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| --- |
| Prep EnglishCurriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for Prep in the Australian Curriculum: English. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| The English curriculum is built around the 3 interrelated strands of *Language*, *Literature* and *Literacy*. 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.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.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.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.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. | Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | Unit 2  | Unit 3 | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | 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.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.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. | 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. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| 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** explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 | [ ]  | [ ]  | [ ]  | [ ]  | **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 illustratorsAC9EFLE01 | [ ]  | [ ]  | [ ]  | [ ]  | **Texts in context** identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 | [ ]  | [ ]  | [ ]  | [ ]  | **Engaging with and responding to literature**respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 | [ ]  | [ ]  | [ ]  | [ ]  | **Interacting with others**interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Text structure and organisation**understand that texts can take many forms such as signs, books and digital texts AC9EFLA03 | [ ]  | [ ]  | [ ]  | [ ]  | **Examining literature**recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 | [ ]  | [ ]  | [ ]  | [ ]  | **Analysing, interpreting and evaluating**identify some differences between imaginative and informative texts AC9EFLY03 | [ ]  | [ ]  | [ ]  | [ ]  |
| understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 | [ ]  | [ ]  | [ ]  | [ ]  | explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04 | [ ]  | [ ]  | [ ]  | [ ]  | read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledgeAC9EFLY04 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Language for expressing and developing ideas**recognise that sentences are key units for expressing ideas AC9EFLA05 | [ ]  | [ ]  | [ ]  | [ ]  | **Creating literature**retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 | [ ]  | [ ]  | [ ]  | [ ]  | use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 | [ ]  | [ ]  | [ ]  | [ ]  |
| recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | **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 correctlyAC9EFLY06 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 | [ ]  | [ ]  | [ ]  | [ ]  |
| recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | form most lower-case and upper-case letters using learnt letter formations AC9EFLY08 | [ ]  | [ ]  | [ ]  | [ ]  |
| 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 endAC9EFLA09 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | **Phonic and word knowledge**recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)AC9EFLY09 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |  |  |  |  | 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 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |  |  |  |  | recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |  |  |  |  | write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |  |  |  |  | use knowledge of letters and sounds to spell wordsAC9EFLY13 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |  |  |  |  | read and write some high frequency words and other familiar words AC9EFLY14 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |  |  |  |  | understand that words are units of meaning and can be made of more than one meaningful partAC9EFLY15 | [ ]  | [ ]  | [ ]  | [ ]  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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