

Foundation Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Reading and Viewing	Reading and Viewing	Reading and Viewing	Reading and Viewing	Reading and Viewing	Reading and Viewing	Reading and Viewing
Language	Language	Language	Language	Language	Language	Language
Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation
Understand that texts can take many forms, and that imaginative and informative texts have different purposes (VCELA141)	Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212)	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)	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)	Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309)	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339)
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142)	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)	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams (VCELA213)	Identify the features of online texts that enhance navigation (VCELA247)	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (VCELA278)	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
Recognise that sentences are key units for expressing ideas (VCELA143)	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (VCELA178)	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)	Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248)	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)	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)	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)
Recognise that texts are made up of words and groups of words that make meaning (VCELA144)	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)	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Explore the different contribution of words and images to meaning in stories and informative texts (VCELA145)	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Investigate how quoted (direct) and reported (indirect) speech work in different types of text (VCELA281)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCELA146)	Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181)	Learn some generalisations for adding suffixes to words (VCELA217)	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147)	Understand how to spell one and two syllable words with common letter patterns (VCELA182)	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)	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Literature	Literature	Literature	Literature	Literature	Literature	Literature
Examining literature	Examining literature	Examining literature	Examining literature	Examining literature	Examining literature	Examining literature
Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219)	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 (VCELT253)	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (VCELT315)	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)
Identify some features of texts including events and characters and retell events from a text (VCELT150)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	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)	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts (VCELT285)	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (VCELT316)	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)

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Literature and context	Literature and context	Literature and context	Literature and context	Literature and context	Literature and context	Literature and context
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (VCELT148)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (VCELT313)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Responding to literature	Responding to literature	Responding to literature	Responding to literature	Responding to literature	Responding to literature	Responding to literature
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)	Describe the effects of ideas, text structures and language features of literary texts (VCELT283)	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (VCELT314)	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT341)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Develop criteria for establishing personal preferences for literature (VCELT252)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Texts in context	Texts in context	Texts in context	Texts in context	Texts in context	Texts in context	Texts in context
Identify some familiar texts and the contexts in which they are used (VCELY151)	Respond to texts drawn from a range of cultures and experiences (VCELY185)	Discuss different texts on a similar topic, identifying similarities and differences between the texts (VCELY220)	Identify the point of view in a text and suggest alternative points of view (VCELY255)	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (VCELY286)	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)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating	Interpreting, analysing, evaluating
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)	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 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)	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)	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)	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)	Analyse strategies authors use to influence readers (VCELY345)
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153)	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)	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)	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)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)	Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)
Identify some differences between imaginative and informative texts (VCELY154)	Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188)	Analyse how different texts use nouns to represent people, places, things and ideas in particular ways (VCELY223)	Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)	Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other (VCELY289)	Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
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 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.	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.	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.	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.	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.	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.	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.

Foundation Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Writing	Writing	Writing	Writing	Writing	Writing	Writing
Language	Language	Language	Language	Language	Language	Language
Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation	Text structure and organisation
Understand that some language in written texts is unlike everyday spoken language (VCELA155)	Understand patterns of repetition and contrast in simple texts (VCELA189)	Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms (VCELA224)	Understand that paragraphs are a key organisational feature of written texts (VCELA259)	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290)	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 (VCELA321)	Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348)
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)	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 (VCELA190)	Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225)	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (VCELA260)	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291)	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322)	Understand the uses of commas to separate clauses (VCELA349)
Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323)	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)	Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)	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 (VCELA324)	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)
Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	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 (VCELA157)	Recognise and know how to use simple grammatical morphemes in word families (VCELA191)	Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226)	Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)	Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)	Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326)	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 (VCELA353)
Know how to use onset and rime to spell words where sounds map more directly onto letters (VCELA158)	Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184)	Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	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 (VCELA354)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Recognise homophones and know how to use context to identify correct spelling (VCELA296)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>
Literature	Literature	Literature	Literature	Literature	Literature	Literature
Creating literature	Creating literature	Creating literature	Creating literature	Creating literature	Creating literature	Creating literature
Retell familiar literary texts through performance, use of illustrations and images (VCELT159)	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)	Create events and characters using different media that develop key events and characters from literary texts (VCELT228)	Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (VCELT264)	Create literary texts by developing storylines, characters and settings (VCELT297)	Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327)	Experiment with text structures and language features and their effects in creating literary texts (VCELT355)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193)	Build on familiar texts by experimenting with character, setting or plot (VCELT229)	Create texts that adapt language features and patterns encountered in literary texts (VCELT265)	Create literary texts that explore students' own experiences and imagining (VCELT298)	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)

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Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Texts in context	Texts in context	Texts in context	Texts in context	Texts in context	Texts in context	Texts in context
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)
Creating texts	Creating texts	Creating texts	Creating texts	Creating texts	Creating texts	Creating texts
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160)	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 (VCELY194)	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 (VCELY230)	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 (VCELY266)	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 (VCELY299)	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 (VCELY329)	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 (VCELY358)
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161)	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195)	Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231)	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)	Reread and edit own and others' work using agreed criteria for text structures and language features (VCELY330)	Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)
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)	Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)	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 (VCELY232)	Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)	Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)	Develop a handwriting style that is becoming legible, fluent and automatic (VCELY331)	Develop a handwriting style that is legible, fluent and that can vary depending on context (VCELY360)
Construct texts using software including word processing programs (VCELY163)	Construct texts that incorporate supporting images using software including word processing programs (VCELY197)	Construct texts featuring print, visual and audio elements using software, including word processing programs (VCELY233)	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269)	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 (VCELY302)	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 (VCELY332)	Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
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.	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.	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.	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.	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.	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.	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.

Foundation Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening
Language	Language	Language	Language	Language	Language	Language
Language variation and change	Language variation and change	Language variation and change	Language variation and change	Language variation and change	Language variation and change	Language variation and change
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (VCELA198)	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234)	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)	Understand that the pronunciation, spelling and meanings of words have histories and change over time (VCELA333)	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362)
Language for interaction	Language for interaction	Language for interaction	Language for interaction	Language for interaction	Language for interaction	Language for interaction
Explore how language is used differently at home and school depending on the relationships between people (VCELA165)	Understand that language is used in combination with other means of communication (VCELA199)	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (VCELA235)	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)	Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334)	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)
Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166)	Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)	Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)	Examine how evaluative language can be varied to be more or less forceful (VCELA272)	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)	Understand the uses of objective and subjective language and bias (VCELA364)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168)	Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables (VCELA203)	Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution (VCELA238)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
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)	Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words (VCELA204)	Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters (VCELA239)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Literature	Literature	Literature	Literature	Literature	Literature	Literature
Literature and context	Literature and context	Literature and context	Literature and context	Literature and context	Literature and context	Literature and context
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	Discuss how authors create characters using language and images (VCELT205)	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240)	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (VCELT274)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)
Responding to literature	Responding to literature	Responding to literature	Responding to literature	Responding to literature	Responding to literature	Responding to literature
Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)	Express preferences for specific texts and authors and listen to the opinions of others (VCELT206)	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Share feelings and thoughts about the events and characters in texts (VCELT171)	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)	Compare opinions about characters, events and settings in and between texts (VCELT242)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>

Foundation Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Examining literature	Examining literature	Examining literature	Examining literature	Examining literature	Examining literature	Examining literature
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT172)	Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts (VCELT208)	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (VCELT243)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Creating literature	Creating literature	Creating literature	Creating literature	Creating literature	Creating literature	Creating literature
Modify familiar texts (VCELT173)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Interacting with others	Interacting with others	Interacting with others	Interacting with others	Interacting with others	Interacting with others	Interacting with others
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)	Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)
Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175)	Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)	Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245)	Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308)	Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)	Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367)
Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards	Achievement Standards
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.	Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.	Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.	Students listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.	Students can collaborate, listen for key points in discussions and use the information to carry out tasks. They use language features to create coherence and add detail to their texts. 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 structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.	Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.	Students listen to discussions, clarifying content and challenging others' ideas. They 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 create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.