

# Upfront Reading Success

Correlation with the  
Victorian Essential Learning Standards

---

Discipline-based learning Strand  
English

---

REVISED EDITION DECEMBER 2005

# Level 1

## Learning focus

As students work towards the achievement of Level 1 standards in English, they draw on a range of aural and visual experiences of letters, words and texts in *Upfront* Reading Success questions.

Students learn to read simple, predictable texts that have familiar content. Texts at this level have simple sentences and predominantly oral language patterns, and include repetition of phrases and illustrations that represent the main ideas.

They explore the purpose, formation and conventions of text and develop a working understanding of how sounds can be represented. To make meaning they use context and information about words, letters, combinations of letters and the sounds associated with them. They expand their vocabulary and use illustrations to extend meaning.

Students learn and practise the skills of being attentive listeners in sound supported tasks. They listen and respond to a range of simple spoken texts that deal with familiar ideas and information. Students begin to respond to ideas and information in visual and electronic texts; the questions' subject matter is created to relate to the students' own experiences so that they can connect with the content and ideas.

## Standards

### **Reading**

At level 1, students match print and spoken text in a question that visually simulates a child's immediate environment. They recognise some sound-letter relationships. They read simple electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use illustrations and knowledge of a text topic to predict meaning. They use context and information about

words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.

### **Speaking and listening**

At level 1, students listen and respond to simple questions. They listen to brief spoken texts that deal with familiar ideas and information.

## Level 2

### Learning focus

As students work towards the achievement of Level 2 standards in English, they extend their knowledge of how language is used in a range of written and spoken texts. With sound support, students develop a consciousness of texts – how they are constructed and the purposes they fulfil.

Students work towards independence in reading short texts with familiar ideas and information, some illustrations, predictable structures, uncomplicated sentences, a variety of tenses and small amount of unfamiliar vocabulary. These include imaginative texts such as stories and poems, everyday texts and informative texts. They develop strategies for reading texts, for example predicting meanings using semantic, syntactic and graphophonic cues.

Students begin to spell frequently used, regular, monosyllabic and disyllabic words accurately. They are exposed to the correct use of capital letters, full stops and question marks. They begin to expand their vocabulary.

Students practise the skills of being attentive listeners in a wider range of contexts. They listen to spoken texts that deal with familiar ideas and information and recall some of the main ideas and information presented.

### Standards

#### **Reading**

At level 2, students read independently and respond to imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information; retell ideas in sequence using vocabulary and phrases from the text.

### **Writing**

At level 2, students construct texts that convey ideas and information to known audiences. They select vocabulary depending on the purpose for writing. They link ideas in a variety of ways and use adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to attempt to spell unfamiliar words.

### **Speaking and listening**

At Level 2, students listen to spoken texts, while following the written form, that deal with familiar ideas and information. They listen to recorded presentations, recall some of the main ideas and information presented and respond appropriately to what has been said.

## Level 3

### Learning focus

As students work towards the achievement of Level 3 standards in English, they listen and read with some critical awareness, using a growing variety of text types.

Students read an increasing range of texts, including imaginative and informative texts, in electronic form. Texts typically have varied sentence patterns, written language structures and some specialised topic-related or literary vocabulary, and ideas and information extending beyond students' immediate experience. Students use a range of strategies to interpret the main ideas, purposes and literary techniques of texts – for example, interpreting figurative language – and explore characters' qualities, motives and actions. They read

more critically and learn about the use of some simple symbolic meanings.

Students draw on their knowledge of texts and language and learn to use a variety of sentences in appropriate grammatical order, using suitable vocabulary for the subject matter including nouns, verbs, adjectives and adverbs. They learn to spell one- and two syllable words with regular spelling patterns, frequently used words which have less regular spelling patterns and some other words of more than one syllable. They make plausible attempts at spelling new and more difficult words.

Students develop skills in listening attentively. They identify the topic and communicate information accurately.

## Standards

### **Reading**

At level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas, information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative texts about plot and setting and about characters' qualities, motives and actions. They infer meaning from material presented in informative texts. Language is used to represent information, characters, people, places and events in different ways and students identify this information as well as some simple symbolic meanings. They use several strategies to locate, select and record information from texts.

### **Writing**

At level 3, students classify and order information and sequence events using some detail or illustrative evidence. They combine appropriate written and visual elements in the texts produced.

They construct a variety of simple and compound sentences and use verb tenses correctly. They use vocabulary appropriate to context and spell most one- and two- syllable words with regular spelling patterns, and frequently used words which have less regular spelling

patterns. They use sound and visual patterns when attempting to spell unfamiliar words.

### **Speaking and listening**

At Level 3, students listen attentively to spoken texts and respond appropriately.

## Level 4

### Learning focus

As students work towards the achievement of Level 4 standards in English, they consolidate and build on their foundational learning in English related to texts and language.

Students comprehend and respond to an expanding range of texts in electronic form that contain increasingly unfamiliar concepts, themes, information and issues. With guidance, they develop critical approaches to a range of texts. These include extended literary texts such as short stories, poetry and non-fiction excerpts; everyday texts; and media texts.

Students explore the relationship between the purpose and audience of texts and their structures and features, for example: sentence and paragraph structure, grammar, figurative language and organising structures. They differentiate between statements of fact or opinion.

They develop a multi-strategy approach to spelling, applying a morphemic knowledge and an understanding of visual and phonic patterns, and select vocabulary for precise meaning.

### Standards

#### **Reading**

At level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multi-modal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and analyse imagery, characterisation, dialogue, point of view, plot and setting. They use strategies such as reading

on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

### **Writing**

At Level 4 they begin to use simple figurative language. They use a range of vocabulary. They identify different parts of speech including verbs. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.

## Level 5

### Learning focus

As students work towards the achievement of Level 5 standards in English, they consolidate and expand their knowledge and understanding of a range of texts.

Students begin to respond in more detached and critical ways to a wide range of texts that explore familiar and more challenging themes and issues. They include literary texts such as poetry and informative texts including everyday media texts. Students develop confidence in the use of metalanguage to identify and use particular structures and features of language.

Students read and interpret texts that present some challenging issues. They extend their knowledge of the structure of a variety of text forms.

### Standards

#### **Reading**

At level 5, students read imaginative, informative and persuasive texts that explore ideas and information related to challenging themes. They identify themes and issues explored in these texts. They infer meanings and messages in texts.

At Level 5, students develop confidence in the identification of features of language such as figurative language.

# Overview of learning outcomes

## Speaking and Listening

Level	Texts	Aspects of Language		
		Contextual understanding	Linguistic structures and features	Strategies
1	Listen to brief spoken texts that deal with familiar ideas and information.	Listen appropriately.	Listen to different basic linguistic structures.	Listen and respond appropriately.
2	Listen to predictable texts that deal with familiar ideas and information.	Vary listening focus.	Identify some linguistic features in spoken text.	
3	Listen to a small range of spoken texts.	Vary listening focus.	Identify some linguistic features in spoken text.	

## Reading

Level	Texts	Aspects of language		
		Contextual understanding	Linguistic structures and features	Strategies
1	Read and respond to simple texts with familiar content and predominantly oral language structures.		Use some basic linguist structures and features when reading.	Use a range of sources of information to make meaning from texts.
2	Read and respond to short texts with familiar ideas, information and vocabulary, predictable structures and frequent illustrations.	Distinguish between texts that represent real and imaginary experiences.	Identify the linguistic structures and features of short texts with familiar ideas	Use basic strategies for interpreting text.

	Read and respond to short texts with familiar ideas and information, a small proportion of unfamiliar vocabulary and low-level support from illustrations.		and information.	
3	Read and respond to a small range of texts with some familiar and some unfamiliar ideas and information, vocabulary and textual features.	Identify the meaning of simple symbolic representations in texts.	Identify linguistic structures and features of a small range of texts.  Use knowledge of linguistic structures and features of a small range of texts to construct meaning.	Use several strategies for selecting resources and finding information in texts.
4	Read and interpret a range of texts containing some unfamiliar ideas and information.	Understand how texts are constructed for particular purposes and audiences.	Use knowledge of linguistic structures and features.	Use a range of strategies for interpreting key information and ideas found in a number of texts.
5	Read and interpret a range of texts that present some challenging subjects.		Identify specific features of language that affect readers' interpretation of texts.	Use strategies to locate, interpret and synthesise key information and ideas from a range of texts.

## Writing

	Texts	Aspects of language		
Level		Contextual understanding	Linguistic structures and features	Strategies
1	Produce simple written texts that		Use conventional	Use a range of ways to record

	convey an idea or message.		written symbols for expressing ideas and information.	ideas and information.
2	Construct short sequenced texts.		Identify and use some basic linguistic structures and features of written language.	Use basic strategies to compose texts.
3	Construct texts that convey intended ideas and information, using a small range of text types.		Use basic linguistic structures and features of written language in a small range of texts.	Use a small range of strategies to compose and revise texts.
4	Construct a range of text types to express some unfamiliar ideas and information.			Use strategies to compose, revise and edit texts dealing with some unfamiliar ideas and information.
5				Use strategies to compose, revise and edit texts that present some challenging themes.