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|  | Year 1 standard elaborations — Australian Curriculum: English |

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student’s work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for English describes the learning expected of students at each year level. In English, the achievement standard is described in two modes — **receptive** and **productive**. The first paragraph in each describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed using the scale:   
AP — applying, MC — making connections, WW — working with, EX — exploring, BA — becoming aware.

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**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

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| Year 1 Australian Curriculum: English achievement standard |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.  Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.  **Productive modes (speaking, writing and creating)**  Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.  They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*,  [www.australiancurriculum.edu.au/f-10-curriculum/english](https://www.australiancurriculum.edu.au/f-10-curriculum/english/) |

## Year 1 English standard elaborations

|  | | Applying (AP) | Making connections (AC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  | | The folio of a student’s work has the following characteristics: | | | | |
| Receptive mode | Understanding | considered demonstration of understanding the different purposes of texts | effective demonstration of understanding the different purposes of texts | understanding the different purposes of texts | guided identification of the different purposes of texts | directed identification of the different purposes of texts |
| makes purposeful connections to personal experience when explaining characters and main events in short texts | makes effective connections to personal experience when explaining characters and main events in short texts | makes connections to personal experience when explaining characters and main events in short texts | makes partial connections to personal experience when explaining characters and main events in short texts | makes fragmented connections to personal experience when explaining characters and main events in short texts |
| identification and detailed description of different text purposes and their effect on text organisation | identification and description of different text purposes and their effect on text organisation | identification of different text purposes and their effect on text organisation | guided identification of different text purposes and their effect on text organisation | directed identification of different text purposes and their effect on text organisation |
| clear and detailed description of characters, settings and events in different types of literature | detailed description of characters, settings and events in different types of literature | description of characters, settings and events in different types of literature | partial description of characters, settings and events in different types of literature | fragmented description of characters, settings and events in different types of literature |
| Skills | clear and effective reading aloud with developing fluency of short texts with:   * some unfamiliar vocabulary * simple and compound sentences * supportive images | effective reading aloud with developing fluency of short texts with:   * some unfamiliar vocabulary * simple and compound sentences * supportive images | reading aloud with developing fluency of short texts with:   * some unfamiliar vocabulary * simple and compound sentences * supportive images | guided reading aloud with developing fluency of short texts with:   * some unfamiliar vocabulary * simple and compound sentences * supportive images | directed reading aloud with developing fluency of short texts with:   * some unfamiliar vocabulary * simple and compound sentences * supportive images |
| Receptive mode | Skills | makes meaning when reading by purposefully using knowledge of:   * the relationship between sounds and letters * high frequency words * sentence boundary punctuation * directionality | makes meaning when reading by effectively using knowledge of:   * the relationship between sounds and letters * high frequency words * sentence boundary punctuation * directionality | makes meaning when reading by using knowledge of:   * the relationship between sounds and letters * high frequency words * sentence boundary punctuation * directionality | makes meaning when reading through guided use of knowledge of:   * the relationship between sounds and letters * high frequency words * sentence boundary punctuation * directionality | makes meaning when reading through directed use of knowledge of:   * the relationship between sounds and letters * high frequency words * sentence boundary punctuation * directionality |
| clear description of key ideas and recognition of literal and implied meaning in texts | description of key ideas and recognition of literal and implied meaning in texts | recalling of key ideas and recognition of literal and implied meaning in texts | partial recalling of key ideas and recognition of literal and implied meaning in texts | fragmented recalling of key ideas and recognition of literal and implied meaning in texts |
| purposeful use of appropriate language features and interaction skills to listen to others when taking part in conversations | effective use of appropriate language features and interaction skills to listen to others when taking part in conversations | use of appropriate language features and interaction skills to listen to others when taking part in conversations | partial use of appropriate language features and interaction skills to listen to others when taking part in conversations | fragmented use of appropriate language features and interaction skills to listen to others when taking part in conversations |
| Productive mode | Understanding | considered demonstration of understanding of how characters in texts are developed giving reasons for personal preferences | effective demonstration of understanding of how characters in texts are developed giving reasons for personal preferences | understanding of how characters in texts are developed giving reasons for personal preferences | partial understanding of how characters in texts are developed giving reasons for personal preferences | fragmented understanding of how characters in texts are developed giving reasons for personal preferences |
| creation of texts that show clear and informed understanding of the connection between writing, speech and images | creation of texts that show informed understanding of the connection between writing, speech and images | creation of texts that show understanding of the connection between writing, speech and images | creation of texts that show developing understanding of the connection between writing, speech and images | creation of texts that show emerging understanding of the connection between writing, speech and images |
| Skills | clear and effective creation of short texts for a small range of purposes | effective creation of short texts for a small range of purposes | creation of short texts for a small range of purposes | partial creation of short texts for a small range of purposes | fragmented creation of short texts for a small range of purposes |
| Productive mode | Skills | purposeful interaction in pair, group and class discussions and taking turns when responding | effective interaction in pair, group and class discussions and taking turns when responding | interaction in pair, group and class discussions and taking turns when responding | guided interaction in pair, group and class discussions and taking turns when responding | directed interaction in pair, group and class discussions and taking turns when responding |
| making of purposeful short presentations on familiar topics | making of effective short presentations on familiar topics | making of short presentations on familiar topics | guided making of short presentations on familiar topics | directed making of short presentations on familiar topics |
| when writing, provides clear and effective details about:   * ideas or events * participants in those events | when writing, provides effective details about:   * ideas or events * participants in those events | when writing, provides details about:   * ideas or events * participants in those events | when writing, provides partial details about:   * ideas or events * participants in those events | when writing, provides fragmented details about:   * ideas or events * participants in those events |
| consistent use of accurate spelling of:   * high frequency words * words with regular spelling patterns | use of self-correction for accurate spelling of:   * high frequency words * words with regular spelling patterns | use of accurate spelling of:   * high frequency words * words with regular spelling patterns | guided use of accurate spelling of:   * high frequency words * words with regular spelling patterns | directed use of accurate spelling of:   * high frequency words * words with regular spelling patterns |
| purposeful use of capital letters and full stops | consistent use of capital letters and full stops | use of capital letters and full stops | guided use of capital letters and full stops | directed use of capital letters and full stops |
| purposeful use of correct forms of all upper- and lower-case letters | consistent use of correct forms of all upper- and lower-case letters | use of correct forms of all upper- and lower-case letters | partial use of correct forms of all upper- and lower-case letters | fragmented use of correct forms of all upper- and lower-case letters |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors |
| **AP**  **MC**  **WW**  **EX**  BA | 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  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 is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Year 1 English SEs

These terms clarify the descriptors in the Year 1 English SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum English glossary: [www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

| Term | Description |
| --- | --- |
| appropriate | fitting, suitable to the context |
| aspects | particular parts or features |
| clear;  clarity | easy to perceive, understand, or interpret, without ambiguity |
| consistent | regular in occurrence; in agreement and not self-contradictory |
| description; descriptive;  describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| developing | demonstrates understanding of knowledge using varying levels of skills |
| direction;  directed;  directed use | following the instructions of the facilitator |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| emerging;  emergent | demonstrates a basic understanding of aspects of knowledge and is beginning to use skills |
| express; expression | to show, reveal, represent or put into words |
| familiar | situations or materials that have been the focus of prior learning experiences |
| fragmented | disjointed, incomplete or isolated |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification;  identify | establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic |
| implied meaning | suggested but not directly expressed; information and ideas in texts that have an implied meaning may be:  interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect  combined with prior experience to extrapolate on what is in the text  analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text  evaluated to make judgments using criteria  synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking |
| interaction skills | in Year 1, interaction skills include turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace |
| interpret, interpretation | explaining the meaning of information or actions |
| language features | features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language);  choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production |
| literal meaning | taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a literal meaning may be:  recognised or recalled  translated or changed into a different form by, for example, paraphrasing or restating |
| partial | attempted; incomplete evidence provided |
| productive modes | speaking, writing and creating |
| purposeful | intentional; focused and clearly linked to the goals of the task |
| recall | remember information, ideas or experiences |
| receptive modes | listening, reading and viewing |
| recognise: recognition | to be aware of or acknowledge |
| sentence | a unit of language consisting of one or more clauses that are grammatically linked and containing a finite verb; a written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark;  simple sentence: a single main clause that expresses a complete thought; it has a subject and a finite verb and may also have an object, for example ‘Mary is beautiful.’, ‘The ground shook.’, ‘Take a seat.’  compound sentence: two or more main clauses that are coordinated or linked in such a way as to make each clause of equal grammatical status; in the following example and is the coordinating conjunction: ‘We went to the movies *and* we saw the new action film.’ |
| understand; understanding | to perceive what is meant, grasp an idea, and to be thoroughly familiar with |
| unfamiliar | situations or materials that have not been the focus of prior learning experiences |
| use of | to operate or put into effect |