



Chapel Hill State School

English Curriculum and Assessment Year Level Plan 2025

Prep



AC V9

Curriculum Intent

Year Level Description

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In the Foundation year, learning in English builds on the Early Years Learning Framework and each student's prior knowledge and experiences. Students understand that English is the shared language of the learning environment, used to interact and communicate with familiar audiences for different purposes.

Students engage with a variety of texts for enjoyment. They participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Foundation students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world, and texts that support learning in English and across the curriculum. Beginning readers start with and practise reading using decodable texts that align with phonic development. These texts systematically introduce words with a limited number of grapheme–phoneme correspondences and add grapheme–phoneme correspondences as proficiency develops. Developing readers engage with some authentic texts that involve straightforward sequences of events and everyday happenings, some less familiar content, a small range of language features including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge.

Foundation students create short imaginative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences.

Achievement Standard

Spiral Progression and Alignment

PREP

Speaking and Listening

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

Reading and Viewing

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

Writing and Creating

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

YEAR 1

Speaking and Listening

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

Reading and Viewing

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

Writing and Creating

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Sequence of units	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 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>
Curriculum links				

Assessment	Semester 1		Semester 2	
	Assessment task U1.1 <i>Speaking and listening</i>	Assessment task U2.1 <i>Reading, viewing and comprehending informative texts</i>	Assessment task U3.1 <i>Speaking and listening</i>	Assessment task U4.1 <i>Reading, viewing and comprehending imaginative texts</i>
Range and balance of assessment conventions	Technique	Observed demonstration Choose an item.	Observed demonstration Choose an item.	Performance / Presentation Other
	Text Type	Imaginative text	Informative text	Persuasive text
	Mode	Multimodal	Spoken/ Signed	Spoken/ Signed
	Conditions	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task or <input type="checkbox"/> Group task Consideration of: <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task or <input type="checkbox"/> Group task Consideration of: <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task or <input type="checkbox"/> Group task Consideration of: <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students
	Diagnostic			
Assessment		Assessment task U2.2 <i>Writing and creating informative texts</i>		Assessment task U4.2 <i>Writing and creating responses to imaginative texts</i>
Range	Technique	Short response		Extended response

	Text Type		Informative text		Imaginative text
	Mode		Written		Written
	Conditions		<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task or <input type="checkbox"/> Group task Consideration of: <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students		<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task or <input type="checkbox"/> Group task Consideration of: <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students
	Diagnostic		Includes Unit Diagnostic Pre-Test Writing		Includes Unit Diagnostic Pre-Test Writing

Achievement Standard Elements Assessed / Elements Monitored				
	Unit 1	Unit 2	Unit 3	Unit 4
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They read words including consonant–vowel–consonant words and some high-frequency words.</p> <p>Writing and Creating They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p>Speaking and Listening By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. 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Disclaimer: Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.