Year 1 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

- 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.

Year 1 Australian Curriculum: English achievement standard

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

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/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0

Year 1 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 spoken texts using a small number of details from learnt topics, topics of interest or texts to apply knowledge when: • sharing ideas • recounting, retelling or adapting familiar stories • recounting or reporting events or experiences • expressing opinions	listening to texts, interacting with others and creating* short spoken texts using a small number of details from learnt topics, topics of interest or texts when effectively: • sharing ideas • recounting, retelling or adapting familiar stories • recounting or reporting events or experiences • expressing opinions	listening to texts, interacting with others and creating* short spoken texts using a small number of details from learnt topics, topics of interest or texts when: • sharing ideas • recounting, retelling or adapting familiar stories • recounting or reporting events or experiences • expressing opinions	listening to texts, interacting with others and creating* short spoken texts using a small number of details from learnt topics, topics of interest or texts through variably: • sharing ideas and/or • recounting, retelling or adapting familiar stories and/or • recounting or reporting events or experiences and/or • expressing opinions	listening to texts, interacting with others and creating* short spoken texts using a small number of details from learnt topics, topics of interest or texts for an audience through beginning to: • share ideas and/or • recount, retell or adapt familiar stories and/or • recount or report events or experiences and/or • express opinions
	proficiently sequencing ideas	applying a high level of skill when sequencing ideas	sequencing ideas	variably sequencing ideas	beginning to sequence ideas
	proficiently using: • language features† including topic-specific vocabulary • features of voice	applying a high level of skill when using: • language features† including topic-specific vocabulary • features of voice	using: • language features† including topic-specific vocabulary • features of voice	variably using: • language features† including topic-specific vocabulary • features of voice	beginning to use: • language features† • features of voice

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	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Reading and viewing	reading, viewing and comprehending texts thoroughly: • monitoring meaning • making connections between the depiction of characters, settings and events • making connections to personal experiences	reading, viewing and comprehending texts applying a high level of skill: • monitoring meaning • making connections between the depiction of characters, settings and events • making connections to personal experiences	reading, viewing and comprehending texts: • monitoring meaning • making connections between the depiction of characters, settings and events • making connections to personal experiences	reading, viewing and comprehending texts variably: • monitoring meaning and/or • making connections between the depiction of characters, settings and events and/or • making connections to personal experiences	reading, viewing and comprehending texts becoming aware of: • monitoring meaning and/or • making connections between the depiction of characters, settings and events and/or • making connections to personal experiences
	applying knowledge when identifying the text structures of familiar narrative and informative texts	making connections when identifying the text structures of familiar narrative and informative texts	identifying the text structures of familiar narrative and informative texts	variably identifying the text structures of familiar narrative and/or informative texts	becoming aware of text structures of familiar narrative and/or informative texts
	applying knowledge when identifying language features[†] and visual features of familiar narrative and informative texts	making connections when identifying language features[†] and visual features of familiar narrative and informative texts	identifying language features[†] and visual features of familiar narrative and informative texts	identifying aspects of language features[†] and/or visual features of familiar narrative and/or informative texts	becoming aware of language features[†] and/or visual features of familiar narrative and/or informative texts

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	- reading one-syllable words **proficiently** blending short vowels - common long vowels - consonants - digraphs **proficiently** reading - one- and two-syllable words with common letter patterns - an increasing number of high-frequency words - using sentence boundary punctuation to read with developing phrasing and fluency	- reading one-syllable words **applying a high level of skill when** blending - short vowels - common long vowels - consonants - digraphs **applying a high level of skill when** reading - one- and two-syllable words with common letter patterns - an increasing number of high-frequency words - using sentence boundary punctuation to read with developing phrasing and fluency	- reading one-syllable words blending - short vowels - common long vowels - consonants - digraphs - reading - one- and two-syllable words with common letter patterns - an increasing number of high-frequency words - using sentence boundary punctuation to read with developing phrasing and fluency	**variably** reading one-syllable words blending - short vowels - common long vowels - consonants - digraphs **variably** reading - one- and two-syllable words with common letter patterns - high-frequency words - using sentence boundary punctuation to read	**beginning to** read one-syllable words blending - short vowels - common long vowels - consonants - digraphs **isolated** reading of - one- and two-syllable words with common letter patterns - high-frequency words - use of sentence boundary punctuation to read
Writing and creating	**thoroughly** creating* short informative or imaginative written and/or multimodal texts including a small number of details from learnt topics or topics of interest to: - recount stories with events and characters - report information and experiences - express opinions	**effectively** creating* short informative or imaginative written and/or multimodal texts including a small number of details from learnt topics or topics of interest to: - recount stories with events and characters - report information and experiences - express opinions	creating* short informative or imaginative written and/or multimodal texts including a small number of details from learnt topics or topics of interest to: - recount stories with events and characters - report information and experiences - express opinions	**variably** creating* short informative or imaginative written and/or multimodal texts including a small number of details to: - recount stories with events and characters **and/or** - report information and experiences **and/or** - express opinions	creating* **fragmented** short informative or imaginative written and/or multimodal texts including a small number of details to: - recount stories with events and characters and/or - report information and experiences and/or - express opinions

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	proficiently writing: • simple sentences with sentence boundary punctuation • capital letters for proper nouns	applying a high level of skill when writing: • simple sentences with sentence boundary punctuation • capital letters for proper nouns	writing: • simple sentences with sentence boundary punctuation • capital letters for proper nouns	variably writing: • simple sentences with sentence boundary punctuation • capital letters for proper nouns	beginning to write: • simple sentences with sentence boundary punctuation • capital letters for proper nouns
	proficiently using topic-specific vocabulary	applying a high level of skill when using topic-specific vocabulary	using topic-specific vocabulary	variably using topic-specific vocabulary	beginning to use topic-specific vocabulary
	proficiently writing words using unjoined upper-case and lower-case letters	applying a high level of skill when writing words using unjoined upper-case and lower-case letters	writing words using unjoined upper-case and lower-case letters	variably writing words using unjoined upper-case and lower-case letters	beginning to write words using letters
	proficiently spelling: • most one- and two-syllable words with common letter patterns and common grammatical morphemes • an increasing number of high-frequency words.	applying a high level of skill when spelling: • most one- and two-syllable words with common letter patterns and common grammatical morphemes • an increasing number of high-frequency words.	spelling: • most one- and two-syllable words with common letter patterns and common grammatical morphemes • an increasing number of high-frequency words.	variably spelling one- and two-syllable words with common letter patterns and common grammatical morphemes and/or high-frequency words.	fragmented spelling of words and/or high-frequency words.

Key	Shading identifies the qualities or discernible differences in 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 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.