Transition to school — Literacy and language

This resource identifies the literacy and language connections between the *Queensland kindergarten learning guideline* (QKLG) and Australian Curriculum: English in Prep.

<table>
<thead>
<tr>
<th><strong>Queensland kindergarten learning guideline (QKLG)</strong></th>
<th><strong>Foundation Year — Australian Curriculum: English (v8)</strong></th>
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</thead>
<tbody>
<tr>
<td>The QKLG learning and development areas describe the knowledge, skills and dispositions that children explore during the kindergarten year. Learning in kindergarten is holistic, so there are opportunities for building literacy and language learning in a variety of ways across a kindergarten program. <em>Communicating</em> provides the opportunity for kindergarten children to explore and expand their language, and explore literacy in personally meaningful ways.</td>
<td>The Australian Curriculum: English provides students with the essential knowledge, understandings and skills to become confident communicators. The three interrelated content strands: Language, Literature and Literacy describe what is to be taught and learnt.</td>
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</table>

**Communicating: Exploring and expanding language**
- Using language/s, including signing
- Listening and responding

**Language: Knowing about the English language**
- Language variation and change
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas
- Phonics and word knowledge

**Communicating: Literature** is embedded across the language and literacy key focuses in the QKLG, with opportunities to extend this across other learning and development areas.

**Literature: Understanding, appreciating, responding to, analysing and creating literature**
- Literature and context
- Responding to literature
- Examining literature
- Creating literature

**Communicating: Exploring literacy in personally meaningful ways**
- Engaging with different texts
- Exploring sounds and letters
- Exploring reading and writing

**Literacy: Expanding the repertoire of English usage**
- Texts in contexts
- Interacting with others
- Interpreting, analysing, evaluating
- Creating texts