Year 1 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's 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.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Year 1 Australian Curriculum: English achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/english

Year 1 English standard elaborations

		Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		The folio of a student's work has the following characteristics:				
Receptive mode	**Understanding**	considered demonstration of understanding the different purposes of texts	effective demonstration of understanding the different purposes of texts	understanding the different purposes of texts	guided identification of the different purposes of texts	directed identification of the different purposes of texts
		makes purposeful connections to personal experience when explaining characters and main events in short texts	makes effective connections to personal experience when explaining characters and main events in short texts	makes connections to personal experience when explaining characters and main events in short texts	makes partial connections to personal experience when explaining characters and main events in short texts	makes fragmented connections to personal experience when explaining characters and main events in short texts
		identification and detailed description of different text purposes and their effect on text organisation	identification and description of different text purposes and their effect on text organisation	identification of different text purposes and their effect on text organisation	guided identification of different text purposes and their effect on text organisation	directed identification of different text purposes and their effect on text organisation
		clear and detailed description of characters, settings and events in different types of literature	detailed description of characters, settings and events in different types of literature	description of characters, settings and events in different types of literature	partial description of characters, settings and events in different types of literature	fragmented description of characters, settings and events in different types of literature
	Skills	clear and effective reading aloud with developing fluency of short texts with: • some unfamiliar vocabulary • simple and compound sentences • supportive images	effective reading aloud with developing fluency of short texts with: • some unfamiliar vocabulary • simple and compound sentences • supportive images	reading aloud with developing fluency of short texts with: • some unfamiliar vocabulary • simple and compound sentences • supportive images	guided reading aloud with developing fluency of short texts with: • some unfamiliar vocabulary • simple and compound sentences • supportive images	directed reading aloud with developing fluency of short texts with: • some unfamiliar vocabulary • simple and compound sentences • supportive images

		Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		The folio of a student's work has the following characteristics:				
Receptive mode	**Skills**	makes meaning when reading by purposefully using knowledge of: • the relationship between sounds and letters • high frequency words • sentence boundary punctuation • directionality	makes meaning when reading by effectively using knowledge of: • the relationship between sounds and letters • high frequency words • sentence boundary punctuation • directionality	makes meaning when reading by using knowledge of: • the relationship between sounds and letters • high frequency words • sentence boundary punctuation • directionality	makes meaning when reading through guided use of knowledge of: • the relationship between sounds and letters • high frequency words • sentence boundary punctuation • directionality	makes meaning when reading through directed use of knowledge of: • the relationship between sounds and letters • high frequency words • sentence boundary punctuation • directionality
		clear description of key ideas and recognition of literal and implied meaning in texts	description of key ideas and recognition of literal and implied meaning in texts	recalling of key ideas and recognition of literal and implied meaning in texts	partial recalling of key ideas and recognition of literal and implied meaning in texts	fragmented recalling of key ideas and recognition of literal and implied meaning in texts
		purposeful use of appropriate language features and interaction skills to listen to others when taking part in conversations	effective use of appropriate language features and interaction skills to listen to others when taking part in conversations	use of appropriate language features and interaction skills to listen to others when taking part in conversations	partial use of appropriate language features and interaction skills to listen to others when taking part in conversations	fragmented use of appropriate language features and interaction skills to listen to others when taking part in conversations
Productive mode	**Understanding**	considered demonstration of understanding of how characters in texts are developed giving reasons for personal preferences	effective demonstration of understanding of how characters in texts are developed giving reasons for personal preferences	understanding of how characters in texts are developed giving reasons for personal preferences	partial understanding of how characters in texts are developed giving reasons for personal preferences	fragmented understanding of how characters in texts are developed giving reasons for personal preferences
		creation of texts that show clear and informed understanding of the connection between writing, speech and images	creation of texts that show informed understanding of the connection between writing, speech and images	creation of texts that show understanding of the connection between writing, speech and images	creation of texts that show developing understanding of the connection between writing, speech and images	creation of texts that show emerging understanding of the connection between writing, speech and images
	Skills	clear and effective creation of short texts for a small range of purposes	effective creation of short texts for a small range of purposes	creation of short texts for a small range of purposes	partial creation of short texts for a small range of purposes	fragmented creation of short texts for a small range of purposes

		Applying (AP)	Making connections (AC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		The folio of a student's work has the following characteristics:				
Productive mode	**Skills**	purposeful interaction in pair, group and class discussions and taking turns when responding	effective interaction in pair, group and class discussions and taking turns when responding	interaction in pair, group and class discussions and taking turns when responding	guided interaction in pair, group and class discussions and taking turns when responding	directed interaction in pair, group and class discussions and taking turns when responding
		making of purposeful short presentations on familiar topics	making of effective short presentations on familiar topics	making of short presentations on familiar topics	guided making of short presentations on familiar topics	directed making of short presentations on familiar topics
		when writing, provides clear and effective details about: • ideas or events • participants in those events	when writing, provides effective details about: • ideas or events • participants in those events	when writing, provides details about: • ideas or events • participants in those events	when writing, provides partial details about: • ideas or events • participants in those events	when writing, provides fragmented details about: • ideas or events • participants in those events
		consistent use of accurate spelling of: • high frequency words • words with regular spelling patterns	use of self-correction for accurate spelling of: • high frequency words • words with regular spelling patterns	use of accurate spelling of: • high frequency words • words with regular spelling patterns	guided use of accurate spelling of: • high frequency words • words with regular spelling patterns	directed use of accurate spelling of: • high frequency words • words with regular spelling patterns
		purposeful use of capital letters and full stops	consistent use of capital letters and full stops	use of capital letters and full stops	guided use of capital letters and full stops	directed use of capital letters and full stops
		purposeful use of correct forms of all upper- and lower-case letters	consistent use of correct forms of all upper- and lower-case letters	use of correct forms of all upper- and lower-case letters	partial use of correct forms of all upper- and lower-case letters	fragmented use of correct forms of all upper- and lower-case letters

Key	shading emphasises the qualities that discriminate between the AP–BA descriptors
AP	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
MC	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
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	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.

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 Year 1 English SEs

These terms clarify the descriptors in the Year 1 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.

Term	Description
appropriate	fitting, suitable to the context
aspects	particular parts or features
clear; clarity	easy to perceive, understand, or interpret, without ambiguity
consistent	regular in occurrence; in agreement and not self-contradictory
description; descriptive; describe	give an account of characteristics or features
detailed	meticulous; including many of the parts
developing	demonstrates understanding of knowledge using varying levels of skills
direction; directed; directed use	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; emergent	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
fragmented	disjointed, incomplete or isolated
guided	visual and/or verbal prompts to facilitate or support independent action

Term	Description
identification; identify	establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic
implied meaning	suggested but not directly expressed; information and ideas in texts that have an *implied meaning* may be: interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect combined with prior experience to extrapolate on what is in the text analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text evaluated to make judgments using criteria synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking
interaction skills	in Year 1, interaction skills include turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
interpret, interpretation	explaining the meaning of information or actions
language features	features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language); choices in *language features* and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production
literal meaning	taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a *literal meaning* may be: recognised or recalled translated or changed into a different form by, for example, paraphrasing or restating
partial	attempted; incomplete evidence provided
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
sentence	a unit of language consisting of one or more clauses that are grammatically linked and containing a finite verb; a written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark; *simple sentence*: a single main clause that expresses a complete thought; it has a subject and a finite verb and may also have an object, for example 'Mary is beautiful.', 'The ground shook.', 'Take a seat.' *compound sentence*: two or more main clauses that are coordinated or linked in such a way as to make each clause of equal grammatical status; in the following example *and* is the coordinating conjunction: 'We went to the movies *and* we saw the new action film.'

Term	Description
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