**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 5. Nine progressions are provided in this span.**

*Description:* This Learning Progression describes how a student becomes increasingly proficient at using letter-sound relationships and visual knowledge for code-breaking. Phonic knowledge and word recognition are among the range of resources students use as they read increasingly complex texts. A phoneme is a spoken sound and a grapheme is the letter or group of letters that represent each phoneme.

*Related Learning Progressions*: This Learning Progression provides a detailed progression of phonics skills that support the Learning Progression *Understanding texts*. Links also exist between this Learning Progression and the Learning Progressions of *Phonological awareness* and *Spelling*

*Details of progression provide nuanced and detailed descriptions of student learning – what students can say, do, make or write. Examples of student learning in each step are not hierarchical, nor are they to be used as a checklist.*

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| **Victorian Curriculum Foundation Level**  | **Victorian Curriculum Level 5** |
| Please note: there is no Phonic knowledge section in this progression. | Please note: there is no Phonic knowledge section in this progression. | **Phonic knowledge** The student:* says the most common phoneme for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts
* blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts
* identifies first phoneme in words
* orally segments and writes CVC words (c-a-t, h-a-t).
 | **Phonic knowledge** The student:* says the most common phoneme for all single-letter graphemes
* writes/selects corresponding graphemes for all common phonemes
* blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts
* segments and writes VC and CVC words with letters in correct order and reads them aloud.
 | **Phonic knowledge** The student:* gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck)
* says short and long vowel sounds for letters a, e, i, o, u
* reads single-syllable words with common double letters (ss – fuss, ll – will, zz – buzz, f – puff) and applies this when reading decodable texts
* reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts
* reads single-syllable words with common long vowels CVCe and applies this when reading decodable texts
* reads one- and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped)
* segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t).
 | **Phonic knowledge** The student:* reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts
* reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when reading decodable texts
* writes common words with taught consonant blends and vowel digraphs (trip, boat).
 | **Phonic knowledge** The student:* reads CCVCC words (trust), CCCVC words (scrap), CCCVCC words (thrust) and applies when reading continuous texts
* reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading continuous texts
* applies common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts
* says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (spat/sat).
 | **Phonic knowledge and word recognition** The student:* reads less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and applies when reading continuous texts
* reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly)
* reads words with silent letters in digraphs (kn, mb) and applies when reading continuous texts.
 | **Phonic knowledge and word recognition** The student * uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately.
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| **Word recognition** The student:* indicates letters and words in a variety of situations in the environment (in written texts, on a whiteboard)

*Note: Not required to read the word or say the sound or name of the letter.* | **Word recognition** The student:* identifies pictures, words, spaces between words and numerals in texts (points to/indicates pictures, words and spaces around words in a continuous text)
* reads aloud some familiar words and identifies them in environmental print (classroom 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.
 | **Word recognition** The student:* identifies two or more letters that are the same in two words (tell, bat)
* reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)
* reads a familiar word in different contexts (brand names, book titles).
 | **Word recognition** The student:* reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were).
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| **Word recognition** The student:* reads most common high-frequency words (100 or more) in connected text.
 | **Word recognition** The student:* reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies
* reads high-frequency words within a continuous text accurately and without hesitation.
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| **Word recognition** The student:* reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading).
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Student learning in literacy has links beyond English in the Victorian Curriculum F–10. Teachers are encouraged to identify links within their teaching and learning plans.