SCOPE AND SEQUENCE CHART: YEAR 1 AUSTRALIAN CURRICULUM

Year 1 Strand: Language

Language variation and change	
Content Description	**Ziptales Application**
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	• Study the use of signs in *Pinocchio* as a springboard to identifying where signs are used and placed at school and in the community (*Developing Literacy* - **Timeless Tales**).

Language for interaction	
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	• Identify how the feelings of the characters in the **Easy Readers**, **Storytime** stories and **Timeless Tales** have been portrayed through their facial expressions (*Developing Literacy*).
Understand that there are different ways of asking for information, making offers and giving commands	• Specialised English Lessons Oral Language Module: Asking Questions (Yrs 1 & 2) *Types of Questions* • Use **Easy Readers** to study the difference between questions, statements and commands e.g. *Thumps and Thuds* and *Follow the Rules (Developing Literacy).*
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	• Specialised English Lessons Oral Language Module: Expressing Opinions (Yrs 1 & 2) *What Do You Think?* • Explore words and facial expressions used for different feelings in the **Easy Readers** e.g. *Bob the Frog* - feeling 'odd'; *The Little Green Crab* – feeling 'down'; *The Lonely Dragon* – sad, lonely, happy (*Developing Literacy*).

Text structure and organisation	
Understand that the purposes texts serve shape their structure in predictable ways	• Specialised English Lessons Writing Module: Organising Texts (Yrs 1 & 2) *How Are Texts Organised?* • Compare the purpose of similar texts using the **Storytime** narrative texts and the **Make and Do** instructional texts (*Developing Literacy*).
Understand patterns of repetition and contrast in simple texts	• Identify the patterns of language and rhyme repetition in the **Easy Readers** e.g. *Yum, Yum, Yum, Play All Day* & *Have You Ever? (Developing Literacy).*

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Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	• Specialised English Lessons Writing Module: Punctuation (Yrs 1 & 2) *Types of Sentences* • Locate uses of sentence ending punctuation in the **Easy Readers** e.g. *Close Your Eyes* & *A Fun Day at the Farm* (*Developing Literacy*).
Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	• Specialised English Lessons Reading Modules: Research Skills (Yrs 1 & 2) *Reading Non-Fiction Books* & Multimodal Texts (Yrs 1 & 2) *Reading E-books* • Explore the Ziptales website to learn about how digital texts are organised using headings, navigation buttons and links.

Expressing and developing ideas

Content Description	Ziptales Application
Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances	• Identify how a simple sentence expresses a single idea using the **Easy Readers**, **Timeless Tales** and **Storytime** stories e.g. *Wendy and the Dragon* - One night (when), Wendy (who) was woken by a noise (what). (*Developing Literacy*).
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	• Specialised English Lessons Writing Modules: Grammar (Yrs 1 & 2) *What Are Nouns For?* & Grammar (Yrs 1 & 2) *What Are Verbs?* • Use Worksheet 3 for *Goldilocks and the Three Bears* and *Little Red Riding Hood* to improve understanding of nouns and verbs (*Worksheets* – **Storytime**). • Classify words as 'nouns' or 'verbs' in the **Easy Readers** and discuss how adjectives add interest to story e.g. *Crazy Dreams* (*Developing Literacy*).
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	• Specialised English Lessons Reading Module: Visual Literacy (Yrs 1 & 2) *Words and Pictures* • Compare how the images of animals used in the **Easy Readers** (e.g. *Bob the Frog*) and **Storytime** stories (e.g. *The Three Little Pigs*) compare to images found in non-fiction books about animals (*Developing Literacy*).
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	• Specialised English Lessons Oral Language Module: Speaking & Listening (Yrs 1 & 2) *Talking to Others* • Use *Peter Pan* to study the formal and informal references for the parents in the story (Mr & Mrs Darling/Mother and Father) and discuss how adults are addressed in families and at school (*Developing Literacy* – **Timeless Tales**).

Phonics and word knowledge

Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words	• Specialised English Lessons Reading Module: Reading Strategies (Yrs 1 & 2) *Breaking Up Words* • Practise manipulating phonemes in words from the **Easy Reader**s e.g. *At the Playground* – change the first sound in 'bar', the last sound in 'bin' and the middle sound in 'fun' *(Developing Literacy)*.
Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words	• Use the **Easy Reader** stories and worksheets to promote recognition of words that have short and long vowel sounds, consonant digraphs and consonant blends *(Developing Literacy)*.
Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	• Specialised English Lessons Reading Module: Reading Strategies (Yrs 1 & 2) *Breaking Up Words* • Identify words in the **Easy Readers** that demonstrate the different sound production of certain letters e.g. *The Amazing Snake* – **o**ne (w), w**a**s (o), fa**c**e (s) *(Developing Literacy)*.
Understand how to spell one and two syllable words with common letter patterns	• Source words from the **Easy Readers** Consonant Blends stories to list one-syllable words with common letter patterns e.g. 'cr' words in *The Little Green Crab* – crab, crack, crushed. Use these stories to also locate two syllable words with common letter patterns e.g. *Have You Ever…* ev**er**, spid**er**, scoot**er**, monst**er**/gard**en**, ridd**en**/smil**ing**, try**ing**/scar**y**, sparkl**y** *(Developing Literacy)*.
Recognise and know how to use simple grammatical morphemes to create word families	• Build word families from common morphemes in the **Easy Readers** e.g. *The Three Little Birds* – help/helps/helped/helping/helpful *(Developing Literacy)*.
Use visual memory to read and write high-frequency words	• Use the **Easy Readers** worksheets to provide opportunities to practise reading and writing high frequency words e.g. *At the Playground* #2, *Crazy Dreams* #1, *(Developing Literacy)*.
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words	• Specialised English Lessons Reading Module: Reading Strategies (Yrs 1 & 2) *Breaking Up Words* • Practise segmenting blends from the words in the **Easy Readers** Consonant Blends stories e.g. *Crazy Dreams* – c-r-azy, d-r-eam, s-n-ail *(Developing Literacy)*.

Year 1 Strand: Literature

Literature and Context

Content Description	Ziptales Application
Discuss how authors create characters using language and images	• Compare characteristics of fictional animals in the **Easy Readers** and how they relate to humans e.g. *Bob the Frog, The Little Green Crab, The Three Little Birds, The Lonely Dragon* and *The Sparkly Starfish (Developing Literacy)*.

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Responding to Literature

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	• Discuss the experiences of the characters in the **Storytime** stories, **Timeless Tales** and **Easy Readers** and compare them to own life experiences e.g. *Rainbow Bay* (**Easy Readers**) – Where do you love to go on holiday? (*Developing Literacy*).
Express preferences for specific texts and authors and listen to the opinions of others	• Specialised English Lessons Reading Module: Responding to Texts (Yrs 1 & 2) *Stories I Like* • Identify favourite texts from the **Storytime** stories, **Timeless Tales, Easy Readers** and **Puppet Plays** discussing reasons for preferences and what makes them entertaining or appealing *(Developing Literacy).*

Examining Literature

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	• Specialised English Lessons Writing Module: Language Features (Yrs 1 & 2) *What's in a Story?* • Examine similarities and differences of the features of the plot, characters and setting in traditional stories e.g. the **Timeless Tales** *Snow White* and *Sleeping Beauty* or the **Storytime** stories *The Three Little Pigs* and *The Billy Goats Gruff* (*Developing Literacy*).
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	• Specialised English Lessons Reading Module: Studying Poetry (Yrs 1 & 2) *Tricks of the Trade* • Recite or perform a **Rhyme Time** poem e.g. *Old Mother Hubbard* or *The House that Jack Built* (*Developing Literacy*).

Creating Literature

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	• Retell narrative based **Easy Readers** (e.g. *Bob the Frog, The Little Green Crab* or *The Three Little Birds*) by drawing key events in story-map format. • Perform a **Storytime** story (e.g. *The Three Billy Goats Gruff* or *Little Red Riding Hood)* to an audience (*Developing Literacy*).
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary	• Create texts that use similar characters to the **Storytime** fairy tales e.g. Change *Goldilocks and the Three Bears* to *Jack and the Three Monkeys* or *Brown Bear and the Three Little Girls.* • Use the repetitive patterns in selected **Easy Readers** to create new texts e.g. *I Wish, Is it Fun?* or *Yum, Yum, Yum* (*Developing Literacy*).

SCOPE AND SEQUENCE CHART: YEAR 1 AUSTRALIAN CURRICULUM
Year 1 Strand: Literacy

Texts in Context	
Content Description	**Ziptales Application**
Respond to texts drawn from a range of cultures and experiences	• Use the **Timeless Tales** to discuss characters or things that are actually <u>real</u> but aren't usually encountered in our everyday life – e.g. the pirates in *Peter Pan*, members of a royal family in *Snow White* & *Sleeping Beauty*, a travelling puppet theatre in *Pinocchio* (*Developing Literacy*).

Interacting with others	
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	• Specialised English Lessons Oral Language Module: Asking Questions (Yrs 1 & 2) *Types of Questions* • View and listen to *How to put on your own Puppet Play* and discuss the main points of the video (*Developing Literacy* - **Puppet Plays**).
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	• Specialised English Lessons Oral Language Module: Working in a Group (Yrs 1 & 2) *Working Together* • Make sock puppets using the *Puppet Making Workshop* ideas and work in small groups to create a simple puppet play (*Developing Literacy* - **Puppet Plays**).
Make short presentations using some introduced text structures and language, for example opening statements	• Specialised English Lessons Oral Language Module: Oral Reports (Yrs 1 & 2) *Learning to Speak to an Audience* • Use the *Script ideas for Puppet Plays* to present a puppet play to an audience (*Worksheets* - **Puppet Plays**).

Interpreting, Analysing, Evaluating	
Describe some differences between imaginative, informative and persuasive texts	• Specialised English Lessons Writing Module: Text Types (Yrs 1 & 2) *What Are Texts?* • Discuss and compare texts that 'tell a story' e.g. **Storytime** stories and **Timeless Tales**, 'give information' e.g. **Learn the ABC** modules and **Make and Do** instructional texts and those that 'give an opinion' e.g. *Follow the Rules* - **Easy Readers** (*Developing Literacy*).
Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading	• Specialised English Lessons Reading Module: Reading Strategies (Yrs 1 & 2) *Readings Skills* • Practise reading aloud the **Easy Readers** (*Developing Literacy*). • Use Worksheet 1 for the *Wendy* stories, *The Billy Goats Gruff* and *Little Red Riding Hood* and Worksheets 1 & 2 for *Goldilocks and the Three Bears* to build text-processing strategies (*Worksheets* - **Storytime**).

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	• Specialised English Lessons Reading Module: Comprehension Skills (Yrs 1 & 2) *Readings For Meaning* • Build comprehension skills using the **Storytime** *Multiple Choice Worksheets,* Worksheet 2 for the *Wendy* stories, Worksheets 1-4 for *The Three Little Pigs*, Worksheets 2-4 for *The Billy Goats Gruff*, Worksheet 4 for *Goldilocks and the Three Bears* and Worksheets 2 & 4 for *Little Red Riding Hood* (*Worksheets).*

Creating Texts

Content Description	Ziptales Application

Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	• Use the **Storytime** stories to springboard ideas for short text creation e.g. *Wendy and the Pirate*
	
	   o Write a recount about a time when you helped someone.
	   o Draw a treasure map writing the names of the landmarks you have drawn.
	   o Write an imaginative text about a place you would like to go for a holiday.
	     (*Developing Literacy*)

Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	• Specialised English Lessons Writing Module: Editing Skills (Yrs 1 & 2) *Checking Your Writing* • View *The Sea Monster.* Write a personal recount about a time when somebody helped you do something. Reread the recount making changes to improve meaning, spelling and punctuation (*Developing Literacy* - **Puppet Plays**).
Write using unjoined lower case and uppercase letters	• Revise correct formation of letters via the **ABC** modules (*Developing Literacy*). • Handwriting skills can be developed via the student worksheets that accompany the **Storytime** stories and the **Rhyme Time** poems *Old Mother Hubbard* and *The House that Jack Built* (*Developing Literacy*).
Construct texts that incorporate supporting images using software including word processing programs	• Specialised English Lessons Writing Module: Digital Texts (Yrs 1 & 2) *Creating a Digital Text* • Use appropriate software to produce a simple instructional text such as those in **Make and Do** e.g. How to Make a Sandwich or How to Play Snakes and Ladders (*Developing Literacy*).