**OBJECTIVE A**

***Communicate through speaking, listening, reading, writing, viewing and representing***

**SPEAKING AND LISTENING 1**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENe-1A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)



• understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns 

**Understand and apply knowledge of language forms and features**

• begin to identify some language features of familiar spoken texts in classroom interactions

• communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance 

• recognise how 'and', 'but', 'then' link ideas in spoken texts

• attempt to match noun to pronoun in spoken text, eg 'My brother has a pet. He feeds his pet.'

• replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)



**Respond to and compose texts**

• use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)



• listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)



• communicate with peers and familiar adults about personal experience

• describe an object of interest to the class, eg toy, pet

• express a point of view about texts read and/or viewed

• respond to simple questions either verbally or non-verbally

• contribute appropriately to class discussions 

• use questions and statements appropriately in class discussions

• use correct intonation when asking questions and making statements

• carry out instructions involving one step

* understand simple classroom routines

• engage with and respond to a range of oral and aural texts for enjoyment and pleasure

• respond to the shared reading of texts for enjoyment and pleasure

• recite short, simple poems

• retell familiar stories, including in home language

**OBJECTIVE A**

***Communicate through speaking, listening, reading, writing, viewing and representing***

**WRITING AND REPRESENTING 1**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› composes simple texts to convey an idea or message ENe-2A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message

• share writing with others for enjoyment

• develop an awareness of issues relating to the responsible use of digital communication 



**Understand and apply knowledge of language forms and features**

• know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)

**Respond to and compose texts**

• create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)



• identify and use words around the classroom and in books during writing

• compose texts using some sight words and known words

• compose texts on familiar topics using pictures and graphics to support their choice of words

• experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences 

• use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English



• participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY165

**OBJECTIVE A**

***Communicate through speaking, listening, reading, writing, viewing and representing***

**HANDWRITING AND USING DIGITAL TECHNOLOGIES**

**OUTCOME**

**A student:**

› produces most lower case and upper case letters and uses digital technologies to construct texts ENe-3A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

**Understand and apply knowledge of language forms and features**

• understand foundation movements that underpin NSW Foundation Style

• begin to understand the sequence of letters through structured and guided activities

**Respond to and compose texts**

• use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience

• develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters

• write from left to right and leave spaces between words

• produce some lower case and upper case letters using learned letter formations (ACELY1653)

• use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus 

• experiment using digital technologies, eg produce own name, commonly used words and simple sentences 

• construct texts using software including word processing programs (ACELY1654)



**EARLY STAGE 1**

**OBJECTIVE A**

***Communicate through speaking, listening, reading, writing, viewing and representing***

**READING AND VIEWING 1**

**OUTCOME**

**A student:**

› demonstrates developing skills and strategies to read, view and comprehend short,

predictable texts on familiar topics in different media and technologies ENe-4A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs

• identify unfamiliar words and attempt to use experience and context to work out word meanings

• identify and compare similar ideas, characters and settings in texts

**Understand and apply knowledge of language forms and features**



• understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)

• recognise basic book conventions, eg open and hold books correctly, turn pages

• understand direction of print, return sweeps and spaces between words

• identify a sentence in imaginative and informative texts and understand its meaning

• recognise the letters of the alphabet and know there are lower and upper case letters

(ACELA1440)

• recognise grammatical patterns when reading to assist in making meaning, eg locating words that tell who, what, when or where in texts

**Develop and apply phonemic knowledge**

• join in rhymes and chants

• understand that spoken words are made up of sounds

• recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)

• consistently identify words that start with the same initial sound

• segment words into onset and rime

• identify the beginning and end sounds of words

• orally blend two or three sounds to make a word

• segment simple spoken words into separate sounds

• identify the new word when asked to delete or add a phoneme (sound) to an existing spoken word

**EARLY STAGE 1**

**Develop and apply graphological, phonological, syntactic and semantic knowledge**

• recognise high-frequency words, including own name

• read and understand some sight words in simple, predictable texts

• identify most of the sounds and name all letters in a given word

• use phonological strategies when reading, including letter–sound relationships

• use knowledge of letters and sounds to decode words, including those in initial, final and medial positions

• manipulate letters to assist reading, eg delete an onset to make a new word, delete a rime to say an onset

**Respond to, read and view texts**

• read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

• use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)



• predict meaning using elements of texts prior to reading

• read one or more sentences correctly and for meaning in environmental/print texts

• identify literal meanings presented in texts, eg character, setting and events

• make connections between a text and own life

• interpret meaning by responding to an inferential question

• retell a familiar story in sequence and identify main idea

• create visuals that reflect character, setting and events

• use context to predict meaning in written texts to supplement decoding attempts

• make acceptable substitutions when reading simple texts

• begin to use self-correction strategies, eg rereading, pausing, using picture cues and semantic and syntactic skills, to make meaning from print and non-print texts

• use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency

**OBJECTIVE A**

***Communicate through speaking, listening, reading, writing, viewing and representing***

**SPELLING**

**OUTCOME**

**A student:**

› demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling ENe-5A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand that initial approximations can lead to correct formal spelling

**Understand and apply knowledge of language forms and features**

• spell unknown words phonetically with closer approximations

• know how to use onset and rime to spell words (ACELA1438)

• identify patterns in words leading to the identification of word families

• use and write beginning and ending sounds of spoken words

• know that letters are used to represent sounds when writing words

**Respond to and compose texts**

• use approximations and some conventional spelling

• attempt to spell unknown words using simple strategies, eg segmenting

• spell some common words accurately in their own writing

• vocalise or subvocalise words when trying to write them

• use plural form when spelling some words

**EARLY STAGE 1**

**OBJECTIVE B**

***Use language to shape and make meaning according to purpose, audience and context***

**SPEAKING AND LISTENING 2**

**OUTCOME**

**A student:**

› recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language ENe-6B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• recognise that there are different ways of using spoken language to communicate

• demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose

• recognise different methods of communication, eg Standard Australian English, Aboriginal

English, home language, sign language and body language



• explore how language is used differently at home and school depending on the relationships between people (ACELA1428)



• understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)



**Understand and apply knowledge of language forms and features**

• begin to identify some language features of familiar spoken texts



• identify the difference between a question and a statement

• understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)



**Respond to and compose texts**

• greet people differently according to the relationship

• make simple requests using appropriate word order

• recognise and interpret a simple instruction from teachers and peers

• compose texts to communicate feelings, needs, opinions and ideas

• use music and/or actions to enhance the enjoyment and understanding of rhymes, poems, chants and songs 

**OBJECTIVE B**

***Use language to shape and make meaning according to purpose, audience and context***

**WRITING AND REPRESENTING 2**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› recognises some different purposes for writing and that own texts differ in various ways

ENe-7B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• discuss the possible audiences of imaginative and informative texts

• understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)



• discuss the different purposes of drawing and writing in simple texts

**Understand and apply knowledge of language forms and features**

• understand that some language in written texts is unlike everyday spoken language

(ACELA1431)

• identify some differences between imaginative and informative texts (ACELY1648)



• identify that imaginative texts are about 'characters' that are represented by nouns and noun groups

• demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs 

**Respond to and compose texts**

• compose texts for known audience, eg self, class, other classes, parents 

• compose texts using drawings and other visual media to create meaning

• reread own texts with peers and known adults and explain the purpose for the writing

**OBJECTIVE B**

***Use language to shape and make meaning according to purpose, audience and context***

**READING AND VIEWING 2**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter ENe-8B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• recognise that there are different kinds of imaginative and informative texts for enjoyment and finding information

• identify some familiar texts and the contexts in which they are used (ACELY1645)



• understand that readers/viewers may have varied and individual responses to a text

• recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation 

• recognise key differences between imaginative and informative texts

• identify some purposes of simple and imaginative texts

• identify the intended audience for a particular text and give reasons

**Understand and apply knowledge of language forms and features**

• distinguish print from drawings

• understand that words can be spoken or written

• recognise that words and pictures have meaning and that words can be read aloud 

• explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)



• identify some features of texts including events and characters and retell events from a text

(ACELT1578)

**Respond to, read and view texts**

• engage with shared stories and join in shared book activities on familiar and imaginary books

• explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming 

• interpret pictures with labels, environmental print logos and other visual images

• select simple print, visual and/or digital texts to read independently for enjoyment and pleasure

• discuss familiar written and visual texts

**OBJECTIVE B**

***Use language to shape and make meaning according to purpose, audience and context***

**GRAMMAR, PUNCTUATION AND VOCABULARY**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts ENe-9B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text

• show a growing awareness of words that enrich their vocabulary

**Understand and apply knowledge of language forms and features**

• recognise that texts are made up of words and groups of words that make meaning

(ACELA1434)

• recognise that sentences are key units for expressing ideas (ACELA1435)

• identify statements, questions, commands and exclamations and their functions in texts

• experiment with adverbial phrases in structured and guided activities to indicate when, where and how actions occurred, eg last week, at home

• demonstrate an awareness of nouns, pronouns and conjunctions

• recognise simple pronoun references to maintain meaning

• understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

• identify features of sentence punctuation, eg question marks and exclamation marks, when reading and composing

**Understand and apply knowledge of vocabulary**

• begin to build personal vocabulary

• know the meaning of commonly used words

• demonstrate an awareness that some words have multiple meanings

**Respond to and compose texts**

• compose effective sentences in writing using appropriate word order

• begin to use statements and questions with appropriate punctuation

• attempt to incorporate unfamiliar words in writing

• use a growing vocabulary to describe everyday events and experience

**OBJECTIVE C**

***Think in ways that are imaginative, creative, interpretive and critical***

**THINKING IMAGINATIVELY AND CREATIVELY**

**OUTCOME**

**A student:**

› thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts ENe-10C

**CONTENT**

Students:

**Engage personally with texts**

• respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)



• share picture books and digital stories for enjoyment and pleasure

**Develop and apply contextual knowledge**

• understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media

• engage with and appreciate the imaginative use of language through storytelling



**Understand and apply knowledge of language forms and features**

• recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

• discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition

**Respond to and compose texts**

• use imagination to represent aspects of an experience using written text, drawings and other visual media 

• respond to a range of imaginative and creative texts, including visual media

• retell familiar literary texts through performance, use of illustrations and images (ACELT1580)



• share feelings and thoughts about the events and characters in texts (ACELT1783)



• discuss intended personal writing topics to form the basis for composing

• communicate the purposes of drawings and other visual media

**EARLY STAGE 1**

**OBJECTIVE D**

***Express themselves and their relationships with others and their world***

**EXPRESSING THEMSELVES**

**OUTCOME**

**A student:**

› responds to and composes simple texts about familiar aspects of the world and their own experiences ENe-11D

**CONTENT**

Students:

**Engage personally with texts**

• share responses to aspects of a text that relate to their own life 

• engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment

**Develop and apply contextual knowledge**

• recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)



• understand that different languages and dialects may be spoken by family, classmates and community



**Understand and apply knowledge of language forms and features**

• understand that language can be used to describe likes and dislikes

• explore how language is used differently at home and school

**Respond to and compose texts**

• compare and connect own experiences to those depicted in stories

• compose simple written and visual texts that include aspects of home, personal and local community life



• use visual, multimodal and digital processes to represent simple aspects of home and community life 

• respond to texts that depict aspects of home and community life, eg short films and digital texts 

• respond to Dreaming stories, eg stories from local Aboriginal and Torres Strait Islander communities



• respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources



• read and discuss stories that reflect students' social and cultural groups



• begin to recognise points of view in text

**EARLY STAGE 1**

**OBJECTIVE E**

***Learn and reflect on their learning through their study of English.***

**REFLECTING ON LEARNING**

**OUTCOME**

**A student:**

› demonstrates awareness of how to reflect on aspects of their own and others’ learning

ENe-12E

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• develop a growing understanding of how a rich text environment underpins learning

• begin to recognise that there are different ways of learning in English

• demonstrate an emerging awareness of criteria to enable the successful completion of tasks

**Understand and apply knowledge of language forms and features**

• contribute to guided discussion about how people learn to read and write

• develop an appreciation for books, poetry and song and the importance of narrative

**Respond to and compose texts**

• discuss what it means to be an active listener 

• discuss what it means to be a cooperative group member 

• reflect on own reading and discuss the pleasure and challenges of learning to read

• discuss likes and dislikes after reading tex\