This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 9. Eight progressions are provided in this span.

*Description:* This Learning Progression describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements.

*Related Learning Progressions*: This Learning Progression is closely related to the Learning Progressions of *Speaking, Listening, Interacting* and *Phonological awareness*.

*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 Foundation Level** | | | | | | **Victorian Curriculum Level 9** | | |
| |  | | --- | | The student:   * distinguishes between sounds made with instruments * distinguishes between sounds in the environment. | | The student:   * responds to spoken texts (uses facial expressions, movements, turns towards the speaker) * responds to short phrases relying on key words, tone of voice and intonation * follows a simple command * recognises and generates one-syllable rhyming words * repeats familiar words heard in a text or conversation. | The student:   * listens actively to short texts consisting of a few sentences * recalls one or two ideas * responds to simple statements, commands or questions * uses a small range of listening strategies (asking what, when, why questions about a text they have listened to) * discriminates individual words in a short, spoken sentence * identifies familiar objects and actions heard in a text (the chicken ate the bug). | The student:   * responds to simple and predictable texts * recalls specific information from a spoken text (recalls a message from a school assembly announcement) * responds to literal questions about a spoken text * experiments with a small range of listening strategies (asks speaker to repeat information, if unclear) * uses learnt vocabulary and simple adjectives to recount key ideas from heard text. | The student:   * listens to texts to engage with learning area content * recalls specific information from a learning area text * attends to sequence when recounting ideas * listens to a familiar story and retells, making minor adaptations if needed * selects appropriate listening strategies (asking questions to elicit extra information, rephrasing others’ contribution to check own comprehension) * uses cohesive vocabulary to support comprehension (listens for temporal connectives such as first, then, finally and conjunctions such as also) to identify next section in text. | The student:   * responds to texts with unfamiliar content * identifies main ideas of a spoken text using supporting details * identifies purpose and intended audience of a spoken text * infers meaning from texts that contain features such as music and environmental sounds * asks relevant questions to extend understanding * discusses language and audio features of the text. | | The student:   * responds to moderately complex and sophisticated texts * identifies and analyses how spoken language is used for different effects (identifies the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas) * selects appropriate listening strategies for planned and unplanned situations (records and organises information from a text in a table or with detailed notes) * identifies how vocabulary is used to impact on the target audience. | The student:   * identifies and paraphrases key points of a speaker’s arguments * discusses their own and others’ listening behaviours * evaluates strategies used by the speaker to elicit emotional responses * identifies any shifts in direction, line of argument or purpose made by the speaker * adopts and re-uses complex abstractions heard in texts * identifies how speakers’ language can be inclusive or alienating (a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes). |

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.