

Prep–Year 2 multi-age English Curriculum and assessment plan

Example

Context and cohort considerations (if applicable)		
Students are in a combined Prep–Year 2 class, with at least one student in each year level. This cohort participates in daily English lessons. Students have access to technology allowing them to research topics of interest and to record videos.		
Level description — Prep	Level description — Year 1	Level description — Year 2
<p>The English curriculum is built around the 3 interrelated strands of <i>Language, Literature and Literacy</i>. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In the Foundation year, learning in English builds on the Early Years Learning Framework and each student's prior knowledge and experiences. Students understand that English is the shared language of the learning environment, used to interact and communicate with familiar audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Foundation students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world, and texts that support learning in English and across the curriculum. Beginning readers start with and practise reading using decodable texts that align with phonic development. These texts systematically introduce words with a limited number of grapheme–phoneme correspondences and add grapheme–phoneme correspondences as proficiency develops. Developing readers engage with some authentic texts that involve straightforward sequences of events and everyday happenings, some less familiar content, a small range of language features including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge.</p> <p>Foundation students create short imaginative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences.</p>	<p>The English curriculum is built around the 3 interrelated strands of <i>Language, Literature and Literacy</i>. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 1, students learn that language is communicated in ways that meet the needs of diverse learners. They learn to interact with familiar audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include picture books, various types of stories, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, dramatic performances, and texts used by students as models for constructing their own texts.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Year 1 students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world and texts that support learning in English and across the curriculum. Some students will continue to practise their reading with decodable texts that align with phonic development. These texts systematically introduce words with grapheme–phoneme correspondences. Developing readers engage with authentic texts that support and extend them as independent readers. These texts include straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts, with illustrations and diagrams, present a small amount of new content about familiar topics of interest and topics being studied in other learning areas. These texts use a small range of language features including simple and compound sentences, some unfamiliar vocabulary, high frequency words and other words that need to be decoded using developing phonic knowledge.</p> <p>Year 1 students create short texts whose purposes may be imaginative, informative and persuasive. These texts may explain simple procedures, recount real or imagined events or experiences, report and describe learning area content, retell stories, express opinions, and describe real or imagined people, places or things for an audience.</p>	<p>The English curriculum is built around the 3 interrelated strands of <i>Language, Literature and Literacy</i>. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 2, students learn that there are different modes of communication with distinct features that can be used when sharing ideas, thoughts and opinions with familiar audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts that may be imaginative, informative and persuasive. Texts may include oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.</p> <p>As Year 2 students transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts. Informative texts present new content about topics of interest and topics being studied in other learning areas, and may include illustrations and diagrams that extend the text. Literary texts may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words, more complex words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Year 2 students create texts whose purposes may be imaginative, informative and persuasive. Texts created may include recounts of stories and experiences, reports and explanations of learning area content, explanations of simple processes, and expressions of opinions about texts or experiences, including supporting reasons. These texts are created for an audience.</p>

Unit 1 — I like, you like	Unit 2 — Into the unknown	Unit 3 — Did you know?	Unit 4 — Let's play
<p>Duration: 10 weeks</p>	<p>Duration: 10 weeks</p>	<p>Duration: 10 weeks</p>	<p>Duration: 10 weeks</p>
<p>Books, glorious books. Authors and illustrators captivate young readers through their use of appealing images and powerful language. In this unit, students read and view a variety of picture books, exploring how First Nations Australian, and wide-ranging Australian and world authors and illustrators, use these images and words to unlock the love of reading.</p> <p>Students read, view and enjoy a range of picture books (including stories that explore ideas through rhyme) by a range of authors and illustrators, sharing their thoughts and preferences (Prep) and expressing their opinions (Years 1 and 2) about the features of these authentic texts, e.g. sequence of events, language features, images. They consider how the images and language features used in their favourite picture book support their love of reading.</p> <p>Through several roleplay, interacting and writing activities, students explore language to share their preference (Prep) and express their opinions (Years 1 and 2) about the picture books they have read, in particular their likes and dislikes. Students also practise organising ideas, using language features and features of voice to express what they love about books. These activities may be used as the basis for students' own spoken response in which they share their preference (Prep) and express their opinions (Years 1 and 2) about a particular picture book that should be added to the classroom's reading corner.</p> <p>Note: In this unit, students' phonic knowledge and comprehension skills continue to be developed.</p> <p>Prep students practise reading using decodable texts that align with phonic development. They also engage with authentic texts that may involve everyday happenings, simple and compound sentences and high-frequency words. Year 1 students continue to practise their reading using decodable texts that align with phonic development and engage with authentic texts that support and extend them as independent readers. Year 2 students are supported as they transition to become independent readers, continuing to develop their decoding and comprehension skills using a range of texts.</p> <p>Prep students practise writing lower- and upper-case letters, and Years 1 and 2 students continue to develop the handwriting of unjoined letters.</p>	<p>Adventure stories ignite young audiences' imaginations as they journey to new places, discovering worlds beyond the familiar. In this unit, students read, listen to and view a variety of narrative texts, by First Nations Australian, and wide-ranging Australian and world authors and illustrators, exploring new and engaging settings and characters.</p> <p>Students read, view and enjoy a range of multimodal adventure stories, including short films and picture books about treasure hunts and/or other adventures. They identify literary features (Prep), discuss plot, character and setting (Year 1), and identify how language is used to present characters and settings (Year 2). Additionally, students respond to literature, making connections between the adventure stories and people, events and places in their own lives.</p> <p>Through writing and interacting activities (e.g. school treasure hunt), students share their experience as they explore precise words to describe settings and ways to provide additional detail through sentence structure. Prep students practise grouping words to make a sentence, Year 1 students practise writing simple sentences, and Year 2 students practise writing compound sentences. Interacting activities may include students engaging in short spoken retells to describe characters and settings of adventure stories. These activities may be used to support students as they prepare their response. Prep students retell an adventure story that has been read or viewed in class and Years 1 and 2 students create their own description of a setting in an adventure story written from a character's perspective, drawing on details from texts studied.</p> <p>Note: In this unit, students' phonic knowledge and comprehension skills continue to be developed.</p> <p>Prep students practise reading using decodable texts that align with phonic development. They also engage with authentic texts that may involve everyday happenings, simple and compound sentences and high-frequency words. Year 1 students continue to practise their reading using decodable texts that align with phonic development and engage with authentic texts that support and extend them as independent readers. Year 2 students are supported as they transition to become independent readers, continuing to develop their decoding and comprehension skills using a range of texts.</p> <p>Prep students practise writing lower- and upper-case letters, and Years 1 and 2 students continue to develop the handwriting of unjoined letters.</p>	<p>Interesting topics spark a desire to learn more and share findings with others. During this unit, students explore topics that interest them, investigating a range of texts that support learning across the curriculum to expand their worlds. Taking on the role of a 'ready reporter', students share their findings with their peers.</p> <p>Students read and view an array of print and multimodal texts from topics of interest, including examples of children's magazines. They explore textual features such as headings and topic-specific vocabulary and visual features, including layout, as they identify how authors use these features to inform audiences. After investigating imaginative texts in previous units, students will also be able to discuss the specific features of texts and identify the similarities and differences between them. To develop their ideas for writing, students interact with others as they share and discuss ideas.</p> <p>Throughout the unit, students engage in short writing activities in which they practise using language and visual features to inform audiences. Topic-specific vocabulary is a focus as part of sentence-writing practise. Spoken informative activities (e.g. roleplaying a news reporter, taking notes or drawing images after listening to a podcast) allows practise of interacting skills. Students create an informative report, to be shared in the class magazine, called 'Did you know?'</p> <p>Note: In this unit, students' phonic knowledge and comprehension skills continue to be developed.</p> <p>Prep students practise reading using decodable texts that align with phonic development. They also engage with authentic texts that may involve everyday happenings, simple and compound sentences and high-frequency words. Year 1 students continue to practise their reading using decodable texts that align with phonic development and engage with authentic texts that support and extend them as independent readers. Year 2 students are supported as they transition to become independent readers, continuing to develop their decoding and comprehension skills using a range of texts.</p> <p>Prep students practise writing lower- and upper-case letters and Years 1 and 2 students continue to develop the handwriting of unjoined letters.</p>	<p>Board games offer students the ability to learn through play. This unit invites students to assume the role of a board game reviewer as they explore a range of age-appropriate and teacher-selected board games, including games from a range of cultures. Students play selected board games and deliver a spoken review, recommending the board game to friends and family.</p> <p>Students read and view authentic texts associated with board games, including literary texts, packaging, instructions with images and printed and digital reviews. Students may discuss how board game packaging and online reviews use visual features (e.g. pictures) and symbols (e.g. emojis) to inform audiences and show preference. After viewing online review videos, students identify the language used to express preferences (Prep) and how reasons can support preferences (Years 1 and 2).</p> <p>As they play the games, interacting skills become a focus where students listen to others (Prep), take turns, speak clearly and actively listen (Year 1), and express and respond to opinions (Year 2). After collecting details of game elements, students propose their ideas to their peers in the form of an informative multimodal review (and written review using pictures for Prep). In preparation for their review, students engage in short writing activities in which Prep students recognise the purpose of sentences, Year 1 students use nouns, verbs and adjectives and Year 2 students add detail to their preferences using noun and verb groups.</p> <p>Note: In this unit, students' phonic knowledge and comprehension skills continue to be developed.</p> <p>Prep students practise reading using decodable texts that align with phonic development. They also engage with authentic texts that may involve everyday happenings, simple and compound sentences and high-frequency words. Year 1 students continue to practise their reading using decodable texts that align with phonic development and engage with authentic texts that support and extend them as independent readers. Year 2 students are supported as they transition to become independent readers, continuing to develop their decoding and comprehension skills using a range of texts.</p> <p>Prep students practise writing lower- and upper-case letters and Years 1 and 2 students continue to develop the handwriting of unjoined letters.</p>

	Unit 1 — I like, you like	Unit 2 — Into the unknown	Unit 3 — Did you know?	Unit 4 — Let's play
Prep	Assessment 1 — Spoken <u>informative</u> (showing preference) Description: Speech informing peers about a favourite book added to the classroom reading corner Technique: Extended response Mode: Spoken/signed Conditions: Time as required	Assessment 3 — Spoken <u>imaginative</u> Description: Retell of a story using images as a stimulus Technique: Observed demonstration Mode: Spoken/signed Conditions: Time as required	Assessment 5 — Written <u>informative</u> Description: Short report on topic of interest using images as a stimulus Technique: Extended response Mode: Written Conditions: Up to 20 words	Assessments 7 and 8 — Spoken <u>informative</u> with <u>interacting</u> Description: Review of a board game and interaction Technique: Extended response and observed demonstration Mode: Written review and spoken interaction Conditions: Time as required
	Assessment 2 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 4 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 6 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 9 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required
Year 1	Assessment 1 — Spoken <u>persuasive</u> Description: Speech persuading peers that a favourite book should be added to the classroom reading corner Technique: Extended response Mode: Spoken Conditions: Up to 45 seconds	Assessment 3 — Written <u>imaginative</u> Description: Description of a setting written as a character from a text Technique: Extended response Mode: Written Conditions: Up to 50 words	Assessment 5 — Written <u>informative</u> Description: Report on a topic of interest Technique: Extended response Mode: Written Length: Up to 50 words	Assessments 7 and 8 — Spoken <u>informative</u> with <u>interacting</u> Description: Review of a board game and interaction Technique: Extended response and observed demonstration Mode: Spoken multimodal Conditions: Up to 45 seconds
	Assessment 2 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 4 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 6 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 9 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required
Year 2	Assessment 1 — Spoken <u>persuasive</u> Description: Speech persuading peers that a favourite book should be added to the classroom reading corner Technique: Extended response Mode: Spoken Conditions: Up to 1 minute	Assessment 3 — Written <u>imaginative</u> Description: Description of a setting written as a character from a text Technique: Extended response Mode: Written Conditions: Up to 100 words	Assessment 5 — Written <u>informative</u> Description: Report on a topic of interest Technique: Extended response Mode: Written Conditions: Up to 100 words	Assessments 7 and 8 — Spoken <u>informative</u> with <u>interacting</u> Description: Review of a board game and interaction Technique: Extended response and observed demonstration Mode: Spoken multimodal Conditions: Up to 1 minute
	Assessment 2 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 4 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 6 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required	Assessment 9 — <u>Reading</u> Description: Reading conference Technique: Observed demonstration Mode: Spoken Conditions: Time as required

Prep

	Unit 1 — I like, you like		Unit 2 — Into the unknown		Unit 3 — Did you know?		Unit 4 — Let's play	
	Assessment 1 — Spoken informative (showing preference)	Term/week	Assessment 3 — Spoken imaginative	Term/week	Assessment 5 — Written informative	Term/week	Assessments 7 and 8 — Interacting and Informative	Term/week
Assessment	<p>Description: Based on the picture books that have been read and discussed during the unit, students plan, create, rehearse and deliver a short spoken text, in which they share thoughts about and preferences for their favourite book in the classroom reading corner.</p> <p>Technique: Extended response</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Time as required 	Term 1 Week 8	<p>Description: Students retell an imaginative text about an adventure that has been read in class. They use language features including words and phrases from texts. Using provided images, students sequence events and plan, create and rehearse their oral retell.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Time as required 	Term 2 Week 8	<p>Description: Using a provided scaffold, students report information using words and phrases from learning and texts. For example, drawing on content from Science, students can record guided observations about moving objects with predictions. Students' reports may be supported with images.</p> <p>Technique: Extended response</p> <p>Mode: Written with the support of images</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Up to 20 words <p>Handwriting</p> <p>Technique: Observed demonstration</p> <p>Mode: Written</p>	Term 3 Week 5	<p>Part A</p> <p>Description: In small groups, students interact with others, sharing thoughts and key ideas about the board games played.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Time as required <p>Part B</p> <p>Description: Students create a review in which they state their thoughts, feelings and key ideas to describe how a board game uses words and images to engage audiences. Students' reviews may be supported with images.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Time as required <p>Handwriting</p> <p>Technique: Observed demonstration</p> <p>Mode: Written</p>	Term 4 Week 7
	<p>Assessment 2 — Reading</p> <p>Description: Students demonstrate they can listen for and identify rhymes, letter patterns and sounds (phonemes) in words.</p> <p>Referring to familiar texts (e.g. stories), students name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs).</p> <p>This task complements other, ongoing formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Time as required 	Term 1 Week 8	<p>Assessment 4 — Reading</p> <p>Description: Students demonstrate they can orally blend and segment phonemes in single-syllable words.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate their knowledge of the alphabet, and can identify rhymes, letter patterns and sounds.</p> <p>Additionally, the teacher may listen to students (perhaps in small groups) as they make connections between characters, settings and events, and to personal experiences.</p> <p>This task complements other, ongoing formative assessment of students' phonic and word knowledge, including through the reading of decodable texts.</p>	Term 2 Week 8	<p>Assessment 6 — Reading</p> <p>Description: Using decodable texts aligned to taught phonic and word knowledge, students read words including consonant-vowel-consonant words and some high-frequency words.</p> <p>Additionally, the teacher may listen to students (perhaps in small groups) as they make connections to personal experiences and between print and images.</p> <p>This task complements other, ongoing formative assessment of students' phonic and word knowledge, and developing reading comprehension.</p> <p>Technique: Observed demonstration</p> <p>Mode: Conference with the teacher</p>	Term 3 Week 8	<p>Assessment 9 — Reading</p> <p>Description: Using decodable texts aligned to taught phonic and word knowledge, students read words including consonant-vowel-consonant words and some high-frequency words, e.g. in short passages.</p> <p>Some students identified by the teacher may have the opportunity to demonstrate aspects of reading from Units 1, 2 and 3.</p> <p>This task complements other, ongoing formative assessment of students' phonic and word knowledge, and developing reading comprehension.</p> <p>Technique: Observed demonstration</p> <p>Mode: Conference with the teacher</p>	Term 4 Week 8

	Unit 1 — I like, you like	Unit 2 — Into the unknown	Unit 3 — Did you know?	Unit 4 — Let's play
		<p>Technique: Observed demonstration</p> <p>Mode: Conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Time as required 	<p>Conditions:</p> <ul style="list-style-type: none"> • Time as required 	<p>Conditions:</p> <ul style="list-style-type: none"> • Time as required
Achievement standard	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>
Moderation	<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Expert:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<p>Language for interacting with others explore how language is used differently at home and school depending on the relationships between people AC9EFLA01</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Literature and contexts share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Texts in context identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>explore different ways of using language to express preferences, likes and dislikes AC9EFLA02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Engaging with and responding to literature respond to stories and share feelings and thoughts about their events and characters AC9EFLE02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Interacting with others interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Text structure and organisation understand that texts can take many forms such as signs, books and digital texts AC9EFLA03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Examining literature recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Analysing, interpreting and evaluating identify some differences between imaginative and informative texts AC9EFLY03</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Language for expressing and developing ideas recognise that sentences are key units for expressing ideas AC9EFLA05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Creating literature retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>Creating texts create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>form most lower-case and upper-case letters using learnt letter formations AC9EFLY08</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>Phonic and word knowledge recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
										segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
										write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										use knowledge of letters and sounds to spell words AC9EFLY13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										read and write some high-frequency words and other familiar words AC9EFLY14	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year 1

	Unit 1 — I like, you like		Unit 2 — Into the unknown		Unit 3 — Did you know?		Unit 4 — Let's play	
	Assessment 1 — Spoken persuasive	Term/week	Assessment 3 — Written imaginative	Term/week	Assessment 5 — Written informative	Term/week	Assessments 7 and 8 — Spoken informative with interacting	Term/week
Assessment	<p>Description: Based on the picture books that have been read and discussed during the unit, students plan, create, rehearse, and deliver a short spoken text in which they retell the main ideas of their favourite book and persuade their peers that it should be added to the classroom reading corner.</p> <p>Technique: Extended response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 45 seconds 	Term 1 Week 8	<p>Description: Students assume the role of a character from a shared text and create a description of a setting using a small number of details from a text. Using provided images, students sequence imagined events and write simple sentences about the images.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 50 words <p>Handwriting</p> <p>Technique: Observed demonstration</p> <p>Mode: Written</p>	Term 2 Week 8	<p>Description: Using a provided scaffold, students report information in an informative report that includes a small number of details from learnt topics or topics of interest. For example, drawing on content from Humanities and Social Sciences, students can record guided observations of how First Nations Australians care for Country/Place. Students' reports may be supported with images.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 50 words <p>Handwriting</p> <p>Technique: Observed demonstration</p> <p>Mode: Written</p>	Term 3 Week 8	<p>Part A</p> <p>Description: In small groups, students report on experiences that include a small number of details from learnt topics about the board games played in class.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required <p>Part B</p> <p>Description: Students create a multimodal text (in the form of a review) to inform audiences about the board games they have played and discussed.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 45 seconds 	Term 4 Week 7
		Assessment 2 — Reading	Term/week	Assessment 4 — Reading	Term/week	Assessment 6 — Reading	Term/week	Assessment 9 — Reading
	<p>Description: Throughout the unit, students read aloud words, sentences and short passages from teacher-selected texts to demonstrate they:</p> <ul style="list-style-type: none"> blend short vowels, common long vowels, consonants, and digraphs to read one-syllable words read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. <p>This task complements other, ongoing formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required 	Term 1 Week 8	<p>Description: Throughout the unit, students read aloud words, sentences and short passages from teacher-selected texts to demonstrate they use sentence boundary punctuation to read with developing phrasing and fluency.</p> <p>The teacher listens to guided discussions that provide an opportunity for students to make connections between the depiction of characters, settings and events, and personal experiences.</p> <p>Students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Unit 1. This task complements other, ongoing formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required 	Term 2 Week 8	<p>Description: Throughout the unit, students read aloud words, sentences and short passages from teacher-selected texts to demonstrate they can identify the text structures of familiar informative texts, and their language features and visual features.</p> <p>Students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Units 1 and 2.</p> <p>This task complements other, ongoing formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required 	Term 3 Week 8	<p>Description: Throughout the unit, students read aloud words, sentences and short passages from teacher-selected texts to demonstrate they are monitoring meaning and reading with developing phrasing and fluency.</p> <p>Students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge and aspects of comprehension from Units 1, 2 and 3.</p> <p>This task complements other, ongoing formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a conference with the teacher</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required 	Term 4 Week 7

	Unit 1 — I like, you like	Unit 2 — Into the unknown	Unit 3 — Did you know?	Unit 4 — Let's play
Achievement standard	<p>By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view, and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings, and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants, and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.</p> <p>They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.</p>	<p>By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view, and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings, and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants, and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.</p> <p>They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.</p>	<p>By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view, and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings, and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants, and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.</p> <p>They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.</p>	<p>By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view, and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings, and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants, and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.</p> <p>They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.</p>
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Expert: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
Language for interacting with others understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Literature and contexts discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Texts in context discuss different texts and identify some features that indicate their purposes AC9E1LY01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
explore language to provide reasons for likes, dislikes and preferences AC9E1LA02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Engaging with and responding to literature discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Interacting with others use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Text structure and organisation explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Examining literature discuss plot, character and setting, which are features of stories AC9E1LE03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Analysing, interpreting and evaluating describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Creating literature orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools AC9E1LE05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language for expressing and developing ideas understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Creating texts create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare how images in different types of texts contribute to meaning AC9E1LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						write words using unjoined lower-case and upper-case letters AC9E1LY08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
recognise the vocabulary of learning area topics AC9E1LA09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Phonic and word knowledge segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										spell one- and two-syllable words with common letter patterns AC9E1LY13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										read and write an increasing number of high frequency words AC9E1LY14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										recognise and know how to use grammatical morphemes to create word families AC9E1LY15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year 2

Unit 1 — I like, you like		Unit 2 — Into the unknown		Unit 3 — Did you know?		Unit 4 — Games are us		
Assessment 1 — Spoken persuasive	Term/week	Assessment 3 — Written imaginative	Term/week	Assessment 5 — Written informative	Term/week	Assessments 7 and 8 — Spoken informative with interacting	Term/week	
Assessment	<p>Description: Based on the picture books that have been read and discussed during the unit, students plan, create, rehearse, and deliver a short speech in which they express an opinion. They include details from texts, as they persuade their peers that their favourite book should be added to the classroom reading corner.</p> <p>Technique: Extended response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 1 minute 	Term 1 Week 8	<p>Description: Students plan, create, edit and publish a description of a setting as a character from a text going on an adventure.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 100 words <p>Handwriting</p> <p>Technique: Observed demonstration</p> <p>Mode: Written</p>	Term 2 Week 8	<p>Description: Using a provided scaffold, students create a written informative report on a topic of interest for a magazine page.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 100 words <p>Handwriting</p> <p>Technique: Observed demonstration</p> <p>Mode: Written</p>	Term 3 Week 8	<p>Part A</p> <p>Description: In small groups, students interact with others as they share ideas about the board games they have played in class.</p> <p>Technique: Observed demonstration (interacting)</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required <p>Part B</p> <p>Description: Students create a multimodal review to inform, audiences using topic-specific vocabulary about the board games they have played and discussed in class.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> Up to 1 minute 	Term 4 Week 7
	<p>Assessment 2 — Reading</p> <p>Description: Throughout the unit, students use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. Students continue to demonstrate use of punctuation for phrasing and fluency.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Year 1.</p> <p>These tasks complement other, ongoing formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student–teacher conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required 	Term 1 Week 8	<p>Assessment 4 — Reading</p> <p>Description: Throughout the unit, students use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. Students continue to demonstrate use of punctuation for phrasing and fluency.</p> <p>After reading aloud, students identify how ideas are presented through characters and events. The teacher listens to students describe how similar topics and information are presented through the structure of narrative texts and identify their language features and visual features.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Year 1.</p> <p>These tasks complement other, ongoing formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student–teacher conference</p>	Term 2 Week 8	<p>Assessment 2 and/or 4 repeated — Reading</p> <p>Description: Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Units 1 and 2.</p> <p>After reading aloud, the teacher listens to students describe how similar topics and information are presented through the structure of informative texts and identify their language features and visual features.</p> <p>These tasks complement other, ongoing formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student–teacher conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required 	Term 3 Week 8	<p>Assessment 2 and/or 4 repeated — Reading</p> <p>Description: Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Units 1 and 2.</p> <p>After reading aloud, the teacher listens to students identify literal and inferred meaning from texts. The teacher may provide prompts to the student.</p> <p>These tasks complement other, ongoing formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student–teacher conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> Time as required 	Term 4 Week 7

	Unit 1 — I like, you like	Unit 2 — Into the unknown	Unit 3 — Did you know?	Unit 4 — Games are us
		<p>Conditions:</p> <ul style="list-style-type: none"> • Time as required 		
Achievement standard	<p>By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.</p> <p>They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>	<p>By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. 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They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>
Moderation	<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Expert:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<p>Language for interacting with others investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Literature and contexts discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Texts in context identify how similar topics and information are presented in different types of texts AC9E2LY01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Engaging with and responding to literature identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Interacting with others use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements and giving instructions AC9E2LY02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Text structure and organisation identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Examining literature discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Analysing, interpreting and evaluating identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Creating literature create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Language for expressing and developing ideas understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>Creating texts create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>understand that images add to or multiply the meanings of a text AC9E2LA08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Phonic and word knowledge manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words AC9E2LY11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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