

# SAMPLE IMAGES FROM THE WEB PAGE

Below is a series of partial images from the web page for Year 1 showing the document flow.

The images are shown in the order of their appearance on the web page. This format is used in all year levels.

The sample documents consist of partial images of:

1. Overview of program
2. Program Year 1
3. Planning Unit Directory
4. English Program Planning Unit 1:1
5. Requirements Register Year 1

Once a user logs in, clicking on the various headings either opens the document directly or opens a drop down menu as shown immediately below. The documents can be copied and pasted into a Word document using the Select button or downloaded in Word using the Download button.



# Overview of program

YEAR	EXPLORING TEXTS	SPEAKING AND LISTENING	LANGUAGE- WORDS	LANGUAGE-TEXT STRUCTURES	READING SKILLS	CREATING TEXTS
Year 1	Repetition and contrast ? Narrative and information ? Character creation ? Plot, characters and setting ? Cultural Texts ? Imaginative, Informative, Persuasive ?	Language part of communication ? Aspects of questioning ? Discuss characters, events and preferences ? Share personal preference ? Join conversations and discussions ? Use interaction skills ? Listen to, recite and perform poems etc ? Communication can be by sign and symbol ? Ways to express feelings ?	Words to suit contexts ? Morpheme families ? Sounds inside words ? Recognise sound-letter matches ? Variability of sound-letter matches ? Letter clusterings and high- frequency words ?	Purpose of text structures ? Purposes of punctuation ? Text and screen organisation ? Action and participants in sentences ? Nouns, verbs, adjectives and adverbs ?	Read to develop skills ? Find meaning ?	Recreate texts imaginatively ? Make presentations ? Create texts ? Begin self-editing ? Write unjoined letters ? Create texts using software ?
Year 2	Emotive language in texts ? Purposes of text structures ? Visuals match word	Language suits different audiences, purposes, contexts and cultures ? Language suited to roles	U W U W	NSW Outcome ENI-5A: A student uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words	Common prefixes and order and diagrams ? meaning and beginning	Create texts for audience

Content Description	Elaboration
Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)	<ul style="list-style-type: none"> <li>• writing one-syllable words containing known blends, for example 'bl', 'st'</li> <li>• learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')</li> </ul>

Note: Placing the cursor hand over a ? symbol (see above, Language-Words) creates a hover showing the ACARA Content Description and Elaboration and the NSW Outcome. The hover disappears when not on the ? symbol. Teachers can copy from the hover by clicking the ? symbol and paste their selection into the downloaded copy of this web page. The hovers will only appear on the web page so teachers may prefer to have both the web version and the downloaded document open on the same screen for ease of editing.


# Year 1 Program

WEEK	UNIT	EXPLORING TEXTS	SPEAKING AND LISTENING	LANGUAGE		READING SKILLS	CREATING TEXTS
				WORDS	TEXT STRUCTURES		
1	Unit 1:1	Enjoy stories from range of <u>predictable texts including familiar nursery rhymes and fairytales</u> ? Understand the stories come from imagination ?	Engage in conversations and discussions ? Expressions are part of communication ? Listen using eye contact ? Listen to follow instructions ? Listen to and recite nursery rhymes ?	Understand different words are used in school and at home and build vocabulary ? Recognise long and short sound/letter matches ?	Identify names of people and things beginning with sound/letter matches ?	Read to develop text processing skills-model reading of simple predictable familiar texts ? Relate images to text ?	Write some unjoined lower and upper case letters matching sounds ?
2 – 3	Unit 1:2	Enjoy readings from a range of <u>simple predictable texts, familiar and new</u> ? Differentiate between imaginative texts and texts supplying information about real things ?	Engage in conversations and discussions ? Gestures are part of communication ? Share personal textual preferences ? Listen courteously in turn ?	Recognise matches in onset and spoken words ? Experiment with sounds in ?	Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1468)		
4 – 5	Unit 1:3	Interact with texts depicting... Dramatise...	Learn forms of address for visitors ? Understand...	Understand... words are used in...	words and locate in simple...	some Dramatise...	words to represent...

Content Description	Elaboration
Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1468)	<ul style="list-style-type: none"> <li>• saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue')</li> <li>• saying words with the same rime as a given word (for example words that end like 'c/at', 'pl/ay')</li> </ul>
NSW Outcome EN1-4A: A student draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies	

Note: Each year level lists units which integrate English strands across the page and are sequenced down the page to make cohesive yearly programs. The above image shows the hover dialogue box as a result of placing the cursor hand over a ? symbol under Language-Words

# Planning Unit Directory

Year 1		Year 2		Year 3		Year 4	
Unit No.	TEXT TYPE	Unit No.	TEXT TYPE	Unit No.	TEXT TYPE	Unit No.	TEXT TYPE
<a href="#">1:1</a> 	Familiar predictable	2:1	Imaginative	3:1	Family based	4:1	Familiar
1:2	Familiar and new predictable	2:2	Informative	3:2	School based	4:2	Poetry & with no words
1:3	Dreamtime stories	2:3	Non-verbal and spoken cultural	3:3	Humorous short stories	4:3	Spoonerisms
1:4	Simple rhyming	2:4	Cultural rhymes, poems and songs	3:4	Informative	4:4	Neologisms
1:5	Imaginative	2:5	Picture books	3:5	Newspaper articles	4:5	Puns or wordplay
1:6	Simple narrative	2:6	Different versions	3:6	Mystery themed	4:6	Informative

Note: The Directory shows the text type focus in each Program Planning Unit and allows quick access to the Planning Units by clicking on the Unit number (see top left Unit No. 1:1). Planning Units are also accessible from the Program document by clicking the Unit number.

# English Program Planning Unit 1-1

YEAR :            WEEK/S:

UNIT NAME:

GENRE/TEXT TYPE: Predictable texts including familiar nursery rhymes and fairytales ?			
PREVIOUS LEARNING/SEQUENCE			
EXPLORING TEXTS:			
Enjoy stories from range of predictable texts including familiar nursery rhymes and fairytales ? Understand the stories come from imagination ? AC  CR			
LANGUAGE		SPEAKING AND LISTENING	READING
PHONICS/SPELLING Recognise long and short sound/letter matches ?  AC  CR	WORD STRUCTURE:  AC  CR	Engage in conversations and discussions ? Expressions are part of communication ? Listen using eye contact ? Listen to follow instructions ? Listen to and recite nursery rhymes ?  AC  CR	BUILDING SKILLS Read to develop text processing skills-model reading of simple predictable familiar texts ? Relate images to text ?  AC  CR

<b>VOCABULARY</b> Understand different words are used in school and at home and build vocabulary ?  AC  CR	<b>TEXT STRUCTURE:</b> <b>GRAMMAR</b> Identify names of people and things beginning with sound/letter matches ?  AC  CR	<b>COMPREHENSION SKILLS</b> Relate images to text ?  AC  CR	
<b>CREATING TEXTS</b>			
<b>HANDWRITING</b> Write some unjoined lower and upper case letters matching sounds ?  AC  CR	<b>CREATE WRITING</b>  AC  CR	<b>EDITING</b>  AC  CR	<b>PRESENTATION</b>  AC  CR
<b>EVALUATION</b>			
<b>FOLLOW ON</b>			

Note: The Program Planning Unit is an alternatives format to the year Program and is a suggested working format for teachers to individualise with their own text choices, teaching units, lesson plans, sub-programs and resource recording. Again, placing the cursor on the ? symbol creates a hover showing the ACARA Content Description and Elaboration and the NSW Outcome to help the teacher to decide if they wish to expand/change the WhatWhen content.

# YEAR 1 Requirements Register

ACARA CODE	CONTENT DESCRIPTION												
ACELA 1443	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (NSW Outcome ENI-6B: A student recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts)												
	Units	1:2	1:8	1:17	1:18								
ACELA 1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (NSW Outcome ENI-1A: A student communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations)												
	Units	1:1	1:2	1:8	1:17								
ACELA 1446	Understand that there are different ways of asking for information, making offers and giving commands (NSW Outcome ENI-1A: A student communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations)												
	Units	1:3	1:5	1:7	1:10	1:19							

Note: The Register records all ACARA Content Descriptions, NSW Outcomes and the Program Units in which they are addressed. As with all selected downloaded documents, it can be edited for individual programs.