

Prep English

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Prep. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9EFLA01 indicates Language strand.

Key to content description codes: English	
e.g. AC9EFLA01 Australian Curriculum (AC) Version 9 (9) English (E) Foundation (F) Strand (LA, LE, LY) Content description number (##)	Strands: <ul style="list-style-type: none"> LA — Language LE — Literature LY — Literacy

Prep Australian Curriculum: English achievement standard

By the end of Foundation, 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.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Prep	Students learn to:	
Students listen to texts, interact with others and create short spoken texts, including retelling stories.	• explore how language is used differently at home and school depending on the relationships between people	AC9EFLA01
	• retell and adapt familiar literary texts through play, performance, images or writing	AC9EFLE05
	• interact in informal and structured situations by listening while others speak and using features of voice including volume levels	AC9EFLY02
	• use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently	AC9EFLY05
	• create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume	AC9EFLY07
They share thoughts and preferences, retell events and report information or key ideas to an audience.	• explore different ways of using language to express preferences, likes and dislikes	AC9EFLA02
	• share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators	AC9EFLE01
	• respond to stories and share feelings and thoughts about their events and characters	AC9EFLE02
	• interact in informal and structured situations by listening while others speak and using features of voice including volume levels	AC9EFLY02
	• create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume	AC9EFLY07
They use language features including words and phrases from learning and texts.	• explore different ways of using language to express preferences, likes and dislikes	AC9EFLA02
	• recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	AC9EFLA08
	• explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs	AC9EFLE04
	• recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	AC9EFLY09
They listen for and identify rhymes, letter patterns and sounds (phonemes) in words.	• explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs	AC9EFLE04
	• recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	AC9EFLY09

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They orally blend and segment phonemes in single-syllable words.	<ul style="list-style-type: none"> segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) 	AC9EFLY10
They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences.	<ul style="list-style-type: none"> explore the contribution of images and words to meaning in stories and informative texts 	AC9EFLA07
	<ul style="list-style-type: none"> recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school 	AC9EFLA08
	<ul style="list-style-type: none"> share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators 	AC9EFLE01
	<ul style="list-style-type: none"> respond to stories and share feelings and thoughts about their events and characters 	AC9EFLE02
	<ul style="list-style-type: none"> recognise different types of literary texts and identify features including events, characters, and beginnings and endings 	AC9EFLE03
	<ul style="list-style-type: none"> identify some familiar texts, such as stories and informative texts, and their purpose 	AC9EFLY01
	<ul style="list-style-type: none"> identify some differences between imaginative and informative texts 	AC9EFLY03
	<ul style="list-style-type: none"> read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge 	AC9EFLY04
	<ul style="list-style-type: none"> use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently 	AC9EFLY05
They identify the language features of texts including connections between print and images.	<ul style="list-style-type: none"> understand that texts can take many forms such as signs, books and digital texts 	AC9EFLA03
	<ul style="list-style-type: none"> understand conventions of print and screen, including how books and simple digital texts are usually organised 	AC9EFLA04
	<ul style="list-style-type: none"> recognise that sentences are key units for expressing ideas 	AC9EFLA05
	<ul style="list-style-type: none"> recognise that sentences are made up of groups of words that work together in particular ways to make meaning 	AC9EFLA06
	<ul style="list-style-type: none"> explore the contribution of images and words to meaning in stories and informative texts 	AC9EFLA07
	<ul style="list-style-type: none"> recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school 	AC9EFLA08
	<ul style="list-style-type: none"> identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end 	AC9EFLA09
	<ul style="list-style-type: none"> recognise different types of literary texts and identify features including events, characters, and beginnings and endings 	AC9EFLE03
	<ul style="list-style-type: none"> identify some familiar texts, such as stories and informative texts, and their purpose 	AC9EFLY01
<ul style="list-style-type: none"> identify some differences between imaginative and informative texts 	AC9EFLY03	
They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs).	<ul style="list-style-type: none"> recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents 	AC9EFLY11
	<ul style="list-style-type: none"> use knowledge of letters and sounds to spell words 	AC9EFLY13
They read words including consonant–vowel–consonant words and some high-frequency words.	<ul style="list-style-type: none"> write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words 	AC9EFLY12
	<ul style="list-style-type: none"> read and write some high-frequency words and other familiar words 	AC9EFLY14
	<ul style="list-style-type: none"> understand that words are units of meaning and can be made of more than one meaningful part 	AC9EFLY15
They create short written texts, including retelling stories using words and images where appropriate.	<ul style="list-style-type: none"> understand conventions of print and screen, including how books and simple digital texts are usually organised 	AC9EFLA04
	<ul style="list-style-type: none"> recognise that sentences are key units for expressing ideas 	AC9EFLA05
	<ul style="list-style-type: none"> recognise that sentences are made up of groups of words that work together in particular ways to make meaning 	AC9EFLA06
	<ul style="list-style-type: none"> explore the contribution of images and words to meaning in stories and informative texts 	AC9EFLA07
	<ul style="list-style-type: none"> retell and adapt familiar literary texts through play, performance, images or writing 	AC9EFLE05
	<ul style="list-style-type: none"> create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly 	AC9EFLY06

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They retell, report information and state their thoughts, feelings and key ideas.	• recognise that sentences are key units for expressing ideas	AC9EFLA05
	• recognise that sentences are made up of groups of words that work together in particular ways to make meaning	AC9EFLA06
	• explore the contribution of images and words to meaning in stories and informative texts	AC9EFLA07
	• respond to stories and share feelings and thoughts about their events and characters	AC9EFLE02
	• retell and adapt familiar literary texts through play, performance, images or writing	AC9EFLE05
	• create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly	AC9EFLY06
They use words and phrases from learning and texts.	• recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	AC9EFLA08
	• create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly	AC9EFLY06
They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.	• identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end	AC9EFLA09
	• create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly	AC9EFLY06
	• form most lower-case and upper-case letters using learnt letter formations	AC9EFLY08
	• write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	AC9EFLY12
	• use knowledge of letters and sounds to spell words	AC9EFLY13
	• read and write some high-frequency words and other familiar words.	AC9EFLY14

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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