

# Early Stage 1 English



## STAGE STATEMENT

By the end of Early Stage 1 students respond to a range of spoken, written and multimodal texts from familiar contexts. They demonstrate active listening behaviours to follow simple instructions and ask relevant questions. Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings. They communicate clearly and purposefully when engaging in pair, group and class discussions. Students demonstrate an emerging awareness of how people use spoken language for different purposes. They deliver short presentations using familiar and learned vocabulary. Students explore the way familiar spoken texts are constructed and the features of these texts.

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts.

Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language. They create simple texts and recreate familiar imaginative texts by drawing on personal experience and through performance, drawing and images. Students retell events and experiences for known audiences that demonstrate an awareness of the text structure, basic grammar and punctuation needed. Students begin to apply simple editing techniques to their written work. They know and use letters and sounds of the alphabet to attempt to spell known words. Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate. They explore the use of digital technologies to construct a variety of multimodal texts. Students become aware of how to reflect on and assess their own and others' learning.

## OUTCOMES

English Outcomes	Early Stage 1
<p><b>English K-10</b></p> <p>ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>ENe-2A composes simple texts to convey an idea or message</p> <p>ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts</p> <p>ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p>ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p> <p>ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p> <p>ENe-7B recognises some different purposes for writing and that own texts differ in various ways</p> <p>ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p>ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p> <p>ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p>ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	