

The Australian Curriculum Alignment Guide Years 1–8

Many students in years 7–10 who struggle with literacy have not yet mastered essential English skills taught in primary schools. This series addresses years 1–8 Australian Curriculum content; focusing on developing students' phonological, visual, morphemic and etymological knowledge as well as reinforcing basic punctuation, grammar and writing skills.

Key features of this series:

- ✓ Written by experienced English teachers
- ✓ Fully illustrated text-type examples that are suitable for use on IWBs
- ✓ Short and achievable activity types with explicit instructions and explanations on mature-look pages
- ✓ Pre- and post-reading tasks and work sheets that target areas such as phonics, punctuation, vocabulary and grammar
- ✓ Interactive and photocopyable versions of the activity work sheets

For more information about this series, visit: www.blake.com.au

Year level	STRAND: LANGUAGE	Unit									
		1	2	3	4	5	6	7	8	9	10
1	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 (ACELA1449)	✓	✓	✓	✓						
1	Identify the parts of a simple sentence that represent 'What's happening?'; 'What state is being described?'; 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	✓			✓	✓					
1	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) (ACELA1452)		✓			✓	✓	✓			✓
1	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)	✓	✓	✓	✓	✓		✓	✓	✓	
2	Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)			✓							
2	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)			✓							
2	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)		✓			✓	✓	✓	✓	✓	
2	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)			✓							
3	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)					✓					
3	Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)	✓	✓	✓	✓	✓	✓	✓			✓
4	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)									✓	
4	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)							✓			
4	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)										✓
4	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)						✓				
4	Recognise homophones and know how to use context to identify correct spelling (ACELA1780)										✓
5	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)						✓				

Year level	STRAND: LANGUAGE CONTINUED	Unit									
		1	2	3	4	5	6	7	8	9	10
5	Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)								✓	✓	
6	Understand the uses of commas to separate clauses (ACELA1521)				✓						
7	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	✓				✓					
8	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)									✓	

Year level	STRAND: LITERACY	Unit									
		1	2	3	4	5	6	7	8	9	10
1	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 (ACELY1660)	✓		✓	✓		✓	✓	✓	✓	
1	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 (ACELY1661)	✓		✓	✓	✓	✓	✓	✓	✓	✓
2	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)		✓			✓					✓
2	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)		✓								
2	Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)										✓



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