

Australian Curriculum Version 9: English

Year 1 — 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 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	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>

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
Range and balance of assessment conventions ¹	Technique	Performance/Presentation	Observed demonstration	Performance/Presentation	Observed demonstration
	Mode	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Spoken/Signed
	Conditions	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task or</div> <div><input type="checkbox"/> Group work</div> <p>Have you considered:</p> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <p>Have you considered:</p> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task or</div> <div><input type="checkbox"/> Group work</div> <p>Have you considered:</p> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <p>Have you considered:</p> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>
<i>Schools consider and identify conditions that enable equitable access for all students.</i>					

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
Range and balance of assessment conventions ¹	Technique		Extended response		Extended response
	Mode		<input checked="" type="checkbox"/> Written		<input checked="" type="checkbox"/> Written
	Conditions		<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <p>Have you considered:</p> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>		<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <p>Have you considered:</p> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>
<i>Schools consider and identify conditions that enable equitable access for all students.</i>					

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>

Aspects of the achievement standard	Semester 1		Semester 2	
Speaking and Listening ⚙️				
interact with others, and listen to and create short spoken texts including recounts of stories	Monitoring strategy		Monitoring strategy	
share ideas and retell or adapt familiar stories, recount or report on events or experiences	Assessment task 1.1		Assessment task 3.1	
express opinions using a small number of details from learnt topics, topics of interest or texts	Assessment task 1.1		Assessment task 3.1	
sequence ideas and use language features including topic-specific vocabulary and features of voice	Assessment task 1.1		Assessment task 3.1	
Reading and Viewing ⚙️				
read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences		Assessment task 2.1		Assessment task 4.1
identify the text structures of familiar narrative and informative texts, and their language features and visual features		Assessment task 2.1		Assessment task 4.1
blend short vowels, common long vowels, consonants and digraphs to read one-syllable words		Monitoring strategy		Monitoring strategy
read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words		Monitoring strategy		Monitoring strategy
use sentence boundary punctuation to read with developing phrasing and fluency		Monitoring strategy		Monitoring strategy
Writing and Creating ⚙️				
create short written and/or multimodal texts including recounts of stories with events and characters		Assessment task 2.2		Assessment task 4.2
report information and experiences, and express opinions		Assessment task 2.2		Assessment task 4.2
ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts		Assessment task 2.2		Assessment task 4.2
write simple sentences with sentence boundary punctuation and capital letters for proper nouns		Assessment task 2.2		Assessment task 4.2
use topic-specific vocabulary		Assessment task 2.2		Assessment task 4.2
write words using unjoined upper-case and lower-case letters		Monitoring strategy		Monitoring strategy
spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words		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.