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| Video reflection: Building awareness of sounds in words through playQueensland kindergarten learning guideline 2024 |

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| **Communicating** | The video, *Building awareness of sounds and words in play*, provides an illustration of intentional teaching practice for the learning and development area: Communicating and key focus: Engaging with and expanding language. The language game focuses on building phonological awareness to recognise and articulate initial sounds through play-based learning and intentional teaching relating to the significant learning:* builds awareness of sounds and letters.

[QKLG p. 49](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=52) |

## About this resource

This resource allows you to record your own reflections after watching the video, [*Building awareness of sounds and words in play*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/building-awareness-sounds). Throughout your reflection, you will have the opportunity to consider:

* the learning and development demonstrated in the video, in relation to a significant learning
* the principles that underpin the illustration of practice in the video
* the practices that inform teaching and learning in the video
* next steps for your own practice.

## Reflecting on learning and development

The video relates to the following significant learning from the QKLG 2024.

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| --- | --- | --- | --- | --- | --- |
| **Communicating** | Key focus | Significant learnings | Emerging phasein familiar situationswith explicit support | Exploring phasein familiar situationswith occasional support | Extending phasein new situationswith occasional prompting |
|  | Engaging with and expanding language | builds awareness of sounds and letters | * notices sounds and letters in familiar words
 | * explores sounds and letters in familiar words
 | * recognises a range of sounds and letters
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### Reflection

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| How did the teacher promote awareness of sounds in this small group learning situation? |
|       |
| What levels and frequency of support were provided to support children to notice, explore or recognise sounds? |
|       |
| Analyse the learning in the video — what do you think the group and individuals know, understand and can do? |
|       |
| Describe some potential next steps in planning that would progress, enrich and/or consolidate children’s awareness of sounds? |
|       |

## Reflecting on principles

Consider the identified principles of the [QKLG (pp. 7–10)](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=10) and complete the table below.

| QKLG principle | How is the principle evident in the video? |
| --- | --- |
| Principle | Question | Response |
| **Respectful relationships** | How do positive interactions support children to feel confident and valued? |       |
| Effective pedagogies  | How does play-based learning engage and stimulate children’s learning? |       |
| Critical reflection | How does the teacher respond to children to improve teaching, learning or relationships? |       |

## Reflecting on practices

Consider the identified practices of the [QKLG (pp. 11–16)](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=14) and complete the table below.

| QKLG practice | How is the practice evident in the video? |
| --- | --- |
| Practice | Question | Response |
| Interacting with and responding to children  | How does the teacher stimulate conversation and invite children to wonder and inquire? |       |
| Engaging in responsive planning and decision-making  | How were children supported to play an active role in their learning? |       |
| Facilitating play-based learning | What opportunities did you notice for co-constructing learning and enhancing communication skills? |       |
| Using intentional teaching strategies | Which strategies did you notice the teacher use in the video? How did these suit the learning? |       |

## Next steps

Individually or collaboratively reflect on phonological and phonemic awareness in kindergarten and how it differs from phonic learning.

Consider what you might need to know, or actions you could take, to intentionally plan for and assess children as they build awareness of sounds and letters through play-based experiences.

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| What do my colleagues and I understand about phonological and phonemic awareness? |
|       |
| What would I like to know or be able to do, and where could I go to for support? |
|       |
| Some ways I can promote and assess learning about sounds and letters include: |
|       |

## Links to the National Quality Standard

This professional learning can be linked to the following concepts under the [National Quality Standard, Quality Area 1 (QA1) — Educational program and practice](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice):

* QA 1.1: Program — as the educational program enhances each child’s learning and development
* QA 1.2: Practice — as educators facilitate and extend each child’s learning and development
* QA 1.3: Assessment and planning — as educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

## Reference

Australian Children’s Education and Care Quality Authority. (2024). *National Quality Standard*. Australian Children’s Education and Care Quality Authority.[www.acecqa.gov.au/nqf/national-quality-standard](http://www.acecqa.gov.au/nqf/national-quality-standard)

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