

Buried Treasure: English

A guide to finding valuable resources on the VCAA website.
Literacy Learning Progressions



Victorian Curriculum F-10: English

Presented by Julianne Wilson

Literacy Learning Progressions

What are they?

| Reading and Viewing | Writing | Speaking and Listening |
|---|--|---|
| Phonological awareness (docx - 107.6kb) | Creating texts (PART A) (docx - 115.08kb) Creating texts (PART B) (docx - 119.38kb) | Listening (docx - 110.41kb) |
| Phonic knowledge and word recognition (docx - 91.46kb) | Grammar (docx - 112.88kb) | Interacting (docx - 108.52kb) |
| Fluency (docx - 107.8kb) | Punctuation (docx - 108.47kb) | Speaking (docx - 113.45kb) |
| Understanding texts (PART A) (docx - 122.9kb) Understanding texts (PART B) (docx - 123.28kb) | Spelling (docx - 111.45kb) | |
| | Handwriting and keyboarding (docx - 108.92kb) | |

Literacy Learning Progressions

What are they?

| | Number of steps in each span | Foundation | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | Level 9 | Level 10 |
|---------------------------------------|------------------------------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Reading and Viewing | | | | | | | | | | | | |
| Phonological awareness | 5 | ■ | ■ | ■ | ■ | ■ | | | | | | |
| Phonic knowledge and word recognition | 9 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| Fluency | 6 | | ■ | ■ | ■ | ■ | ■ | | | | | |
| Understanding texts | Part A 6/11 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| | Part B 5/11 | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Writing | | | | | | | | | | | | |
| Creating texts | Part A 7/11 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| | Part B 4/11 | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Grammar | 7 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Punctuation | 8 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Spelling | 14 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Handwriting and keyboarding | 8 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Speaking and Listening | | | | | | | | | | | | |
| Listening | 8 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Interacting | 7 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Speaking | 8 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |

Literacy Learning Progressions

What are they?

The student:

- shares simple ideas with peers
- responds to questions in class discussion
- listens without interrupting
- uses non-verbal responses (nods)
- uses home language or dialect to interact with familiar peers and adults.

The student:

- contributes simple ideas and shares personal experiences to participate in informal group discussions
- shows signs of active listening, looks at the speaker
- shows beginning awareness of discussion conventions (pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language.


The student:

- actively listens to stay on topic in a small group discussion
- joins in small group and whole-class discussion
- asks relevant questions for clarification or to find out others' ideas (What do you think about that?)
- takes turns as speaker and listener
- interacts using appropriate language in pairs or a small group to complete tasks.

Literacy Learning Progressions

Where are they?

<https://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/literacy/intro.aspx>



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AND ASSESSMENT AUTHORITY

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Literacy



- [Introduction](#)
- [Understanding the Literacy Learning Progressions](#)
- **[The Literacy Learning Progressions](#)**

Literacy Learning Progressions

How can they help me?

Unpacking achievement...

| Achievement Standard | Literacy Learning Progressions |
|--|---|
| <p>Level 1: When writing, students provide details about ideas or events, and details about the participants in those events.</p> | <ul style="list-style-type: none">• writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion)• writes two or three related ideas which may include other unrelated ideas• combines visuals with written text where appropriate• uses ideas from informative and imaginative texts read or viewed for own writing. |

Literacy Learning Progressions

How can they help me?

Determining achievement between standards...

| Achievement Standard | Literacy Learning Progressions | Achievement Standard |
|---|---|--|
| Level 3 Students can identify literal and implied meaning, connecting ideas in different parts of a text. | <ul style="list-style-type: none">• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently• identifies author's perspective• explains how authors use evidence and supporting detail in texts• poses and answers inferential questions. | Level 4 Students can describe literal and implied meaning connecting ideas in different texts. |

Literacy Learning Progressions

How can they help me?

Creating precise assessment rubrics...

| | | | | | |
|----------------------------------|------------------------------|---|--|--|--|
| writes simple sentences | <i>insufficient evidence</i> | <i>writes sentence fragments that convey an idea (my dog)</i> | <i>writes simple subject-verb sentences (I play)</i> | <i>writes simple subject-verb-object sentences (I like cats)</i> | <i>writes coherent, simple sentences that may include some grammatical inaccuracies (I goed to a party)</i> |
| writes compound sentences | <i>insufficient evidence</i> | | | <i>writes simple sentences to convey connected ideas (I like cats My mum likes dogs)</i> | <i>writes compound sentences using a small range of coordinating conjunction (and / so / but) to connect ideas (I like cats but my mum likes dogs)</i> |

Literacy Learning Progressions

How can they help me?

Writing Individual Education Plans...

| | | |
|---|---|---|
| <p>Comprehension The student:</p> <ul style="list-style-type: none">• listens actively to a range of texts read by others• engages in group discussion about a text• talks about images and/or some printed words in a text• answers and poses mainly literal questions about the text. | <p>Comprehension The student:</p> <ul style="list-style-type: none">• reads and views simple texts with adult support• demonstrates understanding of a range of texts read by adults• makes relevant comments or asks relevant questions to demonstrate understanding of the text• makes connections between texts and personal experiences• retells a familiar story. | <p>Comprehension The student:</p> <ul style="list-style-type: none">• reads and views simple texts independently• listens to texts to engage with learning area content (a text about family histories)• views and discusses the content and features of texts with predictable structures (identifies new or learnt information after reading)• expresses an opinion or preference for a topic or text• infers meaning by integrating print, visual and audio aspects of simple texts• identifies some differences between imaginative and informative texts (different styles of images in a fairy tale and instructions for a game)• recounts or describes sequenced ideas or information from simple texts with print and visual elements. |
|---|---|---|

Literacy Learning Progressions

Before you leap into these documents, take a moment to read the introductory and explanatory materials to increase your understanding of how the Literacy Learning Progressions compliment, and can be used in conjunction with, the curriculum.



Thank-you!

