Australian Curriculum Version 9: English
Prep — Year level plan

The [P–12 Curriculum, assessment and reporting framework](#) (P–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This year level plan shows effective coverage of the [AC V9 English](#)

Sequence of units	Semester 1		Semester 2	
	Term 1- Unit 1	**Term 2- Unit 2**	**Term 3- Unit 3**	**Term 4- Unit 4**
Unit name	Sharing thoughts and feelings	Exploring informative texts	Exploring and sharing experiences	Exploring imaginative texts
Unit description	Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. 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. 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. 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. **For assessment, students:** share ideas about a familiar imaginative story with peers.	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. 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. 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. 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. **For assessment, students:** read, view and comprehend a simple informative text create a short written informative text, using words and images, about a topic.	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. 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. 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. 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. **For assessment, students:** create a short spoken text to retell an experience.	Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. 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. 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. 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. **For assessment, students:** read, view and comprehend an imaginative text create a short written text to retell a familiar story.

Assessment	Semester 1		Semester 2	
	Assessment task 1.1 — Speaking and listening	**Assessment task 2.1 — Reading, viewing and comprehending informative texts**	**Assessment task 3.1 — Speaking and listening**	**Assessment task 4.1 — Reading, viewing and comprehending imaginative texts**
Technique	Observed demonstration	Observed demonstration	Performance/Presentation	Observed demonstration
Mode	☒ Multimodal	☒ Spoken/Signed	☒ Spoken/Signed	☒ Spoken/Signed
Conditions *Schools consider and identify conditions that enable equitable access for all students.*	☐ Access to resources ☐ Individual task **or** ☐ Group work **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **or** ☐ Group work **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☐ Access to resources ☐ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students

Range and balance of assessment conventions[1]

Assessment	Semester 1		Semester 2	
		Assessment task 2.2 — Writing and creating informative texts		**Assessment task 4.2 — Writing and creating responses to imaginative texts**
Technique		Short response		Extended response
Mode		☒ Written		☒ Written
Conditions *Schools consider and identify conditions that enable equitable access for all students.*		☐ Access to resources ☐ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students		☐ Access to resources ☐ Individual task **or** ☐ Group work **Have you considered:** ☐ Time considerations ☐ Accessibility for all students

Range and balance of assessment conventions[1]

[1] For more information about QCAA Assessment Techniques and Conditions in Prep to Year 10, navigate to the assessment tabs for each learning area on the QCAA website https://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas

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Aspects of the achievement standard	Semester 1		Semester 2	
Speaking and Listening ☆				
listen to texts, interact with others and create short spoken texts, including retelling stories	Monitoring strategy		Monitoring strategy	
share thoughts and preferences, retell events and report information or key ideas to an audience	Assessment task 1.1		Assessment 3.1	
use language features including words and phrases from learning and texts	Assessment task 1.1		Assessment 3.1	
listen for and identify rhymes, letter patterns and sounds (phonemes) in words	Monitoring strategy			
orally blend and segment phonemes in single-syllable words	Monitoring strategy			
Reading and Viewing ☆				
read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences		Assessment 2.1		Assessment 4.1
identify the language features of texts including connections between print and images		Assessment 2.1		Assessment 4.1
name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs)		Monitoring strategy		Monitoring strategy
read words including consonant–vowel–consonant words and some high-frequency words		Monitoring strategy		Monitoring strategy
Writing and Creating ☆				
create short written texts, including retelling stories using words and images where appropriate		Assessment 2.2		Assessment 4.2
retell, report information and state their thoughts, feelings and key ideas		Assessment 2.2		Assessment 4.2
use words and phrases from learning and texts		Assessment 2.2		Assessment 4.2
form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops		Monitoring strategy		Monitoring strategy

Note: Australian Curriculum V8.4 C2C resource libraries related to the teaching of reading, spelling and handwriting do not align with the Australian Curriculum V9.

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