**OBJECTIVE A**

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

**SPEAKING AND LISTENING 1**

**STAGE 1**

**OUTCOME**

**A student:**

› communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)

• listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

• understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)

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

• understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)

• use turn-taking, questioning and other behaviours related to class discussions 

• identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

• explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

**Respond to and compose texts**

• communicate with increasing confidence in a range of contexts

• engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

• describe in detail familiar places and things

• use role-play and drama to represent familiar events and characters in texts

• use intonation to emphasise the need to seek further clarification of a question

• formulate open and closed questions appropriate to the context

• use a comment or a question to expand on an idea in a discussion

• use some persuasive language to express a point of view

* use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789)

• demonstrate attentive listening across a range of school contexts, eg assemblies, welcome to and acknowledgement of country, and school performances



• contribute appropriately to class discussions

• carry out complex instructions involving more than one step

**OBJECTIVE A**

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

**WRITING AND REPRESENTING 1**

**STAGE 1**

**OUTCOME**

**A student:**

› plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts

• experiment in all aspects of composing to enhance learning and enjoyment

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

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

• create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)



• understand the process of planning, drafting and publishing imaginative, informative and persuasive texts

**Respond to and compose texts**

• plan, compose and review simple imaginative, informative and persuasive texts on familiar topics

• compose texts supported by visual information (eg diagrams and maps) on familiar topics

• create events and characters using different media that develop key events and characters from literary texts (ACELT1593)



• compose a range of written forms of communication, including emails, greeting cards and letters 

• use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information 

• draw on personal experience and topic knowledge to express opinions in writing

• experiment with publishing using different modes and media to enhance planned presentations 

• reread and edit text for spelling, sentence-boundary punctuation and text structure

(ACELY1662, ACELY16

**OBJECTIVE A**

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

**HANDWRITING AND USING DIGITAL TECHNOLOGIES**

**OUTCOME**

**A student:**

› composes texts using letters of consistent size and slope and uses digital technologies

EN1-3A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand 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**

• develop clear and consistent writing using NSW Foundation Style as appropriate

• understand that the position and size of letters supports consistent handwriting

• understand how the formation of letters can be used to begin transition to cursive writing

**Respond to and compose texts**

• write legibly and with growing fluency using unjoined upper case and lower case letters

(ACELY1663, ACELY1673)

• use appropriate strategies when writing, eg maintaining correct body position, holding/using writing tools or using assistive digital technologies

• construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1664, ACELY1674)



**STAGE 1**

**OBJECTIVE A**

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

**READING AND VIEWING 1**

**OUTCOME**

**A student:**

› draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand how readers' self-selection and enjoyment of texts is informed by personal interests

• discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)



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

• recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how

• recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions

• understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

• understand patterns of repetition and contrast in simple texts (ACELA1448)



• identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)

• understand how sentence punctuation is used to enhance meaning and fluency

• identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms

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

• recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)

• understand the variability of sound–letter matches (ACELA1459)

• recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)

• automatically recognise irregular high-frequency words, eg 'come' and 'are'

• use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables

• manipulate sounds in spoken words including phoneme deletion and substitution

(ACELA1457)

**STAGE 1**

**Respond to, read and view texts**

• read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)

• self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on 

• read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)



• read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch

• use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)



• use background knowledge of a topic to make inferences about the ideas in a text

• predict author intent, series of events and possible endings in an imaginative, informative and persuasive text 

• discuss the use of text connectives, eg sequencing ideas, indicating time

• identify the cohesive links between pronouns and people and things

• sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts

• identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)



• compare opinions about characters, events and settings in and between texts (ACELT1589)



• distinguish between fact and opinion in persuasive texts

**OBJECTIVE A**

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

**SPELLING**

**STAGE 1**

**OUTCOME**

**A student:**

› uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words EN1-5A

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently

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

• know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)

• understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)

• recognise common prefixes and suffixes and how they change a word's meaning

(ACELA1455, ACELA1472)

• begin to understand how knowledge of word origins supports spelling and vocabulary

**Respond to and compose texts**

• spell high-frequency and common sight words accurately when composing texts

• spell known words using letter names

• isolate and write the initial, medial and final sound of a word

• exchange one letter in a written word with a different letter to make a new word

• use double consonants where appropriate, eg 'hopping'

• begin to use a dictionary for spelling activities and word meaning 

• recognise when a word is spelt incorrectly

• use morphemic and phonological knowledge when spelling

**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 a range of purposes and audiences for spoken language and recognises

organisational patterns and features of predictable spoken texts EN1-6B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)



• understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)



• make connections between different methods of communication, eg Standard Australian

English, Aboriginal English, home language, sign language and body language



• recognise a range of purposes and audiences for spoken language with increasing independence

• recognise different oral texts, eg conversations at home, in the classroom and playground

• develop an understanding of different forms of communication technologies available for hearing and visually impaired people and people with other disabilities



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

• identify organisational patterns and features of predictable spoken texts

• understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)



• identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

**Respond to and compose texts**

• make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)



• rehearse and deliver short presentations on familiar and new topics (ACELY1667) 

• deliver short oral presentations to peers (ACELY1647)



• retell familiar stories and events in logical sequence, including in home language

• rephrase questions to seek clarification

• listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

• explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction

• demonstrate active listening behaviours and respond appropriately to class discussions

• recognise and respond to instructions from teachers and peers

**OBJECTIVE B**

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

**WRITING AND REPRESENTING 2**

**OUTCOME**

**A student:**

› identifies how language use in their own writing differs according to their purpose, audience and subject matter EN1-7B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• identify the audience of imaginative, informative and persuasive texts (ACELY1668)



• discuss some of the different purposes for written and visual texts

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

• understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)

• describe some differences between imaginative informative and persuasive texts

(ACELY1658)

• compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)



• understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)



**Respond to and compose texts**

• draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes

• compose and review written and visual texts for different purposes and audiences

• discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)



• make inferences about character motives, actions, qualities and characteristics when responding to texts 

**OBJECTIVE B**

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

**READING AND VIEWING 2**

**STAGE 1**

**OUTCOME**

**A student:**

› recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter EN1-8B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts

• identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic

• understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales

• discuss possible author intent and intended audience of a range of texts

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

• understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)



• understand how text structure contributes to the meaning of texts

• know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)



• understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles

**Respond to, read and view texts**

• select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice

• respond to a range of literature and discuss purpose and audie

**OBJECTIVE B**

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

***Context***

**GRAMMAR, PUNCTUATION AND VOCABULARY**

**STAGE 1**

**OUTCOME**

**A student:**

› uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts EN1-9B

**CONTENT**

Students:

**Develop and apply contextual knowledge**

• understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs

• begin to understand that choice of vocabulary adds to the effectiveness of text

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

• understand that paragraphs are used to organise ideas

• understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)

• explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

• recognise that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)

• recognise that time connectives sequence information in texts

• recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

• recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)

• experiment with the use of quoted speech/direct speech (direct) and reported (indirect)

speech

**Understand and apply knowledge of vocabulary**

• understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)

• recognise, discuss and use creative word play, eg alliteration and onomatopoeia

**Respond to and compose texts**

• begin to organise ideas into paragraphs when composing texts

• compose sentences effectively using basic grammatical features and punctuation conventions

• use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing

• demonstrate the use of more precise vocabulary to describe emotions and experience when writing

**OBJECTIVE** C

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

**THINKING IMAGINATIVELY AND CREATIVELY**

**STAGE 1**

**OUTCOME**

**A student:**

› thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-10C

**CONTENT**

Students:

**Engage personally with texts**

• engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses

• recognise the way that different texts create different personal responses

• respond to a wide range of texts through discussing, writing and representing

**Develop and apply contextual knowledge**

• recognise and begin to understand how composers use creative features to engage their audience

• identify and compare the imaginative language used by composers

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

• identify that different texts have different organisational patterns and features for a variety of audiences

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

**Respond to and compose texts**

• recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)



• predict and discuss ideas drawn from picture books and digital stories

• use creative and imaginative features in role-play and drama

• recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts



• recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories 

• jointly adapt a well-known text for a different audience and purpose

• express a range of feelings in response to a t

**OBJECTIVE D**

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

**EXPRESSING THEMSELVES**

**STAGE 1**

**OUTCOME**

**A student:**

› responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D

**CONTENT**

Students:

**Engage personally with texts**

• recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts

• identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)



**Develop and apply contextual knowledge**

• discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587)



• recognise simple ways meaning in texts is shaped by structure and perspective

• respond to texts drawn from a range of cultures and experiences (ACELY1655)



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

• discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences

• identify features of texts from a range of cultures, including language patterns and style of illustration



**Respond to and compose texts**

• compose simple print, visual and digital texts that depict aspects of their own experience 

• discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)



• discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life



• identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories 

• identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages



• express preferences for specific texts and authors and listen to the opinions of others

(ACELT1583)

• respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community



**OBJECTIVE E STAGE 1**

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

**REFLECTING ON LEARNING**

**OUTCOME**

**A student:**

› identifies and discusses aspects of their own and others’ learning EN1-12E

**CONTENT**

Students:

**Develop and apply contextual knowledge**

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

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

• develop an awareness of criteria for the successful completion of tasks 

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

• begin to discuss different ways we learn to read and write

• discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance 

**Respond to and compose texts**

• jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance 

• identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts

• reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?' 

• discuss the roles and responsibilities when working as a member of a group