

# Buried Treasure

A guide to valuable English resources on the VCAA website:  
**Reading and Viewing Annotated Work Samples**



Victorian Curriculum F-10: English

Presented by Julianne Wilson

# Reading and Viewing Annotated Work Samples

## What are they?

### Reading and Viewing work samples

These work samples are provided to support teacher understanding of the Reading and Viewing achievement standards in Victorian Curriculum F-10: English. Each work sample highlights the knowledge and skills addressed in the achievement standard and include a task description, a video of a student reading, annotations on each video excerpt and advice to support the planning of the next stage of student learning.

# Reading and Viewing Annotated Work Samples

What are they?

Reading samples
▶ Foundation
▶ Level 1
▶ Level 2
▶ Level 3
▶ Level 4
▶ Level 5
▶ Level 6

# Reading and Viewing Annotated Work Samples

## What are they?



### Foundation level

The work samples include:

Sample 1 Reading Aloud Fiction: *Clever Fox*, Beverley Randell

Sample 2 Reading Aloud Non-Fiction: *Animals on My Street*, Annette Smith



### Level 1

The work samples include:

Sample 1 Reading Aloud Fiction: *Come Back, Pip!*, Jan Weeks

Sample 2 Reading Aloud Non Fiction: *Mice*, Beverley Randell and Clive Harper



### Level 2

The work samples include:

Sample 1 Reading Aloud Fiction: *Dash the Meerkat*, Beverley Randell

Sample 2 Reading Aloud Non-Fiction: *Owls*, Elizabeth Russel-Arnot

# Reading and Viewing Annotated Work Samples

## What are they?



### Level 3

The work samples include:

Sample 1 Small Group Discussion: *Musical Instruments-Woodwind Instruments*



### Level 4

The work samples include:

Sample 1 Text Response to a Persuasive Text: *Television-Friend or Foe?*



### Level 5

The work samples include:

Sample 1 Thinking Routine: *I Used to Think Now I Think: Representing Citizens*

# Reading and Viewing Annotated Work Samples

What are they?

Reading samples
▶ Foundation
▼ Level 1
Introduction
Sample 1
Sample 2
▶ Level 2
▶ Level 3
▶ Level 4
▶ Level 5
▶ Level 6

# Reading and Viewing Annotated Work Samples

## What are they?

### Level 1 reading samples

#### Introduction

Each sample has been developed by asking a student or a group of students to complete a task. This task has been specifically designed to enable the student to demonstrate their reading and viewing knowledge, understanding and skills.

#### Reading and viewing sample components

Each sample is arranged into several parts:

- a task summary
- a long form video, showing the whole reading sample
- the extract from the achievement standard that is specific to this task
- shorter videos with annotations, focusing on the relevant components of the achievement standard
- advice to support the planning of the next stage of student learning.

Sample 1 Read Aloud Fiction: *Come Back, Pip!* by Jan Weeks

Sample 2 Read Aloud Non Fiction: *Mice* by Beverley Randell and Clive Harper

# Reading and Viewing Annotated Work Samples

## What are they?

### Task Summary

The student was asked to read a **fiction** text at their independent reading level. The fiction text was *Come Back, Pip!* by Jan Weeks. Before reading, the student was prompted to make some predictions based on the title, illustrations on the front cover and previous experiences.



Duration: 7 minutes 25 seconds

[Come Back, Pip! transcript \(docx - 51kb\)](#)



# Reading and Viewing Annotated Work Samples

## What are they?

### Level 1 English, Reading and Viewing achievement standard (extract only)

This fiction text example provides evidence of student achievement for:

... make connections to personal experience when explaining characters and main events in short texts ... 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.

[Victorian Curriculum F-10: English- Level 1 - Reading and Viewing](#) 

# Reading and Viewing Annotated Work Samples

## What are they?



Duration: 57 seconds

The student:

Self-corrects through re-reading (live - lived) to ensure meaning is maintained while reading.

Attempts to decode unknown words by using knowledge of consonant-vowel sound blends, for example 'ca' in canary.

Refers to images on several pages to investigate and problem solve the meaning of the new word (canary), ensuring accurate and complete comprehension is maintained



Duration: 52 seconds

The student:

Demonstrates knowledge of sound and letter relationships, high-frequency words, sentence-boundaries, punctuation and directionality through fluent reading.

Provides logical reasoning when explaining the circumstances and applying inferential comprehension as to why the characters in the book will put the cat out when feeding the bird.

# Reading and Viewing Annotated Work Samples

## What are they?



Duration: 38 seconds

This segment includes students who can:

Read aloud with fluency and deliberate pauses after full stops.

Combine phonic and semantic knowledge to decode words.

Monitor meaning through scanning and reviewing the page.

Check to ensure meaning is maintained throughout reading.



Duration: 50 seconds

This segment includes students who can:

Read aloud with accuracy and fluency.





Self-correct and monitor for understanding.

Show letter and sound knowledge through the ability to sound out and re-read with the correction applied.

# Reading and Viewing Annotated Work Samples

## What are they?

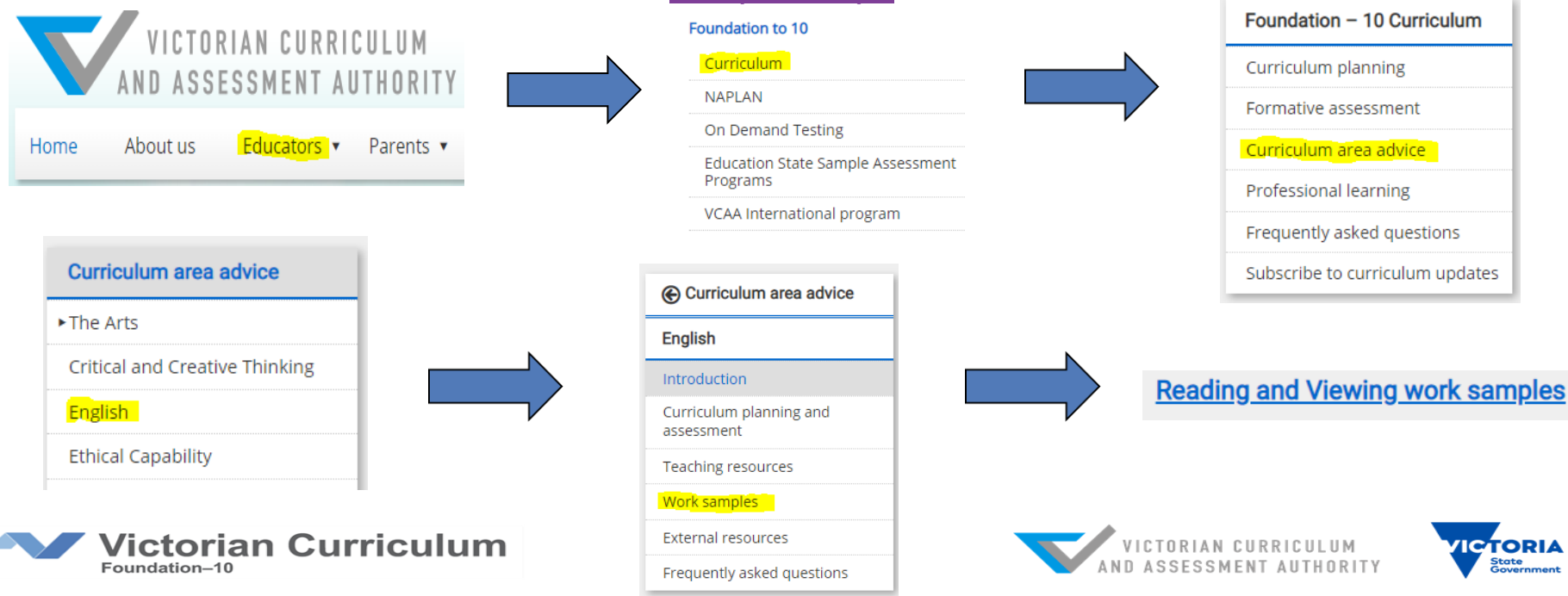
When planning the next stage of the teaching and learning program to progress this student's learning, focus on the following skills and knowledge:

- Recognise most letter-sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations ([VCELA218](#)) 
- Discuss different texts on a similar topic, identifying similarities and differences between the texts ([VCELY220](#)) 
- Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting ([VCELY221](#)) 
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures ([VCELY222](#)) 

# Reading and Viewing Annotated Work Samples

## Where are they?

<https://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/english/readingsamples/reading-samples.aspx>



# Reading and Viewing Annotated Work Samples


How can they help me?

Providing a moderation base...

## Foundation English, Reading and Viewing achievement standard (extract only)

This fiction text example provides evidence of student achievement for:

... monitoring strategies to make meaning from texts ... read short predictable texts with familiar vocabulary and supporting 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.

For more information, please see: [Victorian Curriculum F-10: English - Foundation - Reading and Viewing](#) 

# Reading and Viewing Annotated Work Samples

How can they help me?

Unpacking achievement...







<p>Students:</p> <p>make connections to personal experience when explaining characters and main events in short texts.</p> <p>use knowledge of the relationships between sounds and letters</p> <p>recognise literal and implied meaning in texts.</p>	<p>Discusses details about own pet's history</p> <p>Attempts to decode unknown words by using knowledge of consonant–vowel sound blends, for example 'ca' in canary.</p> <p>Provides logical reasoning when explaining the circumstances and applying inferential comprehension as to why the characters in the book will put the cat out when feeding the bird.</p>
--	--

# Reading and Viewing Annotated Work Samples

## How can they help me?

### Guiding planning and teaching...

When planning the next stage of the teaching and learning program to progress this student's learning, focus on the following skills and knowledge:

- Understand that the purposes texts serve shape their structure in predictable ways ([VCELA176](#)) 
- Recognise short vowels, common long vowels and consonant digraphs, and consonant blends ([VCELA181](#)) 
- Understand how to spell one and two syllable words with common letter patterns ([VCELA182](#)) 
- Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound ([VCELA183](#)) 
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features ([VCELY186](#)) 
- Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading ([VCELY187](#)) 



# Reading and Viewing Annotated Work Samples

How can they help me?

Writing Individual Education Plans...

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features ([VCELY186](#))

- Make logical and appropriate predictions about the text based on title and cover image.
- Answer 'why' questions about characters' actions in the story.
- Use images to monitor meaning.

# Reading and Viewing Annotated Work Samples

How can they help me?

Providing worked examples...



Duration: 33 seconds

The student:

Pauses briefly to scan the page when beginning to read to assist with the comprehension of the story.

Practices phrasing, develops fluency and grammatical awareness by reading the text as meaningful phrases.

# Thank-you!

