Australian Curriculum v9: English — Year 1
Year level plan-2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
Unit name	Engaging with imaginative stories	Exploring and creating informative texts	Expressing opinions about procedures in texts	Exploring and responding to imaginative texts
Unit description	Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations. **For assessment, students:** share ideas and express an opinion about a character from a familiar imaginative text.	Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words. **For assessment students:** read, view and comprehend a simple informative text create an informative text to report on a familiar topic.	Students engage with a range of texts that contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts. Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details. Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations. **For assessment, students:** create a short spoken text to recount a simple procedure. (Links with BPC Unit 4 – procedure)	Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure. Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning. Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details. **For assessment, students:** read, view and comprehend an imaginative text create a short written recount of a familiar imaginative text. Links with Term 3 BPC cultural Retell)

ASSESSMENT			SEMESTER 1			SEMESTER 2		
			Term 1	Term 2		Term 3	Term 4	
			AT1	AT2	AT3	AT4	AT5	AT6
Range and balance of summative assessment conventions	Technique		Performance Presentation	Short Response	Extended response	Performance Presentation	Short response	Extended response
	Mode		☐ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal	☐ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal	☒ Written ☐ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☒ Multimodal	☐ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☒ Multimodal	☐ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal	☒ Written ☐ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal
	Conditions *consider and identify conditions that enable equitable access for all students.*		☐ Access to resources ☐ Individual task **or** ☐ Group work **Consider:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **or** ☐ Group work **Consider:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **or** ☐ Group work **Consider:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **or** ☐ Group work **Consider:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **or** ☐ Group work **Consider:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **or** ☐ Group work **Consider:** ☐ Time considerations ☐ Accessibility for all students

Aspects of the achievement standard

Listening and speaking	AT1	AT2	AT3	AT4	AT5	AT6
interact with others, and listen to and create short spoken texts including recounts of stories	MT			MT		
share ideas and retell or adapt familiar stories, recount or report on events or experiences	✔			✔		
express opinions using a small number of details from learnt topics, topics of interest or texts						
sequence ideas and use language features including topic-specific vocabulary and features of voice	✔			✔		
Reading and viewing						
read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences		✔			✔	
identify the text structures of familiar narrative and informative texts, and their language features and visual features		✔			✔	
blend short vowels, common long vowels, consonants and digraphs to read one-syllable words	**Monitoring Task** Diagnostic tool as per School Data Plan			**Monitoring Task** Diagnostic tool as per School Data Plan		
read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words	**Monitoring Task** Diagnostic tool as per School Data Plan			**Monitoring Task** Diagnostic tool as per School Data Plan		
use sentence boundary punctuation to read with developing phrasing and fluency	**Monitoring Task** Diagnostic tool as per School Data Plan			**Monitoring Task** Diagnostic tool as per School Data Plan		
Writing and creating						
create short written and/or multimodal texts including recounts of stories with events and characters			✔			✔
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			✓			✓
write simple sentences with sentence boundary punctuation and capital letters for proper nouns			✓			✓
use topic-specific vocabulary			✓			✓
write words using unjoined upper-case and lower-case letters	**Monitoring Task** Diagnostic tool as per School Data Plan			**Monitoring Task** Diagnostic tool as per School Data Plan		
spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words	**Monitoring Task** Diagnostic tool as per School Data Plan			**Monitoring Task** Diagnostic tool as per School Data Plan		

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement.

Monitoring Task indicates opportunities for aspects to be demonstrated by students through monitoring strategies throughout the unit of work and evidence collated for student folios.