




**AusVELS English - Reading & Viewing (Stands with Threads) - SAMPLE (INCOMPLETE)**

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

| Cross-curriculum priorities  |   |  |
|--|---|--|
|  Aboriginal and Torres Strait Islander histories and cultures |  Asia and Australia's engagement with Asia |  Sustainability |

| Year Level Indicators            | Sourced from Level descriptions  |   |   | Strands   |   |   |
|----------------------------------|--|---|---|---|---|---|
|                                  | Text Details   | Who (Audience)  | How   | Language  | Literature  | Literacy  |
| Foundation<br>(Beginner readers) | <p>Students engage with a variety of texts for enjoyment.</p> <p>These include...</p> <ul style="list-style-type: none"> <li>▶ traditional oral texts</li> <li>▶ picture books</li> <li>▶ various types of stories</li> <li>▶ rhyming verse</li> <li>▶ poetry</li> <li>▶ nonfiction</li> <li>▶ film</li> <li>▶ multimodal texts, and</li> <li>▶ dramatic performances</li> </ul> <p>Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page.</p> <p>These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters.</p> <p>Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.'</p> | <p>In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes.</p> | <p>They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform.</p> <p>They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.</p> | <p><b>Purpose audience and structures of different types of texts</b></p> <p>Understands that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes</p> <p>(ACELA1430)</p> | <p><b>Features of literary texts</b></p> <p>Recognises some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry</p> <p>(ACELT1785)</p>             | <p><b>Texts and the contexts in which they are used</b></p> <p>Identify some familiar texts and the contexts in which they are used</p> <p>(ACELY1645)</p>  |
|                                  |  |   |   | <p><b>Concepts of print and screen</b></p> <p>Understands concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality</p> <p>(ACELA1433)</p>  | <p><b>How texts reflect the context of culture and situation in which they are created</b></p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences</p> <p>(ACELT1575)</p> | <p><b>Purpose and audience</b></p> <p>Identify some differences between imaginative and informative texts</p> <p>(ACELY1648)</p>  |
|                                  |  |   |   | <p><b>Word level grammar</b></p> <p>Recognises that texts are made up of words and groups of words that make meaning</p> <p>(ACELA1434)</p>   | <p><b>Features of literary texts</b></p> <p>Identify some features of texts including events and characters and retell events from a text</p> <p>(ACELT1578)</p>  | <p><b>Reading processes</b></p> <p>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge</p> <p>(ACELY1649)</p> |
|                                  |  |   |   | <p><b>Visual language</b></p> <p>Explores the different contribution of words and images to meaning in stories and informative texts</p> <p>(ACELA1786)</p>   | <p><b>Comprehension strategies</b></p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</p> <p>(ACELY1650)</p>   |   |
|                                  |  |   |   | <p><b>Sentences and clause level grammar</b></p> <p>Recognises that sentences are key units for expressing ideas</p> <p>(ACELA1435)</p>   |   |   |
|                                  |  |   |   | <p><b>Alphabet knowledge</b></p> <p>Recognises the letters of the alphabet and know there are lower and upper case letters</p> <p>(ACELA1440)</p>   |   |   |

Compiled by Anton Reiter

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