

Australian Curriculum v9: English — Year Prep

Year level plan-2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Sharing thoughts and feelings	Exploring informative texts	Exploring and sharing experiences	Exploring imaginative texts
Unit description	<p>Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems.</p> <p>Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts.</p> <p>For assessment, students: share ideas about a familiar imaginative story with peers.</p>	<p>Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts.</p> <p>Students explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</p> <p>For assessment, students: read, view and comprehend a simple informative text create a short written informative text, using words and images, about a topic.</p>	<p>Students engage with texts that contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories, rhyming verse, poems, non-fiction, multimodal texts and dramatic performances.</p> <p>Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences, and explore how feelings and preferences relating to these experiences might be expressed.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.</p> <p>For assessment, students: create a short spoken text to retell an experience.</p>	<p>Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems.</p> <p>Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images.</p> <p>Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</p> <p>For assessment, students: read, view and comprehend an imaginative text create a short written text to retell a familiar story.</p>

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	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal
	Conditions <i>consider and identify conditions that enable equitable access for all students.</i>	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students

Aspects of the achievement standard						
Listening and speaking	AT1	AT2	AT3	AT4	AT5	AT6
listen to texts, interact with others and create short spoken texts, including retelling stories	MT			MT		
share thoughts and preferences, retell events and report information or key ideas to an audience	MT			✓		
use language features including words and phrases from learning and texts	✓			✓		
listen for and identify rhymes, letter patterns and sounds (phonemes) in words	Monitoring Task Diagnostic tool as per School Data Plan			Monitoring Task Diagnostic tool as per School Data Plan		
orally blend and segment phonemes in single-syllable words	Monitoring Task Diagnostic tool as per School Data Plan			Monitoring Task Diagnostic tool as per School Data Plan		
Reading and viewing						
read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences		✓			✓	
identify the language features of texts including connections between print and images		✓			✓	
name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs)		MT			MT	
read words including consonant–vowel–consonant words and some high-frequency words		MT			MT	

Writing and creating						
create short written texts, including retelling stories using words and images where appropriate			✓			✓
retell, report information and state their thoughts, feelings and key ideas			✓			✓
use words and phrases from learning and texts			✓			✓
form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops	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.