

Victorian Curriculum: An overview and the expected outcome levels for Reading and Writing

End of Year outcomes for Foundation

Reading & Viewing

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

Writing

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters.

Reading:

Text structure and organisation

- Understand that texts can take many forms, and that imaginative and informative texts have different purposes
- Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality

Expressing and developing ideas

- Recognise that sentences are key units for expressing ideas
- Recognise that texts are made up of words and groups of words that make meaning
- Explore the different contribution of words and images to meaning in stories and informative texts

Phonics and word knowledge

- Recognise all upper- and lower-case letters and the most common sound that each letter represents
- Blend sounds associated with letters when reading consonant-vowel-consonant words

Literature

Texts in context

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

Examining Literature

- Recognise some different types of literary texts and identify some characteristic features of literary texts
- Identify some features of texts including events and characters and retell events from a text

Texts in context

- Identify some familiar texts and the contexts in which they are used

Interpreting, analysing, evaluating

- 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
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently
- Identify some differences between imaginative and informative texts

Writing:

Text structure and organisation

- Understand that some language in written texts is unlike everyday spoken language
- Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences

Phonics and word knowledge

- Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name
- Know how to use onset and rime to spell words where sounds map more directly onto letters

Creating Literature

- Retell familiar literary texts through performance, use of illustrations and images

Creating texts

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops
- Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case
- Construct texts using software including word processing programs

End of Year outcomes for Level 1 (Year 1)

Reading & Viewing

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.

Writing

When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.

Reading:

Text structure and organisation

- Understand that the purposes texts serve shape their structure in predictable ways
- 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

Expressing and developing ideas

- Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances
- 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)
- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning

Phonics and word knowledge

- Recognise short vowels, common long vowels and consonant digraphs, and consonant blends
- Understand how to spell one and two syllable words with common letter patterns
- Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound

Literature

Texts in context

- Respond to texts drawn from a range of cultures and experiences

Interpreting, analysing, evaluating

- 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
- 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
- Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts

Writing:

Text structure and organisation

- Understand patterns of repetition and contrast in simple texts
- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands

Phonics and word knowledge

- Recognise and know how to use simple grammatical morphemes in word families
- Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components

Creating Literature

- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication
- Build on familiar texts by using similar characters, repetitive patterns or vocabulary

Creating Texts

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements
- Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation
- Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters
- Construct texts that incorporate supporting images using software including word processing programs

End of Year outcomes for Level 2 (Year 2)

Reading & Viewing

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.

Writing

Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

Reading:

Text structure and organisation

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams

Expressing and developing ideas

- 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
- 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
- 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

Phonics and word knowledge

- Learn some generalisations for adding suffixes to words
- 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

Literature and context

Examining literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways

Texts in context

- Discuss different texts on a similar topic, identifying similarities and differences between the texts

Interpreting, analysing, evaluating

- 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
- 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
- Analyse how different texts use nouns to represent people, places, things and ideas in particular ways

Writing:

Text structure and organisation

- Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms
- Recognise that capital letters signal proper nouns and commas are used to separate items in lists

Phonics and word knowledge

- Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words
- Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds

Creating Literature

- Create events and characters using different media that develop key events and characters from literary texts
- Build on familiar texts by experimenting with character, setting or plot

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose
- Reread and edit text for spelling, sentence-boundary punctuation and text structure
- Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position
- Construct texts featuring print, visual and audio elements using software, including word processing programs

End of Year outcomes for Level 3 (Year 3)

Reading & Viewing

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.

Writing

Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter-sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Reading:

Text structure and organisation

- 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
- Identify the features of online texts that enhance navigation

Expressing and developing ideas

- Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments

Phonics and word knowledge

- 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
- 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

Literature and context

Responding to literature

- Draw connections between personal experiences and the worlds of texts, and share responses with others
- Develop criteria for establishing personal preferences for literature

Examining literature

- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- 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

Text in context

- Identify the point of view in a text and suggest alternative points of view

Interpreting, analysing, evaluating

- 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
- 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
- Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)

Writing:

Text structure and organisation

- Understand that paragraphs are a key organisational feature of written texts
- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters

Expressing and developing ideas

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement
 - Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense

Phonics and word knowledge

- Understand how to use letter–sound relationships and less common letter combinations to spell words

Literature

Creating literature

- Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features
- Create texts that adapt language features and patterns encountered in literary texts

Literacy

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements

End of Year outcomes for Level 4 (Year 4)

Reading & Viewing

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.

Writing

Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.

Reading:

Text structure and organisation

- 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
- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout

Expressing and developing ideas

- 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
- Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity
- Investigate how quoted (direct) and reported (indirect) speech work in different types of text

Literature

Literature and context

- Make connections between the ways different authors may represent similar storylines, ideas and relationships

Responding to literature

- Describe the effects of ideas, text structures and language features of literary texts

Examining literature

- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques
- Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts

Literature

Literature and context

- Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts

Interpreting, analysing, evaluating

- 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
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts
- Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other

Writing:

Text structure and organisation

- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives
- Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech

Expressing and developing ideas

- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases
- Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts

Phonics and word knowledge

- Understand how to use phonic generalisations to identify and write words with more complex letter combinations
- Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families
- Recognise homophones and know how to use context to identify correct spelling

Literature

Creating literature

- Create literary texts by developing storylines, characters and settings
- Create literary texts that explore students' own experiences and imagining

Literacy

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements
- Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity

End of Year outcomes for Level 5 (Year 5)

Reading & Viewing

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.

Writing

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Reading:

Text structure and organisation

- Understand how texts vary in purpose, structure and topic as well as the degree of formality
- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation

Expressing and developing ideas

- Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations

Phonics and word knowledge

- 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

Literature

Literature and context

- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts

Responding to literature

- Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences

Examining literature

- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

Literacy

Texts in context

- 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

Interpreting, analysing, evaluating

- 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
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources
- Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

Writing:

Text structure and organisation

- Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold
- Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns

Expressing and developing ideas

- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
- Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts

Phonics and word knowledge

- Recognise and write less familiar words that share common letter patterns but have different pronunciations

Literature

Creating literature

- Create literary texts that experiment with structures, ideas and stylistic features of selected authors
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced

Creating texts

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience
- Reread and edit own and others' work using agreed criteria for text structures and language features
- Develop a handwriting style that is becoming legible, fluent and automatic
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements

End of Year outcomes for Level 6 (Year 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.

Writing

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.

Reading:

Text structure and organisation

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects

Expressing and developing ideas

- 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

Responding to literature

- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
- Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts

Examining literature

- 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
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

Literacy

Interpreting, analysing, evaluating

- Analyse strategies authors use to influence readers
- Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

Writing:

Text structure and organisation

- Understand that cohesive links can be made in texts by omitting or replacing words
- Understand the uses of commas to separate clauses

Expressing and developing ideas

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion

Phonics and word knowledge

- Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words
- Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages

Literature

Creating literature

- Experiment with text structures and language features and their effects in creating literary texts
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

Literacy

Texts in context

- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
- Reread and edit own and others' work using agreed criteria and explaining editing choices
- Develop a handwriting style that is legible, fluent and that can vary depending on context
- Use a range of software, including word processing programs, learning new functions as required to create texts