Comparison of AC v8.4 to v9.0

ACiQ | v9.0

Prep: English

Key	same/refined	removed	new	moved

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Version 8.4	Version 9.0
Achievement standard	**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.	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.

Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community ACELA1426			Language
	Language for interaction	explore how language is used differently at home and school depending on the relationships between people ACELA1428	explore how language is used differently at home and school depending on the relationships between people AC9EFLA01	Language for interacting with others	
		understand that language can be used to explore ways of expressing needs, likes and dislikes ACELA1429	explore different ways of using language to express preferences, likes and dislikes AC9EFLA02		
	Text structure and organisation	understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes ACELA1430	understand that texts can take many forms such as signs, books and digital texts AC9EFLA03	Text structure and organisation	
		understand that some language in written texts is unlike everyday spoken language ACELA1431			
		understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality ACELA1433	understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04		
	Expressing and developing ideas	recognise that sentences are key units for expressing ideas ACELA1435	recognise that sentences are key units for expressing ideas AC9EFLA05	Language for expressing and developing ideas	
		recognise that texts are made up of words and groups of words that make meaning ACELA1434	recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06		
		explore the different contribution of words and images to meaning in stories and informative texts ACELA1786	explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07		
		understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school ACELA1437	recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08		
		understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences ACELA1432 **Moved from Text structure and organisation**	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		

For all Queensland schools

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Literature	Literature and contexts	recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ACELT1575	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	Literature and contexts	Literature
	Responding to literature	respond to texts, identifying favourite stories, authors and illustrators ACELT1577	respond to stories and share feelings and thoughts about their events and characters AC9EFLE02	Engaging with and responding to literature	
		share feelings and thoughts about the events and characters in texts ACELT1783			
	Examining literature	identify some features of texts including events and characters and retell events from a text ACELT1578	recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03	Examining literature	
		recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry ACELT1785			
		replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures ACELT1579	explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04		
	Creating literature	retell familiar literary texts through performance, use of illustrations and images ACELT1580	retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05	Creating literature	
		innovate on familiar texts through play ACELT1831			
Literacy	Texts in context	identify some familiar texts and the contexts in which they are used ACELY1645	identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01	Texts in context	Literacy
	Interacting with others	listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ACELY1646	interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02	Interacting with others	
		use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784			
	Interpreting, analysing and evaluating	identify some differences between imaginative and informative texts ACELY1648	identify some differences between imaginative and informative texts AC9EFLY03	Analysing, interpreting and evaluating	
		read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge ACELY1649	read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04		
		use comprehension strategies to understand and discuss texts listened to, viewed or read independently ACELY1650	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05		
	Creating texts	create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ACELY1651	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	Creating texts	
		participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops ACELY1652			
		deliver short oral presentations to peers ACELY1647 **Moved from Interacting with others**	create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07		
		produce some lower case and upper case letters using learned letter formations ACELY1653	form most lower-case and upper-case letters using learnt letter formations AC9EFLY08		
		construct texts using software including word processing programs ACELY1654			
	Moved from Language strand Phonics and word knowledge	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words ACELA1439	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09	Phonic and word knowledge	
		segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words ACELA1819	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		
		recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents ACELA1440	recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11		
		write consonant–vowel–consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words ACELA1820	write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12		

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		understand how to use knowledge of letters and sounds including onset and rime to spell words ACELA1438	use knowledge of letters and sounds to spell words AC9EFLY13		
		know how to read and write some high-frequency words and other familiar words ACELA1817	read and write some high-frequency words and other familiar words AC9EFLY14		
		understand that words are units of meaning and can be made of more than one meaningful part ACELA1818	understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15		