

Prep standard elaborations — Australian Curriculum v9.0: English

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

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 where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Prep Australian Curriculum: English achievement standard

By the end of Foundation¹, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 English for Foundation–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/foundation-year?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

¹ Prep in Queensland is the Foundation year of the Australian Curriculum and refers to the year before Year 1.

Prep English standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of student work contains evidence of the following:					
Listening, speaking and creating	listening to texts, interacting with others and creating* short texts for an audience <u>when thoroughly</u> : <ul style="list-style-type: none"> • sharing thoughts and preferences • retelling stories and events • reporting information or key ideas 	listening to texts, interacting with others and creating* short texts for an audience <u>when effectively</u> : <ul style="list-style-type: none"> • sharing thoughts and preferences • retelling stories and events • reporting information or key ideas 	listening to texts, interacting with others and creating* short texts for an audience by: <ul style="list-style-type: none"> • sharing thoughts and preferences • retelling stories and events • reporting information or key ideas 	listening to texts, interacting with others and creating* short texts <u>through variably</u> : <ul style="list-style-type: none"> • sharing thoughts and preferences <u>and/or</u> • retelling stories and events <u>and/or</u> • reporting information 	<u>beginning to</u> listen to texts, interact with others and create* short texts <u>through</u> : <ul style="list-style-type: none"> • sharing of thoughts and preferences and/or • retelling of stories and events and/or • reporting of information
	<u>proficiently</u> using language features [†] including words and phrases from learning and texts	<u>applying a high level of skill when</u> using language features [†] including words and phrases from learning and texts	using language features [†] including words and phrases from learning and texts	<u>using a varying level of</u> language features [†] including words and phrases from learning	<u>beginning to use</u> language features [†] including words and phrases from learning
	listening for and <u>applying knowledge when</u> identifying rhymes, letter patterns and sounds (phonemes) in words	listening for and <u>making connections when</u> identifying rhymes, letter patterns and sounds (phonemes) in words	listening for and identifying rhymes, letter patterns and sounds (phonemes) in words	listening for and <u>variably identifying</u> rhymes, letter patterns <u>and/or</u> sounds (phonemes) in words	listening for and <u>beginning to identify</u> rhymes, letter patterns and/or sounds (phonemes) in words
	<u>proficiently</u> orally blending and segmenting phonemes in single-syllable words	<u>applying a high level of skill when</u> orally blending and segmenting phonemes in single-syllable words	orally blending and segmenting phonemes in single-syllable words	<u>variably</u> orally blending and segmenting phonemes in single-syllable words	<u>beginning to</u> orally blend and segment phonemes in single-syllable words

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Reading and viewing	reading, viewing and comprehending texts, making thorough connections: <ul style="list-style-type: none"> • between characters, settings and events • to personal experiences 	reading, viewing and comprehending texts, making plausible connections: <ul style="list-style-type: none"> • between characters, settings and events • to personal experiences 	reading, viewing and comprehending texts, making connections: <ul style="list-style-type: none"> • between characters, settings and events • to personal experiences 	reading, viewing and comprehending texts, exploring connections: <ul style="list-style-type: none"> • between characters, settings and events • to personal experiences 	reading, viewing and comprehending texts, becoming aware of : <ul style="list-style-type: none"> • characters, settings and events • connections to personal experiences
	applying knowledge when identifying the language features [†] of texts including connections between print and images	making connections when identifying the language features [†] of texts including connections between print and images	identifying the language features [†] of texts including connections between print and images	exploring language features [†] of texts including connections between print and images	becoming aware of connections between print and images
	proficiently : <ul style="list-style-type: none"> • naming the letters of the English alphabet • using the most common sounds (phonemes) represented by letters (graphs) 	applying a high level of skill when : <ul style="list-style-type: none"> • naming the letters of the English alphabet • using the most common sounds (phonemes) represented by letters (graphs) 	<ul style="list-style-type: none"> • naming the letters of the English alphabet • knowing and using the most common sounds (phonemes) represented by letters (graphs) 	variably : <ul style="list-style-type: none"> • naming the letters of the English alphabet • using the most common sounds (phonemes) represented by letters (graphs) 	beginning to : <ul style="list-style-type: none"> • name the letters of the English alphabet • use the most common sounds (phonemes) represented by letters (graphs)
	proficiently reading words including consonant–vowel–consonant words and some high-frequency words	applying a high level of skill when reading words including consonant–vowel–consonant words and some high-frequency words	reading words including consonant–vowel–consonant words and some high-frequency words	variably reading words including consonant–vowel–consonant words and/or some high-frequency words	becoming aware of reading words including consonant–vowel–consonant words and/or some high-frequency words

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Writing and creating	<p><u>thoroughly</u> creating* short written texts using words and images where appropriate, stating thoughts, feelings and key ideas when:</p> <ul style="list-style-type: none"> retelling, including retelling stories reporting information 	<p><u>effectively</u> creating* short written texts using words and images where appropriate, stating thoughts, feelings and key ideas when:</p> <ul style="list-style-type: none"> retelling, including retelling stories reporting information 	<p>creating* short written texts using words and images where appropriate, stating thoughts, feelings and key ideas when:</p> <ul style="list-style-type: none"> retelling, including retelling stories reporting information 	<p><u>variably</u> creating* short written texts using words and images where appropriate, stating thoughts, feelings and key ideas when:</p> <ul style="list-style-type: none"> retelling, including retelling stories <u>and/or</u> reporting information 	<p><u>becoming aware of</u> creating* short written texts using words and images where appropriate, stating thoughts, feelings and key ideas when:</p> <ul style="list-style-type: none"> retelling, including retelling stories and/or reporting information
	<p><u>proficiently</u> using words and phrases from learning and texts</p>	<p><u>applying a high level of skill when</u> using words and phrases from learning and texts</p>	<p>using words and phrases from learning and texts</p>	<p><u>variably</u> using words and phrases from learning</p>	<p><u>becoming aware of</u> words from learning</p>
	<p><u>proficiently</u>:</p> <ul style="list-style-type: none"> forming letters spelling most consonant–vowel–consonant words experimenting with capital letters and full stops. 	<p><u>applying a high level of skill when</u>:</p> <ul style="list-style-type: none"> forming letters spelling most consonant–vowel–consonant words experimenting with capital letters and full stops. 	<ul style="list-style-type: none"> forming letters spelling most consonant–vowel–consonant words experimenting with capital letters and full stops. 	<p><u>variably</u>:</p> <ul style="list-style-type: none"> forming letters spelling most consonant–vowel–consonant words experimenting with capital letters and full stops. 	<p><u>becoming aware of</u>:</p> <ul style="list-style-type: none"> forming letters spelling experimenting with capital letters and full stops.

Key	<u>Shading identifies the qualities or discernible differences in the AP–BA descriptors:</u>
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 begins 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	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them

* creating (also create): To imagine or conceive, develop or produce (in print or digital form) spoken, written or multimodal texts and edit and publish work for an audience.

† language features: Features that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for the purpose, subject matter, audience and mode or medium.

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