**This Learning Progression begins at Level 2 of the Victorian Curriculum and concludes at Level 8. Five progressions are provided in this span. Please see Understanding texts (Part A) for the preceding six progressions.**

*Description:* This Learning Progressiondescribes how a student becomes increasingly proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning. Texts include components of print, image, sound, animated movements and symbolic representations. This Learning Progression is organised into three subheadings: comprehension, processes and vocabulary.

*Related Learning Progressions*: The Learning Progressions of *Phonological awareness, Phonic knowledge and word recognition* and *Fluency* provide detail for this Learning Progression and allow teachers to focus on specific aspects of reading where required.

Please note: This Learning Progression refers to four levels of text complexity: *simple, predictable, moderately complex* and *sophisticated*. Information about each of these levels is described in the appendix attached to this Learning Progression.

*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.*

| **Victorian Curriculum Level 2** |  | **Victorian Curriculum Level 8**  |
| --- | --- | --- |
| **Comprehension** The student:* reads and views predictable texts and some moderately complex texts
* identifies the main idea in a predictable text
* identifies the purpose of predictable texts and moderately complex texts
* monitors the development of ideas using language and visual features (topic sentences, key verbs, graphs)
* recognises that texts can present different points of view
* distinguishes between fact and opinion in texts
* interprets visual elements in multimodal texts (salience, framing, colour palette)
* compares and contrasts texts on the same topic to identify how authors represent the same ideas differently
* answers inferential questions.
 | **Comprehension** The student:* reads and views some moderately complex texts
* identifies author’s perspective
* accurately retells a text including most relevant details
* evaluates the accuracy of texts on the same topic or texts that present differing points of view or information
* explains how authors use evidence and supporting detail in texts
* poses and answers inferential questions.
 | **Comprehension** The student:* reads and views moderately complex texts
* identifies the main themes or concepts in moderately complex texts
* summarises the text identifying key details
* compares and contrasts the use of visual elements in multimodal texts with similar purposes
* interprets and integrates visual, auditory and print elements of multimodal texts
* identifies how authors create a sense of playfulness (pun, alliteration)
* builds meaning by actively linking ideas from a number of texts or a range of digital sources
* interprets point of view or perspective in a moderately complex text
* justifies an opinion or response by citing evidence from a text
* evaluates text for relevance to purpose and audience
* classifies ideas or information for a set task or purpose.
 | **Comprehension** The student: * reads and views moderately complex or some sophisticated texts
* interprets abstract or more remote content
* analyses visual text to identify point of view
* recognises layers of meaning
* synthesises information from a variety of complex texts
* evaluates the effectiveness of language forms and features used in moderately complex or some sophisticated texts
* evaluates the reasoning and evidence in a persuasive text
* explains how context (time, place, situation) influences interpretations of a text
* analyses the author’s perspectives in moderately complex or some sophisticated texts
* analyses the techniques authors use to position readers
* recognises when ideas or evidence have been omitted from a text to position the reader.
 | **Comprehension** The student:* reads and views sophisticated texts
* interprets symbolism in texts, providing evidence to justify interpretation
* derives a generalisation from abstract ideas in texts
* critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes
* integrates existing understanding with new concepts in texts
* analyses the credibility and validity of primary and secondary sources
* evaluates the style of a text
* evaluates the use of devices such as analogy, irony and satire
* analyses how authors manipulate language features, image and sound for a purpose (to create humour or playfulness)
* analyses bias in texts
* explains assumptions, beliefs and implicit values in texts (economic growth is always desirable)
* evaluates the social, moral and ethical positions taken in text.
 |
| **Processes** The student:* monitors reading for meaning using phonic knowledge and contextual knowledge and selecting strategies (such as re-reading and reading on)
* identifies simple language and text features that signal purpose (diagrams, dialogue)
* cites text evidence to support inferences
* uses common signposting devices such as headings, subheadings, paragraphs, navigation bars and links to navigate texts.
 | **Processes** The student:* uses prior knowledge and context to read unknown words (uses morphemic knowledge of ‘explosion’ to decode ‘explosive’ and uses context and knowledge of metaphorical use of language to understand ‘explosive outburst’)
* uses knowledge of cohesive devices to track meaning throughout a text (connectives such as however, on the other hand)
* uses knowledge of the features and conventions of the type of text to build meaning (recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
* identifies language features used to present opinions or points of view
* skims and scans texts for key words to identify main idea.
 | **Processes** The student:* uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
* uses knowledge of a broader range of cohesive devices to track meaning (paragraph markers, topic sentences)
* selects reading/viewing pathways appropriate to reading purpose (scans text for key phrase or close reading for learning)
* analyses how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts)
* judiciously selects texts for learning area tasks and purposes
* distils information from a number of sources according to task and purpose (uses graphic organisers).
 | **Processes** The student:* integrates automatically a range of processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build meaning
* applies and articulates criteria to evaluate the structure, purpose or content of a text
* describes how sophisticated cohesive devices establish patterns of meaning (class –subclass, cause–effect)
* selects and cites the most appropriate evidence from a text to support an argument or opinion.
 | **Processes** The student:* strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
* navigates digital texts to efficiently locate precise information that supports the development of new understandings
* identifies contradictions and inconsistencies in texts
* identifies relevant and irrelevant information in texts
* judiciously selects and synthesises evidence from multiple texts to support ideas or arguments.
 |
| **Vocabulary** The student:* interprets creative use of language (figurative language, metaphor, simile, onomatopoeia)
* explains how unfamiliar words can be understood using grammatical knowledge, morphological knowledge and etymological knowledge
* describes the language and visual features of texts using metalanguage (grammatical terms such as cohesion, tense, noun groups)
* recognises how synonyms are used to enhance a text (transport, carry, transfer)
* draws on knowledge of word origin to work out meaning of discipline-specific terms (universe).
 | **Vocabulary** The student:* use knowledge of prefixes and suffixes to read and interpret unfamiliar words
* identifies how technical and discipline-specific words develop meaning in texts
* recognises how the use of antonyms, synonyms and common idiomatic language enhance meaning in a text
* understand precise meaning of words with similar connotations (generous, kind-hearted, charitable).
 | **Vocabulary** The student:* identifies language used to create tone or atmosphere
* analyses language and visual features in texts using metalanguage (paragraph, apostrophe, camera angle)
* applies knowledge of root words and word origins to understand the meaning of unfamiliar, discipline-specific words
* uses a range of context and grammatical cues to understand unfamiliar words.
 | **Vocabulary** The student:* demonstrates an understanding of nuances and subtleties in words of similar meaning (frustrated, discouraged, baffled).
 | **Vocabulary** The student:* interprets complex, formal and impersonal language in academic texts
* interprets and analyses complex figurative language (euphemisms, hyperbole)
* demonstrates self-reliance in exploration and application of word learning strategies.
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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.

**Appendix 1: Literacy Learning Progression – *Understanding texts* – Identifying text complexity**

Throughout their learning, students will be exposed to texts with a range of complexity. This text complexity advice describes the features and scope of texts students work with and not what the students are doing.

There are four levels of text complexity: *simple, predictable, moderately complex* and *sophisticated*. Text complexity classifications are referenced throughout the Literacy Learning Progression of *Understanding texts* and can be applied to all Learning Progressions that focus on texts. A text is defined as a means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

|  |  |  |  |
| --- | --- | --- | --- |
| **Simple texts** (including \*decodable texts)  | **Predictable texts** (including \*decodable texts)  | **Moderately complex texts**  | **Sophisticated texts**  |
| **Vocabulary**  |
| * names of familiar people, places and things
* common adjectives (red, big, happy)
* mainly generic words (cut rather than slice)
* words used reflect the most common and literal meaning of the words (sound meaning ‘noise’, not satisfactory)
* a few interesting words that may be new, but are easy to understand and well supported within the text
* high-frequency words
* words that can be used as language play (rhyming words, nonsense words).
 | * learning area–specific vocabulary
* large core of high-frequency words
* new or less familiar words scaffolded or supported through context
* synonyms for frequently occurring vocabulary
* descriptive language including made-up words and words that are represented playfully.
 | * a range of synonyms and antonyms with subtle shades of meaning
* technical and discipline-specific words and phrases
* words with multiple connotations /meanings
* figurative language (similes and metaphors)
* idiomatic language (‘on thin ice’)
* words that are used ironically to create humour
* occasional words from languages other than English
* words that can be understood using root words and knowledge of prefixes and suffixes (unsure, sleepily).
 | * words that appear in academic disciplines
* extensive technical and learning area–specific vocabulary (increment)
* substantial use of figurative language, including in non-fiction texts
* subtle evaluative language reflecting author viewpoint
* vocabulary that requires use of tools such as glossaries
* less common affixes (mismanagement)
* words requiring sophisticated word-solving strategies
* some archaic words or phrases.
 |
| **Language**  |
| * mainly simple, predictable sentences
* some compound sentences
* mainly shorter sentences: 3–10 words in length
* simple past tense or simple present tense
* simple adverbial phrases of place, time (in the playground, before lunch)
* a few simple contractions and possessives
* sentences that are questions
* simple punctuation marks (full stop, exclamation mark, comma)
* simple rhythm to language.
 | * a range of cohesive devices including pronouns, determiners and temporal connectives
* a range of sentences including complex sentences with dependent clauses
* simple dialogue with the speaker clearly assigned
* some poetic language (onomatopoeia, alliteration rhyme,)
* adverbs and prepositional phrases for circumstantial details
 | * complex sentences with several subordinate phrases or clauses
* extended noun groups (forces of attraction and repulsion)
* rhetorical devices (metaphor and hyperbole)
* nominalisation
* tense varied within the text
* complex punctuation
* longer passages of detailed description
* modal language used to express degree of possibility, probability, obligation and permission
* conditional/concessional cohesive devices (although, instead, compared to)
* literary devices (sarcasm, irony)
* active and passive voice
* lexical cohesion across text (herbivore, nocturnal, tree-dwelling)
 | * multiclause sentences with less common constructs
* wide range of declarative, imperative or interrogative sentences
* passive voice
* dense language with extensive nominalisation
* rhetorical patterns (It is accepted that …)
* extensive noun groups (The unexpected reaction to the presence of an acid indicates …)
* modal nouns (assumption)
 |
| **Structure**  |
| * repeated or cumulative patterns
* simple chronological patterns
* images support meaning
* structure is familiar and consistent with typical structure for the type of text (imaginative texts with orientation, complication and resolution)
* simple cause-and-effect relationships
* clear signals and transitions to lead the reader through a story, process or set of concepts.
 | * mainly follows a predictable structure (a persuasive text that opens with a statement of position)
* explicit signposting using organisational markers such as paragraphs
* some less predictable elements
* little demand on a reader to reference forward or backward to comprehend the text
* clearly signalled deviations from predictable structures
* explicit and clear connections between parts of the text
* clear text purpose
* clear, logical constructs (cause-and-effect relationships or chronological relationships)
* images that enhance the meaning of the text
 | * organisational markers such as subheadings, chapter headings, sidebars and breadcrumbs
* connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle
* text structure related to specific disciplines (explanations and evaluative responses)
* unique structure (narrative may include concurrent storylines and shifts in time)
* multiple reading paths
* images supplement and extend meaning of text
* intertextuality through adaptation of structure and style
 | * structural features subverted
* more than one organisational pattern in a text (conceptual, methodological)
* several levels of inferred meaning conveyed through highly sophisticated literary devices
* author’s position may be disguised or subsumed
* includes citations
* extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text
 |
| **Content**  |
| * ideas close to children’s experience
* content presented from a single perspective
* purpose or main idea is explicit and clear from early in the text
* one or two literal ideas explored
* simple plot
* realistic characters, settings and events
* imaginary characters, events (some containing humour)
* simply stated facts or information (The library is closed.)
 | * ideas or information clearly explained and described
* levels of meaning
* some implicit or inferred meaning
* some implicit or subtle connections between events or ideas
* prior or cultural knowledge may be required to understand content (some understanding of insects to read texts on butterflies)
* obvious intertextual references (fairy tales)
* low levels of abstraction
* simple elements of fantasy (anthropomorphic characters)
 | * extensive descriptive detail
* multiple perspectives represented
* abstract concepts
* topics or ideas presented with significant details or elaboration
* main idea or message may need to be inferred
* inferred or implicit meanings throughout text (intertextual references)
* discipline-specific content (competition among species)
* complex characters
* multiple characters
* images supplement and extend meaning of text
 | * ideas recontextualised for different times, modes, media and cultures
* ideas with several levels of inferred meaning
* cultural, historical or literary references
* abstract ideas; complex, demanding concepts
* theoretical content
* complex issues/themes (the problems of society such as racism)
* experiences portrayed are remote
* connection of ideas may be subtle
* sophisticated satire, irony and humour
* relationships among characters are complex and often embedded
* the purpose of the text is difficult to determine or deliberately disguised
* critical thinking required to judge authenticity of informative texts
 |
| **Print and layout features**  |
| * read in one sitting
* font mostly large and clear
* occasional bolding of text
* some print in speech or thought bubbles
* digital texts navigable by icons with concise words to describe (print and colour, food, animals)
* illustrations/images engaging, simple and provide visual support
* some labels
* title, author, illustrator listed on front cover and title page
 | * words with varying font sizes, colour and shape, bolding and italics
* author dedication
* end papers
* simple table of contents
* digital texts navigable by a combination of text and icons
* digital texts that contain multiple pathways to navigate the same ‘page’
* some use of sidebar navigation
* images in a variety of forms, labels, captions, maps, photographs, animations
* special features that make the text interactive (flaps, buttons, sound)
 | * texts of variable length (chapter books, long illustrated texts, picture books)
* digital texts containing multiple ‘pages’ and links with multimodal content
* texts in a wide variety of forms (web pages, podcasts)
* sidebar and breadcrumb navigation
* acknowledgements, authors notes, index
 | * extended texts with unusual text features
* collaborative information creation facility allowing the reader to contribute to the text (Wikipedia)
* visuals that refine or subvert meaning
* complex multimodal features, including an ensemble of print, image, sound and animation
* footnotes, endnotes, references, bibliography and index
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\***Decodable texts**

Decodable texts support students to practice the phonic knowledge and skills they have learned, within a controlled text. A decodable text primarily made up of words containing the phonetic code (phoneme/grapheme relationships) the student has acquired, and some high-frequency words. Initially, decodable texts will include only phonetically simple words. Decodable texts increase in complexity as the student learns more of the phonetic code. When students read aloud decodable texts they are practicing and applying their knowledge and understanding of the phonetic code they have been taught. A decodable text may be either simple or predictable. The use of decodable texts does not preclude the use of other types of texts to support students’ development of comprehension or vocabulary skills.

**References for text complexity**

Fisher, D, Frey, N & Lapp, D 2012, Text Complexity: Raising rigor in reading, International Reading Association, Newark.

Shanahan, T and Shanahan on Literacy: Information for teachers and parents on teaching and assessing reading, writing, and literacy, <www.shanahanonliteracy.com>.

Pinnell, G & Fountas, I, 2012, The critical role of text complexity in teaching children to read [white paper], Heinemann.