

BROKEN CREEK CLUSTER
VICTORIAN ESSENTIAL LEARNING STANDARDS
ENGLISH

<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>
<p>READING At Level 1 students match print and spoken text in their immediate environment. They read aloud, simple print and electronic texts that include some high-frequency words and predominantly oral language structures. They recognise how sounds are represented alphabetically and identify some sound–letter relationships. They read from left to right with return sweep, and from top to bottom. They use title, 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 when reading aloud.</p> <p>WRITING At Level 1 students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a variety of writing implements and software.</p> <p>SPEAKING & LISTENING At Level 1 students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions. They listen to and produce brief spoken texts that deal with familiar ideas and information. They sequence main events and ideas coherently in speech, and speak at an appropriate volume and pace for listeners' needs. They self-correct by rephrasing a statement or question when meaning is not clear.</p>	<p>READING At Level 2 students read independently and respond to short 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, and interpret labelled diagrams. They predict plausible endings for stories and infer characters' feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.</p> <p>WRITING At Level 2 students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content and form depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They write upper- and lower-case letters legibly with consistent size, slope and spacing, and use capital letters, full stops and question marks correctly. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They reread their own writing and use a range of editing resources to revise and clarify meaning.</p>	<p>READING At Level 3 students read and respond to a range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts and make inferences about characters' qualities, motives and actions. They identify how language is used to represent characters, people and events in different ways. They use several strategies to locate, select and record key information from texts.</p> <p>WRITING At Level 3 students write print and electronic texts of several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information. They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation, including full stops, commas, question marks, exclamation marks and quotation marks, to support meaning. 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.</p> <p>SPEAKING & LISTENING At Level 3 students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use</p>

	<p>SPEAKING & LISTENING</p> <p>At Level 2 students listen to and produce spoken texts that deal with familiar ideas and information. After listening to live or recorded presentations, they recall some of the main ideas and information presented. They demonstrate, usually in informal situations, that they are able to speak clearly when required.</p> <p>They organise spoken texts using appropriate features to signal beginnings and endings. They use appropriate intonation patterns to add emphasis.</p> <p>They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. They listen to others' responses and respond appropriately to what has been said.</p>	<p>appropriate spoken language features, and modify spoken texts to clarify meaning and information. They listen attentively to factual spoken texts and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.</p>
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