

Whole School Reading and Viewing Continuum

Achievement Standards



Foundation:

Reading and Viewing

By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive 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.

Level 1:

Reading and Viewing

By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are 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.

Level 2:

Reading and Viewing

By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They

monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

Level 3

Reading and Viewing

By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

Level 4

Reading and Viewing

By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.

Level 5

Reading and Viewing

By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.

Level 6

Reading and Viewing

By the end of Level 6, students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Strand Language:

Sub- Strand Text structure and organisation

F Understand that texts can take many **forms**, and that imaginative and informative texts have **different purposes**. ([VCELA141](#))

Year 1 : Understand that the **purposes texts serve shape** their structure in predictable ways. ([VCELA176](#))

Year 2 Understand that different types of texts have **identifiable text structures and language features** that help the text serve its purpose. ([VCELA212](#))

Year 3 Understand how different types of texts vary in use of **language choices, depending on their purpose, audience and context**, including tense and types of sentences. ([VCELA246](#))

Year 4 Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience. ([VCELA277](#))

Year 5 Understand how texts vary in purpose, structure and topic as well as the degree of formality. ([VCELA309](#))

Year 6: Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects. ([VCELA339](#))

F: Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality. ([VCELA142](#))

Year 1: Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links ([VCELA177](#))

Year 2: Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams. ([VCELA213](#))

Year 3: Identify the features of online texts that enhance navigation. ([VCELA247](#))

Year 4: Identify features of online texts that enhance readability including text, navigation, links, graphics and layout. ([VCELA278](#))

Year 5: Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation. ([VCELA310](#))

Sub – Strand Expressing and developing ideas

F: Recognise that sentences are key units for expressing ideas. ([VCELA143](#))

Year 1: Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances. ([VCELA178](#))

Year 2: Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction. ([VCELA214](#))

Year 3: Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments. ([VCELA248](#))

Year 4: Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts. ([VCELA279](#))

Year 5: Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations. ([VCELA311](#))

Year 6: Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts ([VCELA340](#))

F: Recognise that texts are made up of words and groups of words that make meaning. ([VCELA144](#))

Year 1: Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([VCELA179](#))

Year 2: Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words. ([VCELA215](#))

Year 4: Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity. ([VCELA280](#))

F: Explore the different contribution of words and images to meaning in stories and informative texts ([VCELA145](#))

Year 1: Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning. ([VCELA180](#))

Year 2: Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives. ([VCELA216](#))

Year 4: Investigate how quoted (direct) and reported (indirect) speech work in different types of text. ([VCELA281](#))

Sub – Strand Phonics and word knowledge

F: Recognise all upper- and lower-case letters and the most common sound that each letter represents. ([VCELA146](#))

Year 1: Recognise short vowels, common long vowels and consonant digraphs, and consonant blend. ([VCELA181](#))

Year 2: Learn some generalisations for adding suffixes to words. ([VCELA217](#))

Year 3: Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters. ([VCELA249](#))

Year 5: Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals. ([VCELA312](#))

F: Blend sounds associated with letters when reading consonant-vowel-consonant words. ([VCELA147](#))

Year 1: Understand how to spell one and two syllable words with common letter patterns. ([VCELA182](#))

Year 1: Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound. ([VCELA183](#))

Year 2: 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 combination. ([VCELA218](#))

Year 3: Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word. ([VCELA250](#))

Literature:

Sub Strand - Literature and context

F: Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences. ([VCELT148](#))

Year 2: Make connections between the ways different authors may represent similar storylines, ideas and relationships. ([VCELT282](#))

Sub Strand - Examining literature:

F: Identify some features of texts including events and characters and retell events from a text. ([VCELT150](#))

Year 2: Discuss the characters and settings of different texts and explore how language is used to present these features in different ways. ([VCELT219](#))

Year 3: Discuss how language is used to describe the character and settings in texts, and explore how the characters and settings shape the events and influence the mood of the narrative. ([VCELT253](#))

Year 4: Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques. ([VCELT284](#))

Year 5: Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses. ([VCELT315](#))

Year 6: Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style. ([VCELT343](#))

F: Recognise some different types of literary texts and identify some characteristic features of literary texts. ([VCELT149](#))

Year 3: Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([VCELT254](#))

Year 4: Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts. ([VCELT285](#))

Year 5: Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes. ([VCELT314](#))

Year 6: Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse. ([VCELT344](#))

Sub Strand - Responding to literature:

Year 3: Draw connections between personal experiences and the worlds of texts, and share responses with others. ([VCELT251](#))

Year 4: Describe the effects of ideas, text structures and language features of literary texts. ([VCELT283](#))

Year 5: Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences. ([VCELT314](#))

Year 6: Analyse and evaluate similarities and differences in texts on similar topics, themes or plots. ([VCELT341](#))

Year 6: Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts. ([VCELT342](#))

Strand - Literacy:

Sub- Strand - Texts in context:

F: Identify some familiar texts and the contexts in which they are used. ([VCELY151](#))

Year 1: Respond to texts drawn from a range of cultures and experiences ([VCELY185](#))

Year 2: Discuss different texts on a similar topic, identifying similarities and differences between the texts. ([VCELY220](#))

Year 3: Identify the point of view in a text and suggest alternative points of view. ([VCELY255](#))

Year 4: Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts. ([VCELY286](#))

Year 5: Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context. ([VCELY317](#))

Sub- Strand – Interpreting, Analysing, Evaluating:

F: Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge. ([VCELY152](#))

Year 1: 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](#))

Year 2: 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](#))

Year 3: Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking. ([VCELY256](#))

Year 4: Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing. ([VCELY287](#))

Year 5: Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning. ([VCELY318](#))

Year 6: Analyse strategies authors use to influence readers. ([VCELY345](#))

F: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently. ([VCELY153](#))

Year 1: 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](#))

Year 2: 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](#))

Year 3: Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. ([VCELY257](#))

Year 4: Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts. ([VCELY288](#))

Year 5: Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. ([VCELY319](#))

Year 6 : Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning ([VCELY346](#))

F: Identify some differences between imaginative and informative texts. ([VCELY154](#))

Year 1 : Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts. ([VCELY188](#))

Year 2: Analyse how different texts use nouns to represent people, places, things and ideas in particular ways. ([VCELY223](#))

Year 3: Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) ([VCELY258](#))

Year 4: Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other. ([VCELY289](#))

Year 5: Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text. ([VCELY320](#))

Year 6 : Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. ([VCELY347](#))