**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 1. Five progressions are provided in this span.**

*Description:* Phonological awareness is the term used to describe the awareness of the constituent sounds of spoken words which can be distinguished in three ways: by syllables, by onset and rime and by phoneme (the smallest unit of spoken word).Phonemic awareness is an element of phonological processing and is the awareness of phonemes which is demonstrated when students identify and manipulate phonemes.Phonemic awareness is essential for students to understand the relationship between speech and print and, therefore, to read and write.

*Related Learning Professions*: This Learning Progression supports the Learning Progressions of *Listening*, *Speaking*, *Phonic knowledge and word recognition* and *Understanding texts*.

*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 1** |
| The student:* joins in rhymes and chants and songs
* repeats sounds, words, sayings, poems
* completes familiar phrases in texts including chants, songs and poems.
 | The student:* segments a short spoken sentence of three to five words into separate spoken words
* orally blends and segments words with two and three syllables hopp-ing, fam-i-ly
* blends onset/rime to say a word (m/um = mum, h/at =hat, sh/op = shop)
* provides a word when given a starting phoneme (p, picture)
* consistently says the first phoneme of a spoken word (good, g)
* listens and indicates words that end the same (rhyme) from a choice of up to four one-syllable words (sing, thing, wing, dog)
* listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme.
 | The student:* orally blends two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p)
* orally segments words of two or three phonemes into separate phonemes (c-a-t, s-u-n, k-i-ck)
* identifies the number of phonemes that make up a spoken one-syllable word comprised of less than four phonemes.
 | The student:* orally blends four phonemes together to make a one-syllable spoken word (s-t-o-p, stop)
* orally segments spoken words comprised of four phonemes into separate phonemes (fresh, f-r-e-sh)
* identifies the number of phonemes that make up a given word
* identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes.
 | The student:* says the new word when asked to delete an initial phoneme (phoneme deletion – cat, at; brat, rat)
* says the new word when asked to substitute an initial, middle or final phoneme (phoneme substitution – c-a-t becomes b-a-t, bat becomes b-e-t, bet becomes b-e-ll )
* says the new word when asked to add a phoneme (phoneme addition – all, ball; in, thin).
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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.