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|  | Prep Year standard elaborations — Australian Curriculum: English |

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for English describes the learning expected of students at each year level. In English, the achievement standard is described in two modes — **receptive** and **productive**. The first paragraph in each describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed using the scale:   
AP — applying, MC — making connections, WW — working with, EX — exploring, BA — becoming aware.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

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| Prep[[1]](#footnote-1) Year Australian Curriculum: English achievement standard |
| **Receptive modes (listening, reading and viewing)**  By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.  They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case, and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.  **Productive modes (speaking, writing and creating)**  Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.  In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*,  [www.australiancurriculum.edu.au/f-10-curriculum/english](https://www.australiancurriculum.edu.au/f-10-curriculum/english/) |

## Prep Year English standard elaborations

|  | | Applying (AP) | Making connections (AC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  | | The folio of a student’s work has the following characteristics: | | | | |
| Receptive mode | Understanding | use of predicting and purposeful questioning strategies to make meaning from texts | use of predicting and effective questioning strategies to make meaning from texts | use of predicting and questioning strategies to make meaning from texts | guided use of predicting and questioning strategies to make meaning from texts | directed use of predicting and questioning strategies to make meaning from texts |
| clear and detailed recalling of one or two events from texts with familiar topics | detailed recalling of one or two events from texts with familiar topics | recalling of one or two events from texts with familiar topics | guided recalling of one or two events from texts with familiar topics | directed recalling of one or two events from texts with familiar topics |
| considered demonstration of understanding of different types of texts and that these have similar characteristics | effective demonstration of understanding of different types of texts and that these have similar characteristics | understanding of different types of texts and that these have similar characteristics | guided understanding of different types of texts and that these have similar characteristics | directed understanding of different types of texts and that these have similar characteristics |
| identification and detailed description of connections between texts and their personal experience | identification and description of connections between texts and their personal experience | identification of connections between texts and their personal experience | guided identification of connections between texts and their personal experience | directed identification of connections between texts and their personal experience |
| Skills | purposeful reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of:   * concepts of print * sounds and letters * decoding and self‑monitoring strategies | effective reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of:   * concepts of print * sounds and letters * decoding and self‑monitoring strategies | reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of:   * concepts of print * sounds and letters * decoding and self‑monitoring strategies | guided reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of:   * concepts of print * sounds and letters * decoding and self‑monitoring strategies | directed reading of short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on knowledge of:   * concepts of print * sounds and letters * decoding and self‑monitoring strategies |
| Receptive mode | Skills | * recognition of upper case and lower case letters of the English alphabet * knowledge and clear use of the most common sounds represented by most letters | * recognition of upper case and lower case letters of the English alphabet * knowledge and informed use of the most common sounds represented by most letters | * recognition of upper case and lower case letters of the English alphabet * knowledge and use of the most common sounds represented by most letters | * partial recognition of upper case and lower case letters of the English alphabet * knowledge and guided use of the most common sounds represented by most letters | * fragmented recognition of upper case and lower case letters of the English alphabet * knowledge and directed use of the most common sounds represented by most letters |
| purposeful reading of:   * high frequency and unfamiliar words * consonant-vowel-consonant words by blending sounds orally | effective reading of:   * high frequency and familiar words * consonant-vowel-consonant words by blending sounds orally | reading of:   * high frequency words * consonant-vowel-consonant words by blending sounds orally | guided reading of:   * high frequency words * consonant-vowel-consonant words by blending sounds orally | directed reading of:   * high frequency words * consonant-vowel-consonant words by blending sounds orally |
| purposeful use of appropriate interaction skills to listen and respond to others in a familiar environment | effective use of appropriate interaction skills to listen and respond to others in a familiar environment | use of appropriate interaction skills to listen and respond to others in a familiar environment | guided use of appropriate interaction skills to listen and respond to others in a familiar environment | directed use of appropriate interaction skills to listen and respond to others in a familiar environment |
| purposeful listening for rhyme, letter patterns and sounds in words | effective listening for rhyme, letter patterns and sounds in words | listening for rhyme, letter patterns and sounds in words | guided listening for rhyme, letter patterns and sounds in words | directed listening for rhyme, letter patterns and sounds in words |
| Productive mode | Understanding | considered demonstration of understanding that their texts can reflect their own experiences | effective demonstration of understanding that their texts can reflect their own experiences | understanding that their texts can reflect their own experiences | developing understanding that their texts can reflect their own experiences | emerging understanding that their texts can reflect their own experiences |
| identification and clear and detailed description of likes and dislikes about familiar texts, objects, characters and events | identification and detailed description of likes and dislikes about familiar texts, objects, characters and events | identification and description of likes and dislikes about familiar texts, objects, characters and events | guided identification and description of likes and dislikes about familiar texts, objects, characters and events | directed identification and description of likes and dislikes about familiar texts, objects, characters and events |
| Productive mode | Skills | clear and purposeful communication in informal group and whole‑class settings | clear and effective communication in informal group and whole‑class settings | clear communication in informal group and whole‑class settings | guided communication in informal group and whole‑class settings | directed communication in informal group and whole‑class settings |
| purposeful retelling of events and experiences with peers and known adults | effective retelling of events and experiences with peers and known adults | retelling of events and experiences with peers and known adults | guided retelling of events and experiences with peers and known adults | directed retelling of events and experiences with peers and known adults |
| identification and purposeful use of:   * rhyme * orally blending and segmenting sounds in words | identification and effective use of:   * rhyme * orally blending and segmenting sounds in words | identification and use of:   * rhyme * orally blending and segmenting sounds in words | guided identification and use of:   * rhyme * orally blending and segmenting sounds in words | directed identification and use of:   * rhyme * orally blending and segmenting sounds in words |
| purposeful use of familiar words, phrases and images to convey ideas in writing | effective use of familiar words, phrases and images to convey ideas in writing | use of familiar words, phrases and images to convey ideas in writing | guided use of familiar words, phrases and images to convey ideas in writing | directed use of familiar words, phrases and images to convey ideas in writing |
| purposeful use of:   * letter and sound knowledge * beginning writing behaviours * experimentation with capital letters and full stops | effective use of:   * letter and sound knowledge * beginning writing behaviours * experimentation with capital letters and full stops | use of:   * letter and sound knowledge * beginning writing behaviours * experimentation with capital letters and full stops | guided use of:   * letter and sound knowledge * beginning writing behaviours * experimentation with capital letters and full stops | directed use of:   * letter and sound knowledge * beginning writing behaviours * experimentation with capital letters and full stops |
| purposeful use of correct forms of known upper- and lower‑case letters | effective use of correct forms of known upper- and lower‑case letters | use of correct forms of known upper- and lower‑case letters | guided use of correct forms of known upper- and lower‑case letters | directed use of correct forms of known upper- and lower‑case letters |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors |
| **AP**  **MC**  **WW**  **EX**  BA | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations  makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Prep Year English SEs

These terms clarify the descriptors in the Prep Year English SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum English glossary: [www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

| Term | Description |
| --- | --- |
| appropriate | fitting, suitable to the context |
| aspects | particular parts or features |
| clear;  clarity | easy to perceive, understand, or interpret, without ambiguity |
| description; descriptive;  describe | give an account of characteristics or features |
| detailed;  detail | meticulous; including many of the parts |
| developing | demonstrates understanding of knowledge using varying levels of skills |
| directed | following the instructions of the facilitator |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| emerging | demonstrates a basic understanding of aspects of knowledge and is beginning to use skills |
| express; expression | to show, reveal, represent or put into words |
| familiar | situations or materials that have been the focus of prior learning experiences |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification;  identify | establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic |
| interaction skills | in Prep, interaction skills include listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact |
| interpret, interpretation | explaining the meaning of information or actions |
| productive modes | speaking, writing and creating |
| purposeful | intentional; focused and clearly linked to the goals of the task |
| recall | remember information, ideas or experiences |
| receptive modes | listening, reading and viewing |
| recognise: recognition | to be aware of or acknowledge |
| respond | to react to a person or text |
| retell | restate or recap |
| understand; understanding | to perceive what is meant, grasp an idea, and to be thoroughly familiar with |
| unfamiliar | situations or materials that have not been the focus of prior learning experiences |
| use of | to operate or put into effect; in an Early Years context, students demonstrate listening and interacting through their use of language |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-1)