

# Year 1 Phonics Check and the Australian Curriculum

The Year 1 Phonics Check assesses students' decoding skills across words of increasing complexity. The decoding skills it assesses are aligned to the [Australian Curriculum V9](#) and the [National Literacy Learning Progression](#).

The [F-10 Australian Curriculum: English](#) sets out the knowledge and skills that students need to develop to become independent and efficient users of Standard Australian English.

The National Literacy Learning Progression outlines indicators of literacy development that students reach as their knowledge and skills develop. It provides teachers with a conceptual tool to develop targeted teaching and learning programs for students who are working above or below year-level expectations.

In the National Literacy Learning Progression, Phonic knowledge and word recognition (PKW) is one of three sub-elements of Reading and viewing and is closely related to the sub-element of Phonological awareness (PhA).

While the National Literacy Learning Progression provides a logical sequence, not all students will progress through every level in a uniform manner. The progression is not intended to advise schools on how to teach, plan, program, assess or report, but it can be a valuable tool to design learning matched to each student's current developmental needs.

The tables below show how the types of words assessed in the Year 1 Phonics Check align with the Australian Curriculum V9 and the National Literacy Learning Progression.

# Phonics Check section 1: simple word structures

(for example, CVC, CCVC and CVCC words)

Year 1 Phonics Check types of words	Australian Curriculum: English F 1	National Literacy Learning Progression
<p>Single letters</p>	<p><b>Achievement standard: Foundation</b></p> <p>They orally blend and segment phonemes in single-syllable words.</p> <p>They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs).</p> <p>They read words including consonant-vowel-consonant words and some high-frequency words.</p> <p><b>AC9EFLY09</b> recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</p> <p><b>AC9EFLY10</b> segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single syllable words (phonological awareness)</p> <p><b>AC9EFLY11</b> recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents</p> <p><b>AC9EFLY12</b> write consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</p> <p><b>Achievement standard: Year 1</b></p> <p>They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words.</p> <p><b>AC9E1LY09</b> segment words into separate phonemes (sounds) including consonant blends or clusters at the beginning and ends of words (phonological awareness)</p> <p><b>AC9E1LY10</b> orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)</p>	<p><a href="#">Phonological awareness</a> PhA3 (F)</p> <p><a href="#">Phonic knowledge and word recognition</a> PKW3 (F) VC, CVC PKW4 (F-Y1) VC, CVC</p>

Year 1 Phonics Check types of words	Australian Curriculum: English F 1	National Literacy Learning Progression
<p><b>Some consonant digraphs</b> (sh, qu, ss, ch, ck)</p>	<p><b>Achievement standard: Year 1</b></p> <p>They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words.</p> <p>They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words.</p> <p><b>AC9E1LY11</b> use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words</p>	<p><a href="#">Phonological awareness</a> PhA4 (F-Y1) PhA5 (Y1)</p> <p><a href="#">Phonic knowledge and word recognition</a> PKW5 (Y1) CCVC, CVCC</p>
<p><b>Frequent and consistent vowel digraphs</b> (oi, ar, ee, or, ay, oa, ue, ai, ea)</p>	<p><b>Achievement standard: Year 1</b></p> <p>They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words.</p> <p><b>AC9E1LY11</b> use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words</p> <p><b>AC9E1LY12</b> understand that a letter can represent more than one sound and that a syllable must contain a vowel sound</p>	<p><a href="#">Phonic knowledge and word recognition</a> Some PKW5 (Y1) Some PKW6 (Y1) Some PKW7 (Y2)</p>

## Phonics Check section 2: variety of more complex word structures

(for example, CCVCC, CCCVCC and two-syllable words)

Year 1 Phonics Check types of words	Australian Curriculum: English 2	National Literacy Learning Progression
<p><b>Less frequent and consistent vowel digraphs, including split digraphs</b></p>	<p><b>Achievement standard: Year 2</b></p> <p>They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.</p> <p><b>AC9E2LY09</b> manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words</p> <p><b>AC9E2LY10</b> use phoneme-grapheme (sound-letter/s) matches, including vowel digraphs, less common long vowels patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words</p>	<p><a href="#">Phonic knowledge and word recognition</a></p> <p>Some PKW5 (Y1) PKW6 (Y1) Some PKW7 (Y2)</p>
<p><b>Trigraphs</b> (igh)</p>	<p>Not mentioned specifically</p>	<p>Not mentioned</p>
<p><b>Other items</b></p>	<p><b>Achievement standard: Year 2</b></p> <p>They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.</p> <p><b>AC9E2LY10</b> use phoneme-grapheme (sound-letter/s) matches, including vowel digraphs, less common long vowels patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words</p> <p><b>AC9E2LY11</b> use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words</p> <p><b>AC9E2LY12</b> build morphemic word families using knowledge of prefixes and suffixes</p>	<p><a href="#">Phonic knowledge and word recognition</a></p> <p>PKW5 (Y1) PKW6 (Y1) PKW7 (Y2) PKW8 (Y2 and Y3)</p>