

Level A	Level B	Level C	Level D	Foundation Level
<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>	<b>Reading and Viewing</b>
<b>Language</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment (VCELA001)	Recognise that texts can have many forms, can use images, objects and symbols (VCELA036)	Recognise that texts and communication can take various forms including multimodal and picture books (VCELA071)	Investigate different forms of texts and the relationship between symbols, images and objects (VCELA106)	Understand that texts can take many forms, and that imaginative and informative texts have different purposes (VCELA141)
Encounter books, print and digital texts and respond to images in the text (VCELA002)	Recognise and attend to images in texts and on the screen (VCELA037)	Know that successive pages or images in a book or on a screen present a story in sequence (VCELA072)	Identify some of the features of text such as digital/screen layout or the features of a book cover (VCELA107)	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142)
<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>
Experience sentences being used to express ideas and information and responds to different words, sounds and noise (VCELA003)	Know that an object has a name (VCELA038)	Recognise that a group of words can communicate a message (VCELA073)	Understand how to make a statement or ask a question (VCELA108)	Recognise that sentences are key units for expressing ideas (VCELA143)
Respond to words and groups of words and objects in texts and in the environment (VCELA004)	Recognise an object when named, signed or shown in an image (VCELA039)	Know how to use the connection between the object, its name, image or sign (VCELA074)	Recognise how a group of words can represent an object or image (VCELA109)	Recognise that texts are made up of words and groups of words that make meaning (VCELA144)
Respond to images and words in texts (VCELA005)	Recognise familiar objects and images in stories and informative texts (VCELA040)	Recognise the use of images to represent an event, object or idea (VCELA075)	Explore connection between words, objects and images in stories and informative texts (VCELA110)	Explore the different contribution of words and images to meaning in stories and informative texts (VCELA145)
<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>
Encounter words and writing within the environment and respond to spoken words in familiar environments (VCELA006)	Explore the concept of difference through matching letters, images, shapes and familiar words and sounds (VCELA041)	Explore similarities and differences between letters by shape and size and match some letters with their name or sound (VCELA076)	Know that a letter can be the same but look different, including capital and lower-case letters, and match some letters with their sound and name (VCELA111)	Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCELA146)
React to preferred sounds (VCELA007)	Reproduce sounds associated with familiar objects and names (VCELA042)	Recognise different sounds and their connection to a word or image (VCELA077)	Identify and make sounds associated with the beginning letter of words or images (VCELA112)	Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147)
<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>
<b>Literature and context</b>	<b>Literature and context</b>	<b>Literature and context</b>	<b>Literature and context</b>	<b>Literature and context</b>
React to texts, related to personal experience and familiar events (VCELT008)	Respond to texts which reflect personal and family experiences (VCELT043)	Recognise key events in texts which reflect personal and familiar experiences (VCELT078)	Identify topic and key events in texts that reflect personal and familiar experiences (VCELT113)	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (VCELT148)
<b>Examining literature</b>				
Experience and respond to different types of literary texts in various modes (VCELT009)	Attend to features of literary texts such as images, rhyme and refrains (VCELT044)	Identify characteristics of familiar literary texts including poetry (VCELT079)	Know some characteristics and features of literary texts, such as characters, beginning and ending in stories and rhyme in poetry (VCELT114)	Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149)
Experience texts with different features, events and characters and respond to different literary texts (VCELT010)	Recognise a familiar event or character during shared reading or viewing of text (VCELT045)	Recognise familiar texts which share the same character or similar topic or event (VCELT080)	Identify the characters, events and setting in a literary text (VCELT115)	Identify some features of texts including events and characters and retell events from a text (VCELT150)
<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>
<b>Texts in context</b>	<b>Texts in context</b>	<b>Texts in context</b>	<b>Texts in context</b>	<b>Texts in context</b>
Respond to texts within the everyday environment (VCELY011)	Attend to texts that have a variety of contexts (VCELY046)	Explore some familiar texts and images used in the community (VCELY081)	Identify some familiar texts and their use in the community (VCELY116)	Identify some familiar texts and the contexts in which they are used (VCELY151)
<b>Interpreting, analysing, evaluating</b>	<b>Interpreting, analysing, evaluating</b>	<b>Interpreting, analysing, evaluating</b>	<b>Interpreting, analysing, evaluating</b>	<b>Interpreting, analysing, evaluating</b>
React to a range of texts including visual, audio and print text (VCELY012)	Use images to obtain meaning from shared texts (VCELY047)	Recognise that images, words and symbols convey meaning (VCELY082)	Read a simple sentence or pictorial representation of a sentence (VCELY117)	Read texts with familiar structures and features, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152)
Experience and respond to different forms of communication and texts being read or viewed (VCELY013)	Attend to images while listening to and viewing texts (VCELY048)	Use images within text to identify key objects and events (VCELY083)	Use images to retell or comment on a familiar text listened to and viewed (VCELY118)	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)
React to a variety of imaginative and informative texts (VCELY014)	Attend to imaginative and informative texts including visual schedules in everyday experiences (VCELY049)	Use simple visual schedules and selected imaginative and informative texts (VCELY084)	Identify some familiar informative and imaginary texts (VCELY119)	Identify some differences between imaginative and informative texts (VCELY154)

Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
<p>By the end of Level A, students react to a range of spoken, written and multimodal texts from familiar contexts. They respond to images of familiar people, objects or events. They fleetingly maintain eye contact with a person or object. They enjoy reading material as it is being read/experienced, shown or told. They can track objects, people or images for a short period of time.</p>	<p>By the end of Level B, students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. They can focus on an image during the sharing of a text. They select a text using visual images and request a text to be read. Students can recognise images of familiar people. They recognise their own name in print using a shape or beginning letter. They can sort and match pictures and shapes. They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. They can show another person their favourite character or object in a text.</p>	<p>By the end of Level C, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character or event in a familiar text using visual images from the text. They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text. When reading, students move through a print text from front to back. They can comment or point to illustrations in reading material to predict the topic of the material. They use a key word to respond to questions about what is happening in a text. They can make a graphophonic identification of their own name. They can match letters and numbers, and identify some letters and numbers named by another.</p>	<p>By the end of Level D, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character and event in an imaginative text. They use visual images to identify the key topic or theme within an informative text. They understand familiar text by using images and communicate a short statement about the text. They can follow a simple pictorial timetable. They select their own reading material by looking at the picture on the cover. They model reading by tracking text page by page, from left to right and top to bottom, and follow or point to a line of text as it is being read. They use illustrations to retell a story and answer simple questions about a story. They recognise the connection between print and the spoken word, identifying spaces, letters and/or words in text, and reading familiar words and signs using partial cues and illustrations. They identify some letters of the English alphabet and their associated sound. They retell a picture story they have selected using key words to describe each picture. They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book.</p>	<p>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.</p>

Level A	Level B	Level C	Level D	Foundation Level
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Language</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>
<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>
Respond to images, objects and the spoken word (VCELA015)	Recognise the connection between an object, image and spoken word (VCELA050)	Know that symbols, words and images can communicate needs (VCELA085)	Understand that language can be represented as written text (VCELA120)	Understand that some language in written texts is unlike everyday spoken language (VCELA155)
React to different sounds, and words, and respond to visual text (VCELA016)	Recognise that text can be attached to images and recognise that people pause when talking and communicating (VCELA051)	Know their written name (as a grapheme) and match the letters in their name (VCELA086)	Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text (VCELA121)	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 (VCELA156)
<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>
Experience people writing, speaking and communicating using various modes (VCELA017)	Reproduce speech sounds to communicate basic wants and use images and objects to express their wants and ideas (VCELA052)	Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas (VCELA087)	Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters (VCELA122)	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 (VCELA157)
React to familiar voices and preferred sounds (VCELA018)	Recognise different sounds and words and their connection to objects and people (VCELA053)	Know the beginning sounds (onset) of familiar words (VCELA088)	Identify the onset of familiar words and some words that have the same rime (VCELA123)	Know how to use onset and rime to spell words where sounds map more directly onto letters (VCELA158)
<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>
<b>Creating literature</b>	<b>Creating literature</b>	<b>Creating literature</b>	<b>Creating literature</b>	<b>Creating literature</b>
Encounter literature being created for various reasons and purposes and react to the retelling of a literary text (VCELT019)	Select an image and illustration to represent a familiar literary text or recent event (VCELT054)	Retell an event or familiar text through images and illustrations (VCELT089)	Retell familiar text or event by sequencing images and simple statements (VCELT124)	Retell familiar literary texts through performance, use of illustrations and images (VCELT159)
<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>
<b>Creating texts</b>	<b>Creating texts</b>	<b>Creating texts</b>	<b>Creating texts</b>	<b>Creating texts</b>
React to the construction of text that reflects everyday events and activities (VCELY020)	Select image to be used in a short text about a special event (VCELY055)	Create simple texts by labelling images from an event with own 'writing' (VCELY090)	Use symbols, letters and words to create a simple statement about an idea or event (VCELY125)	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160)
Respond to group text and personalised text being edited (VCELY021)	Make simple choices during shared construction of personalised multimodal text (VCELY056)	Review choices made during shared construction of personalised multimodal texts during shared review (VCELY091)	Review own text and make changes during shared editing (VCELY126)	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161)
Encounter a variety of objects and textures and hold objects for a short period of time (VCELY022)	Grasp and move objects within and between their hands (VCELY057)	Trace patterns and letters (VCELY092)	Copy and write letters, symbols and numbers (VCELY127)	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 (VCELY162)
React to software being used to construct texts that reflect everyday events and activities (VCELY023)	Use software or applications to select images and sounds for shared texts (VCELY058)	Use software or application by selecting images and typing to 'label' images (VCELY093)	Use software or application by selecting images and suggesting simple sentences to accompany the image (VCELY128)	Construct texts using software including word processing programs (VCELY163)
<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>	<b>Achievement Standards</b>
When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities. Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand.	When writing, they can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making.	When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. They express and record their wants and needs through a word, a picture or symbol selection. They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. They can hold and use a pencil to make purposeful marks on paper. They apply colour to an outline and draw with purposeful direction. They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. They can select pictures that are important to create a picture storybook.	When writing, students produce 'text-like' writing to convey meaning and label images. They trace letter-like patterns moving left to right across a page. They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. They colour within a clearly defined area. They copy or write familiar letters with beginning accuracy and copy/type their first name. They select and sequence pictures and key words to describe a personally significant event or experience. They contribute key words to teacher-constructed texts to describe pictures they have selected. They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing.	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.

Level A	Level B	Level C	Level D	Foundation Level
<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>	<b>Speaking and Listening</b>
<b>Language</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>
<b>Language variation and change</b>	<b>Language variation and change</b>	<b>Language variation and change</b>	<b>Language variation and change</b>	<b>Language variation and change</b>
Use sounds and facial expressions to affect familiar others (VCELA024)	Use sounds, gestures, images and facial expressions to communicate (VCELA059)	Recognise that words, images and actions have the same meaning across environments (VCELA094)	Understand that people communicate in different ways (VCELA129)	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)
<b>Language for interaction</b>	<b>Language for interaction</b>	<b>Language for interaction</b>	<b>Language for interaction</b>	<b>Language for interaction</b>
Respond to a familiar person and engage with them (VCELA025)	Recognise ways to gain and maintain attention (VCELA060)	Recognise ways to greet and interact with familiar people (VCELA095)	Know how to greet and maintain a short interaction with others (VCELA130)	Explore how language is used differently at home and school depending on the relationships between people (VCELA165)
Explore how sound, facial expression and actions can cause a change (VCELA026)	Demonstrate a number of ways to indicate a choice (VCELA061)	Recognise different ways to communicate needs, likes and dislikes (VCELA096)	Use different ways to express needs, likes and dislikes (VCELA131)	Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166)
<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>
Respond to vocabulary used in everyday experiences (VCELA027)	Recognise the connection between words, images, sounds and everyday objects (VCELA062)	Use words and images to make a request, indicate a choice, recount information, and express a feeling (VCELA097)	Use vocabulary in the form of short phrases for a variety of purposes such as to request an object, communicate a need, recount information, or express a feeling (VCELA132)	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)
<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>	<b>Phonics and word knowledge</b>
Encounter words being isolated into onset and rime (VCELA029)	Connect sounds and words and match them to objects (VCELA063)	Recognise the beginning sounds of familiar words (VCELA098)	Identify the sounds within familiar words (VCELA133)	Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168)
Respond to different sounds and words used in everyday experiences (VCELA028)	Copy a sound (VCELA064)	Identify the initial sound of a single syllable word (VCELA099)	Blend sounds to produce familiar single syllable words and identify words that have the same rime (VCELA134)	Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) (VCELA169)
<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>
<b>Responding to literature</b>	<b>Responding to literature</b>	<b>Responding to literature</b>	<b>Responding to literature</b>	<b>Responding to literature</b>
Respond to images, sounds or actions within a multimodal text (VCELT030)	Identify a preferred text (VCELT065)	Identify a preferred aspect of text, such as image, refrain within a multimodal text (VCELT100)	Identify favourite texts topic and character (VCELT136)	Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)
Respond to texts listened to, viewed or read (VCELT031)	Respond to familiar images or sounds during shared reading/viewing of texts (VCELT066)	Identify a favourite character or event within a story (VCELT101)	Express likes or dislikes about characters and events in a text (VCELT137)	Share feelings and thoughts about the events and characters in texts (VCELT171)
<b>Examining literature</b>	<b>Examining literature</b>	<b>Examining literature</b>	<b>Examining literature</b>	<b>Examining literature</b>
Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT032)	Participate in rhymes and songs from a range of cultures and echo some familiar rhythms and sound patterns (VCELT067)	Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures (VCELT102)	Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures (VCELT138)	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT172)
<b>Examining literature</b>	<b>Examining literature</b>	<b>Examining literature</b>	<b>Examining literature</b>	<b>Examining literature</b>
React to texts and familiar parts of a preferred text (VCELT033)	Assist to modify a text by producing a sound, noise or using an object (VCELT068)	Modify part of a refrain from a familiar text (VCELT103)	Add to a familiar text (VCELT135)	Modify familiar texts (VCELT173)
<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>
<b>Interacting with others</b>	<b>Interacting with others</b>	<b>Interacting with others</b>	<b>Interacting with others</b>	<b>Interacting with others</b>
Respond to various types of communication (VCELY034)	Listen to and respond to simple instructions (VCELY069)	Listen to and respond to the communication from an adult in classroom situations (VCELY104)	Listen and respond to communication of others in classroom situations and routines (VCELY139)	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)
React to others sharing and delivering a presentation on a personally or culturally relevant event (VCELY035)	Respond to a presentation on an everyday experience (VCELY070)	Deliver some comment to a small group (VCELY105)	Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics (VCELY140)	Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175)

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<p>Students listen to and react to some familiar objects, people, words and sounds within the environment by turning head, looking, reaching out and/or vocalising. They respond to their name and to familiar items when named. Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation. They recognise that their reaction can change others' behaviour. They can choose between objects, images and activities and accept or reject an object or activity. They withdraw attention if no longer interested in a topic of communication. Students attempt to imitate sounds. They have some consistent vocalisation and gestures in response to different people, activities and environments.</p>	<p>Students look towards and attend to significant people for short periods of time. They attend to and respond to key word instructions. They imitate familiar words, spoken and/or signed. They use gesture or 'yes' or 'no' responses to answer a question or respond to an instruction. They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. Students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are named by the teacher. They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. They follow a simple one-word instruction.</p>	<p>Students listen to and interact with others. They use particular greetings to acknowledge people, respond with 'yes', 'no' or single words to indicate understanding and use a few words and simple phrases. They can share their favourite items or experience with a small group of students and respond to questions about it. They express and record their wants and needs through a word, picture or symbol selection. They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things. They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. They make a request by linking key words, signs and/or symbols in a meaningful context.</p>	<p>Students listen to and use spoken language to acknowledge and answer a person who communicates with them, giving a response of up to three words. Students use some social conventions during social interaction, such as making eye contact, show some understanding of turn taking, use appropriate volume, and articulate clearly. They participate in communication with others by expressing likes, dislikes and ideas; sequence key words, signs or symbols to describe a favourite object or a completed piece of work, or to make a request; and communicate needs and give reasons. They use simple phrases and simple sentences and sequence two key ideas. They listen to and respond to sequence sentences when interacting with others, and ask questions at appropriate intervals to show an interest in what the speaker is saying. Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program.</p>	<p>Students listen to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.</p>