



# Chapel Hill State School

## English Curriculum and Assessment Year Level Plan 2025

### Year 1



AC V9

#### Curriculum Intent

#### Year Level Description

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all 3 strands. 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 Year 1, students learn that language is communicated in ways that meet the needs of diverse learners. They learn to interact with familiar audiences for different purposes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include picture books, various types of stories, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, 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 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.

Year 1 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. Some students will continue to practise their reading with decodable texts that align with phonic development. These texts systematically introduce words with grapheme–phoneme correspondences. Developing readers engage with authentic texts that support and extend them as independent readers. These texts include straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts, with illustrations and diagrams, present a small amount of new content about familiar topics of interest and topics being studied in other learning areas. These texts use a small range of language features including simple and compound sentences, some unfamiliar vocabulary, high-frequency words and other words that need to be decoded using developing phonic knowledge.

Year 1 students create short texts whose purposes may be imaginative, informative and persuasive. These texts may explain simple procedures, recount real or imagined events or experiences, report and describe learning area content, retell stories, express opinions, and describe real or imagined people, places or things for an audience.

#### Achievement Standard

##### *Spiral Progression and Alignment*

<p><b>PREP</b></p> <p><b>Speaking and Listening</b> 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.</p> <p><b>Reading and Viewing</b> 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.</p> <p><b>Writing and Creating</b> 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><b>YEAR 1</b></p> <p><b>Speaking and Listening</b> By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.</p> <p><b>Reading and Viewing</b> They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.</p> <p><b>Writing and Creating</b> They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.</p>	<p><b>YEAR 2</b></p> <p><b>Speaking and Listening</b> By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.</p> <p><b>Reading and Viewing</b> They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.</p> <p><b>Writing and Creating</b> They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>
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Sequence of units	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Engaging with imaginative stories	Exploring and creating informative texts	Expressing opinions about procedures in texts	Exploring and responding to imaginative texts
Unit description	<p>Students engage with a range of texts that depict characters, settings and events.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.</p> <p>For assessment, students: share ideas and express an opinion about a character from a familiar imaginative text..</p>	<p>Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts.</p> <p>Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences.</p> <p>Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.</p> <p>For assessment students: read, view and comprehend a simple informative text create an informative text to report on a familiar topic.</p>	<p>Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.</p> <p>They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts.</p> <p>Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p> <p>Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.</p> <p>For assessment, students: create a short spoken text to recount a simple procedure.</p>	<p>Students engage with a range of texts that depict characters, settings and events.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure.</p> <p>Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.</p> <p>Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.</p> <p>For assessment, students: read, view and comprehend an imaginative text create a short written recount of a familiar imaginative text.</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	Performance / Presentation Choose an item.	Observed demonstration Choose an item.	Performance / Presentation Other	Observed demonstration Choose an item.
	Text Type	Imaginative text	Informative text	Persuasive text	Imaginative text
	Mode	Spoken/ Signed	Spoken/ Signed	Spoken/ Signed	Spoken/ Signed
	Conditions	☒ Access to resources ☒ Individual task <b>or</b> ☐ Group task <b>Consideration of:</b> ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task <b>or</b> ☐ Group task <b>Consideration of:</b> ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task <b>or</b> ☐ Group task <b>Consideration of:</b> ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task <b>or</b> ☐ Group task <b>Consideration of:</b> ☒ Time conditions ☒ 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 and balance	Technique		Extended 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 <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <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 <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <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	Includes Unit Diagnostic Pre-Test Writing	Includes Unit Diagnostic Pre-Test Writing

Achievement Standard Elements Assessed / <b>Elements Monitored</b>				
	Unit 1	Unit 2	Unit 3	Unit 4
	<b>Speaking and Listening</b> By the end of Year 1, students <b>interact with others, and listen to and create short spoken texts including recounts of stories.</b> They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.	<b>Speaking and Listening</b> By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.	<b>Speaking and Listening</b> By the end of Year 1, students <b>interact with others, and listen to and create short spoken texts including recounts of stories.</b> They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.	<b>Speaking and Listening</b> By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.
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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.