

What students need to know?

By the end of Year 1

Reading and viewing

- Students understand the different purposes of **texts**. –ie; to entertain or inform.
- Connect to personal experiences- ie; recall a similar story/event of their own.
- Describe characters and main events in short **texts**.
- Find words, pictures and sentences to describe characters and events.
- Students **read** aloud, fluently.
- Read familiar and unfamiliar texts.
- They know the following sounds- sh, ch, ee, oo (short and long sound), ng, ck, ay, y, or, oi, th, i_e, o_e, a-e, ew,ow,oa,ai,ar,ir, wh,aw,ou,ow,ur,ea,ie.
- Have a large bank of words they read frequently.
- Use punctuation correctly (to aid expression).
- They recall key ideas.
- Recognise literal and implied meaning in **texts**.- (Literal –answer is directly in the text. Implied (or inferential) requires the reader to draw on prior knowledge and find clues in the text in order to come up with the answer)

Writing

- When writing students provide details about ideas or events.
- Spell words with regular spelling patterns (see sounds above)
- Use capital letters and full stops.(including proper nouns)
- They correctly form all upper- and lower-case letters.(Victorian Modern Cursive)
- They write a simple sentence that makes sense.
- They **create** short **texts** for a small range of purposes. (eg; list for shopping, narrative, recount, report and procedure)

Speaking and listening

- **Listen** to others.
- **Listen** and say sound/letter matches.
- Students understand how characters in **texts** are developed.
- Give reasons for personal preferences.
- They understand the connection between writing, speaking and images.
- They interact in pair, group and class discussions, taking turns when responding.
- Make short presentations on familiar and learned topics.(eg; news telling)

Taken from the Australian Curriculum.

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 the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of 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. They listen for and reproduce letter patterns and letter clusters.

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 of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.