

Communicating: Learning and development area


Revision summary: QKLG 2018 to QKLG 2024

Key	same/refined	merged	new	(KF) Key focus	(SL) Significant learning
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Note: the key applies to the description, key focuses and significant learnings.

QKLG 2018		QKLG 2024	
Description		Description	
<p>The foundation for children becoming effective citizens is their development of language, literacy and numeracy. Being able to communicate is fundamental to children's everyday lives, including their ability to express their ideas and feelings, to question, to learn, to connect and interact with others. Children feel a strong sense of identity and connectedness when their ways of communicating are valued in the kindergarten environment.</p> <p>Exploring and engaging with literacy through reading, viewing, listening, writing, speaking and creating in personally meaningful ways supports a kindergarten child to become an effective communicator. Numeracy is the capacity, confidence and disposition to use mathematics in everyday situations.</p>		<p>The foundation for children becoming effective citizens is their development of language, literacy and numeracy. Being able to communicate, including their ability to express their ideas and feelings, to question, learn, connect and interact with others, is fundamental to children's everyday lives.</p> <p>Children feel a strong sense of identity and connectedness when their diverse communication skills are valued in the kindergarten environment. Children may communicate through Standard Australian English (SAE), home language/s, signed language/s, visual communication such as gestures, or augmentative and alternative communication (AAC). (From (KF) Exploring and expanding language)</p> <p>Building language and literacy capabilities — including self-expression, comprehension, vocabulary, and phonological and phonemic awareness — supports children to become effective communicators. Children interact, listen, speak, create, write, view and engage with a range of texts in personally meaningful ways to make meaning from the word around them.</p> <p>Building numeracy capabilities supports children's capacity, confidence and disposition to use mathematics in everyday situations. Exploring mathematical ideas such as number, patterns, measurement, space and spatial relationships in everyday situations supports children in their practical application of mathematical concepts, fostering numeracy development. Engaging in problem-solving with children provides meaningful opportunities to use mathematical thinking in real life contexts. (From (KF) Exploring numeracy in personally meaningful ways)</p> <p>Kindergarten children who are becoming effective communicators are:</p> <ul style="list-style-type: none"> engaging with and expanding language building literacy in personally meaningful ways building numeracy in personally meaningful ways. <p><u>Critically reflecting on Communicating, teachers and educators may consider:</u></p> <ul style="list-style-type: none"> how they promote children's communication skills and vocabulary development the opportunities provided for children to engage with a range of texts opportunities to build mathematical understandings and confidence to support children's mathematical thinking through play-based learning. 	
Key focus	Significant learning	Key focus	Significant learnings
Exploring and expanding language	<ul style="list-style-type: none"> knowledge, skills and dispositions <ul style="list-style-type: none"> to Significant learnings <p>Using language/s, including signing</p> <ul style="list-style-type: none"> interacting and communicating <ul style="list-style-type: none"> to (KF) Building literacy in personally meaningful ways (SL) interacts by communicating and responding purposefully with others developing speech patterns and pronunciation <ul style="list-style-type: none"> to (SL) builds awareness of sounds and letters expanding vocabulary <p>Listening and responding</p> <ul style="list-style-type: none"> to (KF) Building literacy in personally meaningful ways (SL) interacts by communicating and responding purposefully with others <ul style="list-style-type: none"> developing listening behaviours <ul style="list-style-type: none"> to (KF) Building literacy in personally meaningful ways (SL) interacts by communicating and responding purposefully with others responding to show listening <ul style="list-style-type: none"> to (KF) Building literacy in personally meaningful ways (SL) interacts by communicating and responding purposefully with others 	Engaging with and expanding language	<ul style="list-style-type: none"> communicates verbally and nonverbally with others builds awareness of sounds and letters <ul style="list-style-type: none"> from (KF) Exploring literacy in personally meaningful ways expands vocabulary
Exploring literacy in personally meaningful ways	<p>Engaging with different texts</p> <ul style="list-style-type: none"> understanding the purposes of texts making connections between texts and personal experiences <p>Exploring sounds and letters</p> <ul style="list-style-type: none"> to (KF) Engaging with and expanding language (SL) builds awareness of sounds and letters 	Building literacy in personally meaningful ways	<ul style="list-style-type: none"> engages with a range of texts for purpose and meaning makes connections between texts and personal experiences

QKLG 2018		QKLG 2024	
	<ul style="list-style-type: none"> • talking about sounds and letters <ul style="list-style-type: none"> – to (KF) Engaging with and expanding language – (SL) builds awareness of sounds and letters • exploring sound–letter relationships <ul style="list-style-type: none"> – to (KF) Engaging with and expanding language – (SL) builds awareness of sounds and letters 		
	<p>Exploring reading and writing</p> <ul style="list-style-type: none"> – to (SL) engages with a range of texts for purpose and meaning 		
	<ul style="list-style-type: none"> • understanding the relationship between words and images 		<ul style="list-style-type: none"> • builds awareness of ways images add meaning to print
	<ul style="list-style-type: none"> • exploring reading behaviours <ul style="list-style-type: none"> – to (SL) engages with a range of texts for purpose and meaning 		
	<ul style="list-style-type: none"> • developing writing behaviours 		<ul style="list-style-type: none"> • develops writing behaviours
	<ul style="list-style-type: none"> • making connections between mark-making/writing and personal experiences <ul style="list-style-type: none"> – to (SL) develops writing behaviours 		
			<ul style="list-style-type: none"> • interacts by communicating and responding purposefully with others <ul style="list-style-type: none"> – from (KF) Exploring and expanding language
Exploring numeracy in personally meaningful ways	<p>Exploring mathematical concepts in everyday life</p> <ul style="list-style-type: none"> – to Description <ul style="list-style-type: none"> • exploring measurement • using everyday language to describe shapes, directions and positions • problem-solving in everyday situations <p>Exploring counting and patterns</p> <ul style="list-style-type: none"> – to (SL) develops awareness of number and counting and develops awareness of patterns • exploring counting • recording quantity <ul style="list-style-type: none"> – to (SL) develops awareness of number and counting • developing awareness of patterns 	Building numeracy in personally meaningful ways	<ul style="list-style-type: none"> • uses everyday language to describe measurement • using everyday language to describe shapes and spatial relationships • develops mathematical problem-solving skills • develops awareness of number and counting
			<ul style="list-style-type: none"> • develops awareness of patterns

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