

Year 1 Achievement Standard—English

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students [read](#) aloud, with developing fluency. They [read](#) short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, [high-frequency words](#), [sentence](#) boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They [listen](#) to others when taking part in conversations, using appropriate [language features](#) and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They [create](#) texts that show understanding of the connection between writing, speech and images.

They [create](#) short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell [high-frequency words](#) and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.



Year 1 Achievement Standard—Mathematics

By the end of Year 1, students describe number sequences resulting from [skip counting](#) by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe [two-dimensional](#) shapes and [three-dimensional](#) objects. Students describe [data](#) displays.

Students count to and from 100 and locate numbers on a number [line](#). They carry out simple additions and subtractions using counting strategies. They partition numbers using [place value](#). They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect [data](#) by asking questions, draw simple [data](#) displays and make simple inferences..