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| Video reflection: Extending on stories to build literacy  Queensland kindergarten learning guideline 2024 |

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| **Communicating** | The video, *Extending on stories to build literacy*, follows on from*Reading stories to build literacy*. It provides an illustration of a teacher’s intentional teaching practice for extending on stories that have been read with children to support the learning and development area: Communicating and the key focus areas: Engaging with and expanding language and building literacy in personally meaningful ways.  [QKLG pp. 47–54](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=50) |

## About this resource

This resource allows you to record your own reflections from watching the video, [*Extending on stories to build literacy*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/extending-stories-build-literacy). Throughout your reflection, you will have the opportunity to consider the:

* learning and development demonstrated in the video in relation to a significant learning
* principles that underpin the illustration of practice in the video
* 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 learnings from the QKLG 2024.

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| **Communicating** | Key focus | Significant learnings | Emerging phase  in familiar situations  with explicit support | Exploring phase  in familiar situations  with occasional support | | Extending phase  in new situations  with occasional prompting | |
|  | Engaging with and expanding language | expands vocabulary | * uses a small range of familiar words to express themselves | * uses an increasing range of words to express themselves | | * uses phrases to express themselves | |
|  | Building literacy in personally meaningful ways | engages with a range of texts for purpose and meaning | * responds to familiar texts | | * explores and responds to a range of texts | | * engages with a range of texts |

### Reflection

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| How did the teacher gauge an understanding of children’s knowledge of the story? |
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| How does retelling the story using felt encourage the children to recall and reflect on the story? |
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| How did children build on their understanding of the text in play? |
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## Reflecting on principles

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

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| QKLG principle | How is the principle evident in the video? | |
| Principle | Question | Response |
| Effective pedagogies | How does play-based learning engage and stimulate children’s learning? |  |

## 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.

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| --- | --- | --- |
| 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 extend children’s thinking and learning from the story? |  |
| Facilitating play-based learning | What opportunities did you notice for co-constructing learning and enhancing communication skills? |  |

## Next steps

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| Individually or collaboratively, reflect on how you intentionally plan opportunities for children to hear stories in multiple ways. |
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| Consider the range and purposes of the stories you read. Create a collection of stories and the play-based learning experiences which link to them.  Continue to refine and build on this collection over time. |
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## 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 it involves thinking about the kindergarten educational program
* QA 1.2: Practice — as it involves analysing practice to identify where teachers could make improvements for children and families
* QA 1.3: Assessment and planning — as it involves questioning how well the learning needs of all children are being planned for.

## 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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