

ECTA has pasted the Achievement standards below expected for years K (prep) and years 1 and 2
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Achievement standards expected for all four subjects for K (Prep) 1 and 2

Kindergarten Achievement standard English

Listening and speaking

By the end of Kindergarten, students listen attentively for short periods. They listen and respond appropriately to the content of short spoken texts that use everyday language and familiar vocabulary and to texts read aloud. They recall one or two ideas, events and details from texts listened to or viewed. They show developing understanding of how texts convey meaning and take many forms. They recognise rhymes, syllables and single sounds in short spoken words. They talk informally on familiar topics with peers, teachers and known adults in everyday classroom situations. They use informal talk effectively to engage in pair, group and class discussions and participate in group tasks.

Reading

By the end of Kindergarten, students recognise several types of print texts and identify the purposes of some familiar texts. They effectively navigate a simple picture book or digital text using knowledge of basic concepts about print. They discuss how factual texts differ from imaginative texts. They name *sound–letter matches for most consonants and short vowels*, *recognise high frequency sight words* and *work out short regular words using context, grammatical and phonic knowledge*. They *read aloud short, predictable texts with some fluency and demonstrate early reading strategies such as re-reading to maintain meaning*. They retell one or two events in a story or a film, and discuss events and characters. They relate one or two facts from an information text. They recognise and name most letters of the alphabet.

Writing

By the end of Kindergarten, students *write short texts of one or two sentences to retell events and experiences for a small range of audiences*. They understand concepts about print such as letters, words, and sentences. They use left to right directionality, *return sweep and spaces between words*. They *handwrite most lower case and some upper case letters, and use some capital letters and full stops*. They show some evidence of the *use of sound–letter knowledge to write unknown words and spell a small number of common words correctly*. They use a keyboard to compose short texts, locating the keys for most letters including capital letters and full stops.

Year 1 Achievement standard

Listening and speaking

By the end of Year 1, students listen and respond to a range of spoken texts for informal and some more formal purposes and to texts read aloud. They use developing listening skills to retell events and some details, remember and follow multi-step spoken instructions, and effectively follow prompts in multimodal texts. They use different interaction conventions such as asking questions and making comments. They speak clearly, adjusting the volume of speech to their audience and purpose. They participate in pair, group and class discussions using familiar and learned content and vocabulary and some extended sentence patterns. They make brief presentations of a few connected sentences on familiar and learned topics and use appropriate vocabulary to discuss ideas in texts and to share responses.

Reading

By the end of Year 1, students identify a book's purpose using information from the cover and illustrations in the book. They navigate different types of print and digital texts. They read simply-structured narrative and information texts and recall significant information and ideas. They participate in discussions about text content, plot, characters and setting and retell stories. They make simple inferences about ideas, characters and events. They identify words and images that represent people, things and actions. They read aloud texts with extended sentence patterns, responding appropriately to sentence boundary punctuation. They use context, grammatical and phonic knowledge to predict and confirm as they read and to work out unfamiliar words, including words containing learned digraphs and blends.

Writing

By the end of Year 1, students create short imaginative and information texts for a small range of purposes. They incorporate familiar ideas in their writing and demonstrate emerging understanding of text structures and features.

They generally use capital letters and full stops. They accurately spell a growing number of irregular words and demonstrate an increasing ability to spell common and unknown words using sound–letter knowledge. They use lower case and upper case letters appropriately in their writing and simple functions of a word processing program. In response to prompts they use some strategies to edit their work for meaning, spelling and punctuation.

Year 2 Achievement standard

Listening and speaking

By the end of Year 2, students listen to a range of spoken and media texts on familiar and learned topics. They understand and recall literal information and retell main ideas and two or more key facts. They use spoken language as a learning tool, listening for details and instructions, asking and answering questions and engaging in talk-based learning situations. They begin to adapt spoken language to suit their audience and purpose. They use everyday talk to discuss ideas, and specific vocabulary about areas of interest. They use more formal language to engage in group and class discussions and to make oral presentations, including some detail, with conscious attention to voice, eye contact and gesture. They discuss how to interact differently with different people. They give opinions on topics of interest and provide some supporting evidence for their points of view.

Reading

By the end of Year 2, students select books to suit different purposes and use the title, table of contents, headings and subheadings, indexes and screen conventions to navigate and use texts. They read and view longer narrative and information texts, discussing possible meanings and predicting likely future events. They use texts with some complex language, ideas and vocabulary to find information on a range of topic areas. They identify literal information in texts and make inferences about characters' actions and motivations. They relate information, ideas and events in texts to their own lives and to other texts. They demonstrate knowledge of most common irregular words and use morphemes and syllabification to read some simple multisyllabic words. They read aloud with fluency and intonation and self-correct using context, prior knowledge, grammatical and phonic knowledge.

Writing

By the end of Year 2, students create imaginative and informative print and multimodal texts for different purposes and a widening range of audiences, drawing on their own experiences, and on imaginative and learned ideas. They organise texts in predictable ways and use a small range of text structures. They create texts that display developing control over sentence structures, and appropriate use of action verbs, nouns and noun phrases. They discuss their choice of language features. They use capital letters to indicate names and sentence boundary punctuation including question marks and exclamation marks. They accurately spell most common irregular words and demonstrate an increasing ability to spell unknown words using sound–letter correspondence and visual knowledge. They handwrite legibly using unjoined letters of consistent size and slope, and use a word-processing program with growing speed and efficiency. They re-read and edit their work for meaning, spelling and punctuation.

Kindergarten Achievement standard History

By the end of Kindergarten, students are able to select and connect family and familiar sources (photographs, toys, objects) to sequence key events, continuities and changes. They use the language of time (eg the olden days, a long time ago, yesterday, tomorrow) to describe and illustrate events and stories in response to directed questions (eg telling a story about where their family came from, drawing a picture to describe their family). When inquiring into the past, students respond to questions by providing examples. They use terms associated with the passing of time (eg now, then, before, after I had my third birthday). They make reasonable assumptions about the past based on evidence found in stories about past events.

Year 1 Achievement standard

By the end of Year 1, students are able to use familiar personal and local sources and artefacts (eg photographs, buildings, oral accounts) to compare and give reasons for differences and similarities in the way of life and organisation of families and groups over time. They construct narratives and retell stories about aspects of life in the past (roles and relationships, group structures, survival needs) using the language of time (eg anniversaries, years, in the past). When inquiring into the past, students suggest logical ideas about why things happened the way they did and why things occur in the present.

Year 2 Achievement standard

By the end of Year 2, students are able to observe and investigate aspects of their local heritage (event, heritage site, landform, monument) and recognise and communicate their ideas about its past and present significance. When inquiring into the past, students ask questions (eg when did it happen? what did this look like?) that relate to their observations of the remaining evidence of the past. They develop explanations based on plausible interpretations of historical sources. Students use oral, written and graphic forms of communication to express a key idea about the importance of heritage (eg advertisements, talks, interviews, brochures, posters, signage).

Kindergarten Achievement standard Mathematics

By the end of Kindergarten, students are able to confidently recall the sequence of numbers to 20, matching names and numerals and find the total of small collections by counting. They subitise small quantities, partition numbers to 10 and use one-to-one relations to share and count out quantities. Students collect data from straightforward questions about themselves and familiar events and, with assistance, can organise this data. They readily use everyday language to describe measurements found by direct comparison and sort and classify familiar shapes.

Year 1 Achievement standard

By the end of Year 1, students are able to quantify collections to 20 and can count forwards and backwards to 100. They understand and are fluent with partitioning numbers to 10. They can read, write, order and model two-digit numbers and understand that these numbers are comprised of units of tens and ones. They are beginning to understand the relationship between addition and subtraction and use this knowledge to model and solve simple additive problems. Students collect data about themselves and their peers and represent these data in lists, tables and pictographs. They use everyday language to describe simple geometry and measurement ideas and use uniform informal units to measure and compare length and capacity and use hours and half-hours to describe time.

Year 2 Achievement standard

By the end of Year 2, students are able to understand the sequence of numbers to 130, recognising patterns in units of 10 and 100. They apply this understanding to efficiently represent collections larger than 100 and to partition numbers into units of tens and ones. They describe and connect patterns of twos, fives and tens, solve multiplicative problems and model everyday simple functions. Students describe events produced by simple chance devices and understand different ways of representing data. Students compare lengths, capacities and masses using informal units and familiar metric units and areas by direct comparison. They identify and describe properties of familiar shapes and objects, can visualise and represent them, and can use simple maps.

Kindergarten Achievement standard Science

By the end of Kindergarten, students participate in guided group investigations. They use appropriate senses to explore and describe phenomena and objects of interest. They ask questions about objects and events in their familiar environment and describe observations orally and with writing or drawing. They recognise and describe characteristics of their immediate environment including identifying the features, use and behaviour of familiar living things, materials and objects. They understand that science is about exploring and investigating to answer questions and to find things out. They articulate ideas on how they use science.

Year 1 Achievement standard

By the end of Year 1, students begin to pose questions about familiar situations and make inferences based on their observations. They take part in guided investigations, using simple resources to support inquiry. They communicate their ideas to others in a variety of ways including writing and begin to describe their experiences during investigations. They describe and compare living things and physical features in their local environment and begin to demonstrate understanding of observable features and events through their own questions and observations. They recognise and describe physical changes to everyday materials and describe basic types and sources of sound. They recognise and describe in simple terms how science is involved in familiar situations.

Year 2 Achievement standard

By the end of Year 2, students collaboratively carry out simple investigations based on questions provided by the teacher. They record observations and information (including using informal measurement), sorting data where appropriate, and begin to use information and observations as evidence to support ideas. They communicate their understanding in more than one way and begin to reflect in simple terms on their experiences when carrying out investigations. They describe the basic characteristics of living things that differentiate them from non-living things, including how they grow and change. They understand that science is about solving everyday problems and wider issues (eg growing food, water supplies). They describe easily observable properties of everyday materials and make suggestions as to how these properties impact on their use. They have an elementary understanding of forces as pushes and pulls.