

# Australian Curriculum: English — Prep Year level plan-2023

CURRICULUM		SEMESTER 1		SEMESTER 2		
		Term 2		Term 3	Term 4	
Unit name	Interacting with others	Enjoying and retelling stories	Enjoying our new world	Responding to text		
Unit description	Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions</i> . Students listen to alliteration and rhyme and respond to questions to demonstrate their understanding of letter patterns and rhyme. They create a simple rhyme and recite it to a familiar audience.	Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions</i> . Students sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events and writing familiar words.	Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions</i> .	Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions</i> .		
ASSESSMENT		SEMESTER 1		SEMESTER 2		
		Term 2		Term 3	Term 4	
		Responding to a rhyming story- AT2	Create and recite a rhyme - AT3	Retell a story- AT1	Reading and Comprehending Where is Pat?-AT4	Responding to and creating an imaginative story- AT5
Range and balance of summative assessment conventions	Technique	Short Response	Short Response	Short Response	Test	Extended Response
	Type of text	Response (Informative)	Response (Imaginative)	Retell (Informative)	Short answer questions	Response (Imaginative)
	Mode	Oral	Written & Oral	Oral	Written & Oral	Written
	Conditions	Individual interview Teacher records student responses	<b>Part A:</b> Teacher records responses to questions Undertaken individually Stimulus material provided <b>Part B:</b> Undertaken individually with support Teacher scribes Students have access to the text every day during assessment Stimulus material provided <b>Part C: Oral</b> Student orally present to a group of up to 5	Undertaken individually with teacher support Students have access to the text every day during assessment Stimulus material provided Access to resources	Completed individually with teacher Teacher to follow instructions for Before, During and After reading	Individual Implemented over several lessons Teacher records responses to Part A

## Aspects of the achievement standard

Receptive modes (listening, reading and viewing)	use predicting and questioning strategies to make meaning from texts				✓		
	recall one or two events from texts with familiar topics			✓	✓	✓	
	understand that there are different types of texts and that these can have similar characteristics				✓		
	identify connections between texts and their personal experience			✓	✓		
	read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies					✓	
	recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters					✓	
	read high-frequency words and blend sounds orally to read consonant-vowel-consonant words					✓	
	use appropriate interaction skills to listen and respond to others in a familiar environment						✓
listen for rhyme, letter patterns and sounds in words	✓						
Productive modes (speaking, writing and creating)	understand that their texts can reflect their own experiences					✓	
	identify and describe likes and dislikes about familiar texts, objects, characters and events	✓		✓			
	in informal group and whole class settings, communicate clearly		✓	✓			
	retell events and experiences with peers and known adults			✓			
	identify and use rhyme, and orally blend and segment sounds in words		✓				
	when writing, use familiar words and phrases and images to convey ideas						✓
	their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops		✓				✓
correctly form known upper- and lower-case letters						✓	

Term 1

Term 2

Term 3

Term 4

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