**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 5. Nine progressions are provided in this span.**

*Description:* This Learning Progression describes how a student becomes increasingly proficient at using letter-sound relationships and visual knowledge for code-breaking. Phonic knowledge and word recognition are among the range of resources students use as they read increasingly complex texts. A phoneme is a spoken sound and a grapheme is the letter or group of letters that represent each phoneme.

*Related Learning Progressions*: This Learning Progression provides a detailed progression of phonics skills that support the Learning Progression *Understanding texts*. Links also exist between this Learning Progression and the Learning Progressions of *Phonological awareness* and *Spelling*

*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 5** | | | | |
| Please note: there is no Phonic knowledge section in this progression. | Please note: there is no Phonic knowledge section in this progression. | **Phonic knowledge**  The student:   * says the most common phoneme for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts * blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts * identifies first phoneme in words * orally segments and writes CVC words (c-a-t, h-a-t). | **Phonic knowledge**  The student:   * says the most common phoneme for all single-letter graphemes * writes/selects corresponding graphemes for all common phonemes * blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts * segments and writes VC and CVC words with letters in correct order and reads them aloud. | **Phonic knowledge**  The student:   * gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck) * says short and long vowel sounds for letters a, e, i, o, u * reads single-syllable words with common double letters (ss – fuss, ll – will, zz – buzz, f – puff) and applies this when reading decodable texts * reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts * reads single-syllable words with common long vowels CVCe and applies this when reading decodable texts * reads one- and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped) * segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t). | **Phonic knowledge**  The student:   * reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts * reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when reading decodable texts * writes common words with taught consonant blends and vowel digraphs (trip, boat). | **Phonic knowledge**  The student:   * reads CCVCC words (trust), CCCVC words (scrap), CCCVCC words (thrust) and applies when reading continuous texts * reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading continuous texts * applies common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts * says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (spat/sat). | **Phonic knowledge and word recognition**  The student:   * reads less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and applies when reading continuous texts * reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly) * reads words with silent letters in digraphs (kn, mb) and applies when reading continuous texts. | **Phonic knowledge and word recognition**  The student   * uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately. |
| **Word recognition**  The student:   * indicates letters and words in a variety of situations in the environment (in written texts, on a whiteboard)   *Note: Not required to read the word or say the sound or name of the letter.* | **Word recognition**  The student:   * identifies pictures, words, spaces between words and numerals in texts (points to/indicates pictures, words and spaces around words in a continuous text) * reads aloud some familiar words and identifies them in environmental print (classroom labels, shop names, street signs) * identifies own name or familiar names when presented in written form * distinguishes own name from a small number of alternative words. | **Word recognition**  The student:   * identifies two or more letters that are the same in two words (tell, bat) * reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go) * reads a familiar word in different contexts (brand names, book titles). | **Word recognition**  The student:   * reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were). |
| **Word recognition**  The student:   * reads most common high-frequency words (100 or more) in connected text. | **Word recognition**  The student:   * reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies * reads high-frequency words within a continuous text accurately and without hesitation. |
| **Word recognition**  The student:   * reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading). |
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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.