

Prep Achievement Standard—English

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.



Prep Achievement Standard—Mathematics

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They [compare](#) objects using mass, length and capacity. Students connect events and the days of the week. They [explain](#) the order and duration of events. They use appropriate language to [describe](#) location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.