

The National Literacy Learning Progressions have recently been updated with more detail provided for Reading and Viewing in the areas of Phonological Awareness and Phonics and Word Knowledge. The Progressions are an especially useful tool which can be used for a number of purposes including tracking student development and providing next steps in the key areas of the **Big Six of Reading**. This document provides a reformatting of the Progressions for **Reading and Viewing** which can be used for recordkeeping and planning purposes.

PHONOLOGICAL AWARENESS		
Yr.	Level	Indicators
Foundation	PhA1	<ul style="list-style-type: none"> <input type="checkbox"/> participates in rhymes and chants and songs Including in home language or dialect <input type="checkbox"/> repeats sounds, words, sayings, poems <input type="checkbox"/> completes familiar phrases in texts including chants, songs and poems
	PhA2	<ul style="list-style-type: none"> <input type="checkbox"/> segments a short, spoken sentence of three to five words into separate spoken words <input type="checkbox"/> orally blends and segments words with two and three syllables (e.g. hopp-ing, fam-i-ly) <input type="checkbox"/> blends onset/rime to say a word (e.g. m/um = mum, h/at =hat, sh/o p = shop) <input type="checkbox"/> provides a word when given a starting phoneme (e.g. p, picture) <input type="checkbox"/> consistently says the first phoneme of a spoken word (e.g. good, g) <input type="checkbox"/> listens and indicates words that end the same (rhyme) from a choice of up to four one-syllable words (e.g. sing, thing, dog, wing) <input type="checkbox"/> listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
	PhA3	<ul style="list-style-type: none"> <input type="checkbox"/> orally blends two or three phonemes together to make a one-syllable word (e.g. a-sh, s-u-n, b-i-n, sh-i-p) <input type="checkbox"/> orally segments words of two or three phonemes into separate phonemes (e.g. c-a-t, s-u-n, k-i-ck) <input type="checkbox"/> identifies the number of phonemes that make up a spoken one-syllable word comprised of less than four phonemes <input type="checkbox"/> identifies first and final phoneme in a word
F-1	PhA4	<ul style="list-style-type: none"> <input type="checkbox"/> orally blends four phonemes together to make a one-syllable spoken word (e.g. s-t-o-p, stop) <input type="checkbox"/> orally segments spoken words comprised of four phonemes into separate phonemes (e.g. fresh, f-r-e-sh) <input type="checkbox"/> identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes <input type="checkbox"/> identifies the vowel phoneme in single syllable words
Yr. 1	PhA5	<ul style="list-style-type: none"> <input type="checkbox"/> says the new word when asked to delete an initial phoneme (e.g. cat becomes at) <input type="checkbox"/> says the new word when asked to add an initial phoneme (e.g. all becomes ball) <input type="checkbox"/> says the new word when asked to substitute an initial phoneme (e.g. cat becomes bat) <input type="checkbox"/> says the new word when asked to delete a final phoneme (e.g. puppy becomes pup) <input type="checkbox"/> says the new word when asked to add a final phoneme at (e.g. me becomes meet) <input type="checkbox"/> says the new word when asked to substitute a final phoneme (e.g. bet becomes bell) <input type="checkbox"/> says the new word when asked to substitute a medial phoneme (e.g. mat becomes met)

PHONIC KNOWLEDGE AND WORD RECOGNITION		
Yr.	Level	Indicators
Foundation	PKW1	Word Recognition <ul style="list-style-type: none"> □ indicates words and letters in a variety of situations in the environment (e.g. in written texts, on a whiteboard). Note: Not required to read the word or say the sound or name of the letter.
	PKW2	Word Recognition <ul style="list-style-type: none"> □ identifies pictures, words, spaces between words and numerals in texts (e.g. points to/indicates pictures, words and spaces around words in a continuous text) □ recognises some familiar words and identifies them in environmental print (e.g. for example, labels, shop names, street signs) □ identifies own name or familiar names when presented in written form □ distinguishes own name from a small number of alternative words □ identifies two or more letters that are the same in two words (e.g. bird, red)
	PKW3	Phonic knowledge <ul style="list-style-type: none"> □ says the most common phoneme for taught single-letter graphemes (e.g. Tt, Mm, Ss) □ identifies and names letters for taught single-letter graphemes □ blends phonemes for taught single letter graphemes to decode VC (e.g. at) CVC (e.g. hop) words □ identifies first phoneme in words □ orally segments and writes CVC words (e.g. c-a-t, h-a-t) □ recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. Aa, Rr, Dd) Word recognition <ul style="list-style-type: none"> □ reads taught <u>high-frequency words</u> in a text and in the environment (e.g. the, to, I, no, said)
F-1	PKW4	Phonic knowledge <ul style="list-style-type: none"> □ says the most common <u>phoneme</u> for all single-letter graphemes □ identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. Bb, Gg) □ writes/selects corresponding graphemes for all common phonemes □ blends phonemes for all common, single-letter graphemes to read VC (e.g. in) and CVC words (e.g. pan) and applies this knowledge when reading decodable texts □ segments and writes VC and CVC words with letters in correct order and reads them aloud □ reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. fuss, ll will, ff puff) Word recognition <p>reads an increasing number of taught <u>high-frequency words</u> in decodable texts and own writing (e.g. was, you, one, said, have, were)</p>
Yr. 1	PKW5	Phonic knowledge <ul style="list-style-type: none"> □ gives examples of <u>phonemes</u> that can be represented by more than one consonant (e.g. ck, ph) □ blends phonemes for all common, single-letter graphemes to read CCVC (e.g. blot) CVCC (e.g. list) words and applies this knowledge when reading decodable texts □ reads words with split digraphs (e.g. cake, blame) □ reads single-syllable words with taught consonant digraphs and applies this when reading decodable texts (e.g. sh, ch and ck – sh-i-p, r-i-ch, l-ock) □ reads words with taught common vowel graphemes (e.g. ee, ea, ie, -e and including -y) and applies when reading decodable texts □ reads one-and two-syllable words with common suffixes (e.g. -ed, -ing, -s/es) and applies when reading decodable texts (e.g. jumping, boxes) □ segments and represents CCVC and CVCC words containing consonant digraphs and / or clusters of consonants (e.g. ch-o-p, w-i-sh, b-e-s-t) Word recognition <ul style="list-style-type: none"> □ reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Yr. 1/2	PKW6	<p>Phonic knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads words with taught vowel digraphs (e.g. ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts <input type="checkbox"/> reads and writes common, one and two syllable words with clusters of consonants (e.g. plant, string, object) <input type="checkbox"/> reads two syllable words with open or long vowel sounds when reading decodable texts (e.g. label, project, even) <p>Word recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads most common high-frequency words (e.g. 100 or more) in continuous text
Yr. 2	PKW7	<p>Phonic knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads CCVCC words (e.g. trust), CCCVC words (e.g. scrap), CCCVCC words (e.g. thrust) and applies when reading <u>continuous texts</u> <input type="checkbox"/> reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading <u>continuous texts</u> (e.g. ir bird, er sister, ar card, ur hurt, or word) <input type="checkbox"/> applies common phonic generalisations when reading <u>continuous texts</u> (e.g. soft g-age; hard g-game) <input type="checkbox"/> says and represents the new word when asked to delete a <u>phoneme</u> within an initial blend of a single-syllable word (e.g. spat/sat) <input type="checkbox"/> reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. ss blossom, tt letter, zz fizzy, ff offend) <input type="checkbox"/> reads words with graphemes representing diphthongs when reading continuous texts (e.g. ou ground, ow cow, oi boil) <p>Word recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies <input type="checkbox"/> reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)
Yr. 2/3	PKW8	<p>Phonic knowledge and Word recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads less common <u>graphemes</u> that contain alternative spelling for <u>phonemes</u> (e.g. /ch/tch/j/g/) and applies when reading <u>continuous texts</u> <input type="checkbox"/> reads <u>multisyllabic words</u>, including those with prefixes and suffixes, and applies when reading <u>continuous texts</u> (e.g. in-, ex-, dis-, -ful, -able, -ly) <input type="checkbox"/> reads words with silent letters in digraphs and applies when reading <u>continuous texts</u> (e.g. kn, knot, mb lamb) <input type="checkbox"/> reads multisyllabic words with more complex letter combinations and letter clusters (e.g. -igh, right, -tion station, -ough cough)
Yr. 3	PKW9	<p>Phonic knowledge and Word recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see Understanding texts, Fluency)

FLUENCY		
Yr.	Level	Indicators
Foundation	FIY1	<input type="checkbox"/> reads aloud decodable or familiar texts word by word, with emphasis on one-to-one matching <input type="checkbox"/> reads with some intonation and expression
	FIY2	<input type="checkbox"/> reads decodable or familiar texts by phrasing two words at a time with some attention to expression
Yr. 1		<input type="checkbox"/> reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see Understanding texts) <input type="checkbox"/> uses punctuation cues and some intonation and expression <input type="checkbox"/> reads accurately at an efficient pace without overt sounding and blending
Yr. 1 /2		<input type="checkbox"/> reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation <input type="checkbox"/> uses effective intonation, stress and expression that indicate comprehension <input type="checkbox"/> maintains pace and accuracy when reading with an experienced reader <input type="checkbox"/> reads without finger tracing
Yr. 3 /4		<input type="checkbox"/> reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression <input type="checkbox"/> varies pace according to purpose and audience <input type="checkbox"/> reads aloud with expression that reflects the author's purpose and meaning (see Understanding texts)
Yr. 4		<input type="checkbox"/> reads aloud a range of complex and highly complex texts which include multisyllabic words and complex sentences with fluency and appropriate expression <input type="checkbox"/> consistently and automatically integrates pausing, intonation, phrasing and rate

UNDERSTANDING TEXTS		
Yr.	Level	Indicators
Early Communication	ECU1a	<ul style="list-style-type: none"> <input type="checkbox"/> shows interest in familiar people, events and activities (e.g. tracks the speaker's movements, turns head in the direction of the speaker)
	ECU1b	<ul style="list-style-type: none"> <input type="checkbox"/> responds consistently to social interactions with familiar people <input type="checkbox"/> uses informal responses which can include vocalising, facial expressions, gestures, moving, touching (e.g. touches a target object in response to a question or directive)
Pre-school	UnT1	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates interest in texts <input type="checkbox"/> recognises images in texts <input type="checkbox"/> recognises some icons or symbols from the environment (e.g. familiar logos) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> names familiar objects in texts including texts in the environment (e.g. apple, table, boy) <input type="checkbox"/> names some familiar icons or symbols in the environment (e.g. school crossing sign)
Foundation	UnT2	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds to texts read by a proficient reader <input type="checkbox"/> repeats fragments of text <input type="checkbox"/> invents a spoken text based on images <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognises symbols and words in texts (e.g. recognises own name) <input type="checkbox"/> distinguishes between print and images <input type="checkbox"/> shows awareness of correct orientation of text (e.g. holds the book or tablet the right way up) <input type="checkbox"/> imitates reading behaviour, by turning pages, swiping the screen and inventing own version of the text <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> names familiar objects in texts and adds some detail (e.g. the apple is red)
	UnT3	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> listens actively and responds to a range of texts read by others <input type="checkbox"/> makes a simple statement about the content of a text (e.g. it was about the farm) <input type="checkbox"/> engages in group discussion about a text or shared learning experience <input type="checkbox"/> talks about images and/or some printed words in a text <input type="checkbox"/> answers and poses mainly literal questions about the text <input type="checkbox"/> infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image) <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows text direction when read to by a proficient reader <input type="checkbox"/> locates the front and back of a book and turns pages correctly <input type="checkbox"/> locates the starting point for reading on a page or screen <input type="checkbox"/> uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks questions to find out meaning of unfamiliar words <input type="checkbox"/> uses words in discussions that have been encountered in simple texts

F-1	UnT4	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>simple texts</u> with support from a proficient reader (see Text complexity) <input type="checkbox"/> retells a familiar story or shared learning experience <input type="checkbox"/> contributes to group discussion demonstrating understanding of a range of texts read by proficient readers <input type="checkbox"/> makes relevant comments or asks relevant questions to demonstrate understanding of a text <input type="checkbox"/> makes connections between texts and personal experiences <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition) <input type="checkbox"/> decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition) <input type="checkbox"/> identifies taught high frequency words in a text (see Phonic knowledge and word recognition) <input type="checkbox"/> demonstrates one-to-one correspondence by pointing to words in a <u>continuous text</u> or in the environment (see Phonic knowledge and word recognition) <input type="checkbox"/> tracks text left to right <input type="checkbox"/> uses return sweep <input type="checkbox"/> consistently reads left page before right page <input type="checkbox"/> makes predictions (e.g. uses the cover of a book or screen image to predict the content) <input type="checkbox"/> identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar) <input type="checkbox"/> pauses or appeals for support when meaning is disrupted <input type="checkbox"/> recognises sentence boundary punctuation (see Punctuation) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word run in running) <input type="checkbox"/> recognises key content or repeated words in a simple text (see Text complexity)
Yr. 1	UnT5	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>simple texts</u> independently (see Text complexity) <input type="checkbox"/> locates directly stated information <input type="checkbox"/> recounts or describes sequenced ideas or information <input type="checkbox"/> identifies a clearly evident main idea in a simple text <input type="checkbox"/> listens to texts to engage with learning area content (e.g. a text about family histories) <input type="checkbox"/> reads and views the content of texts and describes new or learnt information <input type="checkbox"/> expresses an opinion or preference for a topic or text with a supporting reason <input type="checkbox"/> draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job) <input type="checkbox"/> identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game) <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity) <input type="checkbox"/> reads high frequency words in continuous text <input type="checkbox"/> reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks) <input type="checkbox"/> pauses when meaning breaks down and attempts to self-correct <input type="checkbox"/> uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects) <input type="checkbox"/> selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies key words and the meaning they carry (e.g. nouns, verbs) <input type="checkbox"/> makes plausible interpretations of the meaning of unfamiliar words <input type="checkbox"/> understands simple qualifying or emotive words <input type="checkbox"/> uses context to understand <u>homonyms</u>
Yr. 2/3	UnT6	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>simple texts</u> and some <u>predictable texts</u> (see Text complexity) <input type="checkbox"/> scans texts to locate specific information in a predictable print text <input type="checkbox"/> recounts or describes the most relevant details from a text <input type="checkbox"/> tracks ideas or information throughout the text <input type="checkbox"/> identifies main idea by synthesising information across a simple text <input type="checkbox"/> identifies the arguments in a predictable text <input type="checkbox"/> identifies the purpose of predictable informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions) <input type="checkbox"/> draws inferences and explains using background knowledge or text features (e.g. infers character's feelings from actions) <input type="checkbox"/> makes connections between texts (e.g. compares two versions of a well-known story) <input type="checkbox"/> integrates new learning from reading with current knowledge (e.g. I know that insects have wings, but I didn't know all insects have six legs) <input type="checkbox"/> predicts the content and purpose of a text based on a range of text features <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and predictable texts (see Phonic knowledge and word recognition) <input type="checkbox"/> recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition) <input type="checkbox"/> identifies parts of text used to answer literal and inferential questions <input type="checkbox"/> uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar) <input type="checkbox"/> uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar) <input type="checkbox"/> identifies common features in similar texts (e.g. photographs in informative texts) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses <u>morphological knowledge</u> to explain words (e.g. help (e.g. base) + less (e.g. suffix) = helpless) <input type="checkbox"/> interprets language devices (e.g. exaggeration or repetition) <input type="checkbox"/> interprets simple imagery (e.g. simile, onomatopoeia) <input type="checkbox"/> uses context and grammar knowledge to understand unfamiliar words (e.g. the word vast in the phrase vast desert) <input type="checkbox"/> identifies words that state opinions (e.g. I think) <input type="checkbox"/> understands the use of common idiomatic or colloquial language in texts (e.g. get your head around it)

Yr. 3 / 4	UnT7	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>predictable texts</u> (see Text complexity) <input type="checkbox"/> locates information or details embedded in the text <input type="checkbox"/> identifies the main idea in a <u>predictable text</u> <input type="checkbox"/> identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry) <input type="checkbox"/> draws inferences and identifies supporting evidence in the text <input type="checkbox"/> monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs) <input type="checkbox"/> recognises that texts can present different points of view <input type="checkbox"/> distinguishes between fact and opinion in texts <input type="checkbox"/> compares and contrasts texts on the same topic to identify how authors represent the same ideas differently <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read predictable texts (see Phonic knowledge and word recognition and Fluency) <input type="checkbox"/> identifies language and text features that signal purpose in a predictable text (e.g. diagrams, dialogue) <input type="checkbox"/> uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed) <input type="checkbox"/> navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> interprets creative use of <u>figurative language</u> (e.g. <u>metaphor</u>, <u>simile</u>, <u>onomatopoeia</u>) <input type="checkbox"/> interprets unfamiliar words using grammatical knowledge, <u>morphological knowledge</u> and <u>etymological knowledge</u> <input type="checkbox"/> describes the language and visual features of texts using <u>metalanguage</u> (e.g. grammatical terms such as cohesion, tense, noun groups) <input type="checkbox"/> recognises how synonyms are used to enhance a text (e.g. transport, carry, transfer) <input type="checkbox"/> draws on knowledge of word origin to work out meaning of discipline specific terms (e.g. universe) <input type="checkbox"/> recognises how evaluative and modal words are used to influence the reader (e.g. important, should, dirty)
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Yr. 4 / 5	UnT8	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views some moderately complex texts (see Text complexity) <input type="checkbox"/> accurately retells a text including most relevant details <input type="checkbox"/> identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity) <input type="checkbox"/> evaluates the accuracy within and across texts on the same topic <input type="checkbox"/> explains how authors use evidence and supporting detail to build and verify ideas <input type="checkbox"/> draws inferences and verifies using textual evidence <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> monitors reading for meaning using grammatical and contextual knowledge (see Fluency) <input type="checkbox"/> explains how textual features support the text's purpose <input type="checkbox"/> identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented) <input type="checkbox"/> predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters) <input type="checkbox"/> uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst'.) <input type="checkbox"/> uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as however, on the other hand) (see Grammar) <input type="checkbox"/> uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument) <input type="checkbox"/> identifies language features used to present opinions or points of view <input type="checkbox"/> skims and scans texts for key words to track the development of ideas <input type="checkbox"/> uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses knowledge of prefixes and suffixes to read and interpret unfamiliar words <input type="checkbox"/> identifies how technical and discipline-specific words develop meaning in texts <input type="checkbox"/> analyses the effect of antonyms, synonyms and idiomatic language <input type="checkbox"/> understands precise meaning of words with similar connotations (e.g. generous, kind-hearted, charitable)
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Yr. 5/6	UnT9	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>complex texts</u> (see Text complexity) <input type="checkbox"/> identifies the main themes or concepts in <u>complex texts</u> by synthesising key ideas or information <input type="checkbox"/> summarises the text identifying key details only <input type="checkbox"/> draws inferences, synthesising clues and evidence across a text <input type="checkbox"/> builds meaning by actively linking ideas from a number of texts or a range of digital sources <input type="checkbox"/> distils information from a number of texts according to task and purpose (e.g. uses graphic organisers) <input type="checkbox"/> identifies different interpretations of the text citing evidence from a text <input type="checkbox"/> evaluates text features for relevance to purpose and audience <input type="checkbox"/> analyses texts which have more than one purpose and explains how parts of the text support a particular purpose <input type="checkbox"/> analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts) <input type="checkbox"/> identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content) <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning <input type="checkbox"/> uses knowledge of a broader range of <u>cohesive devices</u> to track meaning (e.g. word associations) (see Grammar) <input type="checkbox"/> selects reading/viewing strategies appropriate to reading purpose (e.g. scans text for evidence) <input type="checkbox"/> judiciously selects texts for learning area tasks and purposes <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies language used to create tone or atmosphere <input type="checkbox"/> analyses language and visual features in texts using <u>metalinguage</u> (e.g. cohesion, interpretation, figurative) <input type="checkbox"/> applies knowledge of <u>root words</u> and <u>word origins</u> to understand the meaning of unfamiliar, discipline-specific words <input type="checkbox"/> uses a range of context and grammatical cues to understand unfamiliar words <input type="checkbox"/> interprets complex figurative language (e.g. euphemisms, hyperbole)
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Yr. 7 / 8	UnT10	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views complex or some <u>highly complex texts</u> (see Text complexity) <input type="checkbox"/> interprets abstract concepts integrating complex ideas <input type="checkbox"/> analyses how text features are used to support or conflate the point of view in the text (e.g. the strategic use of images such as a cartoon in an editorial) <input type="checkbox"/> draws inferences using evidence from the text and discounting possible inferences that are not supported by the text <input type="checkbox"/> applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience <input type="checkbox"/> evaluates the reasoning and evidence in a persuasive text <input type="checkbox"/> explains how context (e.g. time, place, situation) influences interpretations of a text <input type="checkbox"/> analyses the author’s perspectives in <u>complex</u> or some <u>highly complex texts</u> <input type="checkbox"/> analyses the techniques authors use to position readers <input type="checkbox"/> recognises when ideas or evidence have been omitted from a text to position the reader <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> integrates automatically a range of processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build meaning <input type="checkbox"/> describes how sophisticated <u>cohesive devices</u> establish patterns of meaning (e.g. class – subclass) <input type="checkbox"/> navigates extended texts including complex digital texts <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. frustrated, discouraged, baffled) <input type="checkbox"/> verifies interpretations of unfamiliar words using grammatical and contextual cues
Yr. 8 / 9	UnT11	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>highly complex texts</u> (see Text complexity) <input type="checkbox"/> interprets <u>symbolism</u> in texts, providing evidence to justify interpretation <input type="checkbox"/> judiciously selects and synthesises evidence from multiple texts to support ideas and arguments <input type="checkbox"/> analyses the credibility and validity of primary and secondary sources <input type="checkbox"/> evaluates the use of devices such as analogy, irony, rhetoric and satire and how they contribute to author’s individual style <input type="checkbox"/> analyses the cumulative impact of use of language features and vocabulary across texts <input type="checkbox"/> explains assumptions, beliefs and implicit values in texts (e.g. economic growth is always desirable) <input type="checkbox"/> evaluates the social, moral and ethical positions taken in texts <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts <input type="checkbox"/> identifies subtle contradictions and inconsistencies in texts <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> interprets complex, formal and impersonal language in academic texts <input type="checkbox"/> uses lexical cues to interpret unfamiliar vocabulary <input type="checkbox"/> demonstrates self-reliance in exploration and application of word learning strategies

