



NSW English K–10 Syllabus (2022)

**Kindergarten (Early Stage 1) to
Year 2 (Stage 1)**

Curriculum Alignment Map - Sentence-Level Grammar and Punctuation

Key



Direct Fix it! alignment — the syllabus content is directly addressed within an appropriate Fix it! pack.



Teacher Supplement alignment — the content is addressed through an activity in the Fix it! Teacher Supplement



Related syllabus content — belongs at this stage but is not specifically taught through the current Fix it! progression.



Later in the Fix it! sequence — the NSW syllabus introduces this content at this stage, but explicit instruction occurs later in the Fix it! progression.

Early Stage 1: Kindergarten

ENE-CWT-01 — creates written texts that include at least 2 related ideas and correct simple sentences.

NSW syllabus content – Sentence-level grammar	Sample sentence	Fix it! alignment	Punctuation
Identify and use verbs in simple sentences, including in own writing	<i>A kid yells.</i>	Pack 1: subject + action verb	Capital letter; full stop
Know that a simple sentence makes sense by itself and is a complete thought represented by a subject and verb	<i>A cat naps.</i>	Pack 1: complete sentence vs fragment; subject + action verb	Capital letter; full stop
Write a simple sentence with correct subject–verb–object structure to convey an idea	<i>Dad nets a fish.</i>	Pack 2: subject + action verb + object	Capital letter; full stop
Recognise a simple sentence in own writing	<i>The pig digs.</i>	Pack 1: sentence vs fragment + Teacher Supplement Activity 1: Build → Say → Write	Capital letter; full stop
Identify and use nouns in simple sentences, including in own writing	<i>The fox runs.</i>	Pack 1: nouns occur as subjects within simple sentences	Capital letter; full stop
Use personal pronouns in own writing	<i>I kicked a ball.</i>	Later in Fix it! Progression	Capital letter; full stop
Use prepositional phrases to indicate time or place	<i>The frog hid in the log.</i>	Later in Fix it! Progression	Capital letter; full stop
Identify and use time connectives to sequence information and events	<i>First Sam got his bag. Then he went home.</i>		
Experiment with writing compound sentences and recognise that each clause makes meaning by itself	<i>The pig digs, and the hen pecks.</i>	Later in Fix it! Progression	Capital letter; full stop
Understand that punctuation is a feature of written language and how it impacts meaning	<i>The gull nabs a chip. → Did the gull nab a chip? (Supplement)</i>	Teacher Supplement Activity 6: transform statements into different sentence types	Full stop; question mark
Use a capital letter to start a sentence and a full stop to end a sentence	<i>A cat naps.</i>	Teacher Supplement Activity 1: Build → Say → Write	Capital letter; full stop
Use capital letters when writing proper nouns	<i>Jack jogs.</i>	Pack 1: proper nouns occur in sentence cards	Capital letter for proper noun; full stop
Use question marks and exclamation marks	<i>Did the gull nab a chip? / What a steep hill! (Supplement)</i>	Teacher Supplement Activity 6: questions and exclamations	Question mark; exclamation mark

Stage 1: Years 1–2

EN1-CWT-01: plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure.

NSW syllabus content – Sentence-level grammar	Sample sentence	Fix it! alignment	Punctuation
Write compound sentences using coordinating conjunctions	<i>The rocket lifted off, and the crowd began to cheer.</i>	Pack 5 (in development)	Comma before coordinating conjunction; full stop
Recognise compound sentences in own writing, knowing that each clause has meaning by itself	<i>The moon was bright, but the stars seemed distant.</i>	Pack 5 (in development)	Comma before coordinating conjunction; full stop
Use a combination of simple and compound sentences to engage the reader when creating written texts	<i>The rocket began to shake. The light turned red, so the crew stayed alert.</i>	Pack 5 (in development)	Full stops; comma before coordinating conjunction
Use noun groups to build descriptions of people and things	<i>My sister and I are playing a tricky card game.</i>	Pack 4: description within the subject/noun group	Capital letter; full stop
Use action, saying, relating and sensing verbs to add detail and precision to writing	<i>Jan folds a mat. (action) The pool outside is deep and cold in winter. (relating)</i>	Packs 2–4: Partial alignment. Strong action-verb practice; relating verbs represented in Pack 4. Saying and sensing verbs are not explicitly represented.	Capital letter; full stop
Use adverbs to modify the meaning of verbs and adjectives	<i>My dog ran quickly across the grass. (Supplement)</i>	Teacher Supplement Activity 3: add information about how an action happens	Capital letter; full stop
Use contextually precise prepositional phrases when creating texts	<i>A kangaroo hopped across the grass at sunset.</i>	Pack 3: subject + action verb + where (+ when)	Capital letter; full stop
Accurately use articles and pronouns in own writing	<i>They jumped on the stepping stones.</i>	Pack 3: Partial alignment. Pronouns and articles occur naturally in the cards but are not an explicit teaching focus.	Capital letter; full stop
Use time connectives to sequence information and events in texts	<i>First, we packed the bag. Then we left.</i>		Capital letters; comma where appropriate; full stops
Experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message	<i>When the rain began, the dog ran inside.</i>	Later in Fix it! Sequence	Comma after initial dependent clause; full stop
Use commas to separate ideas, lists and/or dependent clauses in a sentence	<i>The living room is crowded with books, games and toys. After lunch, my sister sat on the park bench. (Supplement)</i>	Pack 4: comma in a list. Teacher Supplement Activity 3: comma after initial when information. Partial alignment: dependent-clause punctuation is not yet addressed.	Comma after initial when information
Use punctuation, including question marks and exclamation marks, accurately and for effect	<i>Did the gull nab a chip? / What a steep hill! (Supplement)</i>	Teacher Supplement Activity 6: create questions and exclamations from suitable Fix it! statements.	Question mark; exclamation mark
Use quotation marks for simple dialogue	<i>“Stop!” said Sam.</i>		Quotation marks; exclamation mark
Use possessive apostrophes in own writing	<i>The dog’s bed is soft.</i>		