
* correctly form all upper- and lower-case letters
* **handwrite with consistent size** of letters.
 | They:* **handwrite fluently**
* correctly form all upper- and lower-case letters
* write with consistent size of letters.
 |
| **Language:** * Text structure and organisation

[*ACELA1449*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1449)**Literacy:** * Creating texts

[*ACELY1661*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1661)***Writing*** 19 | With **explicit prompts**, they:* attempt to use **capital letters** to start sentences
* attempt to use **full stops** to end sentences
* **identify sentences**.
 | **With prompts**, they:* **generally** use capital letters to start sentences
* **generally** use full stops to end sentences.
 | They:* **consistently** use capital letters to start sentences
* **consistently use capital letters for people’s names**
* **consistently** use full stops to end sentences
* **explain why they used a full stop or capital letter.**
 | They:* consistently use capital letters to start sentences and for people’s names
* consistently use full stops to end sentences
* **attempt to use question marks and exclamation marks**
* **identify written questions and commands.**
 | They:* consistently use capital letters to start sentences and for people’s names
* consistently use full stops to end sentences
* **generally use** question marks and exclamation marks **appropriately**
* **explain why they used particular punctuation.**
 |
| **Relevant part of the Achievement Standard** | * **They accurately spell high-frequency words and words with regular spelling patterns.** **(EP1.7)**
 |
| **Language:** * Phonics and word knowledge

[*ACELA1455*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1455)[*ACELA1457*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1457)[*ACELA1458*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1458)[*ACELA1459*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1459)[*ACELA1778*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1788)[*ACELA1821*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1821)[*ACELA1822*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1822)**Literacy:** * Creating texts

[*ACELY1661*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1661)***Writing and listening***20  | **With explicit prompts** they spell:* **cvc words**
* **words with consonant blends (e.g.br, sl)**
* **words with the morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).**

**With explicit prompts**, they:* **use** **onset and rime** to spell words (e.g. sl/ip; d/ip)
* **use word families** to spell words (e.g. cat, hat, mat)

They:* **accurately spell a few sight words** from familiar texts(e.g. I, my, is, like).
 | They **accurately** spell **some** one-syllable words: * **cvc words**
* **words with consonant blends (e.g.br, sl)**

**With prompts** they spell:* **words with consonant digraphs (e.g. sh, th, ch)**
* **words with the morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).**

**With prompts**, they:* use **onset and rime** to spell words (e.g. sl/ip; d/ip)
* **use word families** to spell words (e.g. cat, hat, mat)

They:* **accurately spell a small number of sight words** from familiar texts (e.g. my, have, go, am).
 | They **accurately** spell one-syllable words with **regular spelling patterns.** For example:* cvc words
* words with consonant blends (e.g.br, sl)
* **words with consonant digraphs (e.g. sh, th, ch)**
* **words with the morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).**

They :* use **onset and rime** to spell words (e.g. sl/ip; d/ip)
* **accurately spell high-frequency sight words** from shared texts (e.g. to, boy, little, car, was).
 | They accurately spell one-syllable words with regular spelling patterns. For example:* cvc words
* words with consonant blends (e.g.br, sl)
* words with consonant digraphs (e.g. sh, th, ch)
* words with the morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played)
* **words with common long vowels (e.g. moon, seed)**

They :* use onset and rime to spell words (e.g. pr/am; sl/eep)
* **listen for and use rhymes** to spell (e.g. play – tray, my - fly)
* **accurately spell high-frequency sight words** from independently read texts (e.g. out, new, bring, four, what).
* **describe their strategies for memorising spellings.**
 | They accurately spell, for example:* one- and **two-syllable words** with regular spelling patterns (e.g. undo, present)
* words with consonant blends (e.g.br, sl)
* words with consonant digraphs (e.g. sh, th, ch)
* words with the morphemes ‘s’, ‘ing’, ‘ed’ that **require doubling** (e.g. stops, stopping, stopped)
* words with common long vowels (e.g. moon, seed, grow)

They :* use onset and rime to spell words (e.g. ch/ip; d/ip)
* listen for and use rhymes to spell (e.g. play – tray)
* **sort words that use the same letters for different sounds** (e.g. *cut & but & shut* in one group, *put* in another group)
* **accurately spell** high-frequency sight words and **some words of personal interest** (e.g. birthday, ferry, insect, horse)
* describe their strategies for memorising spellings
 |