**This Learning Progression begins at Level 1 of the Victorian Curriculum and concludes at Level 3. Six progressions are provided in this span.**

*Description:* This Learning Progression describes how a student becomes increasingly faster, smoother, more accurate and expressive in their reading aloud of progressively complex print texts. At higher levels of the progression, students demonstrate comprehension of a text through confident use of intonation, pausing, accuracy and pace.

*Related Learning Progressions*: This Learning Progression provides the detailed progression in support of the sub-element *Understanding texts*.

*Details of progression provide nuanced and detailed descriptions of student learning – what students can say, do, make or write. Examples of student learning in each step are not hierarchical, nor are they to be used as a checklist.*

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| **Victorian Curriculum Level 1** | | | | | **Victorian Curriculum Level 3** | |
| The student:   * reads aloud decodable texts word by word, with emphasis on one-to-one matching * reads with some intonation and expression. | The student:   * reads decodable texts by phrasing two words at a time with some attention to expression. | The student:   * reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases * uses punctuation cues and some intonation and expression * reads accurately at an efficient pace without overt sounding and blending * reads at 90 words per minute pace. | The student:   * reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation * uses effective intonation, stress and expression that indicate comprehension * maintains pace and accuracy when partner reading with an experienced reader * reads without finger tracing. | The student:   * reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression * varies pace according to purpose and audience * reads aloud with expression that reflects the author’s purpose and meaning. | | The student:   * reads aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression * consistently and automatically integrates pausing, intonation, phrasing and rate. |

Student learning in literacy has links beyond English in the Victorian Curriculum F–10. Teachers are encouraged to identify links within their teaching and learning plans.