Year 1 Achievement Standard

**Receptive vocabulary (listening, reading and viewing)**
By the end of Year 1, students will understand the different functions of texts. They will make connections to personal experiences when responding to characters and main events in short stories. They will identify the language features, images and vocabulary used to describe characters and events. Students will use, with understanding, the features of texts to interpret the text. Students will identify the main ideas of a text, and understand the events that take place in the story. They will connect stories to their own experiences. Students will use information from the text to answer comprehension questions.

**Productive vocabulary (speaking, writing and viewing)**
Students should understand how sentences are used to develop and present ideas in a coherent manner. They should be able to use a range of sentence structures, including simple, compound and complex sentences. They should be able to use language to express ideas and opinions in a coherent manner. Students should be able to use a range of sentence structures, including simple, compound and complex sentences. They should be able to use language to express ideas and opinions in a coherent manner.

**Linguistic context needed**
Language context is needed for students to understand the vocabulary used in the text. This includes understanding the vocabulary used in the text. This includes understanding the vocabulary used in the text.

**Comprehension strategies to build and retain information using context**
Create short informative and descriptive texts that show emerging out-of-context text structures, context-specific grammar, visual aids, spelling, punctuation and syntactic and orthographical conventions, for example, illustrations and diagrams.

**Reading and viewing**
Read students’ own texts and discuss possible changes to improve meaning, spelling and punctuation.

**Writing**
Write using a variety of text types and purposes, for example, reports, flowsheets, narratives, and dialogues. Students should be able to use a variety of sentence structures, including simple, compound and complex sentences. They should be able to use language to express ideas and opinions in a coherent manner.

**Comprehension strategies to build and retain information using context**
Create short informative and descriptive texts that show emerging out-of-context text structures, context-specific grammar, visual aids, spelling, punctuation and syntactic and orthographical conventions, for example, illustrations and diagrams.