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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA –English *toward* Foundation Achievement Standard****Mode: Reading and viewing** |
| **VCAA EXAMPLE****Context:** The teacher selects a familiar text with repetitive phrases and sentences using a range of words to highlight sound/letter relationships and high frequency vocabulary development relevant to the current theme/topic of interest in the classroom. Students participate in shared and/or guided reading sessions to develop a sense of story, vocabulary, active listening, prediction, awareness of text, reading strategies and comprehension.  **The content descriptions explicitly covered will be:*** Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge [(VCELY152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY152)
* Identify some features of texts including events and characters and retell events from a text [(VCELT150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT150)
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|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **Foundation Level Achievement Standard– Reading and viewing - English** |
| In **English**, indicative progression towards the Foundation Level achievement standard may be when students:* Track text left to right, turn pages and orient the text correctly
* Participate productively in rhyming and alliteration activities.
* Attempt intonation and expression when reading aloud
* Identify most letters of the English alphabet and their associated sound.
* Recall one or more pieces of information directly related to a text.
* Can identify text features such as, title, author, illustrator, words, sentences, pictures, characters and events.
 | By the end of the Foundation level:* Students use questioning and monitoring 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 predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters.
* They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English *toward* Level 1 Achievement Standard****Mode: Reading and viewing** |
| **VCAA EXAMPLE****Context:** Students participate in shared reading of narrative and informative texts from different cultures (e.g. story books from Australian Indigenous cultures and South-East Asian cultures) as part of an integrated unit focusing on cultural diversity. They explore the differences in text types including their purpose and organisation. **The content descriptions explicitly covered will be:*** Respond to texts drawn from a range of cultures and experiences [(VCELY185)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY185)
* Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning [(VCELA180)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA180)
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| **Foundation Level Achievement Standard– Reading and viewing - English** | **Example of Indicative Progress toward Level 1 Achievement Standard** | **Level 1 Achievement Standard– Reading and viewing - English** |
| By the end of the Foundation level:Students use questioning and monitoring 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 predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters.
* They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.
 | In **English**, indicative progression towards the Level 1achievement standard may be when students:* Compare an aspect of their life to that of a character in or narrator of a text.
* Identify some similarities and differences between narrative and informative texts.
* Read short illustrated narrative and informative texts with familiar vocabulary from a range of cultures and identify the type and purpose of supporting images used.
 | By the end of Level 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 are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
* When reading, they use knowledge of the relationships 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.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English *toward* Level 2 Achievement Standard****Mode: Reading and viewing** |
| **VCAA EXAMPLE****Context:*** Students listen to, read and view a range of simple texts (including multi-modal and/or digital texts) that serve to entertain and inform. They identify the topic and type of text through visual presentation, for example the cover design, title/subtitle and supporting images. They explore the typical stages and language features common to these kinds of texts.

 **The content descriptions explicitly covered will be:*** Understand that different types of texts have identifiable text structures and language features that help the text serve their purpose [(VCELA212)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA212)
* Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams [(VCELA213)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA213)
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| **Level 1 Achievement Standard– Reading and viewing - English** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Level 2 Achievement Standard – Reading and viewing - English** |
| By the end of Level 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 are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
* When reading, they use knowledge of the relationships 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. | In **English**, indicative progression towards the Level 2achievement standard may be when students:* Describe how a picture helps tell a story or a diagram helps to explain facts.
* Identify a range of text organisation features (e.g. author, subheadings, hyperlinks, diagrams, flowcharts, index/glossary).
* Identify the typical structure and common language features of multi-modal and visual texts.
* Read short multi-modal texts and use the supporting images to predict the meaning of unfamiliar words.
 | By the end of Level 2:* Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information.
* They recognise all Standard Australian English phonemes, and most letter–sound matches.
* They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
* They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
* They identify literal and implied meaning, main ideas and supporting detail.
* Students make connections between texts by comparing content.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English *toward* Level 3 Achievement Standard****Mode: Reading and viewing** |
| **VCAA EXAMPLE** **Context:** Students both listen to and read independently a series of picture story books designed for younger readers by the same author and featuring recurring characters. They observe and discuss the techniques used by the author and illustrator to depict characters and the relationship between them. Students make connections between the information in print, images and between the texts to build inferences about characters and to extend their vocabulary to describe the characters.**The content descriptions explicitly covered will be:*** Understand how to apply knowledge of letter-sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249)
* Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative [(VCELT253)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT253)
* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features [(VCELY257)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY257)
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| **Level 2 Achievement Standard– Reading and viewing - English** | **Example of Indicative Progress toward Level 3 Achievement Standard** | **Level 3 Achievement Standard– Reading and viewing - English** |
| By the end of Level 2:* Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information.
* They recognise all Standard Australian English phonemes, and most letter–sound matches.
* They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
* They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
* They identify literal and implied meaning, main ideas and supporting detail.
* Students make connections between texts by comparing content.
 | In **English**, indicative progression towards the Level 3 achievement standard may be when students:* Identify some common language and visual features used to depict characters’ traits and feelings and the relationships between them.
* Describe the effect/s that the author may have intended by their choice of vocabulary and images.
* Use language features such as alliteration, assonance and rhyme to support reading.
 | By the end of Level 3:* Students understand how content can be organised using different text structures depending on the purpose of the text.
* They understand how language features, images and vocabulary choices are used for different effects.
* They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
* They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.
* They can identify literal and implied meaning connecting ideas in different parts of a text.
* They select information, ideas and events in texts that relate to their own lives and to other texts
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English *toward* Level 4 Achievement Standard****Mode: Reading and viewing** |
| **VCAA EXAMPLE****Context:**Students read a persuasive text, in print with a supporting image, about an environmental issue in their local area. They consider the language features of the text and how it is constructed to  persuade the reader. **The content descriptions explicitly covered will be:*** Identify the point of view in a text and suggest alternative points of view (VCELY255)
* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246)

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| **Level 3 Achievement Standard– Reading and viewing - English** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Level 4 Achievement Standard – Reading and viewing - English** |
| By the end of Level 3:* Students understand how content can be organised using different text structures depending on the purpose of the text.
* They understand how language features, images and vocabulary choices are used for different effects.
* They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
* They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.
* They can identify literal and implied meaning connecting ideas in different parts of a text.
* They select information, ideas and events in texts that relate to their own lives and to other texts.
 | In **English**, indicative progression towards the Level 4 achievement standard may be when students:* Identify the purpose of the text (intended audience and effect).
* Distinguish between facts and opinions expressed in a text.
* Recognise that a persuasive text begins by introducing the topic and then moves into arguments.
* Identify the main arguments in the text and how they might be relevant to readers.
* Explain why authors of persuasive texts often include a supporting image (e.g. readers remember an image longer than the printed words).
 | By the end of Level 4:* Students understand that texts have different structures depending on the purpose and context.
* They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts.
* They express preferences for particular types of texts, and respond to others’ viewpoints.
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| **CURRICULUM AREA – English *toward* Level 5 Achievement Standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Mode: Reading and viewing** |
|  **VCAA EXAMPLE****Context:**Using informative digital and print texts on a particular topic students investigate the key features of these text types. They make judgements about the quality of the texts through examining their organisation, complexity of vocabulary and supporting images. As they investigate they develop the appropriate meta-language to describe organisational text features**.** Students also examine how language features, vocabulary and images support the overall structure and purpose of each text type.**The content descriptions explicitly covered will be:*** Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation [(VCELA310)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA310)
* Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning [(VCELY318)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY318)
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| **Level 4 Achievement Standard– Reading and viewing - English** | **Example of Indicative Progress toward Level 5 Achievement Standard** | **Level 5 Achievement Standard – Reading and viewing - English** |
| By the end of Level 4:* Students understand that texts have different structures depending on the purpose and context.
* They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts.
* They express preferences for particular types of texts, and respond to others’ viewpoints.
 | In **English**, indicative progression towards the Level 5 achievement standard may be when students:* Use a Venn Diagram to compare the similarities and differences between text types.
* Can identify some examples of language features commonly used in information texts (e.g. the use of third person pronouns).
* Identify, analyse and explain language features and vocabulary typical of a particular text type (e.g. instructional text often contains an action to begin a direction and may be accompanied by an illustration).
* Identify some similarities and differences between two texts to determine and explain the features that contribute to their appeal and readability.
 | By the end of Level 5:* Students explain how text structures assist in understanding the text.
* They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
* They analyse and explain literal and implied information from a variety of texts.
* They describe how events, characters and settings in texts are depicted and explain their own responses to them.
* When reading, they confidently encounter and can decode less familiar words.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English *toward* Level 6 Achievement Standard****Mode: Reading and viewing** |
| **VCAA EXAMPLE****Context:** Students participate in whole class focus sessions using both fiction and non-fiction texts to understand the difference between literal and inferential meaning. They then apply this knowledge in small group situations using a common text to generate and answer both literal and inferential questions. This may include the use of Literacy Circles and Reciprocal Reading where they also discuss the authors’ choice of language features, vocabulary and imagery and how this creates meaning for the reader.**Content Descriptions:*** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts [(VCELY347)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY347)
* Analyse strategies authors use to influence readers [(VCELY345)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY345)
* Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [(VCELA339)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA339)
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| **Level 5 Achievement Standard – Reading and viewing - English** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Level 6 Achievement Standard – Reading and viewing - English** |
| By the end of Level 5:* Students explain how text structures assist in understanding the text.
* They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
* They analyse and explain literal and implied information from a variety of texts.
* They describe how events, characters and settings in texts are depicted and explain their own responses to them.
* When reading, they confidently encounter and can decode less familiar words.
 | In **English**, indicative progression towards the Level 6 achievement standard may be when students:* Locate and/or recall specific information in a text.
* Create and answer literal and inferential questions about a fiction and a non-fiction text.
* Use prior knowledge and textual information to make inferences and predictions
* Provide justifications for answers using examples from the text (including vocabulary choice and supporting images).
 | By the end of Level 6:* Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.
* They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
* They compare and analyse information in different texts, explaining literal and implied meaning.
* They select and use evidence from a text to explain their response to it.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English *toward* Level 7 Achievement Standard****Mode: Reading and viewing** |
| **VCAA EXAMPLE****Context:** Students study a text that has been adapted to a variety of forms (e.g. *The Man from Snowy* River - poem, painting & film). They consider and compare the techniques used by the creator of each text to achieve a particular effect on the audience. Students also identify the audience, purpose and context for each text and how they impacted on the choices made in its creation.**The content descriptions explicitly covered will be:**Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance ([VCELA370](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA370))Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts ([VCELT372](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT372))Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry ([VCELT375](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT375)) |
| **Level 6 Achievement Standard – Reading and viewing - English** | **Example of Indicative Progress toward Level 7 Achievement Standard** | **Level 7 Achievement Standard - Reading and viewing - English** |
| By the end of Level 6:* Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.
* They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
* They compare and analyse information in different texts, explaining literal and implied meaning.
* They select and use evidence from a text to explain their response to it.
 | In **English**, indicative progression towards the Level 7 achievement standard may be when students:* can identify some key features of poetry and explain what makes a poem different from other texts.
* can compare techniques used in poetry, painting and film to create the desired effect on the reader.
* the effect of audience, purpose and context on the choices made by the creator of a text.
 | By the end of Level 7:* Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
* They demonstrate understanding of how the choice of language, images and vocabulary affects meaning.
* They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
* They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
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