****

**ICT Capabilities**
**ENGLISH**

|  |  |  |  |
| --- | --- | --- | --- |
| NSW Syllabus for the Australian Curriculum**Stage 1** | **Content Strand** | **ICT Strand** | **ICT Activities** |
| Develop an awareness of issues relating to the responsible use of digital communication | [***Writing and representing 1***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/875) | **Ethics/Cybersafety** |  |
| Create short imaginative, informative & persuasive texts using growing knowledge of text structures & language features for familiar & some less familiar audiences, selecting print & multimodal elements appropriate to audience/purpose ***(ACELY1661, ACELY1671)*** | [***Writing and representing 1***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/875) | **Communicating****Creating** |  |
| Compose a range of written forms of communication, inc emails/greeting cards/letters | [***Writing and representing 1***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/875) | **Communicating****Creating** |  |
| Experiment with publishing using different modes and media to enhance planned presentations | [***Writing and representing 1***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/875) | **Managing/Operating****Communicating** |  |
| Construct texts featuring print, visual and audio elements using software, including word processing programs ***(ACELY1664, ACELY1674)*** | [***Handwriting and using digital technologies***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/876)  | **CommunicatingCreating** |  |
| Use comprehension strategies to build literal & inferred meaning & begin to analyse texts by drawing on growing knowledge of context, language & visual features & print & multimodal text structures ***(ACELY1660, ACELY1670)*** | [***Reading and viewing 1***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/871) | **Investigating** |  |
| Develop an understanding of different forms of communication technologies available for hearing and visually impaired people and people with other disabilities | [***Speaking and listening 2***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/868) | **Investigating****Communicating** |  |
| Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings & titles, navigation buttons, bars & links ***(ACELA1450)*** | [***Reading and viewing 2***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/870) | **Managing/Operating****Investigating****Communicating** |  |
| Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines ***(ACELA1466)***  | [***Reading and viewing 2***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/870) | **Managing/Operating****Investigating****Communicating** |  |
| Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ***(ACELT1586)*** | [***Thinking imaginatively and creatively***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/877) | **Communicating** |  |
| Compose simple print, visual and digital texts that depict aspects of their own experience | [***Expressing themselves***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/878) | **Communicating****Creating** |  |
| Respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community | [***Expressing themselves***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/878) | **Communicating** |  |