

Chapel Hill State School

English Curriculum and Assessment Overview 2024

YEAR 1



Curriculum Intent

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, and various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances and texts used by students as models for constructing their own texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These include decodable and predictable texts which present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Achievement Standards

Spiral Progression and Alignment

Developing the same concepts from one grade level to the next in increasing complexity and application.

PREP

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They 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. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students 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. They correctly form known upper- and lower-case letters.

YEAR 1

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

YEAR 2

Receptive modes (listening, reading and viewing)


By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

Year 1		English Curriculum and Assessment Overview			Chapel Hill State School
Term 1	Term 2		Term 3	Term 4	
Unit 1	Unit 2	Unit 3	Unit 5	Unit 6	
<p>Exploring how a Story Works</p> <p>Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.</p>	<p>Exploring Characters in Stories</p> <p>Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p>	<p>Engaging with Poetry</p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting.</p>	<p>Retelling Cultural Stories</p> <p>Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.</p>	<p>Creating Digital Procedural Texts</p> <p>Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. Students create a digital/multimodal presentation of a procedure from a literary context.</p>	
Assessment					
<p>Retell a Story</p> <p><i>Informative Response – Oral Comprehension</i></p> <p>Comprehend and respond to imaginative texts (picture books).</p> <p>* Includes Diagnostic Pre-Test</p>	<p>Character Description</p> <p><i>Imaginative Response - Written</i></p> <p>Create a character description using writing and images.</p> <p>* Includes Diagnostic Pre-Test</p> <p>Exploring Characters in Stories</p> <p><i>Comprehension</i></p> <p>Demonstrate reading accuracy, fluency and comprehension of character development</p>	<p>Oral</p> <p><i>Poem Recitation</i></p> <p>Perform a recitation or reading of a poem for a familiar audience.</p>	<p>Retell of a Cultural Story</p> <p><i>Poster/multimodal presentation</i></p> <p>Create and present a retelling of a traditional or cultural story.</p> <p>* Includes Diagnostic Pre-Test</p>	<p>Reading and Comprehension</p> <p><i>Short answer questions</i></p> <p>Demonstrate reading accuracy, fluency and understanding of the different purposes of texts.</p> <p>Multimodal Procedure</p> <p><i>Poster/multimodal presentation</i></p> <p>Create a digital/multimodal procedure, combining and connecting written, visual and spoken elements.</p> <p>Procedure Oral Presentation</p> <p><i>Oral presentation</i></p> <p>Create an oral procedure presentation</p>	
Cluster moderation 					
Achievement Standard – Elements Assessed					
<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.</p> <p>Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. 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