

Australian Curriculum: English — Year 1

Year level plan-2023

CURRICULUM	SEMESTER 1			SEMESTER 2			
	Term 1	Term 2		Term 3	Term 4		
Unit name	Exploring how a story works Engaging with poetry	Exploring characters in stories		Retelling cultural stories	Creating digital procedural texts		
Unit description	Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text. Students listen to, read and view a variety of poems to explore sound patterns and features of plot character and setting. Students recite a poem to the class.	Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.		Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.	Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.		
ASSESSMENT		SEMESTER 1			SEMESTER 2		
		Term 1	Term 2		Term 3	Term 4	
		Responding to Imaginative Texts- AT1	Character Description- AT2	Reading Comprehension Pam & Lilly- AT3	Retelling of a cultural story- AT4	Reading Comprehension Captain Jane- AT5	Multimodal procedure- AT6
Range and balance of summative assessment conventions	Technique	Extended Response	Extended Response	Test-Interview	Extended Response	Test	Extended Response
	Type of text	Retell (Informative)	Description (Informative)	Short answer	Retell (Narrative)	Short answer questions	Procedure (informative)
	Mode	Written	Written	Written	Written /Oral	Written	Digital multimodal presentation
	Conditions	Individually with teacher support Students have access to the text every day during assessment Stimulus material provided Access to resources	Individually with teacher support Stimulus provided Access to resources Access to teacher feedback and conferencing	Completed in one uninterrupted, supervised session	Individual Access to cultural books Display stimulus pictures Presented in class to audience of peers	Individual Stimulus materials provided Test conditions Teacher can scribe for students	Undertaken individually Access to resources (computer software) allowed Access to teacher feedback Submitted as an audiovisual recording (optional)

Aspects of the achievement standard							
Receptive modes (listening, reading and viewing)	understand the different purposes of texts	✓				✓	
	make connections to personal experience when explaining characters and main events in short texts	✓				✓	
	identify that texts serve different purposes and that this affects how they are organised			✓			
	describe characters, settings and events in different types of literature		✓	✓			
	read aloud, with developing fluency			✓		✓	
	read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images			✓		✓	
	when reading, use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning			✓		✓	
	recall key ideas and recognise literal and implied meaning in texts	✓	✓	✓		✓	
	listen to others when taking part in conversations, using appropriate language features and interaction skills				✓		
Productive modes (speaking, writing and creating)	understand how characters in texts are developed and give reasons for personal preferences				✓		
	create texts that show understanding of the connection between writing, speech and images		✓				✓
	create short texts for a small range of purposes		✓		✓		✓
	interact in pair, group and class discussions, taking turns when responding				✓		
	make short presentations on familiar topics				✓		
	when writing, provide details about ideas or events, and details about the participants in those events				✓		✓
accurately spell high-frequency words and words with regular spelling patterns		✓		✓		✓	
use capital letters and full stops and form all upper- and lower-case letters correctly				✓		✓	

Term 1
Term 2
Term 3
Term 4
 ✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement