The Australian Curriculum
English
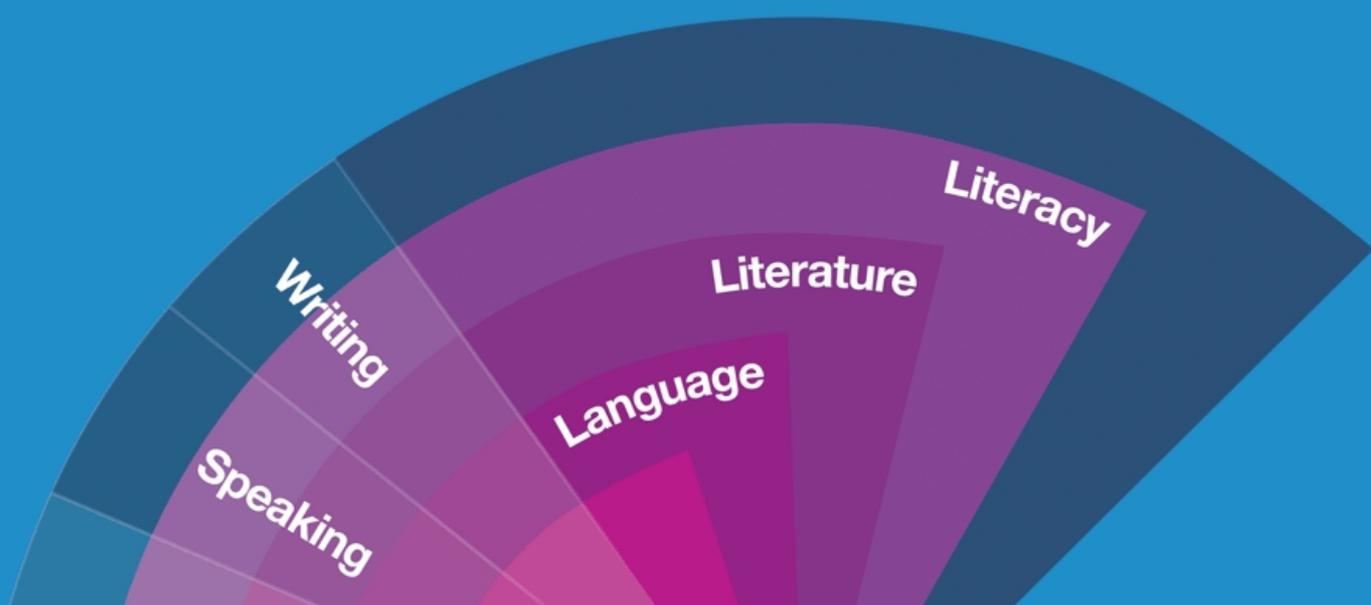
Writing

Speaking

Language

Literature

Literacy

English

Table of Contents

Foundation Year

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 three 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, strengthen and develop these as needed.

In the Foundation year, 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 and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

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 Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Language

Language variation and change	Elaborations
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	• learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language • recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages
Language for interaction	Elaborations

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	• learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers
	• learning that we use a different tone and style of language with different people
	• learning to ask relevant questions and to express requests and opinions in ways that suit different contexts
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	• recognising some of the ways we can use speech, gesture, writing and media to communicate feelings
	• recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations

Text structure and organisation	Elaborations
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)	• sharing experiences of different texts and discussing some differences
	• discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information'
	• repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases
Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	• learning that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present
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)	• pointing to the letters and the punctuation in a text
	• commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'
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)	• learning about print: direction of print and return sweep, spaces between words
	• learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts
	• learning about front and back covers; title and author, layout and navigation of digital/screen texts
	• learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu

Expressing and developing ideas	Elaborations

Recognise that sentences are key units for expressing ideas (ACELA1435) W L S R	- learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy') - creating students' own written texts and reading aloud to the teacher and others
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) W L S R	exploring spoken, written and multimodal texts and identifying elements, for example words and images
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) R	- talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined - exploring how the combination of print and images in texts create meaning
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) W L S R	- building vocabulary through multiple speaking and listening experiences - discussing new vocabulary found in texts - bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics
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) R	- recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds - writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words - knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds
Know how to use onset and rime to spell words (ACELA1438) R	- breaking words into onset and rime, for example c/at - building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot
Sound and letter knowledge	**Elaborations**
Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439) L S R	- listening to the sounds a student hears in the word, and writing letters to represent those sounds - identifying rhyme and syllables in spoken words - identifying and manipulating sounds (phonemes) in spoken words - identifying onset and rime in one-syllable spoken words

Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440) W R	• identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community • using familiar and common letters in handwritten and digital communications

Literature

Literature and context	Elaborations
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) L S	• recognising that there are storytellers in all cultures • viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources • comparing experiences depicted in stories with students' own • engaging with texts that reflect the social and cultural groups to which students belong

Responding to literature	Elaborations
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) L S	• talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories • engaging with the humour in some stories and repeating favourite lines, jokes and ideas • returning to preferred texts and commenting on reasons for selection
Share feelings and thoughts about the events and characters in texts (ACELT1783) W L S R	• talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories • using art forms and beginning forms of writing to express personal responses to literature and film experiences • talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted

Examining literature	Elaborations
Identify some features of texts including events and characters and retell events from a text (ACELT1578) W L S R	• identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines • listening, responding to and joining in with rhymes, poems, chants and songs
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) L R	• recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago'

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	● using music and actions to enhance appreciation of rhymes, poems, chants and songs ● reciting rhymes with actions

Creating literature	**Elaborations**
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	● drawing, labelling and role playing representations of characters or events ● reciting rhymes with actions ● using digital technologies to retell events and recreate characters from favourite print and film texts

Literacy

Texts in context	**Elaborations**
Identify some familiar texts and the contexts in which they are used (ACELY1645)	● recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards

Interacting with others	**Elaborations**
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	● listening to, remembering and following simple instructions ● sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps ● listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question ● participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language ● participating in class, group and pair discussions about shared experiences including shared texts ● asking and answering questions to clarify understanding

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	● learning how to use different voice levels appropriate to a situation, for example learning about 'inside voices' and 'outside voices' ● learning to ask questions and provide answers that are more than one or two words ● participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions, listening to others and contributing ideas ● showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate ● listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts ● engaging in conversations with peers and adults in home language or dialect ● asking and answering questions using appropriate intonation ● speaking so that the student can be heard and understood ● altering volume for inside and outside situations and when speaking to an audience
Deliver short oral presentations to peers (ACELY1647)	● sharing a personal experience, interest or discovery with peers in a semi-formal situation ● using visual cues to practise staying on topic

Interpreting, analysing, evaluating	Elaborations
Identify some differences between imaginative and informative texts (ACELY1648)	● talking about what is 'real' and what is imagined in texts ● identifying and selecting texts for information purposes and commenting on how the text might help with a task
Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	● navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word ● reading aloud with attempts at fluency and intonation ● attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge ● predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	• talking about the meanings in texts listened to, viewed and read
	• visualising elements in a text (for example drawing an event or character from a text read aloud)
	• providing a simple, correctly-sequenced retelling of narrative texts
	• relating one or two key facts from informative texts
	• finding a key word in a text to answer a literal question
	• making links between events in a text and students' own experiences
	• making an inference about a character's feelings
	• discussing and sequencing events in stories
	• drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical

Creating texts	Elaborations
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	• using image-making and beginning writing to represent characters and events in written, film and web-based texts
	• using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts
	• creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts
	• using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	• rereading collaboratively developed texts to check that they communicate what the authors intended
Produce some lower case and upper case letters using learned letter formations (ACELY1653)	• adopting correct posture and pencil grip
	• learning to produce simple handwriting movements
	• following clear demonstrations of how to construct each letter (for example where to start; which direction to write)
	• learning to construct lower case letters and to combine these into words
	• learning to construct some upper case letters
Construct texts using software including word processing programs (ACELY1654)	• using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu