

English Level 2

Chapter 5 — Literacy: understanding, analysing and creating texts

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The same topic in different types of texts

Curriculum focus (teacher)

Section	5A · Chapter 5 — Literacy: understanding, analysing and creating texts
Owns	VC2E2LY08 · strand Literacy · sub-strand Texts in context
Draws on	VC2E2LY08.E01 · VC2E2LY08.E02 — none excluded (§2A does not touch this CD; both elaborations are live)
Assumes	Level 1 comprehension of texts read and viewed (VC2E1LY12); texts organised by purpose met in Level 1 (VC2E1LA03) and identified in 1C of this book (VC2E2LA03)
Hands to	5B — purpose and audience of different types of texts (VC2E2LY09); 5D — creating short narrative, informative and persuasive texts (VC2E2LY11); Level 3 texts with similar purposes created for different audiences (VC2E3LY08)

Content description (verbatim from the authority export). Students learn to:

discuss how similar topics and information are presented in different types of texts

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY08.E01	reading a poem, narrative and informative text about life cycles and discussing what is learnt	The three original frog texts (poem, story, information text) · Figures 5a_frog_poem.png, 5a_frog_story.png, 5a_frog_info.png, 5a_frog_cycle.png · Examples 1–2 · Figure 5a_three_texts_table.png · Q2, Q5, Q8, Q9, Q12 · Say why
VC2E2LY08.E02	exploring recipes presented on food packets, in recipe books, in short video clips and in a digital form, noting their shared purpose	The one original recipe (Banana-Oat Bites) in four places · Figures 5a_recipe_packet.png, 5a_recipe_book.png, 5a_recipe_video.png, 5a_recipe_digital.png, 5a_shared_purpose.png · Examples 3–5 · Q3, Q4, Q6, Q7, Q10 · Say why

Scope (binding, from the §3 chapter notes). This section reads one topic across forms — a poem, a narrative and an informative text about life cycles, and one recipe on a packet, in a book, in a video clip and in digital form — shared purpose, different presentation. Judgements stay at Level 2: children notice *how* the same topic and information are presented and name the shared purpose of the recipes. **Identifying purpose and audience through language features and images is Level 3** (VC2E3LY09, owned by 5B); here the judgement is made, not yet evidenced from features. **Identifying how text types are organised is 1C's work** (VC2E2LA03); this section reuses the text-type names 1C established without re-teaching their structures. **Creating texts is 5D's work** (VC2E2LY11): every child

task is reading, talking, sorting or drawing about texts, not composing them. All model texts are original (SOURCE_USE.md, D6); no published text is reproduced. The video clip is presented as an original storyboard, because no real clip can be reproduced in a print workbook.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_5a.py`). The poem, story and information text are decodable at this level and are still introduced as teacher read-alouds first, per the house read-aloud convention for F-2; the read-aloud relaxation is an MCQ-administration rule and never touches this body text. Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text; VCAA's quoted wording keeps its own punctuation in this teacher block only. Metalanguage is defined at first use in the student text: topic, text type, poem, story/narrative, information text, fact, life cycle, recipe, purpose, presented/present, digital form.

Teaching sequence (teacher)

One sequence, five episodes (about $5 \times 20\text{--}30$ minutes). Figures live in diagrams/; all are original. The texts are read aloud by you — every task can be answered by talking, pointing, drawing or writing with help.

Episode 1 — One topic, many texts (hook). Project Figure `5a_one_topic_many_texts.png`. Ask: *what do these three texts all talk about?* Let children guess from the pictures. Name the word **topic** and the word **present** (a text presents a topic when it shows it to us). Then read the “What we are learning” block with the class. Work through the text-type jobs (Figure `5a_text_type_jobs.png`) as a choral recall of 1C, and introduce **life cycle** with Figure `5a_frog_cycle.png` — trace the stages with your finger and have the class say each one.

Episode 2 — Three frog texts (read aloud). Read the three frog texts aloud, one at a time, showing each reading card (`5a_frog_poem.png`, `5a_frog_story.png`, `5a_frog_info.png`). Invite joining-in on the poem's repeated lines (*Wait and see, Swim, swim, swim*). After each text ask one question: *what did this text teach you?* Then run Example 1 on the comparison table (Figure `5a_three_texts_table.png`): same topic, three different presentations. Think aloud: “*The poem made me hear the frog pond. The story made me feel Mia's waiting. The information text told me the stages, one by one.*”

Episode 3 — Same fact, different words. Run Example 2 as a shared fact-hunt: the fact *tadpoles have tails* is hiding in all three texts. Let children point to where each text says it in its own words. Land the point: reading more than one text about a topic teaches us more.

Episode 4 — One job, four places (recipes). Define **recipe** and **purpose** with Figure `5a_recipe_parts.png`. Walk through the four presentations of Banana-Oat Bites in order: packet (`5a_recipe_packet.png`), recipe book (`5a_recipe_book.png`), video clip storyboard (`5a_recipe_video.png`) and digital form (`5a_recipe_digital.png`). For each one ask: *what can this place do that the others cannot?* (the packet is short and sits on the oats; the book has every step and a tip; the clip shows and tells at once; the screen lets you tap and move to other pages). Close with Example 3 and Figure `5a_shared_purpose.png`: four texts, one purpose.

Episode 5 — Children discuss it. Work through Examples 4 and 5 orally, then send the class to the Practice questions (Q1–Q6 together, Q7–Q12 on their own). The Say why prompt is the one response prompt for this section: children name a text, say what it taught them, and say why they liked it. Drawing the answer in the box counts as much as writing it.

Differentiation notes. Emerging readers keep to the oral and picture-supported tasks (Q1–Q5, all figures). Extend confident readers with Q8 (the fact-hunt needs them to hold one idea across two texts) and Q11 (inventing new text-type pairings for a new topic). The Say why prompt has a spoken mode for every child — a teaching assistant can scribe.

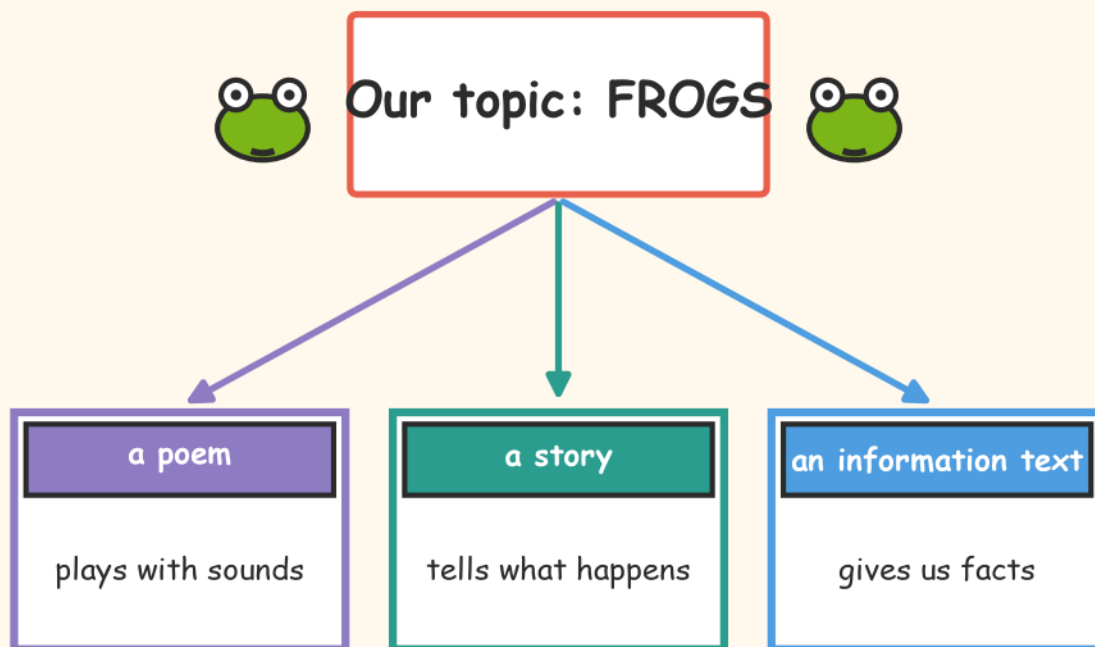
What we are learning

Today, one topic comes to us in three texts. Then one recipe comes to us in four places!

A topic is what a text is about. Frogs can be a topic. The sea can be a topic. Lunch can be a topic too!

A text **presents** a topic when it shows the topic to us. Different texts can present the same topic in different ways.
Same topic — different texts!

One topic, many texts



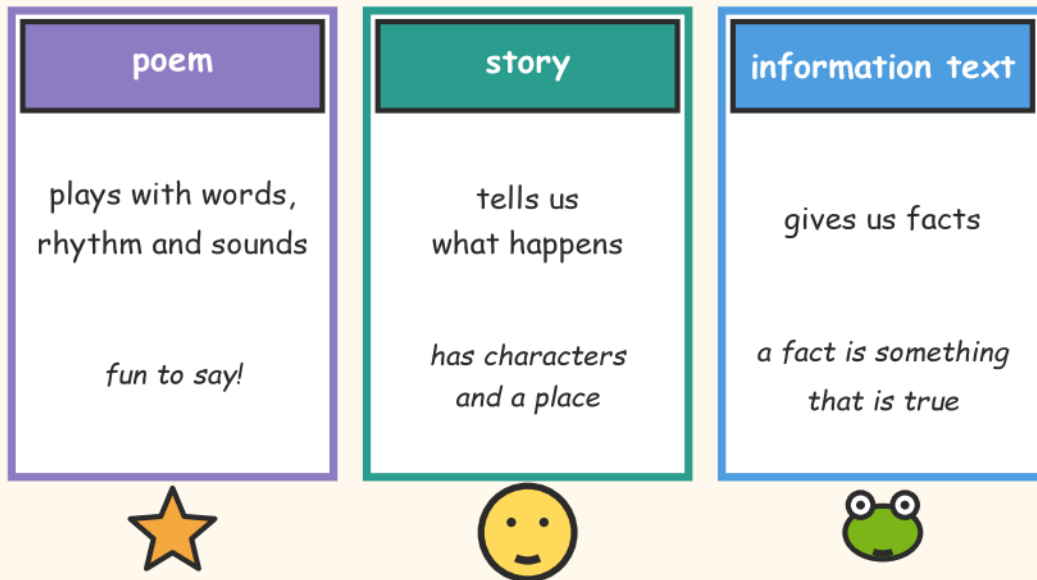
Same topic - different texts!

A topic bubble with the word frogs in the middle, and three text cards around it: a poem, a story and an information text, with arrows from the topic to each card

We know these text types. In 1C we met text types and the jobs they do. Here are three we will use today:

Text type	Its job
poem	plays with words, rhythm and sounds. A poem is fun to say.
story	tells us what happens. A story has characters and a place. A story is also called a narrative .
information text	gives us facts. A fact is something that is true.

Text types and their jobs

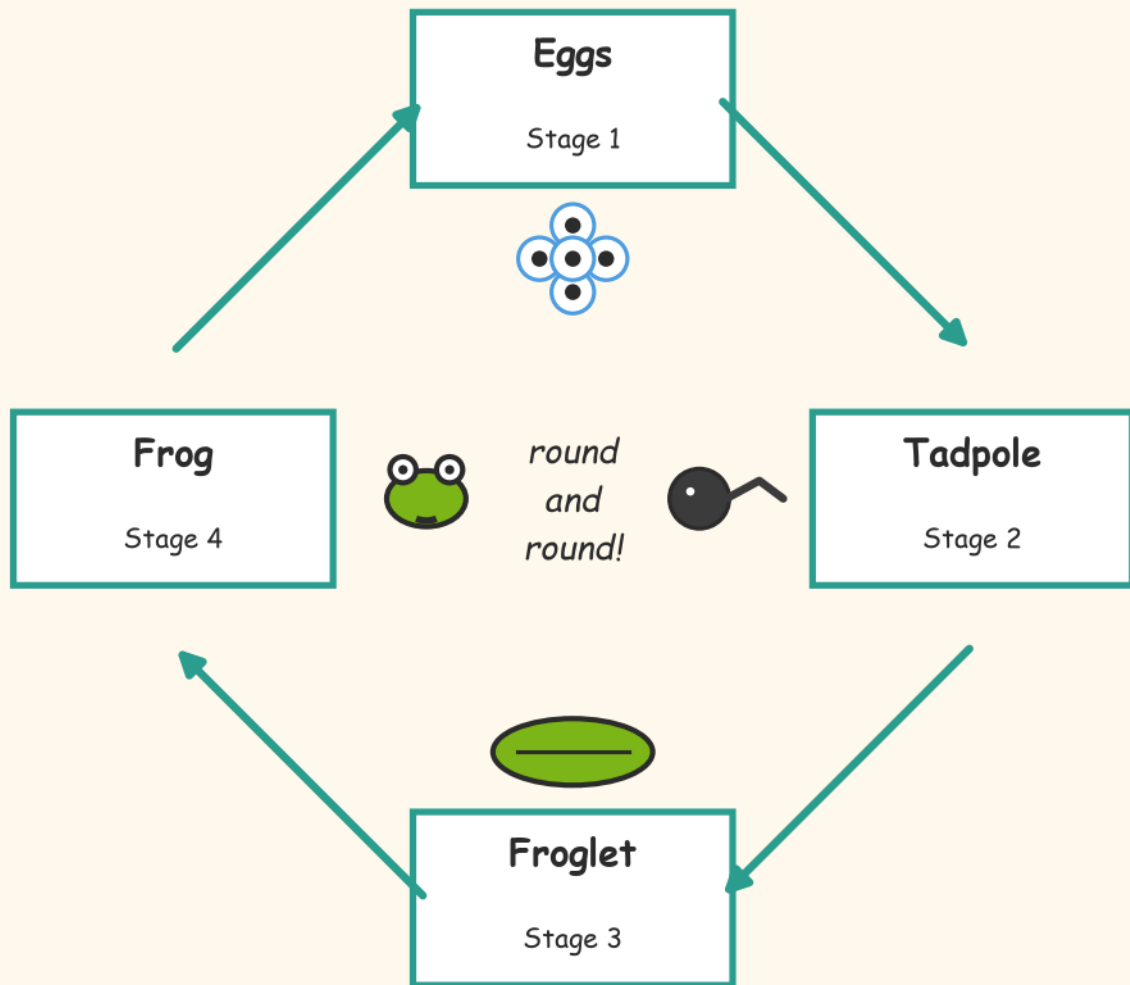


A story is also called a narrative.

Three cards side by side: a poem card with a star, a story card with a smiling face, and an information text card with a little frog, each card showing the job of its text type

Life cycles. A **life cycle** is the stages a living thing goes through as it grows and changes. A frog has a life cycle with four stages. Look at the picture. It goes round and round!

The life cycle of a frog



Then the frog has eggs of its own - the stages start again!

A life cycle diagram in a ring: eggs, then a tadpole, then a froglet, then a frog, with arrows going round the ring back to the eggs

Recipes. A **recipe** tells us how to make food. A recipe has two parts: **what you need** and **what you do**.

The **purpose** of a text is its job. Why is the text there? Soon we will meet one recipe in four places. All four have the same purpose!

A recipe has two parts

What you need



1 banana



1 cup of oats



1 spoon of honey

(and clean hands!)

What you do

- 1 Mash the banana.
- 2 Add the oats and honey.
- 3 Mix!
- 4 Roll little balls.
- 5 Put them in the fridge.



Banana-Oat Bites - yum!

Two cards: one card says *What you need* and shows a banana, oats and honey; the other card says *What you do* and shows a bowl and a fridge

Examples to look at

Three frog texts — read aloud together

Your teacher will read three texts about the life cycle of frogs. Listen for this: what does each text teach you?

Text 1 — a poem

The Frog Pond Song

Little frog eggs in the water, round and soft as soft can be. Wait and see, wait and see — what will they grow up to be?

Tadpoles! Tadpoles! Swim, swim, swim. Tails go wiggle, wiggle, wiggle. The pond is full of them.

Froglets! Froglets! Hop, hop, hop. Legs to jump with, eyes to see with — they do not want to stop!

Frogs! Frogs! On a big green leaf. Splash! Splash! Here they go — the pond is full of fun.

Poem time

The Frog Pond Song

Little frog eggs in the water,
round and soft as soft can be.
Wait and see, wait and see -
what will they grow up to be?

Tadpoles! Tadpoles!
Swim, swim, swim.
Tails go wiggle, wiggle, wiggle.
The pond is full of them.

Froglets! Froglets!
Hop, hop, hop.
Legs to jump with, eyes to see with -
they do not want to stop!

Frogs! Frogs!
On a big green leaf.
Splash! Splash! Here they go -
the pond is full of fun.



Say it with me - Swim, swim, swim!

The poem The Frog Pond Song on a reading card, with a little frog at the bottom

Text 2 — a story

Mia and the Little Tadpoles

One sunny day, Mia went to the pond with her dad. Mia saw little black things in the water. “Look, Dad! What are they?” said Mia. “They are tadpoles,” said Dad. “One day they will be frogs. Wait and see!” “Can we come back and watch them grow?” said Mia. “We can,” said Dad. Every week, Mia and her dad went back to the pond. The tadpoles grew and grew. First they grew back legs. Then they grew front legs! “Look, Dad! Their tails are getting small,” said Mia. “Now they are froglets,” said Dad. At last, Mia saw a little frog. It sat on a big green leaf. “You did it, little frog!” said Mia. “The pond is your home now.” The little frog looked at Mia. Then — splash! It jumped into the water.

Story time

Mia and the Little Tadpoles

One sunny day, Mia went to the pond with her dad.
Mia saw little black things in the water.
"Look, Dad! What are they?" said Mia.
"They are tadpoles," said Dad. "One day they will be frogs.
Wait and see!"
"Can we come back and watch them grow?" said Mia.
"We can," said Dad.
Every week, Mia and her dad went back to the pond.
The tadpoles grew and grew. First they grew back legs.
Then they grew front legs!
"Look, Dad! Their tails are getting small," said Mia.
"Now they are froglets," said Dad.
At last, Mia saw a little frog. It sat on a big green leaf.
"You did it, little frog!" said Mia.
"The pond is your home now."
The little frog looked at Mia. Then - splash!
It jumped into the water.



The story Mia and the Little Tadpoles on a reading card, with a smiling face, a tadpole and a little frog at the bottom

Text 3 — an information text

Frogs: From Egg to Frog

A frog is an animal. Every frog has a life cycle. A life cycle is the stages a living thing goes through as it grows. The life cycle of a frog has four stages.

Stage 1 — Eggs. Frog eggs sit in the water. They look like little jelly balls.

Stage 2 — Tadpole. The egg opens. A tadpole comes out! A tadpole lives in the water. It swims with its tail.

Stage 3 — Froglet. The tadpole grows legs. Its tail gets small. Now it is a froglet.

Stage 4 — Frog. The froglet grows into a frog. A frog can hop on land and swim in the water.

Then the frog has eggs of its own, and the stages start again! Frogs are not the only animals with a life cycle. You have a life cycle too!

Fact time

Frogs: From Egg to Frog

an information text

A frog is an animal. Every frog has a life cycle.
A life cycle is the stages a living thing goes through
as it grows. The life cycle of a frog has four stages.

Stage 1 - Eggs

Frog eggs sit in the water.
They look like little jelly balls.

Stage 2 - Tadpole

The egg opens. A tadpole comes out!
A tadpole lives in the water. It swims with its tail.

Stage 3 - Froglet

The tadpole grows legs. Its tail gets small.
Now it is a froglet.

Stage 4 - Frog

The froglet grows into a frog. A frog can hop
on land and swim in the water.
Then the frog has eggs of its own, and the stages start again!
Frogs are not the only animals with a life cycle.
You have a life cycle too!



The information text *Frogs From Egg to Frog* on a reading card, with the four stages in a row under the words

Example 1 — how do the three texts present frogs? (talk about it)

All three texts have the same topic: the life cycle of frogs. But they present it in different ways.

Text	What type is it?	What it teaches us	How it reads
The Frog Pond Song	poem	the stages of a frog	it plays with sounds; we can say it together
Mia and the Little Tadpoles	story	how tadpoles change as time goes by, and how Mia feels	it has people and a place; it tells what happens
Frogs: From Egg to Frog	information text	the four stages, one by one	it gives us facts

Same topic – three texts



Topic: the life cycle of frogs



the text	type	what it teaches us	how it reads
The Frog Pond Song	poem	the stages of a frog	plays with sounds; we can say it together
Mia and the Little Tadpoles	story	how tadpoles change; how Mia feels	has people and a place; tells what happens
Frogs: From Egg to Frog	information text	the four stages, one by one	gives us facts



Three texts, one topic!

The same table as above on a big chart, with the three texts in rows and a star on the topic: the life cycle of frogs

The poem makes us **hear** the frog pond. The story makes us **feel** the waiting. The information text **tells** us the stages. Same topic — three different ways!

Example 2 — same fact, different words (read aloud together)

Here is a fact: *Tadpoles have tails.* Can you find it in all three texts?

Text	Where the fact hides
The Frog Pond Song	“Tails go wiggle, wiggle, wiggle.”
Mia and the Little Tadpoles	“Their tails are getting small.”
Frogs: From Egg to Frog	“It swims with its tail.”

Same fact — different words! When we read more than one text about a topic, we learn more.

One job, four places — recipes, read aloud together

Now for our recipe: **Banana-Oat Bites!** We will see the same recipe in four places.

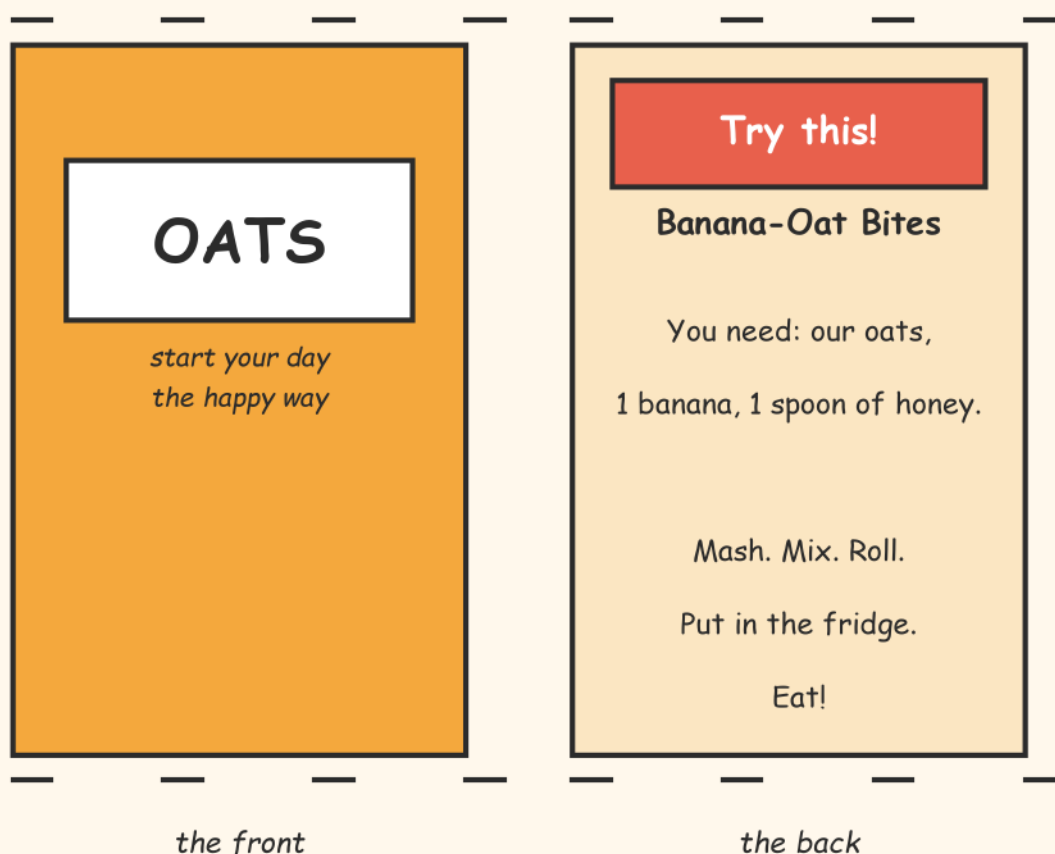
What you need: 1 cup of oats · 1 banana · 1 spoon of honey

What you do:

1. Wash your hands!
2. Mash the banana in a bowl.
3. Add the oats and the honey. Mix it all up.
4. Roll the mix into little balls.
5. Put the balls in the fridge.
6. Now they are ready to eat!

Place 1 — on food packets. Look at the back of an oat packet. The recipe is short and quick.

Place 1 - on a food packet



The packet recipe is short and quick.

The back of an oat packet with a short recipe for Banana-Oat Bites on it

Place 2 — in a recipe book. The book page has all the steps and a top tip.

Place 2 – in a recipe book

What you need	What you do
● 1 cup of oats ● 1 banana ● 1 spoon of honey <i>Wash your hands first!</i> 	1 Mash the banana in a bowl. 2 Add the oats and the honey. Mix it all up. 3 Roll the mix into little balls. 4 Put the balls in the fridge. 5 Now they are ready to eat! Top tip: add some coconut too!

The book has every step – and a tip!

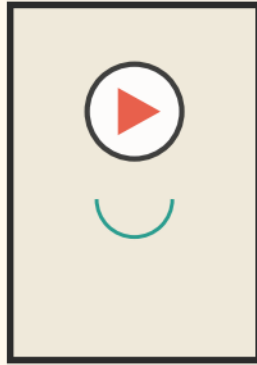
A recipe book page for Banana-Oat Bites, with what you need in a list and what you do in numbered steps, and a top tip at the bottom

Place 3 — in a short video clip. In the clip, you watch someone make the bites. You can see it and hear it. These pictures show what you would see in the clip.

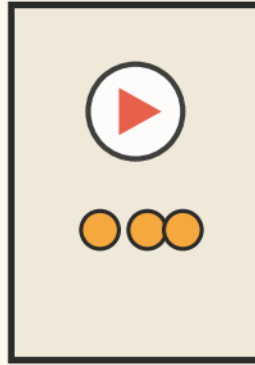
Place 3 – in a short video clip



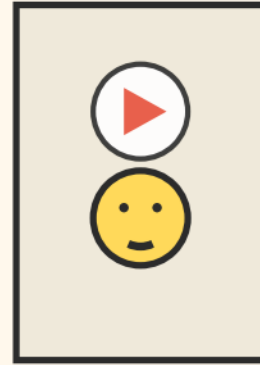
Here is what you need!



Mash it and mix it!



Roll little balls!



Yum! Ready to eat!



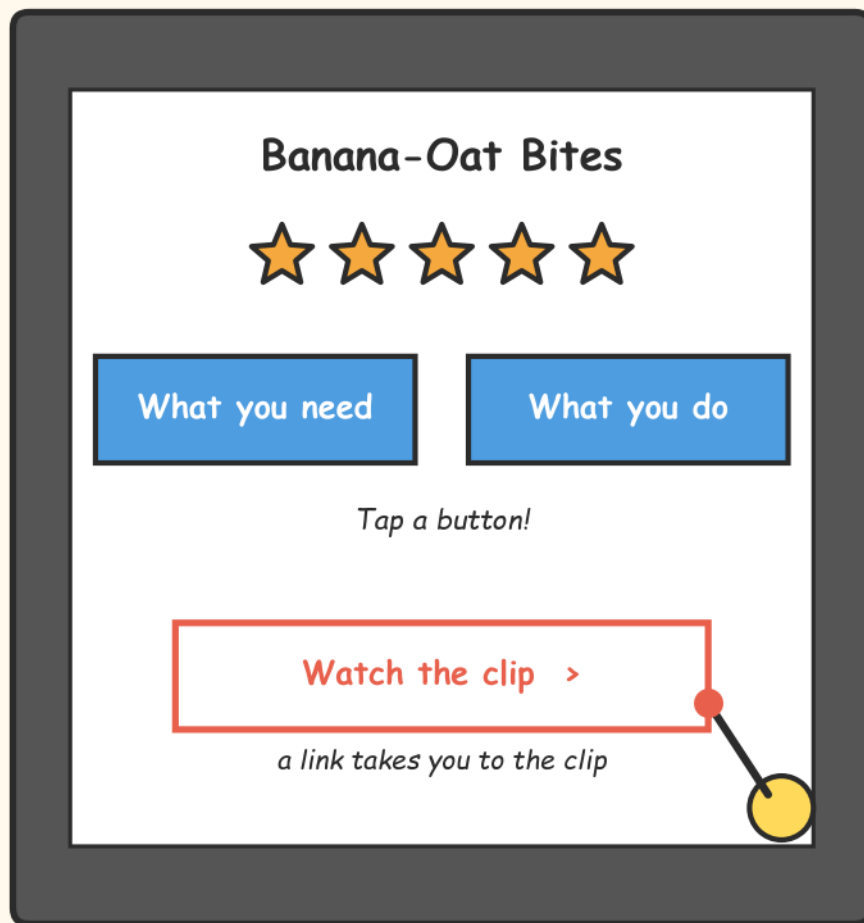
In the clip, you watch someone make the bites.

You can see it and hear it!

Four pictures from a short video clip: the foods on the table, mashing and mixing in a bowl, rolling little balls, and eating with a big smile

Place 4 — in a digital form. *Digital* means on a screen, like a tablet or a computer. You can tap the buttons to see the parts you want.

Place 4 – in a digital form



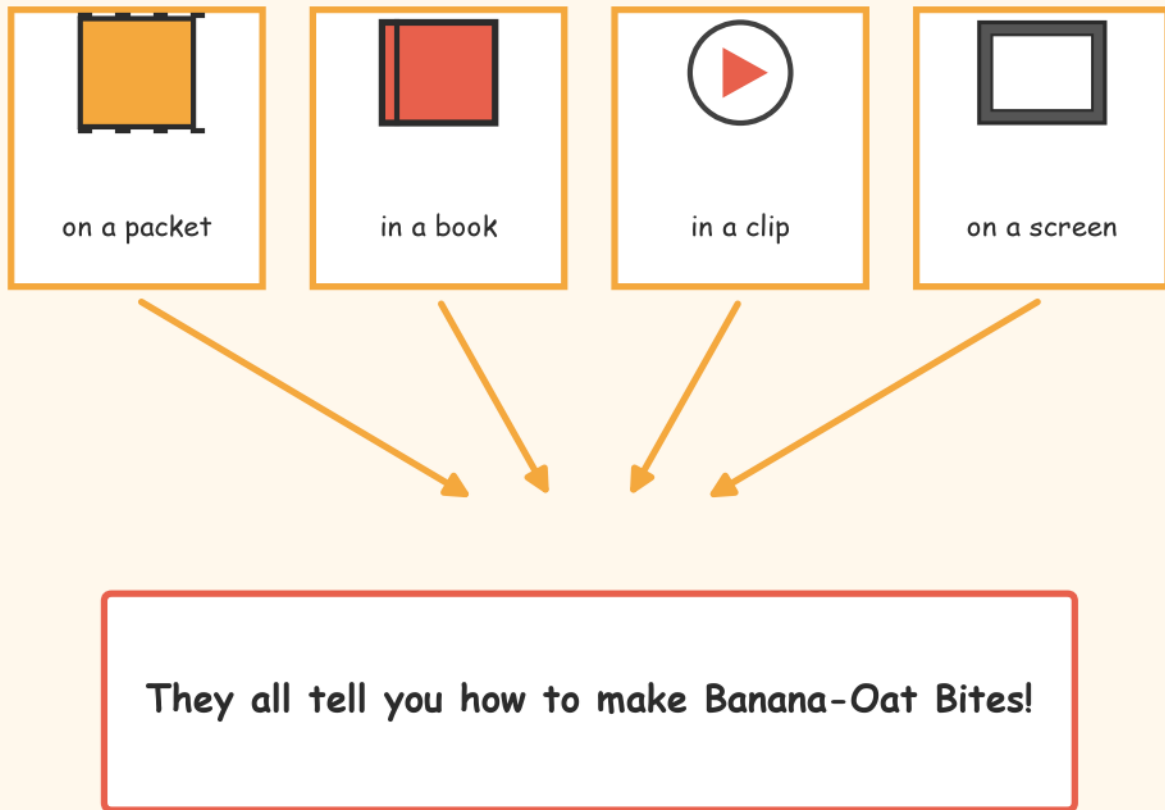
On a screen, you can tap and look!

A tablet screen with the Banana-Oat Bites recipe, two buttons called What you need and What you do, and a link that says Watch the clip

Example 3 — what is the shared purpose? (talk about it)

All four texts have the same purpose. They all tell you how to make Banana-Oat Bites!

One purpose - four places



Same purpose - different places!

Four little cards — packet, book, clip and screen — with arrows pointing to one big bubble that says They all tell you how to make Banana-Oat Bites

The packet is short. The book has every step. The clip shows you how. The screen lets you tap and look. Same purpose — four different places!

Example 4 — which place would you use? (with help)

Sam wants to watch someone roll the balls. Which place should Sam use?

Sam should use the **video clip**. In the clip, you can see the rolling.

Example 5 — your turn to pick (on your own)

Mia wants to make Banana-Oat Bites at home with her dad. Which place would Mia use — the packet, the book, the clip, or the screen? There is more than one good answer. Say why!

Practice

Try together

Q1. Match the text type to its job. Draw a line.

Text type	Job
poem	gives us facts
story	plays with words, rhythm and sounds
information text	tells us what happens to characters

Q2. Tick the texts that present the life cycle of frogs.

☐ The Frog Pond Song ☐ Mia and the Little Tadpoles ☐ Frogs: From Egg to Frog ☐ a song about a bus

Q3. A recipe has two parts. What are they?

Q4. Look at the four recipe pictures again. Which picture shows food packets? Which shows a recipe book? Which shows a video clip? Which shows a digital form?

Q5. Which frog text is the most fun to say out loud? Which frog text gives you the four stages one by one?

Q6. The four recipes have the same purpose. What is it?

Try on your own

Q7. Sort the word cards into two groups: **frog words** and **recipe words**.

Cards: *tadpole · honey · froglet · oats · pond · banana · tail · bowl*

Q8. Fact hunt! Find one fact that is in both the story and the information text. Say it out loud.

Q9. Put the four stages of the frog life cycle in order: *froglet · egg · frog · tadpole*.

Q10. You want to make Banana-Oat Bites at home. Which place would you use — the packet, the book, the clip, or the screen? Say why.

Q11. Pick a new topic — the sea, or pets. Say two texts that could present your topic.

Q12. Draw your favourite stage of the frog life cycle. Write its name and one thing that happens in that stage.

Say why

You read three frog texts. You saw one recipe in four places. Which text did you like best? Say what it was, what it taught you, and why you liked it.

Here is a start: The text I liked best was _____. It taught me _____. I liked it because _____.

Draw your text in the box. You can say your answer, or write it, or do both.



My turn



Draw your text here

The text I liked best was _____

It taught me _____

I liked it because _____



A page with a big box to draw in and three lines to write on, with the words My turn at the top

Answers (teacher)

Modelled examples. Example 1: rows as in Figure 5a_three_texts_table.png — the key point is that all three texts share the one topic and present it differently. Example 2: the poem’s “Tails go wiggle”, the story’s “Their tails are getting small” and the information text’s “It swims with its tail” all carry the fact *tadpoles have tails*. Example 3: the shared purpose is to tell you how to make Banana-Oat Bites. Example 4: the video clip. Example 5: sample — the book, because it has every step and an adult can read it at home; the screen also works because it has the same steps and a clip to watch; the packet is the shortest; the clip shows but does not list amounts.

Try together. Q1. poem → plays with words, rhythm and sounds; story → tells us what happens to characters; information text → gives us facts. Q2. Tick the three frog texts; not the song about a bus (different topic). Q3. What you need, and what you do. Q4. In order: 5a_recipe_packet.png, 5a_recipe_book.png, 5a_recipe_video.png, 5a_recipe_digital.png. Q5. The poem is the most fun to say out loud; the information text gives the four stages one by one. Q6. To tell you how to make Banana-Oat Bites.

Try on your own. Q7. Frog words: tadpole, froglet, pond, tail. Recipe words: honey, oats, banana, bowl. Q8. Sample facts: tadpoles grow into frogs (“One day they will be frogs” / Stage 4); tadpoles live in the water; tadpoles grow legs and their tails get small. Any one fact truly in both texts counts. Q9. egg → tadpole → froglet → frog. Q10. Any place with a reason: e.g. the book, because it has all the steps; the screen, because you can also tap the clip. Q11. Sample: the sea — a poem about waves and an information text about fish; pets — a story about a puppy and a recipe for dog treats (any sensible pairings count). Q12. Sample: a drawing of a tadpole with “tadpole — it swims with its tail”.

Say why. Sample response: “The text I liked best was The Frog Pond Song. It taught me the stages of a frog. I liked it because it is fun to say.” Award any response that names a text, says something it teaches, and gives a reason — spoken answers count the same as written ones. There is no wrong text to pick.

Purpose and audience of different types of texts

Curriculum focus (teacher)

Section	5B · Chapter 5 — Literacy: understanding, analysing and creating texts
Owns	VC2E2LY09 · strand Literacy · sub-strand Analysing, interpreting and evaluating
Draws on	VC2E2LY09.E01 — none excluded (§2A touches no Chapter 5 CD; the single elaboration is live)
Assumes	Level 1: texts organised by purpose — recount, narrate, opinion, inform, report, explain (VC2E1LA03); within this book: 1C (identifying text types and how they are organised), 5A (the same topic in different types of texts)
Hands to	VC2E3LY09 — purpose and audience identified through language features and images ; within this book, 5D (creating short texts for familiar audiences) builds on the audience judgements made here

Content description (verbatim from the authority export). Students learn to:

identify the purpose and audience of different types of texts

Elaboration (verbatim; id carried for coverage and item linkage per D10 — this CD has exactly one):

id	elaboration	where it is met in this section
VC2E2LY09.E01	identifying the audience of advertisements and signs	Part 4 of <i>The big idea</i> · Figures 5b_bake_sale_ad.png and 5b_three_signs.png · Modelled examples 2 and 3 · Q3, Q4, Q6c, Q8, Q9, Q11

Scope (binding, from the §3 chapter notes). 5B identifies **who a text is for and why it exists**; advertisements and signs are the elaborated cases. **Identifying purpose and audience through language features and images is Level 3** (VC2E3LY09) — at Level 2 *the judgement is made, not yet evidenced from features*. No feature-analysis talk is taught here: no “the big letters tell us who it is for”, no persuasive-device names, no image grammar. Children judge purpose and audience from the text as a whole and its context — what the text does, where it is found, who it speaks to. Context-based reasoning is squarely in scope: the Reading and Viewing achievement standard says students “draw on their knowledge of context to build literal and inferred meanings” and “describe how different types of texts across the curriculum, both print and digital, are organised for purpose and navigation” — the assessed shape of this learning (navigation itself belongs to 1E).

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: src/_gate_5b.py). The subject terms *purpose*, *audience* and *advertisement* sit at Yr3 on the word ladder; they are the CD’s and elaboration’s own terms, defined at first use in the student text and exempted in the gate (WORD_LEVEL_POLICY Rule 2 exemption 2), mirroring 1D’s handling of *pronoun*. Genre labels above the ceiling (*narrative*, *recount*, *opinion*, *procedure*, *inform/information*) are kept out of student-facing text; child-level phrases (“story”, “a text that tells about something”, “a how-to text”) carry the same ideas. Model texts are teacher read-alouds first, per the house F–2 convention; the read-aloud relaxation is an MCQ-administration rule and never touches this body text. Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text; VCAA’s quoted wording keeps its own punctuation in this teacher block only.

Teaching sequence (teacher)

One sequence, five episodes (about 5 × 20–30 minutes). Figures live in diagrams/; all are original. Model texts in this section are original and decodable at this level, but they are still introduced as teacher read-alouds per the house F–2 convention.

Episode 1 — Every text has a job (hook). Hold up three real things the class knows: a picture book, the classroom door sign, and an ad printed from the school newsletter. Ask: *why did someone make each of these?* Collect answers without correcting. Then show Figure 5b_two_questions.png and name the first big word: the **purpose** of a text is its job — why it was made.

Episode 2 — Every text is for someone. Name the second big word: the **audience** is who the text is for. Make it concrete: *Who is a bedtime story for? Who is the sign above the classroom door for?* Read the *What we are learning* block with the class and point out that every text gets both questions.

Episode 3 — Four jobs to know. Work through Part 3 with Figure 5b_jobs_chart.png: story, tell-about text, how-to text, advertisement. Read the four model texts aloud (Figures 5b_bake_sale_ad.png, 5b_three_signs.png, 5b_story_card.png, 5b_info_card.png); after each, ask the two questions chorally. Then run Modelled example 1 on Figure 5b_how_to_tell.png as the think-aloud that shows what a full answer sounds like.

Episode 4 — Advertisements and signs (the elaborated case). Modelled examples 2 and 3. Emphasise the context move: *where* you find a text helps you say who it is for (a sign by the road is for people on the road; an ad about our school sale is for our school). Keep reasoning at the level of whole-text and context judgements — citing words or features as evidence is the Level 3 step (VC2E3LY09), not this one.

Episode 5 — Children judge for themselves. Same day: Q1–Q6 (with help). Next day: Q7–Q11 (on your own) and the My turn response prompt. Success criteria on the board: *I can say what the job of a text is. I can say who a text is for.*

Differentiation notes. Emerging readers: every judgement can be spoken or pointed; the figures carry the model texts, so decoding is not the bottleneck. Extend confident readers by having them find two texts in the room, name both purpose and audience for each, and help a friend do the same. Children who finish early can make a second ad (Q9) for a different audience and say how the two ads are for different people.

What we are learning

Every text is made for a reason. And every text is made for someone.

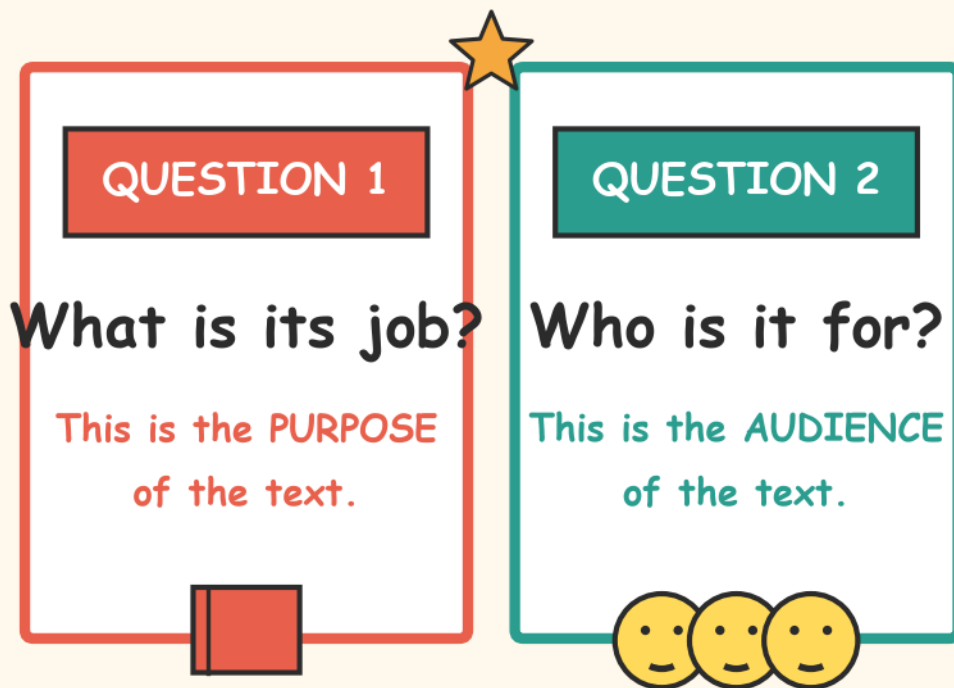
A **text** is anything with words or pictures that you can read, listen to, or look at. A book is a text. A sign is a text. A song is a text too.

In this part, we learn two big words and two big questions to ask about **any** text:

Big word	What it means	The question to ask
purpose	the reason a text was made — its job	What is its job?
audience	the people a text is for	Who is it for?

Ask the two questions, and you know a lot about a text!

Two big questions for every text



Ask both questions about any text!

Two big question cards: what is its job, the purpose, and who is it for, the audience

The big idea

Part 1 — Every text has a job

Someone made every text you see. They made it for a reason.

Some texts tell a story. Some texts tell us about something. Some texts show us how to make or do something. Some texts try to get us to want something, or to do something.

The **purpose** of a text is its job — why it was made.

Part 2 — Every text is for someone

Texts are made for people to read, hear, or see. Those people are the **audience**.

- Who is a bedtime story for? Children!
- Who is a sign that says *Slow down* for? Drivers!

One text can be for more than one group of people. A text about our school can be for the children at our school **and** for families at home.

Part 3 — Four jobs to know

Here are four types of texts and the job each one does.

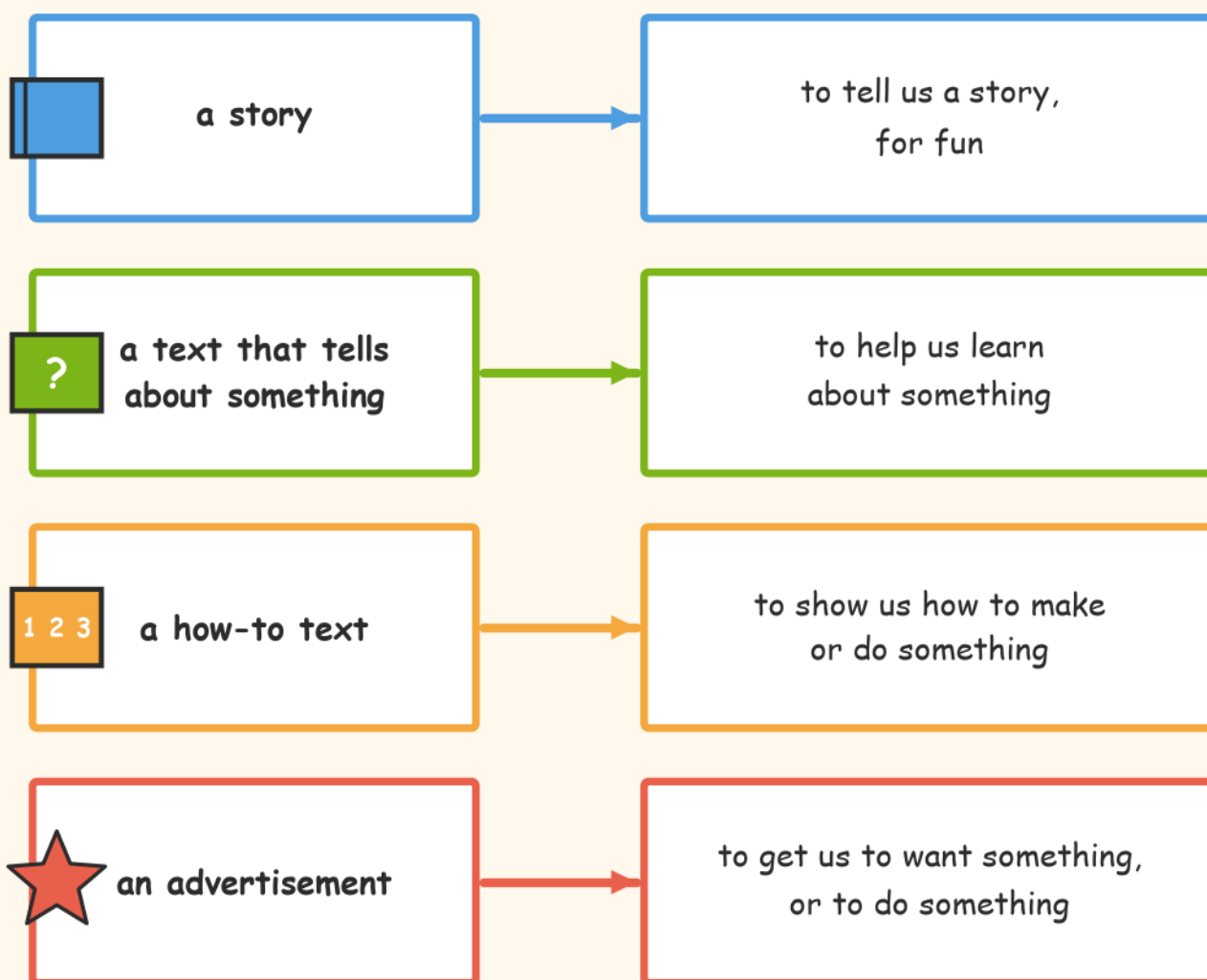
Type of text	Its job — its purpose	Who is it often for?
a story	to tell us a story, for fun	people who like stories
a text that tells about something	to help us learn about something	people who want to know about it
a how-to text	to show us how to make or do something	people who want to make or do it
an advertisement	to get us to want something, or to do something	people who might buy it, or go to it

An **advertisement** is a text with the job of getting you to want something, or to do something. You can see advertisements on TV, on the internet, in shops, and at school.

Four jobs of texts

Type of text

Its job — its purpose



A chart of four types of texts and the job each one does

Part 4 — Advertisements and signs: who are they for?

Look at the bake sale ad below. Who is it for? It is for the children at our school, and for families. What is its job? To get people to come to the sale!

An advertisement



Where do you see this ad? Who is it for?

An advertisement for the Class 2B bake sale

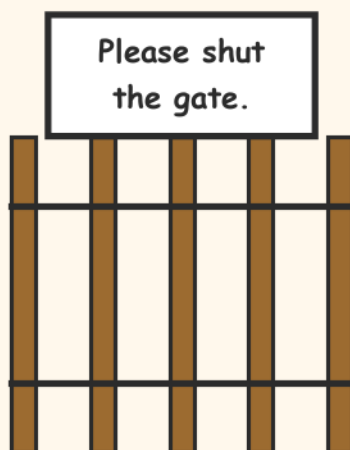
A **sign** is a text you see in a place. Signs tell the people there what to do, or what to know.

Signs tell the people there what to do



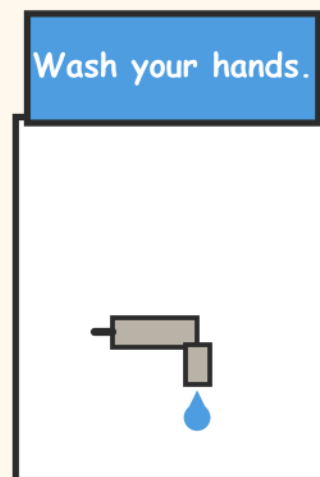
By the road.

It is for drivers.



On the yard gate.

It is for people
who use the yard.



In the bathroom.

It is for everyone
who uses it.

Three signs: *Slow down Kids about* by the road, *Please shut the gate* on a gate, and *Wash your hands* in the bathroom

- *Slow down. Kids about.* is for **drivers**.
- *Please shut the gate.* is for **people who use the yard**.
- *Wash your hands.* is for **everyone who uses the bathroom**.

Where you find a text helps you say who it is for. A sign by a road is for people on the road. An ad about our school sale is for people at our school.

Texts to look at (read aloud together)

Your teacher will read each text out loud. Listen, look, and hold the two big questions in your head: *What is its job?*
Who is it for?

Text 1 — an advertisement

Big Bake Sale! Come to the Class 2B bake sale. It is on Friday at 3 pm. Buy a cake or a sweet treat. All the money goes to our class garden. See you there!

Text 2 — three signs (on the figure above)

Slow down. Kids about. Please shut the gate. Wash your hands.

Text 3 — a story

The Red Ball Ben has a red ball. He kicks the ball. It rolls and rolls. It rolls to the pond. A duck sits on the ball! Ben laughs. "Silly duck!" he says. The duck says, "Quack!"

A story to listen to

The Red Ball

Ben has a red ball.

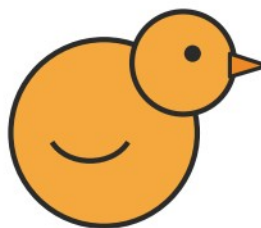
He kicks the ball. It rolls and rolls.

It rolls to the pond.

A duck sits on the ball!

Ben laughs. "Silly duck!" he says.

The duck says, "Quack!"



What is the job of this text? Who is it for?

The story of Ben, the red ball and the duck, on a reading card

Text 4 — a text that tells about something

About Ducks A duck is a bird. Ducks live near water. They have flat feet to help them swim. Baby ducks are called ducklings. A duck says, "Quack!"

A text that tells about something

About Ducks

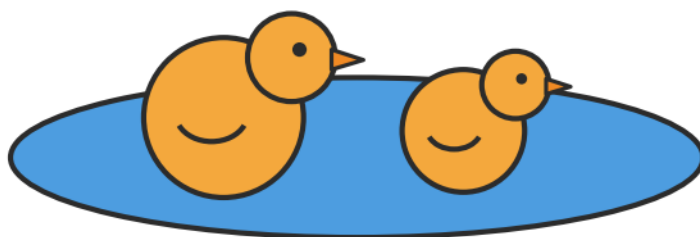
A duck is a bird.

Ducks live near water.

They have flat feet to help them swim.

Baby ducks are called ducklings.

A duck says, "Quack!"



What is the job of this text? Who is it for?

A text called About Ducks on a reading card, with a picture of a duck

We do it together

Example 1 — with help: ask the two questions

Here is how we can talk about the story *The Red Ball*.

The question

Our answer

What is its job? What is its **purpose**?

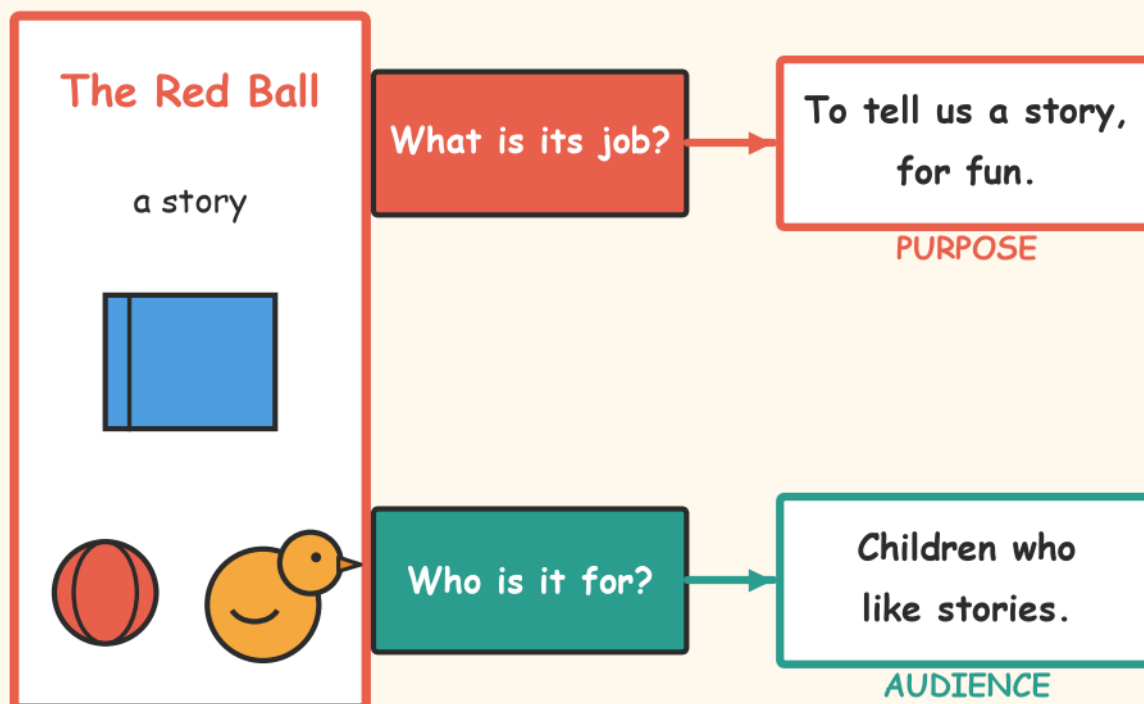
to tell us a story, for fun

Who is it for? Who is its **audience**?

children who like stories

A full answer says both: *The Red Ball* is a story. Its job is to tell us a story for fun. It is for children who like stories.

Ask the two big questions



Say both, and you know about the text!

A think-aloud that asks the two big questions about the story The Red Ball

Example 2 — with help: who is the ad for?

Look at the bake sale ad again. Think with us:

Step	What we think
1 · What is its job?	It tries to get people to come to the bake sale.
2 · Where is the sale?	At our school. It is the Class 2B sale.
3 · So who is it for?	The children at our school, and families.

Example 3 — with help: who is each sign for?

Sign	Who is it for?	How do we know?
Slow down. Kids about.	drivers	It is by the road. People who drive read road signs.
Please shut the gate.	people who use the yard	It is on the gate. People who go in and out can see it.
Wash your hands.	everyone who uses the bathroom	It is in the bathroom.

Example 4 — on your own: what is the job?

Say the job — the purpose — of each text.

- (a) *How to draw a cat*
- (b) *The Little Fox* — a story about a fox and a bird
- (c) *About Frogs*
- (d) *Come to the class book shop! Buy a good book!*

Example 5 — on your own: say both

Pick any book from the class reading corner. Say the two big things about it:

This text is for _____. *Its job is to* _____.

Practice
With help

Q1. Draw a line from each text to its job.

Text	Job
a story	to get us to want something, or to do something
a text that tells about something	to tell us a story, for fun
a how-to text	to help us learn about something
an advertisement	to show us how to make or do something

Q2. Sort the four text cards into the four job boxes.

Cards: *a bedtime story* · *how to make a sandwich* · *About Trucks* · *Come to the bake sale!*

Sort the text cards into the job boxes

to tell us a story	to tell us about something	to show us how	to get us to want or do something
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How to make a sandwich	a bedtime story	Come to the bake sale!	About Trucks
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Say the job of each card out loud, then put it in its box.

With help: talk about one card first.

Four text cards and four job boxes to sort them into

Q3. Look at the bake sale ad. Circle the two groups it is for.

drivers · children at our school · families · people in another town

Q4. Draw a line from each sign to the people it is for.

Draw a line from each sign to the people it is for

Slow down. Kids about.		everyone who uses the bathroom
Please shut the gate.	 	drivers
Wash your hands.		people who use the yard

Use what you know about where signs are.

Three signs on the left and three audience cards on the right, with lines to draw

Q5. Tick the people this text is for.

A book called *About Trucks* sits in the class reading corner, with the other books for our class.

babies · children who want to know about trucks · drivers

Q6. Say the job — the purpose — of each text.

- (a) a book of songs
- (b) *How to make a paper hat*
- (c) a sign in the hallway that says, *Please walk*.

On your own

Q7. Listen to your teacher read this text.

How to wash your hands 1 · Wet your hands. 2 · Use soap. Rub and rub. 3 · Wash the soap off. 4 · Dry your hands well.

Now say: What is its job? Who is it for?

Q8. Draw a sign you have seen. It can be at school, at the shops, or by the road. Then tell a friend: Who is it for? What is its job?

Q9. Make an ad for the class reading corner. Say it out loud or write it. Then say: Who is your ad for? What is its job?

Q10. Read both texts with your teacher. They are about the same thing — cats! But they have different jobs. Say the job and the audience of each one.

Text A: Mia sees a cat. The cat is soft. Mia pats the cat. The cat goes to sleep on her lap.

Text B: About cats. A cat is a pet. Cats have soft fur. Cats like to sleep in the sun. Cats say, “Mew!”

Q11. Finish the sentences.

A sign by the road says, *Slow down*. This sign is for _____. Its job is to _____.

My turn

Q12. Pick one text from your classroom. It can be a book, a sign, or an ad.

Draw it in the box. Then write, or say to your teacher:

This text is for _____. Its job is to _____.



My turn



Pick one text from your classroom.

Draw it in the box.



draw here

This text is for

Its job is to

A page with a box to draw in and two lines to write on, with the words My turn at the top

Answers (teacher)

Modelled examples. Example 4: (a) to show us how to do something; (b) to tell us a story, for fun; (c) to help us learn about frogs; (d) to get us to want to go to the book shop and buy a book. Example 5: any book with a sensible purpose-and-audience pair — e.g. a picture book in the reading corner: its job is to tell a story for fun, and it is for the children in our class.

With help. Q1. story → to tell us a story, for fun; a text that tells about something → to help us learn about something; a how-to text → to show us how to make or do something; an advertisement → to get us to want something, or to do something. Q2. bedtime story → tell a story; how to make a sandwich → show how; About Trucks → tell about something; Come to the bake sale! → get us to want or do something. Q3. children at our school; families. It is the Class 2B sale at our school, so drivers and people in another town are not who it is for. Q4. Slow down → drivers; Please shut the gate → people who use the yard; Wash your hands → everyone who uses the bathroom. Q5. children who want to know about trucks — it is a book for children in our class, and it is about trucks. Babies do not read books by themselves, and drivers are not who a class reading-corner book is for. Q6. (a) to be sung — its job is for fun, or to help us sing together; (b) to show us how to make a paper hat; (c) to get people to walk, not run, in the hallway.

On your own. Q7. Its job is to show us how to wash our hands. It is for everyone — children and grown-ups who use the bathroom. Q8. Any real sign the child has seen, with a sensible audience and job — e.g. a Stop sign is for drivers, and its job is to get them to stop. Q9. Sample ad: “Come to the class reading corner! Read a good book.” It is for the children in our class, and its job is to get them to come and read. Q10. Text A is a story: its job is to tell us a story for fun, and it is for children who like stories. Text B tells us about cats: its job is to help us learn about cats, and it is for people who want to know about cats. Same topic, different jobs — the link back to 5A. Q11. This sign is for drivers. Its job is to get them to drive slowly.

My turn (Q12). What counts: the child names an audience and a purpose for one real text, in any clear words. Speaking the answer to the teacher counts the same as writing it. Sample: a child draws the classroom door sign and says, “This text is for everyone who comes into our room. Its job is to tell us to walk in quietly.” Award the two-part judgement (who it is for + what its job is); do not ask the child to evidence the judgement from language features or image choices — that is the Level 3 step (VC2E3LY09).

Comprehension strategies: building literal and inferred meaning

Curriculum focus (teacher)

Section	5C · Chapter 5 — Literacy: understanding, analysing and creating texts
Owns	VC2E2LY10 · strand Literacy · sub-strand Analysing, interpreting and evaluating
Draws on	VC2E2LY10.E01 VC2E2LY10.E02 VC2E2LY10.E03 VC2E2LY10.E04 VC2E2LY10.E05 VC2E2LY10.E06 VC2E2LY10.E07 — none excluded (§2A does not touch this CD; all seven elaborations are live)
Assumes	Level 1 comprehension strategies building literal meaning (VC2E1LY12): literal understanding, visualising, predicting, connecting, summarising, questioning
Hands to	Level 3 comprehension strategies (VC2E3LY10): the same strategies extended to analysis with text-structure and language knowledge

Content description (verbatim from the authority export). Students learn to:

use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY10.E01	listening for specific information and providing key facts or points from an informative or persuasive text	Example 8 (key facts about little penguins) · Episode 5 · Q3
VC2E2LY10.E02	listening and responding to detailed instructions	Example 7 (listen and draw) · Episode 5 · Q8
VC2E2LY10.E03	integrating information from print, images and prior knowledge to make supportable inferences	Examples 1–2 (the garden story and the clue chart) · Episode 3 · Q1, Q2, Q6, Say why
VC2E2LY10.E04	identifying the main idea of a text	Example 5 (the main idea of the bees text) · Episode 6 · Q7
VC2E2LY10.E05	predicting vocabulary that is likely to be in a text, based on the topic and the purpose of the text; for example, predicting that ‘station’ and ‘arrive’ would be in a text recounting a train journey	Example 6 (Our Train Trip word predictions) · Episode 6 · Q4
VC2E2LY10.E06	using prior knowledge to make and confirm predictions when reading a text	Example 4 (The Lost Kitten) · Example 6 · Episodes 4 and 6
VC2E2LY10.E07	using graphic organisers to represent the connections between characters, order of events or sequence of	Example 9 (story map and sequence map) · Episode 7 · Q5, Q9

Term note — “comprehension strategies” (CONTESTED_TERMS Rule 1). The Victorian Curriculum names the strategies (visualising, predicting, connecting, summarising, monitoring, questioning) but does not define the set. This section treats *comprehension strategies* as the things readers do on purpose to understand a text, and defines each strategy at first use in a child-facing “I ...” sentence (visualising — I make a picture in my mind; predicting — I guess what will happen, then I check; connecting — I think about what I know and have done; summarising — I say the big parts in a few words; monitoring — I check: does it make sense?; questioning — I ask who, what, where, when, why). Every task in the section is answerable on those six moves alone.

Term note — “literal and inferred meaning”. The CD and the achievement standard both use the pair *literal and inferred meanings* without definition; inference is the Level 2 step beyond Level 1’s literal comprehension (VC2E1LY12). This section operationalises the pair as: **literal meaning** — right there in the words; the reader finds it and points to it; and **inferred meaning** — not said in the words; the reader works it out from clues in the text plus prior knowledge. The student-facing text teaches the pair as “in the words” and “work it out”, and never asks for a definition of the terms, only their use.

Term note — “graphic organiser” (E07). VC2 uses *graphic organisers* without definition. This section treats a graphic organiser as a drawing with boxes and lines that holds parts of a text so the reader can see how they connect; the two forms used are the story map (characters, setting, order of events) and the sequence map (sequence of information), exactly the three representations E07 names.

Term notes — “main idea” (E04) and “key fact” (E01). *Main idea* is treated as what the whole text is mostly about, as distinct from one part of it. *Key fact* is treated as a true and important point from a text; children identify key facts by listening, and reject a false option by checking it against the text.

Scope (binding, from the §3 chapter notes). This is the largest section of the book: seven elaborations on one CD. Inference is the Level 2 step beyond Level 1 (VC2E1LY12), and the achievement standard’s “literal and inferred meanings” sentence is the rubric language this section teaches toward. The teaching covers: the six strategies named in the CD; listening for key facts from an informative text (E01); listening and responding to detailed instructions (E02); integrating print, images and prior knowledge into supportable inferences (E03 — every inference in the section must be supportable from stated clues); identifying the main idea (E04); predicting vocabulary from topic and purpose and confirming predictions while reading (E05, E06); graphic organisers for characters, order of events and sequence of information (E07). Monitoring is taught here as a comprehension strategy (checking meaning; stopping to re-read when meaning is lost); the decoding and fluency mechanics of re-reading belong to 4G (VC2E2LY07) and are drawn on, not re-taught. All model texts are original, decodable at this level and introduced as teacher read-alouds first, per the house F–2 convention.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_5c.py`). The curriculum’s own words — *comprehension, strategies, visualising, predicting, connecting, summarising, monitoring, questioning, literal, inferred, meaning(s), context, structures, instructions, detailed, information, main idea, key facts, predictions, topic, purpose, graphic organisers, characters, sequence, connections* — are used in student text and defined at first use; they are gate-exempt as the CD and elaboration text (WORD_LEVEL_POLICY Rule 2 exemption 1). Inflected forms of those terms that the ladder does not place at level (*strategy, visualise, prediction, organiser, character, fact, connect*) are gate-exempt as subject terminology defined at first use (exemption 2). Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text; VCAA’s quoted elaboration wording keeps its own punctuation in this teacher block only.

Teaching sequence (teacher)

One sequence, seven episodes (about 7 × 20–30 minutes). Figures live in `diagrams/`; all are original. Every model text is read aloud by the teacher first (F–2 convention); children read along or after as the class allows.

Episode 1 — One story, two kinds of meaning (hook). Read the garden story (Figure `5c_mystery_text.png`) aloud twice. Ask one question whose answer is in the words (*What was wet?*) and one question whose answer is

hidden (*Who came to the garden in the night?*). Without naming anything yet, notice with the class that one answer was *found* and one was *built*. Then open Figure 5c_two_kinds.png and name the two kinds: **literal meaning** (right there in the words) and **inferred meaning** (worked out from clues and what we already know). Keep the pair up in the room for the rest of the section.

Episode 2 — Name the tools. Read “What we are learning” with the class. Define **comprehension** and **comprehension strategy** at first use: a strategy is something you do on purpose to help you understand. Walk the six tools in Figure 5c_toolkit.png; choral each “I ...” sentence. Link monitoring to the fix-up moves children know from their reading work (does it make sense? stop, re-read) — the mechanics live in 4G; here monitoring enters as a meaning-check habit.

Episode 3 — Work out hidden meaning. Read Example 1 aloud; sort the two question kinds. Then model inference on the clue chart (Figure 5c_clue_chart.png, Example 2): clue from the text + what I already know = what I think. Press for supportable answers: *which words in the story made you think that?* Close on the point that the story never says the word “rabbit” — the readers built it, and every clue points the same way. Do Q1 and Q2 together.

Episode 4 — Pictures and guesses. Example 3: eyes closed, listen to the Sam text, then share mind-pictures (visualising; Figure 5c_visualise.png). Example 4: show the cover of The Lost Kitten (Figure 5c_predict.png); collect what children already know about kittens and lost animals, then make predictions and keep them visible; the predictions get checked as the story is read across the week (E06 — predicting is always guess-then-check, and new clues can change a mind).

Episode 5 — Listen well. Example 8 (Figure 5c_penguin_facts.png): read the little penguins text aloud; children listen for specific information and tick the key facts; reject the false option by checking it against the text (E01). Example 7 (Figure 5c_draw_it.png): read the four drawing steps once; children listen and draw; partners check each picture against the steps; listen again if needed (E02). Do Q3 together; set Q8 as the unscaffolded listen-and-draw.

Episode 6 — Big ideas and topic words. Example 5 (Figure 5c_main_idea.png): read the bees text; which sentence says what the whole text is mostly about? Reject the part-not-whole and not-in-text options (E04). Example 6 (Figure 5c_train_words.png): predict which words will be in a text titled Our Train Trip and why (topic and purpose, E05); then listen to the text and confirm — which guesses came true, and why did train words come true? (E06). Do Q4 and Q7.

Episode 7 — Maps, then apply. Example 9: a story map holds characters, setting and events in order; a sequence map holds steps of information in order (Figures 5c_story_map.png, 5c_sequence_map.png; E07). Build the garden-story map together (Q5), then children map Tom and the cat on their own (Q9). Work Q6 and Q10. Then move to Read and check! — each child reads a class-library book with the check list (Figure 5c_checklist.png), ticking a box per strategy used. Close with the Say why prompt: two readers, one who monitors and re-reads and one who does not — judge and say why, using *re-read*, *clues* or *make sense*.

Differentiation notes. Emerging readers: every text arrives by read-aloud; children respond orally, by pointing, or by drawing; pair them with a confident buddy for the partner checks. Extend confident readers by asking them to support an inference with two clues from the text (supportable, E03), to predict topic words for a text from another learning area (E05), or to make their own clue chart for a new short text. For children who need monitoring support: sit with an adult, model the stop-and-reread move aloud, and keep the check list to two or three boxes until the habit forms.

What we are learning

When you read, you build meaning. Some meaning is right there in the words. You can find it and point to it. This is called **literal meaning**.

Some meaning is hidden. The words do not say it. The words give you **clues**, and you use what you already know. This is called **inferred meaning**. You work it out.

Here is a small taste of the two kinds:

- The words say: “The grass was wet.” A question asks: *What was wet?* The answer is right there in the words — the grass! That is literal meaning.
- The words say: “Mia put on her raincoat.” A question asks: *Why did Mia put on her raincoat?* The words do not say! You work it out — it is raining. That is inferred meaning.

Two kinds of meaning

English 2 · 5C

Literal meaning It is right there in the words.	Inferred meaning It is hidden. The words give clues.
The grass was wet. What was wet? The grass! You can find the answer in the words of the text. Who? What? Where? When?	Mia put on her raincoat. Why did Mia put on her raincoat? It is raining! The text does not say it. You use the clues and what you know to work it out.

Two cards side by side. The left card is called *literal meaning* and shows the question “What was wet?” with the answer “The grass!” The right card is called *inferred meaning* and shows the question “Why did Mia put on her raincoat?” with the answer “It is raining!”

Good readers do not just look at the words. They think while they read. The things they do on purpose to understand are called **comprehension strategies**. A **strategy** is something you do to help you. Here are the six tools in your reading tool kit:

- **Visualising** — I make a picture in my mind.
- **Predicting** — I guess what will happen. Then I check.
- **Connecting** — I think about what I know and have done.
- **Summarising** — I say the big parts in a few words.
- **Monitoring** — I check: does it make sense?
- **Questioning** — I ask who, what, where, when, why.

Visualising



I make a picture
in my mind.

Predicting



I guess what will
happen. Then I check.

Connecting



I think about what
I know and have done.

Summarising



I say the big parts
in a few words.

Monitoring



I check: does it
make sense?

Questioning



I ask who, what,
where, when, why.

Good readers pick the tool that helps. You can use more than one at a time!

Six tool cards called the reading tool kit: visualising, predicting, connecting, summarising, monitoring and questioning. Each card shows a small picture and an “I ...” sentence.

You can use more than one tool at a time. Good readers pick the tool that helps!

Examples to look at

Example 1 — in the words, or work it out? (read aloud together)

Listen to this short story.

the teacher reads it aloud

Who was in the garden?

One morning, Mia looked in the garden.

The grass was **wet**.

She saw **muddy prints** on the path.

One **carrot** was not there!

There was a **small hole** under the fence.

Who came to the garden in the night?

The yellow words are clues. Hold on to them as you listen!



A short story called “Who was in the garden?” about wet grass, muddy prints, a carrot that is not there and a small hole under the fence. Four clue words sit under the story: wet, muddy prints, carrot, small hole.

One morning, Mia looked in the garden.

The grass was wet.

She saw muddy prints on the path.

One carrot was not there!

There was a small hole under the fence.

Who came to the garden in the night?

Two kinds of questions grow from one story.

A literal question has its answer right there in the words.

- *What was wet?* Look at the story. The grass was wet. You found it!
- *What was not there?* Look again. One carrot was not there. Found it!

An inferred question has a hidden answer. You work it out.

- *Who came to the garden in the night?* The story does not say! But it gives clues: the wet grass, the muddy prints, the carrot that is not there, the small hole under the fence. Something small came in the night. Something that eats carrots. We can guess — a rabbit!

The story never says the word “rabbit”. We built that answer from the clues. That is an inferred meaning.

Example 2 — the clue chart: how to build a hidden answer (read aloud together)

Readers put two things together to work out a hidden answer: **clues from the text**, and **what they already know**. A **clue chart** lets you see the thinking.

Work out the hints

English 2 · 5C

Clues in the text		What I already know		What I think
muddy prints on the path	+	animals leave prints in wet mud	=	an animal came in
one carrot is not there	+	rabbits love to eat carrots	=	it eats carrots
a small hole under the fence	+	rabbits are small and can go under	=	it is small
The clues together say:				a rabbit came to the garden in the night!



A clue chart with three rows. Each row has a clue from the story, something the reader already knows, and what the reader thinks. A line at the bottom says the clues together point to a rabbit.

Clue from the story	What I already know	What I think
muddy prints on the path	animals leave prints in wet mud	an animal came in
one carrot is not there	rabbits love to eat carrots	it eats carrots
a small hole under the fence	rabbits are small and can go under	it is small

The clues together say: **a rabbit came to the garden in the night!**

The story never says “rabbit”. But every clue points the same way. That is how readers build an inferred meaning — clues from the text, and what you already know.

Example 3 — visualising: pictures in your mind (read aloud together)

Close your eyes. Listen to this story.

The sun was hot. Sam ran to the big blue sea. Splash! The water was cold.

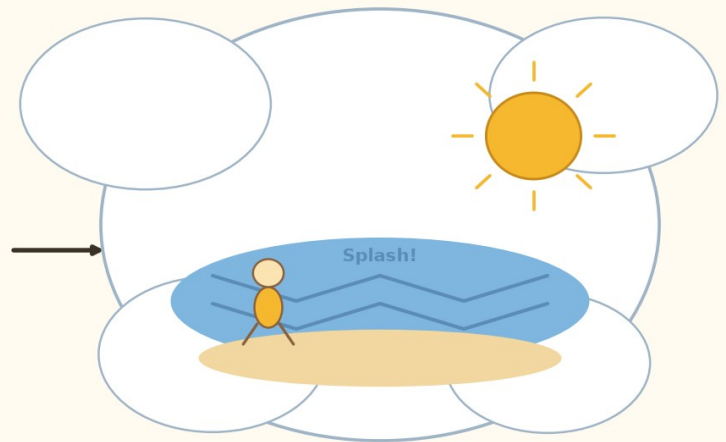
the words you read

The sun was hot.

**Sam ran to the big
blue sea.**

**Splash! The water
was cold.**

*Good readers do more than say
the words. They see them!*



Your mind makes a picture while you read.

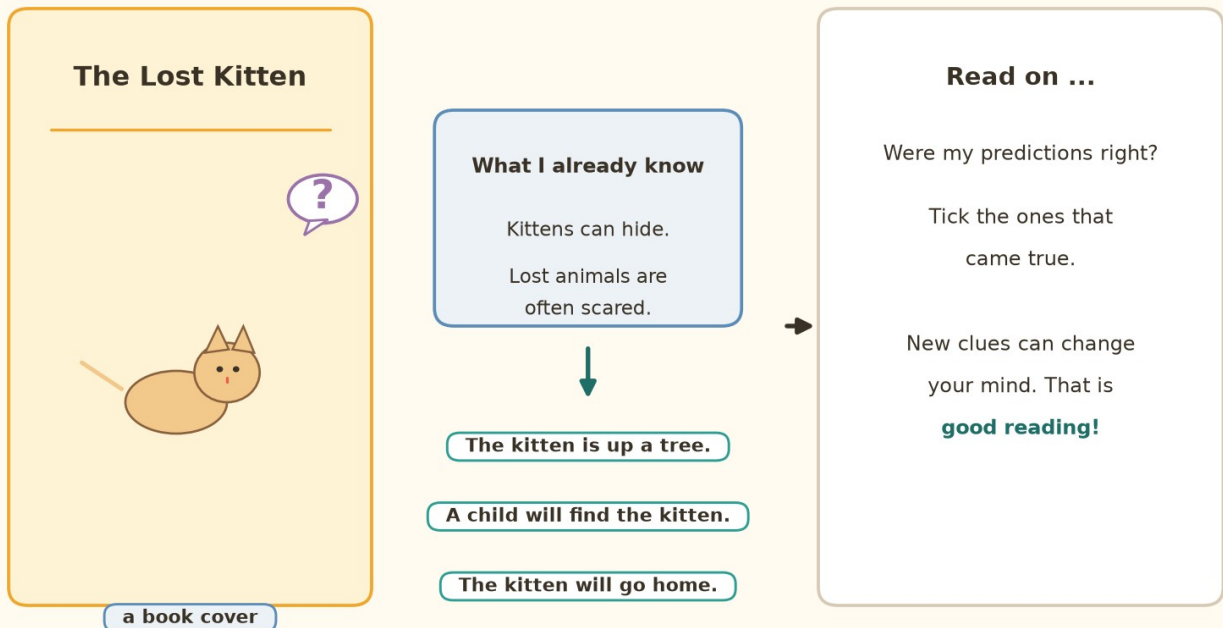
A short story about Sam and the sea, and the picture a reader might make in the mind: a hot sun, blue water and a big splash.

Open your eyes! What did you see in your mind? Many people saw a hot sun, blue water and a big splash. When you **visualise**, the words turn into pictures. The pictures help the story stay in your mind.

Example 4 — predicting: guess, then check (talk about it)

Look at the cover of a new story. The title is **The Lost Kitten**.

My predictions



The cover of a story called “The Lost Kitten”, three predictions, things the reader already knows, and a card that says to check the predictions while reading.

What do you already know? Kittens can hide. Lost animals are often scared.

What do you think will happen? Here are three predictions:

- The kitten is up a tree.
- A child will find the kitten.
- The kitten will go home.

A **prediction** is a guess about what will happen. We use what we already know to make a good guess. Then we read on and check. Were our predictions right? New clues can change our minds. That is good reading!

Example 5 — the main idea: what is the text about most of all? (read aloud together)

Listen to this true text about bees.

a text that informs

Bees at Work

Bees are busy bugs.

They fly from flower to flower.

They get sweet food from the
flowers.

They take it home to the hive.

Bees make honey for their young.



Which is the main idea?

The main idea is the biggest thing the text
wants you to learn.

☐

Bees sleep all day.

☐

Bees are busy and they make honey.

☐

Flowers are pretty.

Ask: does this tell the
biggest thing about the
whole text?

A true text about bees and three answers to choose from for the main idea. The middle answer is ticked.

Bees are busy bugs.

They fly from flower to flower.

They get sweet food from the flowers.

They take it home to the hive.

Bees make honey for their young.

What is this text about most of all? Choose one.

- *Bees sleep all day.* — No! The text says bees are busy.
- *Bees are busy and they make honey.* — Yes! Most of the text tells us this.
- *Flowers are pretty.* — No. The text does not talk about pretty flowers.

The **main idea** is what the whole text is about, most of all. One small part, like sweet food, is not the main idea.

Example 6 — guess the words before you read (talk about it)

The title of this text is **Our Train Trip**.

the title of the text

Our Train Trip

This text tells about a real trip on a train.



Which words will be in the text?

Think about the topic. Tick the words you think will be in the text.

☐

station

☐

ticket

☐

arrive

☐

fish

☐

window

☐

bed

☐

seat

☐

snow

Topic words fit the text. Words for a different topic do not fit.

The title “Our Train Trip” and eight word cards: station, ticket, arrive, fish, window, bed, seat and snow.

Which words do you think you will meet in this text? Circle your guesses.

station · ticket · arrive · fish · window · bed · seat · snow

Now listen to the text.

We went on a train trip. We walked to the station. Mum got the tickets. I sat by a big window. The train began to move. We saw farms and a river. Soon the train will arrive at our stop.

Check your guesses! **station**, **ticket**, **window** and **arrive** — yes, they were in the text! Why? Because the topic is a train trip. Texts about train trips use train words. **fish**, **bed** and **snow** — not this time. Some guesses came from other trips you know about. That is fine — predict, then check!

Example 7 — listen and draw: follow every step (read aloud together)

Your teacher will read these steps. Listen hard. Draw what you hear.

the teacher reads them aloud

Draw what you hear

- 1 Draw a big tree in the middle.
- 2 Draw a ball under the tree.
- 3 Draw a bird in the tree.
- 4 Draw a sun in the corner.

*Listen to every word. Hold the steps
in your mind as you draw.*

Draw here

*(big blank space
for your picture)*

Did your picture match every step? Check back!

Four numbered steps: draw a big tree in the middle, draw a ball under the tree, draw a bird in the tree, draw a sun in the corner. A picture shows all four in the right places.

1. Draw a big tree in the middle.
2. Draw a ball under the tree.
3. Draw a bird in the tree.
4. Draw a sun in the corner.

Now check with a friend. Is the ball under the tree? Is the bird in the tree? Is the sun in the corner? Every step is important. These are **detailed instructions** — each step tells you what to do, and where.

Example 8 — listen for the key facts (read aloud together)

Listen to this true text about little penguins.

a text that informs

Little Penguins

Little penguins are the smallest penguins in the world.

They live by the sea.

They have soft blue feathers.

They swim fast to catch fish.

At night, they walk to their nests in the sand.



Which are key facts from the text?

A key fact is a true and important thing the text says.

☐

Little penguins live by the sea.

☐

Little penguins are the biggest penguins.

☐

They swim fast to catch fish.

Ask: did the text say it?

If yes, it is a key fact.

If no, leave the box empty.

A true text about little penguins and three lines about them to tick or cross.

Little penguins are the smallest penguins in the world.

They live by the sea.

They have soft blue feathers.

They swim fast to catch fish.

At night, they walk to their nests in the sand.

A **key fact** is a true and important point from a text. Listen for the key facts. Tick the two true key facts. Cross the one that is wrong.

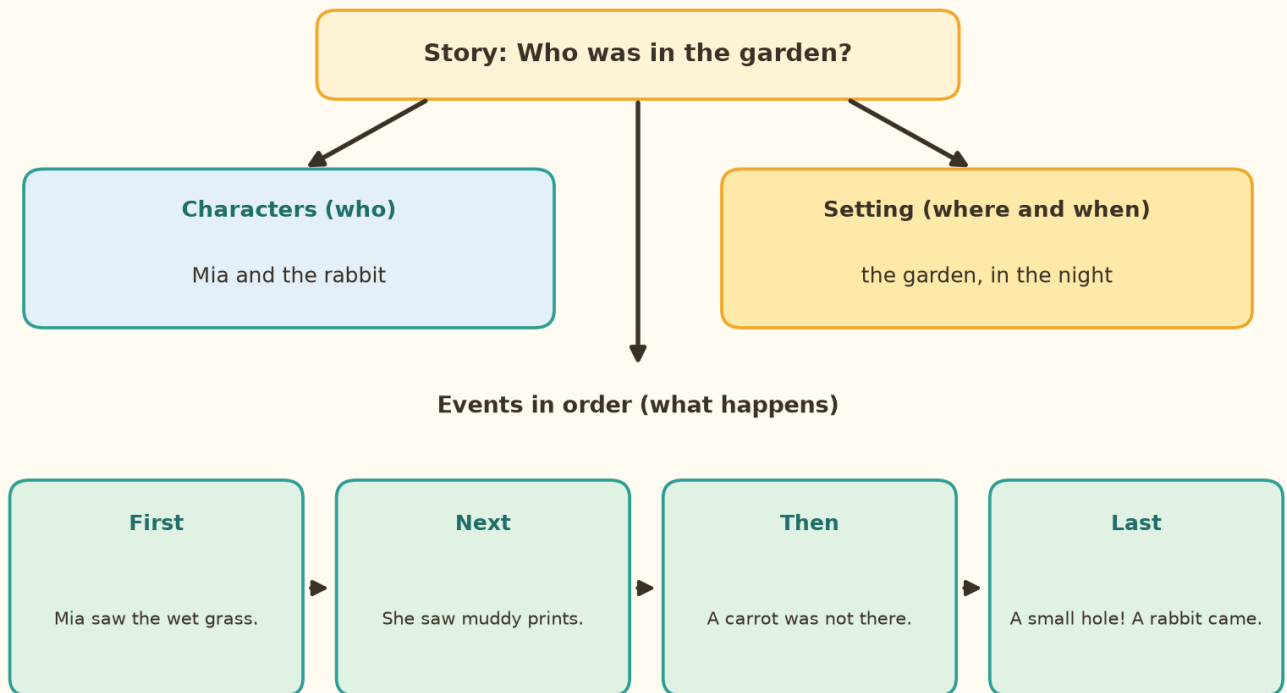
- *Little penguins live by the sea.* — Tick! The text says it.
- *Little penguins are the biggest penguins.* — Cross! The text says the smallest, not the biggest.
- *They swim fast to catch fish.* — Tick! The text says it.

How did you know the middle one was wrong? You listened, and you checked the words. Good listening!

Example 9 — maps for your thinking (read aloud together)

A **graphic organiser** is a picture that holds your thinking. Boxes and lines show how the parts connect. Here are two.

This **story map** shows the characters, the setting and the events of our garden story, in order.



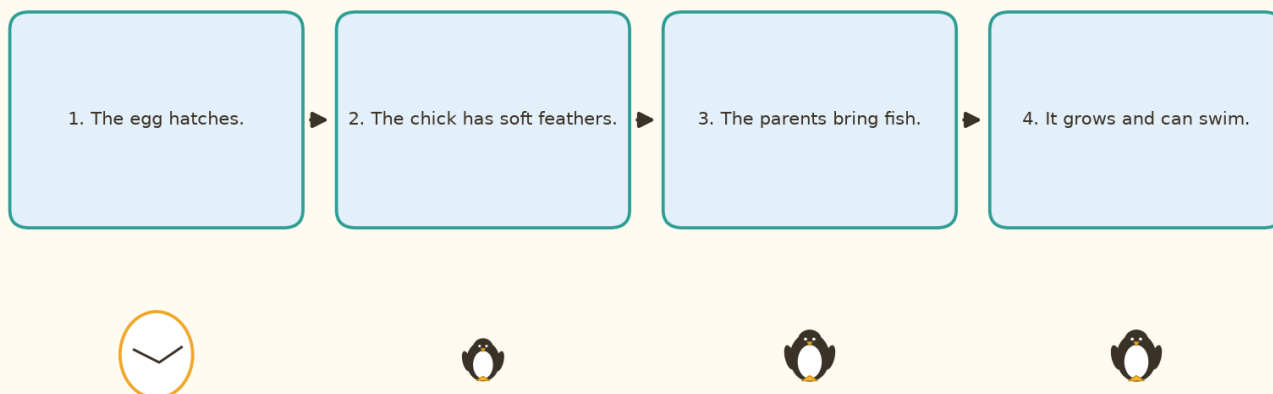
A story map is a graphic organiser. It shows the parts of a story and how they connect.

A story map with boxes for the characters, the setting and the events of the story “Who was in the garden?” The events go first, next, then and last.

- The **characters** are the who: Mia and the rabbit.
- The **setting** is the where and when: the garden, in the night.
- The **events** go in order: first, next, then, last.

This **sequence map** shows steps of information in order — how a penguin chick grows.

How a penguin chick grows



The steps go in the order the text gives them. This map shows a sequence.

A sequence map with four boxes that show the steps of how a penguin chick grows: the egg hatches, the chick has soft feathers, the parents bring fish, and it grows and can swim.

Maps help you see the connections between characters, the order of events, and the sequence of information.

Practice

Try together

Q1. Sort the question cards about the garden story. Put each card in the right box: **in the words** (literal) or **work it out** (inferred). *Hint: can you find the answer in the words, or do you need clues?*

Cards: *What was wet?* · *Who came to the garden?* · *What was not there?* · *Why was the grass wet?*

Q2. Match the clue to what it helps you work out. Draw a line.

Clue	What I think
The grass was wet.	It rained in the night.
Muddy prints on the path.	An animal walked there.
A small hole under the fence.	A small animal came in.

Q3. Tick the two key facts about little penguins. Cross the one that is wrong. *Hint: does the text say each one?*

- Little penguins have soft blue feathers.
- Little penguins live by the sea.
- Little penguins fly to catch fish.

Q4. Guess the words. A new text has the title **A Day at the Beach**. Circle the three words you think you will meet.

sand · swim · train · snow · seat · shell

Q5. Make a story map together for the garden story. Fill in each box. Use the word bank.

Box	Fill in
Characters (who)	_____
Setting (where and when)	_____
First	_____
Next	_____
Then	_____
Last	_____

Word bank: *Mia and the rabbit · the garden, in the night · Mia saw the wet grass · She saw muddy prints · A carrot was not there · A small hole! A rabbit came.*

Try on your own

Q6. Read, or listen to, this story.

Tom sat on the step. He had a bowl of milk. A cat came and sat near Tom. The cat looked at the bowl. Tom put the bowl down. The cat drank the milk. Tom smiled.

- What did Tom have? *(This answer is in the words.)*
- Why did Tom put the bowl down? *(This answer is hidden. Work it out from the clues.)*
- Why did Tom smile? Say what you think.

Q7. Read, or listen to, this text.

Look at the sky. It is dark. Rain falls on the garden. The grass gets a drink. The flowers will grow.

Which is the main idea? Tick one.

- Rain helps the grass and the flowers grow.
- The sky is dark.
- Grass is green.

Q8. Listen and draw. Your teacher will read four steps. Listen, then draw. Then check every step. *(The steps are in the Answers block for your teacher.)*

Q9. Make a story map on your own for the story of Tom and the cat. Draw six boxes: Characters, Setting, First, Next, Then, Last. Fill them in. Example 9 shows you how a story map works.

Q10. You are reading. The words stop making sense. Name two things you can do.

Read and check!

You have your tool kit. Now use it on a real book!



My reading check list



- ☐ I make pictures in my mind.
- ☐ I guess what will happen next.
- ☐ I think about what I already know.
- ☐ I say the big parts in a few words.
- ☐ I ask questions: who, what, where, when, why.
- ☐ I check: does it make sense?

If it does not make sense: stop. Re-read.

Look for clues. Ask for help.

Use this check list while you read. Tick a box each time you use a tool.

A reading check list with six boxes to tick, one for each reading tool. A red box says what to do when a text does not make sense.

1. **Pick your book.** Choose a book from the class library. Choose one you can read, or one to share with a friend.
2. **Read with your tool kit.** Keep the check list with you. Tick a box each time you use a tool.
3. **Check as you go.** Does it make sense? If not: stop. Re-read. Look for clues. Ask for help.
4. **Tell a friend one thing you worked out.** Use the word *because*!

Say why

Mia and Sam read the same page.

- Mia comes to a hard part. She stops. She re-reads. She looks at the picture and looks for clues. Now the page makes sense.
- Sam comes to a hard part. He keeps going. He reads fast and does not stop. He does not know what the page is about.

Who builds more meaning from the page? Say why.

Here is a start: I think _____, because _____.

Use one of these words in your answer: **re-read** · **clues** · **make sense**

Answers (teacher)

Examples. Example 1: literal questions have answers in the words (What was wet? the grass; What was not there? one carrot); the inferred question (Who came?) is built from clues — accept “a rabbit” and ask which clues did the work. Example 3: mind-pictures will differ; accept any picture built from the words (hot sun, blue sea, splash, cold water) and ask which words made each part. Example 4: all three predictions are good guesses; check them when the story is read and celebrate changed minds. Example 5: main idea — “Bees are busy and they make honey.”; “Bees sleep all day.” contradicts the text and “Flowers are pretty.” is a part not in the text. Example 6: station, ticket, window and arrive appear in the text; connect the right guesses to the topic (a train trip) and the purpose (telling about the trip). Example 8: tick “live by the sea” and “swim fast to catch fish”; cross “the biggest penguins” (the text says smallest).

Try together. Q1. In the words: “What was wet?”, “What was not there?”. Work it out: “Who came to the garden?” (clues: prints, missing carrot, hole), “Why was the grass wet?” (it rained in the night — nothing in the text says this; it is built). Q2. The grass was wet → It rained in the night; Muddy prints on the path → An animal walked there; A small hole under the fence → A small animal came in. Q3. Tick “have soft blue feathers” and “live by the sea”; cross “fly to catch fish” — penguins swim. Q4. sand, swim, shell (topic: a day at the beach). Q5. Characters: Mia and the rabbit. Setting: the garden, in the night. First: Mia saw the wet grass. Next: She saw muddy prints. Then: A carrot was not there. Last: A small hole! A rabbit came. (Children may word events slightly differently; keep who/where-when/what-happens in the right boxes and the order intact.)

Try on your own. Q6. A bowl of milk (literal). He put the bowl down so the cat could drink it / to give the milk to the cat (inferred: the cat looked at the bowl, and then it drank). Tom smiled because he was glad the cat drank / he liked the cat — accept any warm, supported reason. Q7. “Rain helps the grass and the flowers grow.” — the other two are true bits but not the whole text. Q8. Steps (read once, or twice if the class needs it): 1. Draw a house. 2. Draw a path to the door. 3. Draw a cloud above the house. 4. Draw a bird beside the house. Award all four items in the right places. Q9. Sample map: Characters — Tom and the cat; Setting — the step; First — Tom sat on the step with a bowl of milk; Next — a cat came and sat near Tom; Then — Tom put the bowl down; Last — the cat drank the milk and Tom smiled. Q10. Any two of: stop and re-read; look for clues in the words and pictures; ask for help. This is monitoring as a comprehension move; the decoding side of fix-ups lives in 4G.

Read and check! The checklist is a thinking tool, not a mark; celebrate the ticks. Listen for children naming the tool they used (“I made a picture in my mind when ...”). The stop-and-reread box is the monitoring habit this section plants; it carries on in every later reading section.

Say why. Sample response: “I think Mia builds more meaning, because she stops and re-reads and looks for clues, so the page starts to make sense. Sam keeps going fast, and the meaning is lost.” Award any answer that picks Mia and gives a reason using at least one of re-read, clues or make sense; a child who adds that Sam could stop and try again is also showing the point of the section.

Creating short narrative, informative and persuasive texts

Teacher, please read this page out loud. Every task here can be done by talking, drawing, or writing with help. No child has to read this page on their own. The three texts on this page — the story *The Kite*, the fact text *Our Class Garden* and the ask text *A Class Pet, Please!* — are new; they were made for this book, and they are the texts the tasks talk about.

Steps for the teacher: 1 · read *What we are learning* · 2 · look at the three jobs and the three part maps · 3 · read the three model texts out loud and show the cards · 4 · work through *Examples to look at* · 5 · send the children to *Practice* · *Plan, write, share!* is the make-a-text task, and *Say why* is the one response question for this part of the book.

Curriculum focus (teacher)

Section	5D · Chapter 5 — Literacy: understanding, analysing and creating texts
Owns	VC2E2LY11 · strand Literacy · sub-strand Creating texts
Draws on	VC2E2LY11.E01 VC2E2LY11.E02 VC2E2LY11.E03 — none excluded (§2A does not touch this CD; all three elaborations are live)
Assumes	Level 1 creating of narrative and informative texts (VC2E1LY13); how different types of texts are organised for their purpose (1C, VC2E2LA03); coordinating conjunctions <i>and</i> , <i>but</i> , <i>so</i> (2A, VC2E2LA06); liking a text and saying why (1B, VC2E2LA02)
Hands to	Level 3 creating of narrative, informative and persuasive texts with ideas grouped in simple paragraphs (VC2E3LY11); paragraphs as the next organisational step (VC2E3LA04); apostrophes for contraction and possession (VC2E3LA12)

Content description (verbatim from the authority export). Students learn to:

create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY11.E01	creating texts so that readers and/or audiences follow the sequence of ideas or events, using vocabulary (including topic-specific vocabulary) appropriate for the purpose	the three part maps and model texts · topic words web · Examples 1, 2, 3, 5 · Q2, Q3, Q6, Q7, Q8, Q9
VC2E2LY11.E02	using digital tools to create texts	digital tools figure · Example 6 · Q10 · Plan, write, share!
VC2E2LY11.E03	using simple and compound sentences correctly and flexibly to express and combine ideas	joining words figure (callback to 2A) · Example 4 · Q5, Q11

Term note — the three text types (CONTESTED TERMS Rule 1). VC2 names *narrative*, *informative* and *persuasive* texts but does not define them for Level 2. This section operationalises them as three jobs a text can do: a **narrative** tells a story in order (beginning, middle, end); an **informative** text tells about one thing and gives true facts

(title, opening, facts, closing); a **persuasive** text says what the writer thinks (opinion), gives reasons, and asks the reader to think it too or do something. The definitions reuse the purpose-and-organisation work of 1C (VC2E2LA03) and are the same three types Level 3 extends with paragraphs (VC2E3LY11).

Term note — “multimodal elements” and “familiar audiences”. The CD’s multimodal elements are treated here as words plus pictures, plus (optionally) typed, drawn or recorded digital parts: every model text pairs its words with a picture element, and E02 adds the digital tools. No screen time is assumed — type, draw, say and show are offered as options, and paper and pencil always work. Every audience in this section is a known one (a friend, the class, the teacher, family at school), matching the achievement standard’s “familiar audiences”.

Scope (binding, from the §3 chapter notes). Persuasive joins narrative and informative at Level 2 — Level 1 created narrative and informative only (VC2E1LY13) — so the persuasive text gets equal weight: its own part map, its own model text and its own tasks. The opinion-with-reasons text is new ground and connects back to 1B (saying what you like, and why) and 1C (texts are organised for their purpose). Simple text structures only: beginning–middle–end; title–opening–facts–closing; opinion–reasons–ask. **Paragraphs are Level 3** (VC2E3LA04, VC2E3LY11) and are not taught: the model texts are line-by-line and no task asks for a paragraph. **Apostrophes are Level 3** (VC2E3LA12): none appear in student-facing text. 5C, 4G and 5D carry the most tasks in the book, so this section is task-heavy by design.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_5d.py`). The curriculum’s own words — *narrative, informative, persuasive, audiences, structures, sequence, purpose, vocabulary, multimodal, elements, appropriate, digital, tools* — are quoted verbatim only in the CD and elaboration text above (WORD_LEVEL_POLICY Rule 2 exemption 1). The three text-type names and *opinion* also appear in student text, defined at first use, and are gate-exempt as subject terminology (exemption 2). Model texts are teacher read-alouds first, per the house read-aloud convention for F–2; the read-aloud relaxation is an MCQ-administration rule and never touches this body text.

Teaching sequence (teacher)

One sequence, five episodes (about 5 × 20–30 minutes). Figures live in diagrams/; all are original.

Episode 1 — Three jobs (hook). Write one piece of class news on the board three ways: as a two-line story, as three fact lines, and as an opinion with a reason and an ask. Read all three out loud. Ask: *same idea — so why do they feel different?* Collect noticings, then open Figure `5d_three_jobs.png` and name the three jobs: narrative, informative, persuasive.

Episode 2 — The part maps. Read *What we are learning*, Parts 1–4, with the class. For each text type, walk the part map (`5d_story_parts.png`, `5d_info_parts.png`, `5d_persuade_parts.png`), then read the matching model text (`5d_model_narrative.png`, `5d_model_info.png`, `5d_model_persuasive.png`) twice: once straight through, once pointing at each part pill as you read it. Define **opinion** at first use (what you think). Keep the metalanguage to the three type names, the part names, *fact*, *reason* and *opinion*.

Episode 3 — Order and words (E01, E03). Use `5d_joining_ideas.png` as the 2A callback: and adds an idea, but shows a different idea, so shows why. Then `5d_topic_words.png`: topic words are the words that fit what you are writing; sort a few words aloud into the story, fact and ask webs.

Episode 4 — Tools and steps (E02). Open `5d_digital_tools.png` and `5d_writing_list.png`. The writing list (plan, write, draw, share) is the routine for every making task from here on; the digital tools are options, never requirements. Work Examples 1–6.

Episode 5 — Make and share. Children make one text of their choice in *Plan, write, share!*, then close with *Say why*: the same idea in two jobs, and a reason for the difference. Q6–Q12 can run as a writing rotation; speaking an answer to the teacher counts the same as writing it.

Differentiation notes. Emerging writers: every frame can be spoken or drawn; scribe for children who are not yet writing in sentences. Extend confident writers by asking for a second reason in the persuasive frame and for topic

words from another learning area in the informative frame (E01). Children who choose the digital option (E02) may type, draw, record or show — assess the text structure and the topic words, not the tool.

What we are learning

Words can do three big jobs. When we write, we pick a job first. Then we put the parts in order, and we pick words that fit.

Part 1 — The three jobs

A text can do one of three jobs:

- A **narrative** tells a story. It has a beginning, a middle and an end.
- An **informative** text tells you about something. It gives you facts. Facts are true things.
- A **persuasive** text says what someone thinks. What you think is your **opinion**. It gives reasons, and it asks you to think it too, or to do something.

Three jobs for texts



Narrative

A narrative tells a story.

It has a beginning, a middle and an end.



Informative

An informative text tells you about something.

It gives you facts. Facts are true things.



Persuasive

A persuasive text says what someone thinks.

It asks you to think it too, or to do something.

One idea can go in all three kinds of texts!

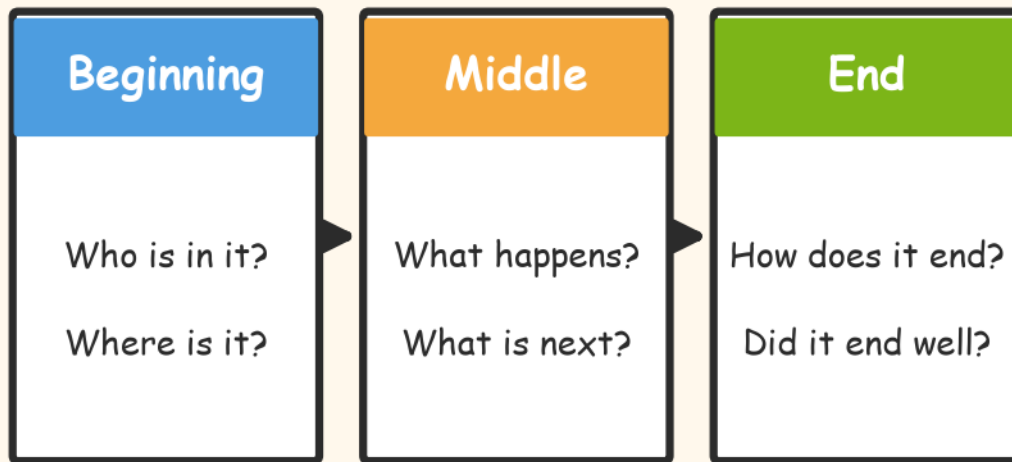
Three cards. The narrative card says a narrative tells a story and has a beginning, a middle and an end. The informative card says an informative text tells you about something and gives you facts. The persuasive card says a persuasive text says what someone thinks and asks you to think it too.

One idea can go in all three jobs! A kite can be in a story. A kite can be in a fact text. A kite can be in a text that says, *Kites are the best! Fly one with me!*

Part 2 — The parts of a story

A story goes in order. First the beginning, then the middle, then the end.

The parts of a story



A story goes in order.

First the beginning, then the middle, then the end.

Three boxes in order with arrows: beginning asks who is in it and where it is; middle asks what happens and what is next; end asks how it ends and did it end well.

Here is a story made for this book. Listen and point at each part as your teacher reads it.

A narrative: "The Kite"

Beginning

One day, Mia took her red kite to the park.

Middle

The wind blew. The kite flew up and up.

Then the string got stuck in a tree.

Oh no!

End

Dad was tall. He got the kite down.

Mia smiled. They flew the kite together.



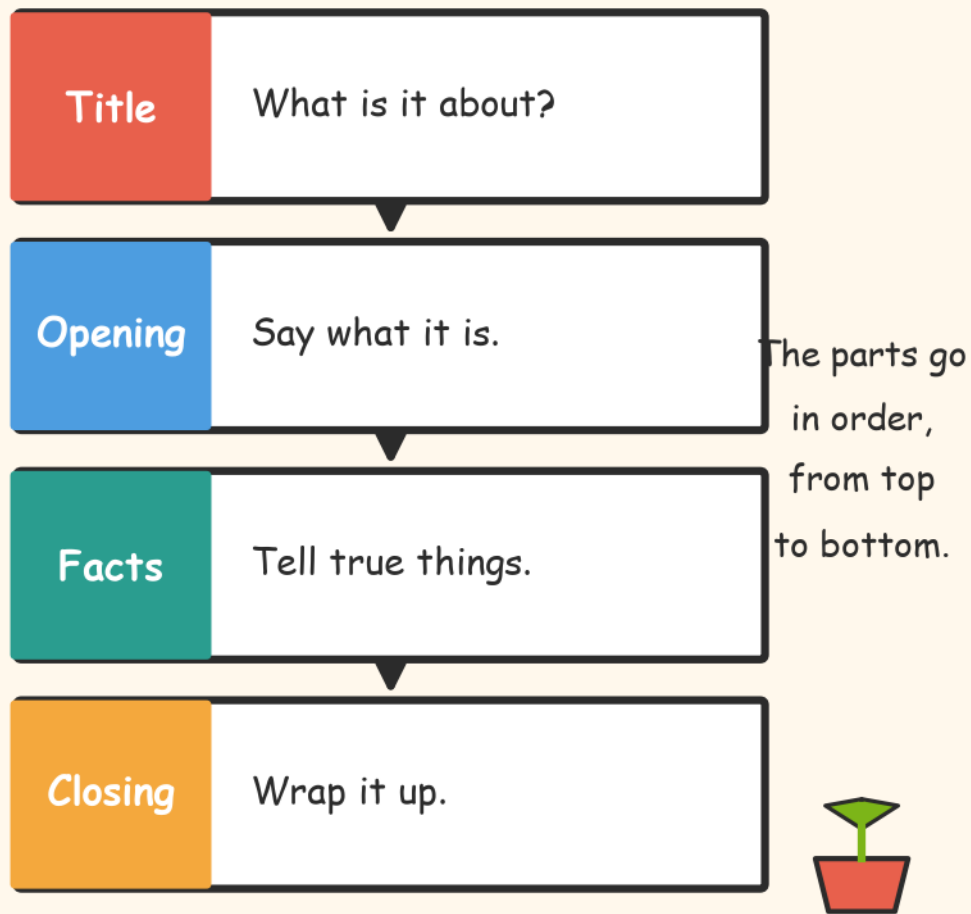
A story has a beginning, a middle and an end.

The story The Kite on a reading card with part labels. Beginning: One day, Mia took her red kite to the park. Middle: The wind blew. The kite flew up and up. Then the string got stuck in a tree. Oh no! End: Dad was tall. He got the kite down. Mia smiled. They flew the kite together.

Part 3 — The parts of an informative text

An informative text goes in order too, from top to bottom.

The parts of an informative text



Four boxes from top to bottom with arrows: title asks what is it about; opening says say what it is; facts says tell true things; closing says wrap it up.

Here is a fact text made for this book. Listen and point at each part.

An informative text: "Our Class Garden"

Our Class Garden

Title

Opening

Our class has a garden. Let me tell you about it.

We put seeds in the soil.

Facts

Seeds need water and sun to grow.

We pull up the weeds.

The plants have green leaves.

Closing

We like our garden. It is fun to work in it.



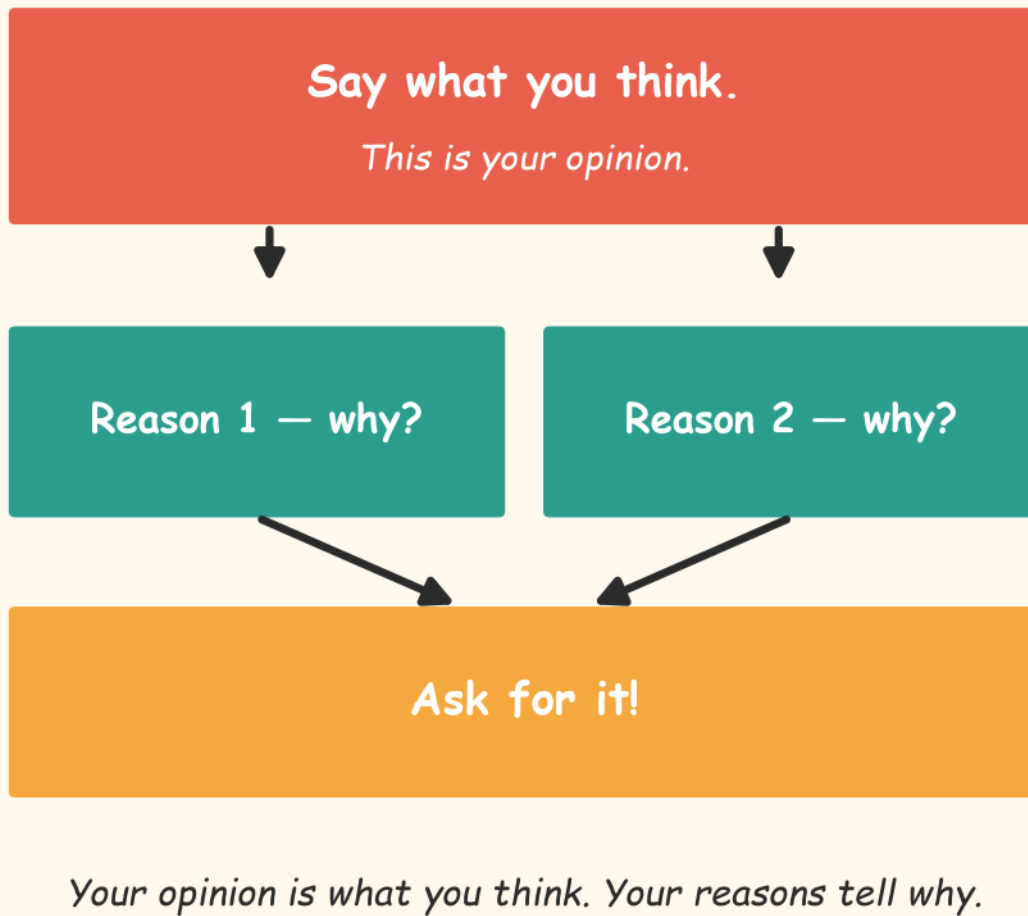
An informative text tells you facts about one thing.

The fact text Our Class Garden on a reading card with part labels. Title: Our Class Garden. Opening: Our class has a garden. Let me tell you about it. Facts: We put seeds in the soil. Seeds need water and sun to grow. We pull up the weeds. The plants have green leaves. Closing: We like our garden. It is fun to work in it.

Part 4 — The parts of a persuasive text

A persuasive text says what you think, gives reasons, and asks.

The parts of a persuasive text

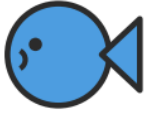


Three steps with arrows: say what you think, this is your opinion; then reason 1 and reason 2, why?; then ask for it!

Here is an ask text made for this book. Listen and point at each part.

A persuasive text: "A Class Pet, Please!"

My opinion	I think our class should get a pet.
My reasons	A fish is quiet and easy to care for. We can take turns to feed it. That is fair.
My ask	Please say yes to a class pet!



A persuasive text says what you think, and asks.

The persuasive text A Class Pet, Please! on a reading card with part labels. My opinion: I think our class should get a pet. My reasons: A fish is quiet and easy to care for. We can take turns to feed it. That is fair. My ask: Please say yes to a class pet!

Part 5 — Joining words and topic words

You know these joining words from 2A: **and**, **but**, **so**. They make two short sentences into one.

Join two short sentences into one

Mia took her kite to the park.

and

The wind blew hard.

Mia took her kite to the park and the wind blew hard.

The kite flew up and up.

but

The string got stuck.

The kite flew up and up but the string got stuck.

Dad got the kite down.

so

Mia smiled.

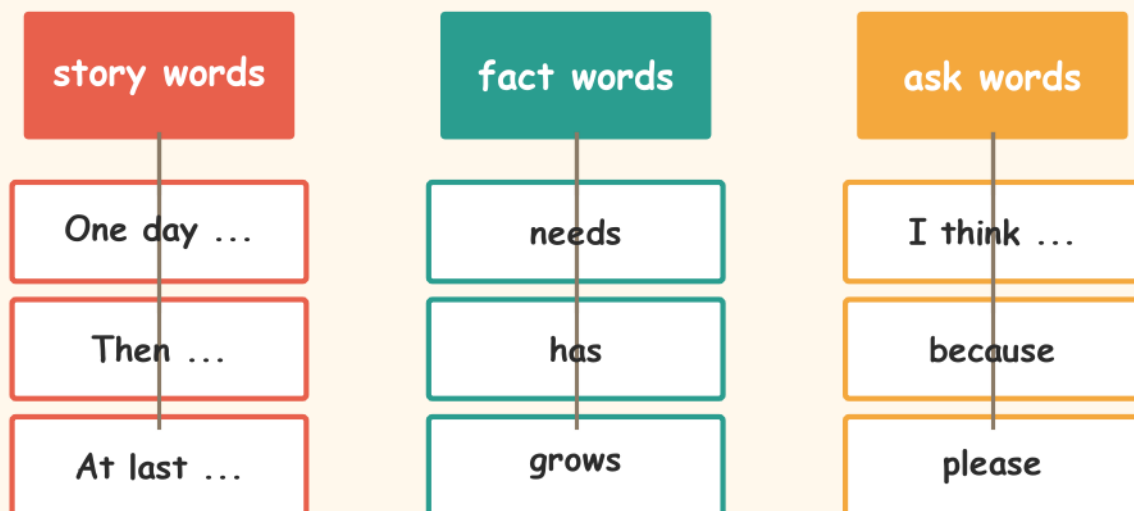
Dad got the kite down so Mia smiled.

and adds an idea · but shows a different idea · so shows why

Three rows. Each row joins two short sentences with *and*, *but* or *so* into one longer sentence: Mia took her kite to the park and the wind blew hard; the kite flew up and up but the string got stuck; Dad got the kite down so Mia smiled.

Topic words are the words that fit what you are writing. A story about a garden uses garden words. An ask text about a pet uses pet words.

Pick topic words that fit



garden, soil, water, sun



pet, fish, feed, fair

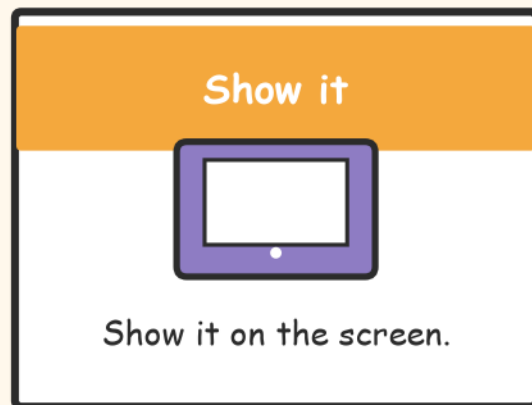
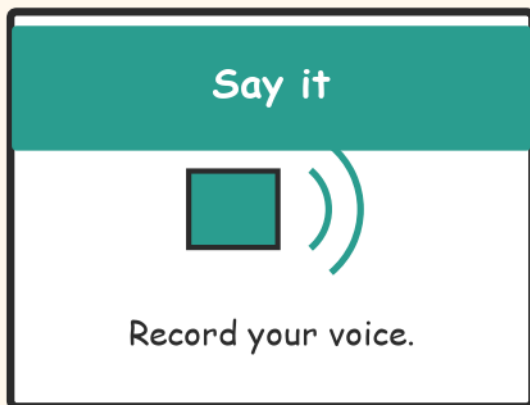
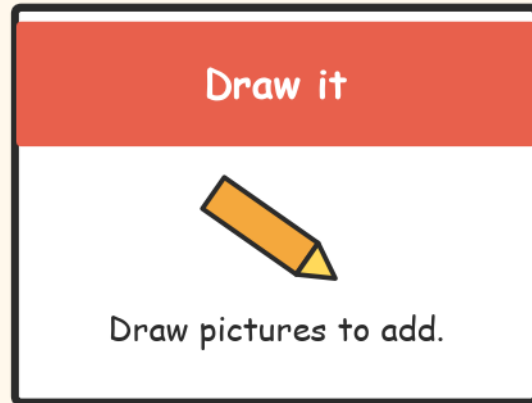
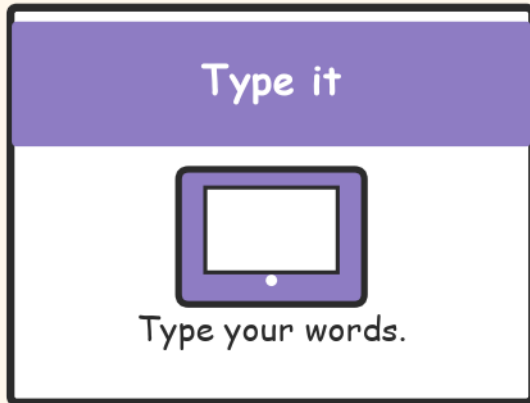
Topic words are the words that fit what you are writing.

Three webs of topic words: story words are one day, then, at last; fact words are needs, has, grows; ask words are I think, because, please. Two side notes show garden, soil, water, sun and pet, fish, feed, fair.

Part 6 — Digital tools and your writing list

A tablet or a computer is a **digital tool**. It can help you make a text.

Tools that help us make texts



A tablet or a computer is a digital tool. It can help you make a text.

Four cards. Type it: type your words. Draw it: draw pictures to add. Say it: record your voice. Show it: show it on the screen.

Paper and pencil work too! Use your writing list for every text you make.

My writing list



Plan it

Think about what you will write.



Write it

Write your words. Use full stops.



Draw it

Add a picture to go with it.



Share it

Read it to a friend or the class.



Tick each step as you do it. Reading your work out loud helps you check it.

A writing list with four ticked steps. Plan it: think about what you will write. Write it: write your words and use full stops. Draw it: add a picture to go with it. Share it: read it to a friend or the class.

Examples to look at

Example 1 — name the job (read aloud together)

Three texts about kites. Which job does each one do?

1. *The kite went up. The kite came down. We ran and got it.*
2. *A kite has a long tail. The wind lifts it up.*
3. *Kites are the best! Fly one with me!*

Text 1 tells a story in order — a **narrative**. Text 2 tells true things about kites — an **informative** text. Text 3 says what the writer thinks and asks you to do something — a **persuasive** text. Same idea, three jobs!

Example 2 — put the story in order (read aloud together)

These three lines are mixed up. Put them in order: beginning, middle, end.



- *The cat got the mouse.*
- *One day, a mouse lived in a barn.*
- *The mouse ran and hid in the hay.*

In order: *One day, a mouse lived in a barn.* (beginning) · *The mouse ran and hid in the hay.* (middle) · *The cat got the mouse.* (end). A story goes in order, so readers can follow it.

Example 3 — find the facts (read aloud together)

Here is *Our Class Garden* again. Which lines are facts? A fact is a true thing you can check.

- *We put seeds in the soil.* — a fact. You can look and see the seeds.
- *Seeds need water and sun to grow.* — a fact. You can try it and check.
- *We like our garden.* — not a fact. It is what we think. It is our **opinion**.

Facts go in the facts part. Opinions are fine too — the persuasive job uses them!

Example 4 — join two sentences (read aloud together)

Two short sentences can be one. Pick **and**, **but** or **so**:

Two sentences	Joining word	One sentence
The sun came out. · We went out to play.	and	The sun came out and we went out to play.
I wanted to fly the kite. · The wind was slow.	but	I wanted to fly the kite but the wind was slow.
The rain came. · We went inside.	so	The rain came so we went inside.

And adds an idea. *But* shows a different idea. *So* shows why.

Example 5 — pick topic words (talk about it)

You will write about a class pet. Which words fit? Tick the topic words:

fish · tank · feed · moon · quiet · cake

Tick: **fish**, **tank**, **feed**, **quiet**. A pet fish lives in a tank; you feed it; it is quiet. *Moon* and *cake* do not fit a pet fish. Topic words are the words that fit what you are writing.

Example 6 — pick a tool (talk about it)

Mia wants to make her ask text about a class pet. Which tool can she use?

- **Type it** — she can type her words on a tablet.
- **Say it** — she can record her voice and play it to the class.
- **Draw it** — she can draw a picture of the fish to add.

All three are right! A digital tool is one way to make a text. Paper and pencil are right too.

Practice

Try together

Q1. Match each text to its job: narrative · informative · persuasive.

Text	Job
<i>One day, a dog made a big hole.</i>	
<i>A dog has four legs and a wet nose.</i>	
<i>Dogs are the best pets! Get one today!</i>	

Q2. Listen to your teacher read *The Kite* again. Which part is each line from: beginning, middle or end?

- (a) *The string got stuck in a tree.*
- (b) *Mia took her red kite to the park.*
- (c) *They flew the kite together.*

Q3. Look at *Our Class Garden*. Tick the facts, and put a star next to the opinion.

Q4. Look at *A Class Pet, Please!* Find and read out: the opinion · reason 1 · reason 2 · the ask.

Q5. Join each pair with **and**, **but** or **so**. Say the new sentence out loud.

- (a) *The wind blew.* · *The kite went up.*
- (b) *Mia ran fast.* · *The kite got away.*
- (c) *Dad got the kite down.* · *Mia said thank you.*

Try on your own

Q6. Put these story lines in order. Write 1, 2, 3.

- *Then the bus took us home.*
- *One day, our class went to the farm.*
- *We patted the pony and gave the hens food.*

Q7. Write a story in three lines. Use the part map: one line for the beginning, one line for the middle, one line for the end. You can start with *One day, ...*

Q8. Write a fact text in four parts: a title · an opening · two facts · a closing. Pick one: our class garden · our class pet · our playground.

Q9. Write an ask text. Say what you think, give one reason, and ask. You can start: *I think ... because Please ... !*

Q10. Look at the topic words web. Pick three words that fit your text in Q8 or Q9, and tick them. Write one of them in your text.

Q11. Join each pair into one sentence. Use **and**, **but** or **so**.

- (a) *I like fish.* · *Fish are quiet.*
- (b) *We wanted a dog.* · *A dog is too big for our room.*

Q12. Read your text out loud. Tick the steps on your writing list as you go: plan it · write it · draw it · share it.

Plan, write, share!

Make a text of your own. Pick one idea: **kites** · **a class pet** · **our garden** · **your idea**.

1. **Plan it.** Pick a job: narrative, informative or persuasive. Say your parts in order.
2. **Write it.** Write your words. Use full stops.
3. **Draw it.** Add a picture, or use a digital tool: type it, draw it, say it or show it.

4. **Share it.** Read it to a friend or the class.

Say why

Here is one idea — *a class pet* — in two jobs:

- Informative: *A fish is quiet. A fish lives in a tank.*
- Persuasive: *I think we should get a fish because it is quiet. Please say yes!*

Say why the two texts are different. Use the words *fact*, *opinion*, *reason* or *ask* to help you say why.

Answers (teacher)

Example 1. 1 narrative · 2 informative · 3 persuasive. **Example 2.** Beginning: *One day, a mouse lived in a barn.* Middle: *The mouse ran and hid in the hay.* End: *The cat got the mouse.* **Example 3.** Facts: *We put seeds in the soil.* · *Seeds need water and sun to grow.* Opinion: *We like our garden.* **Example 4.** and · but · so (as in the table). **Example 5.** fish, tank, feed, quiet. **Example 6.** type it, say it, draw it — all acceptable; paper and pencil too. **Q1.** Narrative: *One day, a dog made a big hole.* Informative: *A dog has four legs and a wet nose.* Persuasive: *Dogs are the best pets! Get one today!* **Q2.** (a) middle · (b) beginning · (c) end. **Q3.** Facts: *We put seeds in the soil.* · *Seeds need water and sun to grow.* · *We pull up the weeds.* · *The plants have green leaves.* Star (opinion): *We like our garden.* **Q4.** Opinion: *I think our class should get a pet.* Reason 1: *A fish is quiet and easy to care for.* Reason 2: *We can take turns to feed it.* Ask: *Please say yes to a class pet!* **Q5.** (a) so (and also works) · (b) but · (c) so (and also works). **Q6.** 1 *One day, our class went to the farm.* 2 *We patted the pony and gave the hens food.* 3 *Then the bus took us home.* **Q11.** (a) *I like fish because they are quiet* uses because; with a joining word: *Fish are quiet and I like fish.* (b) *We wanted a dog but a dog is too big for our room.* **Q7–Q10, Q12, Plan write share, Say why.** Answers will be different — see *How the answers work* for what to look for.

How the answers work

Every making task is assessable against the same three looks: **the parts are in order** (E01), **the words fit the topic** (E01), and **the job is done** — a story tells, a fact text informs, an ask text opines and asks. Speaking an answer to the teacher counts the same as writing it, per the house read-aloud convention for F–2.

Q2, Q3, Q4. These check reading-the-model, not creating: a child who can point at the beginning, tick a fact and find an opinion is ready to create with the same parts. If a child ticks *We like our garden* as a fact, ask: *can you check it, or is it what we think?*

Q5, Q11. Listen for the right join: *and* adds, *but* turns, *so* gives why. In Q11(a), *because* is also a fine join — it is the 1B callback — but this section assesses and/but/so per 2A.

Q7–Q9. The frame is the scaffold: three ordered lines (narrative), four ordered parts (informative), opinion–reason–ask (persuasive). A one-word part (*End: home.*) still counts as a part at this level; the sequence is the learning. Extend by asking for a second reason or a topic word from another learning area.

Q10. The check is fit, not count: a child who ticks *moon* for a pet-fish text has the topic-word idea wrong — revisit Example 5.

Q12, Plan write share. The writing list is the self-check routine for the rest of the book: plan, write, draw, share. Watch for the read-aloud check (reading the work out loud) — it is the first self-editing habit, and 5E will build on it.

Say why. A good answer names the job and the difference: *The first one tells facts. The second one says what I think and asks.* Accept *fact, opinion, reason* and *ask* used roughly — the metalanguage is new this year.

Re-reading and editing: spelling, sentence punctuation, structure

Curriculum focus (teacher)

Section	5E · Chapter 5 — Literacy: understanding, analysing and creating texts
Owns	VC2E2LY12 · strand Literacy · sub-strand Creating texts
Draws on	VC2E2LY12.E01 VC2E2LY12.E02 VC2E2LY12.E03 — none excluded (§2A does not touch this CD; all three elaborations are live)
Assumes	Level 1 full stops, question marks and exclamation marks, and capital letters for proper nouns (VC2E1LA10); pronouns and words left out (1D, VC2E2LA04); phonic and spelling-pattern knowledge for regular patterns (4D VC2E2LY04, 4E VC2E2LY05); creating short narrative, informative and persuasive texts (5D, VC2E2LY11)
Hands to	Level 3 editing for meaning, structure, grammatical choices and punctuation (VC2E3LY12)

Content description (verbatim from the authority export). Students learn to:

re-read and edit texts for spelling, sentence boundary punctuation and text structure

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY12.E01	reviewing and developing sentences; for example, adding prepositional phrases such as ‘with a long tail’ to improve descriptions	Example 4 · Q4 · Q10
VC2E2LY12.E02	editing by adding, deleting or changing vocabulary to improve a text; for example, replacing an everyday noun with a topic-specific one	Example 5 · Q8 · Q10
VC2E2LY12.E03	reviewing sentences for grammatical accuracy, for example use of pronouns	Example 6 · Q9

Term note — “edit” / “editing” (CONTESTED_TERMS Rule 1). The Victorian Curriculum uses *re-read and edit texts* in the VC2E2LY12 content description and “They re-read their texts and edit for improvement” in the Level 2 achievement standard, but does not define *editing*. This section therefore treats *editing* as the changes a writer makes to a text after the first write, in order to make it better: fixing misspelled words, fixing missing or wrong marks, putting ideas in order, and adding, taking out or swapping words. That operational definition is exactly the work VCAA’s own elaborations for this CD illustrate (reviewing and developing sentences in E01; adding, deleting or changing vocabulary in E02; reviewing sentences for accuracy in E03). Every task here is answerable on that definition alone.

Term note — “sentence boundary punctuation”. VC2 uses *sentence boundary punctuation* without enumerating it. This section treats it as the marks that show where a sentence begins and ends: a capital letter at the start, and a full stop, question mark or exclamation mark at the end — the sentence-boundary marks of Level 1 (VC2E1LA10), which this book assumes. Commas inside a sentence (including the list commas of 2E) are not boundary marks and are out of scope for this CD. Apostrophes are Level 3 content (VC2E3LA12) and appear nowhere in this book.

Term note — “text structure”. VC2 uses *text structure* without defining it; the Level 2 achievement standard says students “use narrative and informative text structures to organise their own texts”. This section treats *text structure* as the way a text is organised: a beginning, a middle and an end, with ideas in a sensible order, signalled by order words (first, next, then, now/last). Paragraph-level grouping is Level 3 (VC2E3LA04) and is not scope here.

Term note — “prepositional phrase”. VCAA’s elaboration E01 names *prepositional phrases* and supplies its own example (‘with a long tail’). This section uses the term once, defined at first use as a group of words that starts with a little joining word (with, on, in, at, under) and tells more — where, when, or what with. The child-facing work is the move (adding the phrase to improve a description), not the terminology.

Scope (binding, from the §3 chapter notes). This is the editing section of the book: children re-read and edit for **spelling, sentence boundary punctuation and text structure**, applied to model texts first and then to their own writing from 5D. Adding prepositional phrases to improve descriptions (‘with a long tail’) is the elaborated move (E01); vocabulary swapping — an everyday noun for a topic-specific one — carries E02; pronoun review ties back to 1D and carries E03. No new punctuation marks are introduced (the Level 1 set is applied); no clause terminology, no tense work, no apostrophes, no paragraphs.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_5e.py`). The curriculum’s own words — *structure, punctuation, boundary, spelling, pronoun(s), prepositional phrase(s), vocabulary, noun, descriptions* — appear in student text, are defined at first use, and are gate-exempt as the CD and elaboration text (WORD_LEVEL_POLICY Rule 2 exemption 1). *Exclamation* (mark) is the Level 1 name for “!” (VC2E1LA10) and is gate-exempt as subject terminology defined at first use (exemption 2). Model texts are decodable at this level and are introduced as teacher read-alouds first, per the house read-aloud convention for F–2; the read-aloud relaxation is an MCQ-administration rule and never touches this body text. Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text; VCAA’s quoted elaboration wording keeps its own punctuation in this teacher block only.

Teaching sequence (teacher)

One sequence, five episodes (about 5 × 20–30 minutes). Figures live in `diagrams/`; all are original.

Episode 1 — A text is not done on the first write (hook). Write one short sentence on the board with a deliberate misspelling and no full stop. Read it aloud, shrug, and say: *Is this done? Not yet — watch.* Re-read it aloud slowly, fix the spelling, add the capital and the full stop, thinking aloud the whole time. Only then name what just happened: re-reading and editing. Open “What we are learning”, define *re-read* and *edit*, and meet the three checks in Figure `5e_three_checks.png`. Then meet the three editing marks in Figure `5e_editing_marks.png` (cross out, add mark, capital fix) and practise drawing each mark in the air.

Episode 2 — Check 1: spelling. Project Figure `5e_ari_draft.png`. Read Ari’s text “My Dog Jet” aloud. Ask the class to listen and watch for words that do not look right. Find *blak* and *balll* together; model sounding out (*black*: b-l-a-ck, the ck says /k/) and fixing with the cross-out mark (Figure `5e_ari_fixed.png`). Reinforce: when we re-read, we ask *does every word look right?* If not sure, sound it out, check the class word wall, or ask.

Episode 3 — Check 2: sentence marks. Read Ruby’s line (Figure `5e_ruby_fix.png`) aloud with no pauses and no breath — the class will hear that something is missing. Build the rule together from Figure `5e_sentence_marks.png`: every sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark. Edit the line together: capital O, full stop after *park* (splitting the run-on into two sentences), capital W, full stop after *played*. Children say each fix before it is written.

Episode 4 — Check 3: structure. Project the jumbled garden strips (Figure `5e_garden_strips.png`). Ask: *Can we read this? What is wrong?* Rebuild the order together, justifying each strip (Figure `5e_garden_order.png`): the beginning says what the text is about, the middle gives the events in order, the end finishes it; the order words (today/first/next/then/now) are clues. Children show the order on their fingers.

Episode 5 — Make it better, then do it yourself. Work Examples 4–6: adding telling-more bits (Figure `5e_milo_more.png` — the elaborated move with *with a long tail*), swapping an everyday word for a topic word (Figure `5e_swap_word.png`), and checking that he/she/it/they point to one clear thing (Figure

5e_pronoun_links.png, the tie-back to 1D). Then run Practice Q1–Q10. Close with *Write it, then fix it!* — children edit a text they wrote in 5D (or write three new sentences first) using Figure 5e_my_turn.png, and finish with the *Say why* prompt.

Differentiation notes. Emerging readers: keep the work oral — read each model text to the child and let them point, say and draw the fixes before writing any. Extend confident editors by asking for two fixes of different kinds on the same text, or by having them make one sentence of Example 1’s text even better after the fixes (accept any reasoned enrichment, e.g. adding *very* before *big*). Children who are reluctant to change their own writing: start them on Ari’s, Ruby’s and Ned’s texts — editing someone else’s text first is exactly how this sequence is built.

What we are learning

In the last part, you made your own texts. Maybe you wrote a story. Maybe you wrote a text to tell facts. Good work!

But a writer is not done after the first write. A writer reads the text again. Then the writer fixes it. This is called **re-reading** and **editing**.

To **re-read** means to read again. To **edit** means to fix your writing and make it better. Editing makes a good text even better!

When we edit, we make three checks:

- **Check 1 — Spelling.** Do all the words look right? The **spelling** of a word is its letters in the right order.
- **Check 2 — Sentence punctuation.** Does every sentence start with a capital letter and end with a mark? **Punctuation** is the name for marks like full stops and question marks. The marks at the start and the end of a sentence are **sentence boundary** marks. The *boundary* of a sentence is its edge — where it starts and where it ends.
- **Check 3 — Structure.** Is the text built well? The **structure** of a text is how it is built: a beginning, a middle and an end, with the ideas in order.

The three checks when we edit

1

Spelling

Do all the words look right?



2

Sentence marks

Does each sentence start with a capital letter and end with a mark?



3

Structure

Is the text built well? A beginning, a middle and an end.



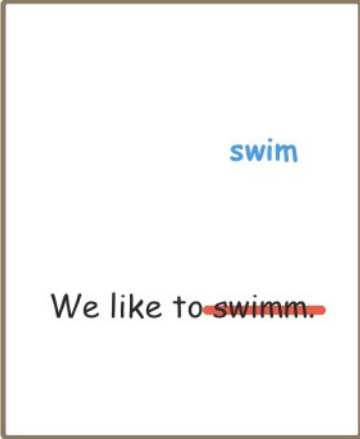
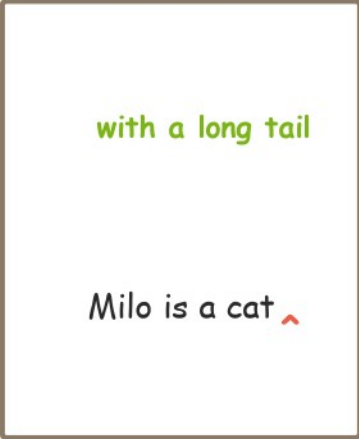
A picture with the three checks for editing. Check 1 is spelling, with a looking glass over a word. Check 2 is sentence marks, with a big capital letter and a full stop. Check 3 is structure, with three blocks called beginning, middle and end.

Editing marks we use

Writers use marks to show their edits. Here are three marks to know:

- **Cross a word out.** Draw a line through it. This takes the word out.
- **Use an add mark.** An add mark looks like this: ^. Put it where a new word should go, and write the new word above it.
- **Fix a capital.** Circle the small letter, and write the capital letter above it.

Editing marks

take a word out	put a word in	make a letter capital
		
cross it out	add mark	capital fix

Three editing marks. The first is a word with a line through it, to take it out. The second is a little add mark with a new word above it, to put a word in. The third is a small letter in a circle with a capital letter above it, to make a letter capital.

Examples to look at

Example 1 — Ari re-reads and fixes the spelling

Ari wrote about his dog. Here is his first write. The teacher reads it out loud.

Ari wrote about his dog

My Dog Jet

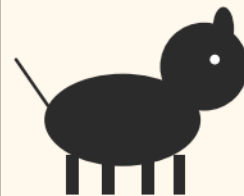
Jet is my dog.

He is blak and big.

Jet can run fast.

He plays with his balll.

I love my dog.



Can you find the two words that do not look right?

A paper with the title My Dog Jet and five lines of writing. The text says Jet is my dog. He is blak and big. Jet can run fast. He plays with his balll. I love my dog. A little black dog sits next to the paper.

My Dog Jet

Jet is my dog. He is blak and big.

Jet can run fast. He plays with his balll.

I love my dog.

Ari re-reads his text. He asks: *does every word look right?*

- *blak* does not look right. Say it out loud: black. You can hear the ck at the end. The right spelling is **black**.
- *balll* does not look right. The word ball ends with two l letters, not three. The right spelling is **ball**.

Ari crosses each wrong word out. He writes the right word above it.

Ari re-read and edited

My Dog Jet

Jet is my dog.

black

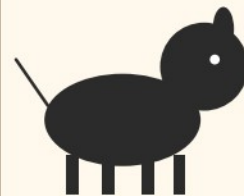
He is ~~blak~~ and big.

Jet can run fast.

ball

He plays with his ~~balll~~.

I love my dog.



spelling



sentence marks



structure

*The same paper, now edited. The words **blak** and **balll** have a line through them, and the words **black** and **ball** are written above them in blue. Three green ticks show the three checks are done.*

Now the text is clean. Well done, Ari!

Example 2 — Ruby fixes the sentence marks

Ruby wrote about the park. The teacher reads her line out loud — with no stops at all!

one day we went to the park we ran and played

What is missing? Let us build the rule together:

- Every sentence starts with a **capital letter**.
- Every sentence ends with a mark: a **full stop** (.), a **question mark** (?) or an **exclamation mark** (!). The ! mark shows big feelings, and its name is the exclamation mark. You know these marks from the last book.

Every sentence needs ...

a capital letter
at the start

The sun is out.

The sun is out.

a mark at the end



full stop

It tells.



question mark

It asks.



exclamation mark

It shows big feelings.

The sun is out**.**

a capital letter at the start ... a mark at the end

A chart for sentence marks. On the left it shows a capital letter at the start of a sentence. On the right are three end marks: a full stop that tells, a question mark that asks, and an exclamation mark that shows big feelings.

Ruby has two ideas here, but no marks. So her one long line becomes two sentences:

Ruby fixes the sentence marks

one day we went to the park we ran and played



edit!

One day we went to the park . We ran and played .

capital O for One

a full stop after park

capital W for We

a full stop after played

Two ideas become two sentences!

Two sentence strips. The top strip says *one day we went to the park we ran and played*, with no capital letters and no marks. The bottom strip says *One day we went to the park. We ran and played*. The capital *O* and the capital *W* are in circles, and the full stops are red.

- Capital **O** for *One*.
- A full stop after *park* — the first idea is done.
- Capital **W** for *We* — a new sentence starts.
- A full stop after *played* — the text ends with a mark.

Example 3 — Ned puts his text in order

Ned wrote about the class garden. But look — his sentence strips are all mixed up!

Ned wrote about the class garden

The sentence strips are all mixed up!

Next we put in the seeds.

Now we wait for little green plants!

Today we made a new garden.

Then we gave them water.

First we made the soil soft.

Can you put the strips in order?

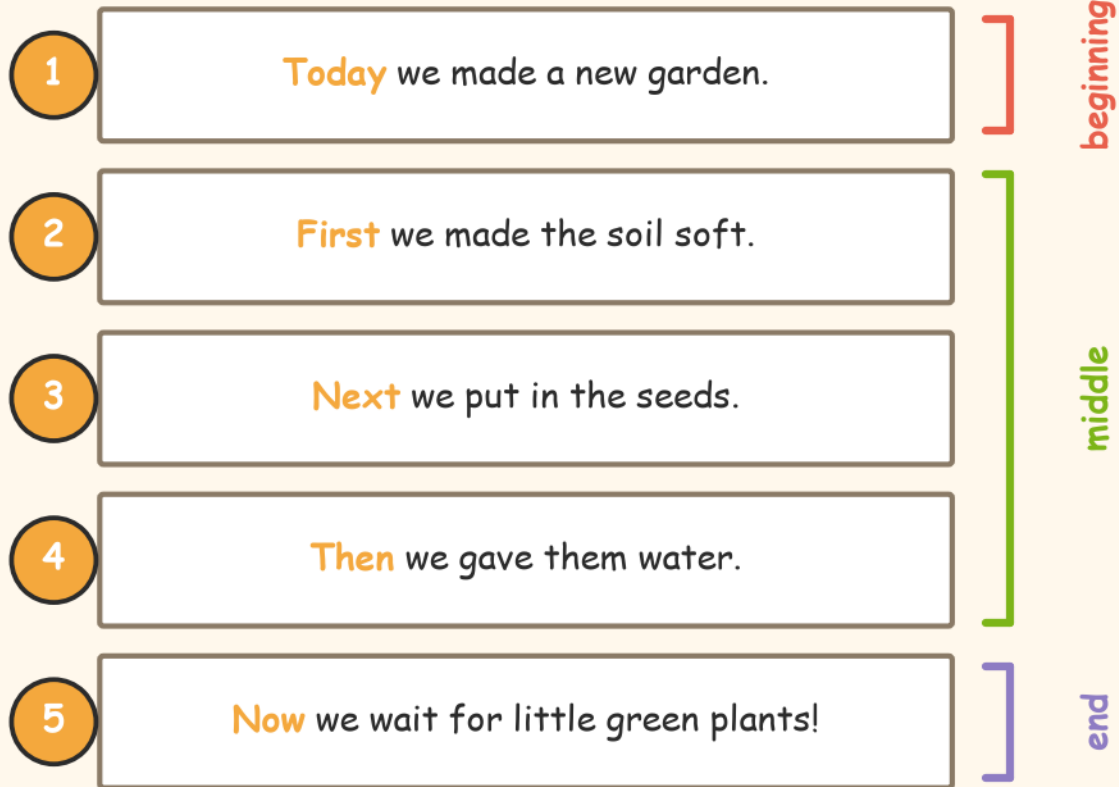
Five sentence strips in the wrong order. They say: Next we put in the seeds. Now we wait for little green plants! Today we made a new garden. Then we gave them water. First we made the soil soft.

Can we read this? Not yet! A good text has a **beginning**, a **middle** and an **end**:

- The **beginning** tells us what the text is about.
- The **middle** tells the ideas in order.
- The **end** finishes the text.

Order words help us too: *today, first, next, then, now*. Let us put the strips in order.

Now the text is built well!



The order words help: today, first, next, then, now.

The five sentence strips in the right order, with labels. The beginning strip says Today we made a new garden. The middle strips say First we made the soil soft. Next we put in the seeds. Then we gave them water. The end strip says Now we wait for little green plants!

Now the text is built well. That is a structure check!

Example 4 — Say more: add a telling-more bit

Ruby wrote about her cat, Milo.

Milo is a cat.

He sleeps.

These sentences are right. But we can say more! Watch what happens when we add a little bit to each one:

Milo is a cat **with a long tail**.

He sleeps **on the mat**.

The bits **with a long tail** and **on the mat** tell us more. *With a long tail* tells us what Milo is like. *On the mat* tells us where he sleeps. Bits like these have a name: they are called **prepositional phrases**. They start with a little word — *with, on, in, at, under* — and they tell us more.

Say more!

with a long tail

Milo is a cat ^

on the mat

He sleeps ^

The green bits tell us more.

They start with little words: with, on, in, at, under.

Two sentences with add marks. The first says *Milo is a cat*, with an add mark and the words *with a long tail* above it. The second says *He sleeps*, with an add mark and the words *on the mat* above it. The new bits are green.

When you edit, look for thin bits. Add a telling-more bit to make them better.

Example 5 — Swap a word: everyday to topic

Ivy wrote about a penguin.

The Little Penguin

A penguin is a bird. It cannot fly.

It eats things from the sea.

It swims fast in the cold water.

Look at the word *things*. It is an everyday word. It does not tell us much. What does a penguin eat from the sea? Fish!

Swap the word: **It eats fish from the sea.**

Fish is a **topic word**. A topic word is a word that fits the topic. One good swap can make a text much better!

Swap a word: everyday to topic



The Little Penguin

A penguin is a bird. It cannot fly.

fish

It eats ~~things~~ from the sea.

It swims fast in the cold water.

things

an everyday word



fish

a topic word

The penguin text with an edit. The word *things* has a line through it, and the word *fish* is written above it in green. An arrow below shows everyday word going to topic word. A little penguin stands next to the text.

Example 6 — Check the pointing words

Words like *he*, *she*, *it*, *they*, *his* and *her* stand in for names. These words have a name: they are called **pronouns**. You met them in the part about pronouns.

Ned and Ruby made a kite. Read this:

Ned and Ruby made a kite. He ran with it. It flew up high.

Who is *he*? Ned. What is *it*? The kite. Each pointing word points to one clear thing.

But look at this one:

Milo saw the bird. He flew away.

Who flew away? Cats cannot fly — so it must be the bird! But *He* sits next to *Milo*, so we are not sure. This sentence needs a fix:

Milo saw the bird. **The bird** flew away.

When you edit, check every *he*, *she*, *it* and *they*. Each one must point to one clear thing.

Check the pointing words

Ned and Ruby made a kite.

He ran with it.

It flew up high.

Each pointing word points to one clear thing.

Milo saw the bird.

He flew away.



Who flew away? We are not sure! **Fix it: The bird flew away.**

Two texts with arrows. The top text says Ned and Ruby made a kite. He ran with it. It flew up high. Arrows show that he points to Ned and it points to the kite. The bottom text says Milo saw the bird. He flew away. A big question mark sits next to it, because we cannot tell who flew away.

Practice

Try together

Q1. Find the word that does not look right. The teacher reads each line. Say the word that does not look right, then say it the right way.

- a. My frend can run fast.
- b. The blak cat sits in the sun.

Q2. Fix the marks. Say what each line needs: a capital letter, a full stop, or a question mark.

- a. the dog ran to the gate
- b. can i play too

Q3. Put the picnic in order. Which strip comes first? Which comes next? Say the order out loud.

- *We sat on the rug.*
- *First we made the lunch.*
- *Then it was time to eat!*

Q4. Add a telling-more bit. Here is a thin sentence: *The horse is an animal.* Add a bit that starts with *with*.

Try on your own

Q5. Fix the spelling. Write each word the right way.

- The sun is hot today.* — _____
- I have a red coate.* — _____
- We like to swimm.* — _____

Q6. Fix the sentences. Write the line again with capital letters and full stops. It is two sentences!

the cat sat on the wall it was a warm day

Q7. Put the strips in order. Write 1, 2, 3, 4 next to the strips about Ivy and the seed.

- _____ *Next she put in a seed.*
- _____ *Now a little green plant grows!*
- _____ *First Ivy put soil in the pot.*
- _____ *Then she gave it water.*

Q8. Swap the everyday word. Cross out *thing* and write a topic word. Use the word box: **giraffe · kite · fish**

- We saw a big thing at the zoo. The thing had a long neck.*
- The thing flew in the wind.*
- The bird eats a little thing.*

Q9. Check the pointing words. Draw a line from each pointing word to the thing it points to.

Ivy has a bike. She rides it to school.

She points to _____. *it* points to _____.

Q10. Make a thin sentence better. Here is a thin sentence: *The bird sat.* Edit it! Add a telling-more bit. You can swap a word too. Then read it to a friend.

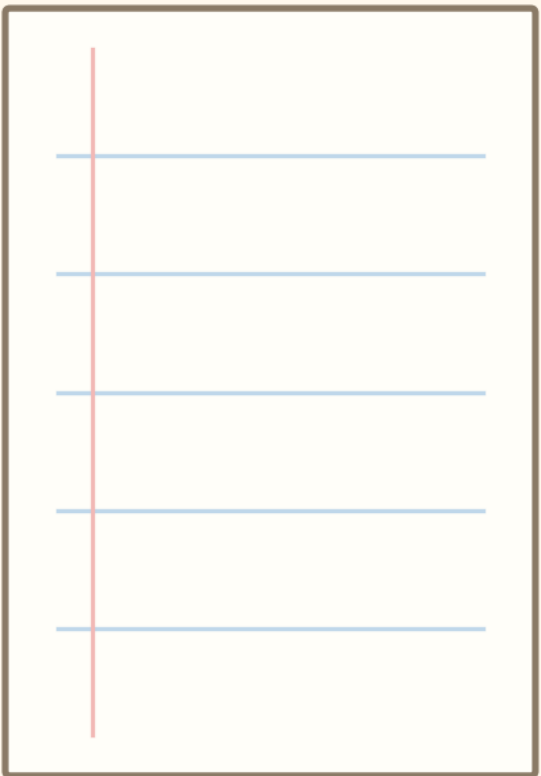
Write it, then fix it!

You know the three checks. You know the editing marks. Now edit a text of your own!

1. **Pick a text.** Take out a text you wrote in the last part. Or write three new sentences about something you love.
2. **Re-read it.** Read it out loud, slowly.
3. **Make the three checks.** Spelling. Sentence marks. Structure.
4. **Edit it.** Use the editing marks: cross out, add mark, capital fix.

Tick the box when you do each check!

Write it, then fix it!

	My checks ☐ I re-read my text. ☐ I checked the spelling. ☐ I checked the capitals and the marks. ☐ I checked the beginning, middle and end.
--	--



Tick the box when you do each check!

A paper with writing lines and a tick list next to it. The list says: I re-read my text. I checked the spelling. I checked the capitals and the marks. I checked the beginning, middle and end.

Say why

Ivy and Ned both wrote about the beach.

- Ned wrote fast. He did not re-read. His text says: *we went to the beach it was fun*
- Ivy re-read her text and edited it. Her text says: *We went to the beach. It was fun!*

Whose text is easier to read? Say why.

Here is a start: I think _____, because _____.

Use one of these words in your answer: **re-read** · **edit** · **check**

Answers (teacher)

Examples. Example 1: *blak* → **black** (the ck spells /k/; *blak* is a plausible but wrong spelling), *balll* → **ball** (the word ball ends with two l letters, not three). Award the child who also spots that the rest is clean — the point is selective re-reading, not mark-making for its own sake. Example 2: *One day we went to the park. We ran and played.* — capital O, full stop after *park* (this is the run-on split: two ideas, two sentences), capital W, full stop after *played*. Example 3: *Today we made a new garden. / First we made the soil soft. / Next we put in the seeds. / Then we gave them water. / Now we wait for little green plants!* — justify each strip by its order word and by what a beginning, middle and end does. Example 4: *with a long tail* and *on the mat* are the prepositional phrases; accept any grammatical prepositional phrase a child adds in Practice. Example 5: *things* → **fish**; the swap replaces an everyday noun with a topic-specific one (E02). Example 6: *he* → Ned, *it* → the kite; the Milo/bird sentence is ambiguous because *He* could point to either noun — the fix names the bird. Award children who can say why the original is unclear.

Try together. Q1. a. *frend* → **friend**; b. *blak* → **black**. Q2. a. needs a capital T and a full stop: *The dog ran to the gate.*; b. needs a capital C, a capital I, and a question mark: *Can I play too?* Q3. *First we made the lunch.* → *We sat on the rug.* → *Then it was time to eat!* Q4. Sample: *The horse is an animal with a long tail.* — this echoes VCAA’s own elaboration example (‘with a long tail’) and is the model answer; accept any well-formed *with*-phrase (e.g. *with a long mane*).

Try on your own. Q5. a. *todey* → **today**; b. *coate* → **coat**; c. *swimm* → **swim**. Q6. *The cat sat on the wall. It was a warm day.* — award both capitals and both full stops; the run-on split is the key move. Q7. 2 (Next she put in a seed.), 4 (Now a little green plant grows!), 1 (First Ivy put soil in the pot.), 3 (Then she gave it water.) — the order runs soil, seed, water, plant. Q8. a. *thing* → **giraffe** (both instances — children may recast the second sentence as *The giraffe had a long neck.*); b. *thing* → **kite**; c. *thing* → **fish**. Q9. *She* → Ivy; *it* → the bike. Q10. Sample: *The red bird sat in the tree.* — award one telling-more bit (prepositional phrase or otherwise) and, where attempted, a topic word swap; any grammatical enrichment of the thin sentence shows the move.

Write it, then fix it! The authentic application of the CD: children re-read and edit a text they created in 5D (or three new sentences). The checklist is a working tool, not a mark; look for at least one real edit of each kind the child attempts (spelling, sentence boundary, structure).

Say why. Sample response: “I think Ivy’s text is easier to read, because she re-read it and edited it. It has capital letters and full stops, so I can tell where each sentence starts and ends. Ned did not check his text.” Award any answer that names Ivy and gives a reason using re-read, edit or check (or the child’s own accurate phrasing of the same idea). A child who also names a kind fix for Ned (“Ned can re-read and go again”) is showing the point of the section.

In the next part, we make our letters neat and quick: lower-case and upper-case letters, written well.

Legible, fluent unjoined lower-case and upper-case letters

Curriculum focus (teacher)

Section	5F · Chapter 5 — Literacy: understanding, analysing and creating texts
Owns	VC2E2LY13 · strand Literacy · sub-strand Creating texts
Draws on	VC2E2LY13.E01 — none excluded (§2A does not touch this CD; the single elaboration is live)
Assumes	Level 1 unjoined letter formation, lower- and upper-case (VC2E1LY15), including “continuing to develop a functional pencil grip/grasp”; capitals to begin sentences and names, and full stops (VC2E1LA10)
Hands to	Level 3 joined letters, clearly formed and consistent in size (VC2E3LY13)

Content description (verbatim from the authority export). Students learn to:

write words legibly and with growing fluency using unjoined lower-case and upper-case letters

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LY13.E01	consolidating a functional pencil grip/grasp	Term notes · Episodes 2 and 4 · Example 2 · Warm up, then write! step 1 · Q6, Q10

Term notes (CONTESTED_TERMS Rule 1). The Victorian Curriculum uses the terms *legibly*, *fluency*, *unjoined* and *functional pencil grip/grasp* in this CD and elaboration but does not define them. This section therefore treats them as follows, and every task is answerable on these definitions alone:

- *Legible / legibly* — writing whose letters are clear enough that a reader can read every word without guessing.
- *Fluency / fluent* (handwriting sense) — the writer moves at a steady pace with no long stops, **while the writing stays legible**. Fluency here is a property of the movement, not a race; a faster line that stops being readable is not more fluent, it is less legible.
- *Unjoined* — each letter formed on its own, standing clear of its neighbours, with no joining strokes between letters.
- *Functional pencil grip* — the elaboration names “grip/grasp” without prescribing a grip; this section therefore defines *functional* as: a hold that keeps the pencil under control and the hand comfortable enough to keep writing. A thumb-and-fingers hold near the tip is modelled because it is the common classroom model, but any hold that does both jobs counts as functional.

Scope (binding, from the §3 chapter notes). This section delivers VC2E2LY13 as a **practice routine, not a unit** (D2): unjoined lower- and upper-case letters with growing fluency, plus a consolidated functional pencil grip. Letter *formation* is Level 1 (VC2E1LY15) and is assumed; nothing here teaches new letter shapes — it consolidates legibility, fluency and grip on letters the children already form. **Joined letters are Level 3 (VC2E3LY13) and must not be introduced:** no cursive models, no joining strokes, not even a joined preview — this block names the boundary once so children do not meet it. Per §3, 5F carries the least page and the most doing: short teaching talk, long writing time.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_5f.py`). The curriculum’s own words — *legible*, *legibly*, *fluent*, *fluency*, *unjoined*, *lower-case*, *upper-case*, *grip* — appear in student text, defined at first use, and are gate-exempt as CD/elaboration words (WORD_LEVEL_POLICY Rule 2 exemption 1); *functional* and *joined* are gate-exempt as subject terminology defined at first use (exemption 2). Model

sentences use Foundation/Year 1 words and are still introduced as teacher read-alouds first, per the house read-aloud convention for F–2; the read-aloud relaxation is an MCQ-administration rule and never touches this body text. Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text.

Teaching sequence (teacher)

One sequence, four episodes (about $4 \times 15\text{--}20$ minutes), then short daily handwriting warm-ups for the rest of the term. Handwriting consolidates through little-and-often practice; the episodes introduce, and the daily warm-up (the “Warm up, then write!” routine below) is where the fluency grows. Figures live in diagrams/; all are original.

Episode 1 — Read it or guess it (hook). Show the two notes in Figure 5f_easy_to_read.png as if Ted the class teddy left them on your chair. Read the legible one aloud; then try to read the messy one and let the children help you guess. Ask: *which note did its job? why?* Introduce the goal word: **legible** — easy to read. Every word in a legible text can be read without guessing. Tell the class the big job for the term: make every word you write legible, and learn to write it at a good steady pace.

Episode 2 — Body and hand (grip, per VC2E2LY13.E01). With Figure 5f_sit_and_grip.png, set up the body: sit tall, feet flat on the floor, paper still. Then the hand: a thumb-and-fingers hold near the tip, hand calm, not pressing too hard. Name the term: a grip that works well — control and comfort — is a **functional** grip; children check their own hold against the three points in the figure and adjust. Warm up with big, free shapes in the air and on paper (circles, waves, tall lines, drops) before any letters. This episode is about the hold, not about letters.

Episode 3 — What legible looks like. Work the four legibility jobs with Figures 5f_same_size.png, 5f_spaces_help.png and 5f_lower_upper.png: clear shapes; same size (small letters the same size, tall letters tall, tail letters dropping under the line); letters on the line; a space between words. Show the model alphabet, Figure 5f_model_alphabet.png, as the class reference sheet — letters the children already know, formed the way they were taught in Level 1, now on lines. Then Q1–Q5.

Episode 4 — Steady and fluent. Fluency episode: show Figure 5f_steady_wins.png. A line that races falls over; a steady line stays legible. Teach the three tries (slow and careful → steady → steady at a good pace) and end every writing with the self-check, Figure 5f_check_list.png. The fluency target is set by legibility: “as fast as you can **and still easy to read.**” Q6–Q11 and the Say why prompt finish the episode; the partner read-aloud swap (child reads a partner’s writing back) is the assessment moment — a reader test, not a teacher test.

Differentiation notes. Children whose hold is not functional: change the hold before the letters (larger pencils, pencil grips, short warm-up shapes every session). Children who are still forming some letters wrongly (a Level 1 carry-over) get those letters back in their warm-up shapes; that is formation repair, not this CD’s teaching. Confident writers extend with Q9–Q11 and longer self-set sentences. Reluctant writers keep sentences to three or four words and lean on the checklist.

What we are learning

Your writing is a gift for a reader. When you write, someone will read it. Maybe your teacher. Maybe a friend. Maybe you, next week!

Ted the class teddy left two notes. One note is easy to read. One note is not!

The sun is up. Let us play!

easy to read

The sun is up. Let us play!

hard to read

Legible means easy to read.

Two notes from Ted. The top note is neat and says *The sun is up. Let us play!* The bottom note has the same words but the letters wobble and the words run together. Labels say easy to read and hard to read.

The top note is **legible**. **Legible** means easy to read. You can read every word in it. The bottom note is not legible. The letters wobble. The words run together. It is hard to read!

Our big job this year: make every word you write **legible** — and learn to write steady, not too fast and not too slow.

Letters on their own. We write with **unjoined** letters. Unjoined means each letter stands on its own. The letters do not stick together. Next year you will learn joined letters. This year, every letter gets its own spot.

Two kinds of letters. The small letters we use for most of a word are **lower-case** letters. The big letters are **upper-case** letters. You know the upper-case jobs from last year: at the start of a name, and at the start of a sentence.

Steady and smooth. When your hand moves steady, with no long stops, your writing is **fluent**. Fluent means steady and smooth — and still legible! Fluency is not a race. The best writing is easy to read, and your hand keeps moving.

A grip that works. A **functional** grip is a way of holding your pencil that works well. Functional means it works! Your hand stays calm and does not get tired.

Legible writing has four friends:

1. **Clear shapes.** Every letter looks like itself. No b looking like d!
2. **Same size.** Small letters are the same size. Tall letters are tall. Tail letters drop under the line.
3. **On the line.** Letters sit on the line. Not too high, not too low.
4. **Spaces.** A space between each word.

Let us look at each one!

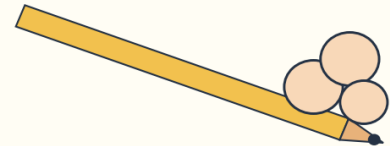
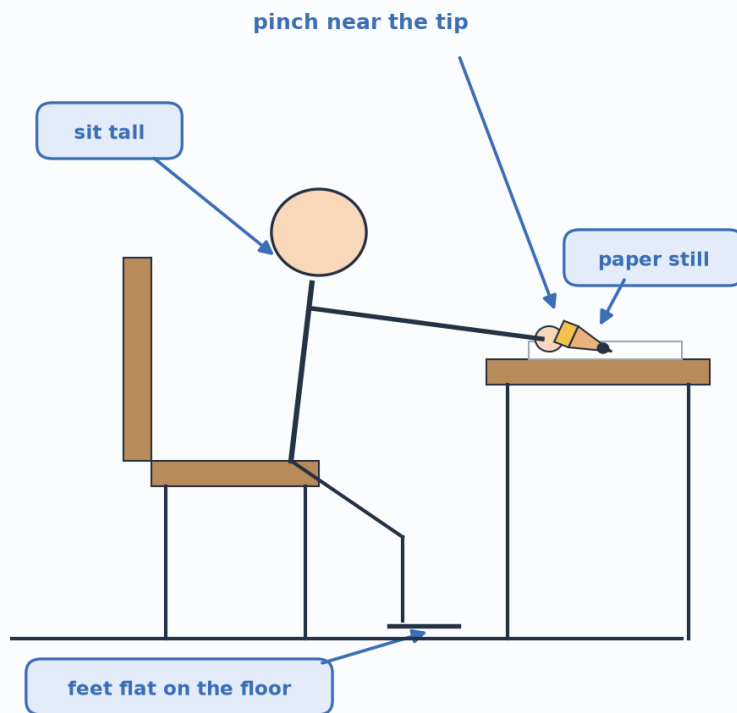
Examples to look at

Example 1 — sit well, hold well (look and say)

Before the letters come the body and the hand.

Sit well. Hold well.

English 2 · 5F



Hold with your thumb
and two fingers.

Near the tip,
but not too close.

A functional grip works well. It keeps your hand calm.

A child sits at a desk with paper. Labels point to each part: sit tall, feet flat on the floor, paper still, and hold the pencil with your thumb and fingers near the tip.

- **Sit tall.** Back straight, not leaning on the desk.
- **Feet flat on the floor.** Your feet are your legs for writing!
- **Paper still.** Your other hand rests on the paper and keeps it still.
- **Hold with a pinch.** Thumb and two fingers, near the tip — but not too close.

That hold is a **functional** grip. It works: your pencil does what you say, and your hand stays calm.

Example 2 — same size, on the line (look and say)

Look at the two lines of the same words.

the cat naps

same size

the c^at naps

mixed sizes

Same size and on the line make a line easy to read.

Two lines that say the cat naps. The top line has letters the same size, sitting on the line. The bottom line has letters of mixed sizes, some too high and some too low. Labels say same size on the line, and mixed sizes off the line.

The top line is easy to read. The letters are the same size, and they sit on the line. The bottom line is hard to read. The big c jumps up. The little t sinks down. Same words — but the size and the line are all mixed.

Small letters, tall letters, tail letters.

- Small letters (a, c, e, m) are all the same size.
- Tall letters (b, d, h, k, l, t) poke up high.
- Tail letters (g, j, p, q, y) drop under the line.

Each kind keeps its size. That is what makes a line easy to read.

Example 3 — spaces help the reader (look and say)

Here is one line with no spaces, and one line with spaces.

thesunisup

no spaces

the sun is up.

spaces

A space between each word is a gift for the reader.

Two lines with the same words. The top line says thesunisup with no spaces and is hard to read. The bottom line says the sun is up with a space between each word and is easy to read.

The top line is one long squash. Where does one word stop? Where does the next word start? Hard to tell!

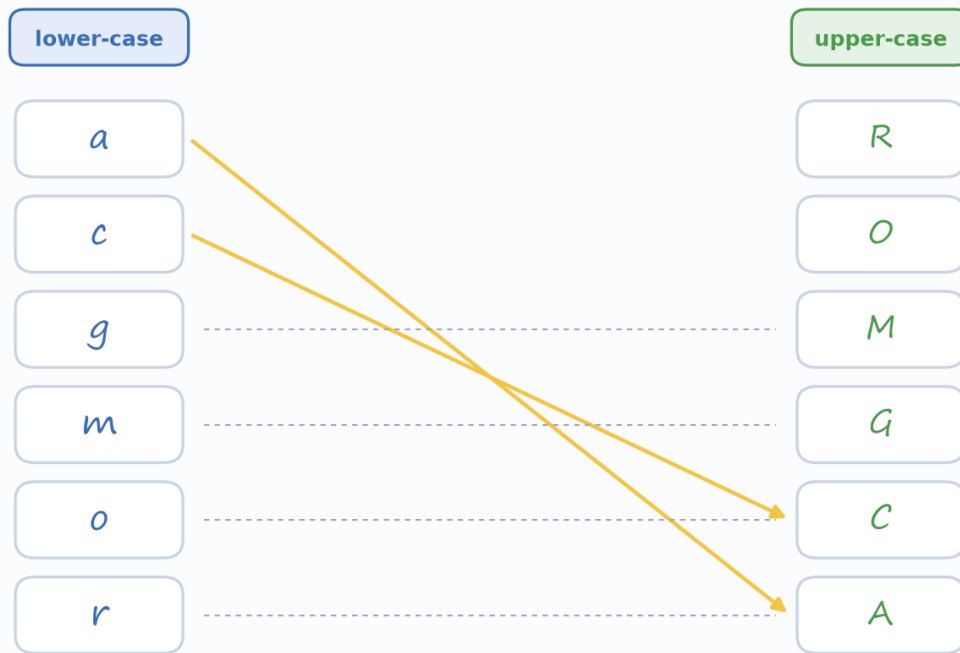
The bottom line leaves a space between each word. Now the reader can see each word at once. A finger-space between words is a gift for your reader.

Example 4 — lower-case and upper-case match (look and say)

Each lower-case letter has an upper-case partner. Some partners look the same. Some look different!

Lower-case and upper-case match

English 2 · 5F



Some partners look the same. Some look different!

A matching chart. On the left, lower-case letters a, c, g, m, o, r. On the right, upper-case letters mixed up: R, O, M, G, C, A... with lines to match some pairs.

- Same-shape partners: c and C, o and O. They look the same, just bigger!
- Different-shape partners: a and A, g and G, r and R. They look different, but they are the same letter.

You use the upper-case partner at the start of a name and the start of a sentence. The rest of the word is lower-case.

Example 5 — steady beats fast (look and say)

Sam wrote the same words two ways.

w e h o p a n d r u n

too fast

w e h o p a n d r u n

steady

Fluent means steady, and still easy to read.

Two lines that say we hop and run. The top line is raced: the letters lean and fall over and it is hard to read. The bottom line is steady and easy to read. Labels say too fast, and steady.

The top line was a race. The letters lean and fall over. It is hard to read.

The bottom line is **steady**. The letters stand up. It is easy to read — and Sam wrote it without stopping. That is **fluent** writing: steady, and still legible.

Fluency is not the fastest. Fluency is steady, and still easy to read.

Example 6 — the model alphabet (look and say)

This is our class model sheet. The lower-case letters sit on four lines. The upper-case letters sit on two lines.

lower-case

a b c d e f g h i j k l m n o p q r s t u v w x y z

upper-case

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

The letters you know, made easy to read every time.

A model alphabet sheet. The lower-case letters a to z sit in a neat row on ruled lines in one strip, and the upper-case letters A to Z sit on ruled lines in a strip below.

Every letter here is one you already know from last year. Now you will write them so well that any reader can read them.

Practice

Teacher note. This is the doing part of 5F. Read each question to the children; they answer by writing, sorting or saying. Letters and words in the questions are words the children can already read.

Try together

Q1. Sort these letters into three teams: small, tall, tail.

a · b · c · d · g · h · k · m · p · t · y

Q2. Match each lower-case letter to its upper-case partner. Which pairs look the same? Which look different?

g · m · r · e · o · b ↔ B · E · O · M · G · R

Q3. Look again at the two notes in the first picture (Example 1). Which note is legible? Name two things the legible note does well.

Q4. These lines lost their spaces. Put the spaces back, then write each line again with spaces.

(a) thedogcanrun

(b) weseecabigboat

Q5. Copy these words on the lines. Keep the same size, and sit them on the line.

cat · nap · sun

Q6. Grip check. Hold your pencil the way you do for writing. Check the three jobs: thumb and fingers? near the tip? hand calm? Show your partner your hold.

Try on your own

Q7. Copy this sentence on the lines. Upper-case at the start, full stop at the end, spaces between words.

The sun is up.

Q8. Three tries. Write this line three times: (1) slow and careful, (2) steady, (3) steady and smooth. Circle the try that is most legible.

we hop and run

Q9. Fix it up! This line is a squash with wobbly letters. Write it again so any reader can read it.

thesunisup

Q10. Write your own line. Write one sentence (3–6 words) about a pet or a toy. Upper-case to start, full stop at the end. Then do the Look-and-check list.

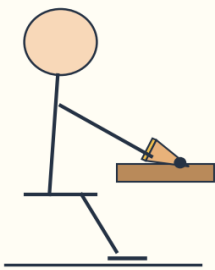
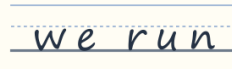
Q11. Your best line this week. Copy your best line from any school work on the practice sheet, and tick the four checks yourself.

Warm up, then write!

This is our writing warm-up. We do the four steps before every handwriting time.

Warm up, then write!

English 2 · 5F

1	2	3	4
			
sit and hold	warm up	write steady	look and check

Four steps before every handwriting time.

Four step cards. Step 1 sit and hold: a child sits tall with a good pencil hold. Step 2 warm up: hand shapes in the air, circles, waves and tall lines. Step 3 write steady: a hand writes on lines, steady and smooth. Step 4 look and check: a list of checks with ticks.

1. **Sit and hold.** Sit tall. Feet flat. Paper still. Pinch near the tip.

2. **Warm up.** Big circles in the air. Waves like the sea. Tall lines, then drops. Your hand is ready.
3. **Write steady.** Not a race. Not a long stop. Steady, and still easy to read.
4. **Look and check.** Read your line back. Use the four checks.

Here are the four checks. Tick them yourself!

Look at your writing

English 2 · 5F

☐

I can read every letter.

☐

My letters are the same size.

☐

My letters sit on the line.

☐

I left a space between words.



All yes: my writing is legible!

A list of four checks with boxes to tick: I can read every letter. My letters are the same size. My letters sit on the line. I left a space between words. At the bottom it says: all yes means my writing is legible.

Now use the practice sheet. Copy the model line, then write it on your own.

model

The sun is up.

start here



Copy the model line. Then write it on your own.

A practice sheet with ruled lines. The model line at the top says The sun is up. Below it are two empty ruled lines with a starting dot for the capital T.

Say why

Look at the two lines. They say the same words.

Line 1: The cat naps. (steady, same size, on the line, spaces)

Line 2: The cat naps. (raced, mixed sizes, off the line, no spaces)

Which line is easier to read? Say why.

Here is a start: Line ____ is easier to read, because ...

Use two of these words in your answer: **legible · size · line · space · steady**

Answers (teacher)

Examples. Example 2: mixed sizes and off-the-line letters make the bottom strip hard to read (the big c, the sunk t). Example 3: spaces let the reader see each word at once. Example 4: same-shape pairs c–C, o–O; different-shape pairs a–A, g–G, r–R. Example 5: the raced line leans and falls over; the steady line stays legible at a good pace.

Try together. Q1. small: a, c, m; tall: b, d, h, k, t; tail: g, p, y. Q2. g–G, m–M, r–R, e–E, o–O, b–B; same-shape pairs here: o–O (and e–E nearly); different-shape: g–G, m–M, r–R, b–B. Q3. The top note; it has clear shapes, same-size letters, letters on the line and spaces. (Any two of the four jobs.) Q4. (a) the dog can run; (b) we see a big boat. Q5. Watch size and line placement as the children copy. Q6. A watching moment: thumb-and-fingers pinch near the tip, calm hand.

Try on your own. Q7. Upper-case T, lower-case the rest, spaces, full stop, letters on the line. Q8. The child circles the most legible try; expect try 2 or 3 — if a child circles a raced line, re-run the “still legible?” test by having a partner read it back. Q9. the sun is up — accept any capitalisation the child already uses correctly, but the line must be spaced, sized and on the line. Q10. A sentence of 3–6 words about a pet or toy, capital to start, full stop, spaces; the checklist is completed. Q11. Self-assessment against the four checks; the teaching point is honest checking, not a perfect line.

Say why. Sample response: “Line 1 is easier to read, because the letters are the same size and sit on the line, and there is a space between the words. Line 2 is raced and hard to read.” Award any answer that picks Line 1 and gives two reasons from size, line, space, shapes or steadiness.

Checkpoint (D2, for coverage). 5F is a small CD delivered as a practice routine: legibility (clear shapes, same size, on the line, spaces), growing fluency (steady pace that stays legible), unjoined letters throughout, upper- and lower-case jobs revisited, and a consolidated functional pencil grip (VC2E2LY13 . E01). Joined letters (VC2E3LY13) appear nowhere.

English Level 2

Check C5 — Reading and building texts

This is a school-designed check made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this check.

Check C5 · Chapter 5 · Reading and building texts

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 5 — Literacy: one topic across text types; purpose and audience; comprehension strategies; creating texts; re-reading and editing · Sections 5A, 5B, 5C, 5D and 5E.

Content description codes assessed: VC2E2LY08 · VC2E2LY09 · VC2E2LY10 · VC2E2LY11 · VC2E2LY12

Name: _____ Date: _____

Total marks	21
Section structure	Sitting 1 — Questions 1–7 (7 marks) · Sitting 2 — Questions 8–14 (7 marks) · Sitting 3 — Questions 15–21 (7 marks)
Timing	Untimed. Your teacher will pace this check and let you finish. Each sitting takes about 12 minutes or less.
Sittings	Do this check in three sittings on different days or at different times. Sitting 1 = Questions 1–7. Sitting 2 = Questions 8–14. Sitting 3 = Questions 15–21.
Reading support	Your teacher may read any text, question or answer to you. The two texts in this check — <i>Ben and the Little Tadpole</i> and <i>How to Make a Frog Home</i> — were written just for it. You do not need to know any other text.
Equipment	One device for you or your pair. Nothing else is needed.

This check looks at what you learned in Chapter 5: the jobs of texts, who texts are for, reading with your tool kit, building texts, and fixing texts. Every question is worth 1 mark. Have a go at every question.

Words you will see: you met these words in Chapter 5 — *purpose, audience, fact, key fact, opinion, narrative, informative, persuasive, main idea, clue, predict, topic word, ask text, edit, re-read, full stop, capital letter*. They are the same words your teacher taught you.

Sitting 1 — Questions 1–7 (7 marks)

Question 1 — Same topic, three texts (1 mark)

Read three texts about frogs.

Text 1: Egg, tadpole, froglet, frog. Grow, grow, grow along!

Text 2: One day, Mia saw a tadpole at the pond. Soon it had legs. Then it was a little frog!

Text 3: A frog starts as an egg. It grows into a tadpole. Then it becomes a frog.

All three texts tell about the same topic. What is the topic?

A. how a frog grows

- B. why kites fly
- C. what a garden needs
- D. when a party starts

Question 2 — The job of a recipe (1 mark)

Tom finds a recipe for Banana-Oat Bites on a food packet. His mum has the same recipe in a recipe book. What is the job of both texts?

- A. to tell you how to make the food
- B. to tell a story about a banana
- C. to ask you to buy some oats
- D. to show you how to draw a banana

Question 3 — The job of an ad (1 mark)

Read this text.

Cake stall! Come and buy a cake on Friday. All the money is for new class games.

What is the job of this text?

- A. to ask you to come and buy a cake
- B. to tell you how to make a cake
- C. to tell a story about Friday
- D. to tell you facts about money

Question 4 — Who is each text for? (1 mark)

Match each text to who it is for. On your device, put each card in its place.

Text	Who it is for
Sign: <i>Slow down. Kids at play.</i>	people who drive near the school
Sign: <i>Please shut the gate. The class pets live here.</i>	everyone who uses the pet pen gate
Text: <i>Come to the school fair! Fun for all.</i>	all the families of the school

Question 5 — Match the text to its job (1 mark)

Match each text to its job. On your device, put each card in its place.

Text	Job
<i>One day, Sam found a big bug in the garden.</i>	Its job is to tell a story.
<i>Plants need water and sun to grow.</i>	Its job is to tell you facts.
<i>I think our class should get a worm</i>	Its job is to say what someone thinks

farm. Please say yes!

and ask.

Figure C5-A — A story for this check *(original, written for this check)*

Teacher: you may read this story out loud. The children may read it too.

Ben and the Little Tadpole

One day, Ben went to the pond with Dad.

Ben saw something little and black in the water.

“It is a tadpole,” said Dad.

Ben took the tadpole home in a jar.

Every day, Ben looked at the tadpole.

Soon, the tadpole had little legs.

Then it was a little frog!

Ben took the frog back to the pond.

“Goodbye, little frog!” said Ben.

Question 6 — Right there in the words (1 mark)

Read the story again. Where did Ben first see the tadpole?

- A. at the pond
- B. in a jar
- C. at school
- D. in the grass

Question 7 — Work it out from the clues (1 mark)

Read the story again. The story does not say this, but you can work it out from the clues. Why did Ben take the frog back to the pond?

- A. The frog came from the pond, so it lives there.
- B. Ben did not like the frog.
- C. Dad said it was time for lunch.
- D. The jar was too big for the desk.

Sitting 2 — Questions 8–14 (7 marks)

Figure C5-A is printed again here because the sittings happen on different days.

Ben and the Little Tadpole

One day, Ben went to the pond with Dad.

Ben saw something little and black in the water.

“It is a tadpole,” said Dad.

Ben took the tadpole home in a jar.
Every day, Ben looked at the tadpole.
Soon, the tadpole had little legs.
Then it was a little frog!
Ben took the frog back to the pond.
“Goodbye, little frog!” said Ben.

Question 8 — What is the story mostly about? (1 mark)

What is the story about Ben and the tadpole mostly about?

- A. Ben looks after a tadpole until it is a frog.
 - B. Ben gets a new jar from Dad.
 - C. Dad goes for a swim in the pond.
 - D. Tadpoles are black and small.
-

Question 9 — Put the story in order (1 mark)

Put the story in order, from first to last. On your device, drag each card into order. (On paper, write 1, 2, 3, 4 next to each card.)

- The tadpole grew little legs and became a frog.
 - Ben saw a tadpole at the pond.
 - Ben took the frog back to the pond.
 - Ben kept the tadpole in a jar at home.
-

Figure C5-B — A text for this check (original, written for this check)

Teacher: you may read this text out loud. The children may read it too.

How to Make a Frog Home

Frogs need a safe, wet home.

You can make one in the garden.

First, dig a small hole.

Next, put a pot in the hole.

Then, fill the pot with a little water.

Last, put some rocks and leaves near the water.

Now frogs can come and live in your garden!

Question 10 — Guess the topic word (1 mark)

Look at the title of Figure C5-B: *How to Make a Frog Home*. Now read the text. Which word fits the topic and is in the text?

- A. water
- B. ticket

C. moon

D. cake

Question 11 — Put the steps in order (1 mark)

Put the steps of Figure C5-B in order, from first to last. On your device, drag each card into order. (On paper, write 1, 2, 3, 4 next to each card.)

- Fill the pot with water.
 - Put rocks and leaves near the water.
 - Dig a small hole.
 - Put a pot in the hole.
-

Question 12 — The key fact (1 mark)

A key fact from Figure C5-B is that frogs _____ a wet home. Pick the words that finish the sentence. On your device, open the drop-down.

- A. need
 - B. do not want
 - C. do not have
-

Question 13 — Build a story (1 mark)

Build a story. Put the lines in order: beginning, middle, end. On your device, drag each card into order. (On paper, write 1, 2, 3 next to each card.)

- The dog ran into the water and got very wet!
 - One day, Sam and his dog went to the beach.
 - Sam dried the dog with a big towel, and they went home.
-

Question 14 — The best opening (1 mark)

A class is writing a fact text. The title is *Little Worms*. The opening tells you what the text is about. Which sentence is the best opening?

- A. A worm is a small animal that lives in the soil.
 - B. One day, a worm went on a long trip.
 - C. I think worms are the best pets!
 - D. Please do not dig up the worms.
-

Sitting 3 — Questions 15–21 (7 marks)

Question 15 — Match the reason to the opinion (1 mark)

Match each reason to the opinion it fits. On your device, put each card in its place.

Reason	Opinion
Worms eat our food bits, so less goes in the bin.	Our class should get a worm farm.
Clean hands keep germs away.	We should wash our hands before lunch.
It is quiet and it helps us read more.	Our class should have a reading corner.

Question 16 — Build an ask text (1 mark)

Build an ask text. Put the parts in order: what you think, your reason, your ask. On your device, drag each card into order. (On paper, write 1, 2, 3 next to each card.)

- Please say yes to a worm farm!
- I think our class should get a worm farm.
- Worms eat our food bits and help our garden grow.

Question 17 — Complete the fact text (1 mark)

Complete the parts of the fact text. Pick the best line for each blank. Each line is used once. On your device, open the drop-down at each blank.

Little Worms

A worm is a small animal.

Blank 1 (the fact): _____

Blank 2 (the closing): _____

Lines to pick from:

- It lives in the soil and eats dead leaves.
- Worms are small helpers for our gardens.
- One day, a worm went to the beach.
- I think worms are very cute.

Question 18 — The word that looks wrong (1 mark)

Re-read this sentence. One word is spelled the wrong way. Mark the word that is wrong. On your device, tap the word. (On paper, circle the word.)

My frend and I went to the park.

Question 19 — The missing full stop (1 mark)

This sentence has no full stop. Mark the word that the full stop goes after. On your device, tap the word. (On paper, circle the word.)

We ran and played

Question 20 — The pointing word fix (1 mark)

Ruby wrote this:

Milo saw the bird. He flew away.

Who flew away? It is not clear. Which fix is best?

- A. Milo saw the bird. The bird flew away.
 - B. Milo saw the bird. He flew away.
 - C. Milo saw the bird. Milo flew away.
 - D. He flew away with Milo.
-

Question 21 — Say more (1 mark)

Ruby wrote this:

The horse is an animal.

Which edit says more and stays true?

- A. The horse is an animal with a long tail.
 - B. The horse is an animal.
 - C. The horse is an animal that says woof.
 - D. The horse is a tail.
-

End of Check C5. Well done! Your teacher will show you the answers when everyone has finished.

Check C5 — Solutions and marking key

For the teacher. Remove this page before issuing the check to children. Every item is worth 1 mark. Total: 21 marks. Three sittings of 7 marks each, untimed, about 12 minutes or less per sitting.

Objective key

Q	Answer	Mark
1	A — how a frog grows	1
2	A — to tell you how to make the food	1
3	A — to ask you to come and buy a cake	1
4	Slow down. Kids at play. → people who drive near the school · Please shut the gate. The class pets live here. → everyone who uses the pet pen gate · Come to the school fair! Fun for all. → all the families of the school	1
5	One day, Sam found a big bug in the garden. → Its job is to tell a story. · Plants need water and sun to grow. → Its job is to tell you facts. · I think our class should get a worm farm. Please say yes! → Its job is to say what someone thinks and ask.	1
6	A — at the pond	1
7	A — The frog came from the pond, so it lives there.	1
8	A — Ben looks after a tadpole until it is a frog.	1
9	1 Ben saw a tadpole at the pond. · 2 Ben kept the tadpole in a jar at home. · 3 The tadpole grew little legs and became a frog. · 4 Ben took the frog back to the pond.	1
10	A — water	1
11	1 Dig a small hole. · 2 Put a pot in the hole. · 3 Fill the pot with water. · 4 Put rocks and leaves near the water.	1
12	A — need	1
13	1 One day, Sam and his dog went to the beach. · 2	1

	Q	Answer	Mark
		The dog ran into the water and got very wet! · 3 Sam dried the dog with a big towel, and they went home.	
14	A —	A worm is a small animal that lives in the soil.	1
15		Worms eat our food bits, so less goes in the bin. → Our class should get a worm farm. · Clean hands keep germs away. → We should wash our hands before lunch. · It is quiet and it helps us read more. → Our class should have a reading corner.	1
16	1	I think our class should get a worm farm. · 2 Worms eat our food bits and help our garden grow. · 3 Please say yes to a worm farm!	1
17	Blank 1 (the fact):	It lives in the soil and eats dead leaves. · Blank 2 (the closing): Worms are small helpers for our gardens.	1
18	frend		1
19	played		1
20	A —	Milo saw the bird. The bird flew away.	1
21	A —	The horse is an animal with a long tail.	1

Model answers — the text-construction family (P2)

Every construction item ships with a model answer. Across Q13 to Q17 the models span the three text types 5D teaches — narrative (Q13), informative (Q14, Q17) and opinion (Q15, Q16).

Q13 — model narrative. The ordered story, with the part names of the 5D story part map:

Beginning: One day, Sam and his dog went to the beach.

Middle: The dog ran into the water and got very wet!

End: Sam dried the dog with a big towel, and they went home.

The beginning says who and where; the middle says what happens; the end says how it ends. The final line joins two ideas with *and*, the compound-sentence move of 5D Part 5.

Q14 — model informative. The best opening is A. A full model fact text built on it, following the 5D informative part map (title, opening, facts, closing):

Little Worms

A worm is a small animal that lives in the soil.

A worm has no legs. It eats dead leaves.

Worms are small helpers for our gardens.

Q15 — model opinion. The matched pairs are the key. A model opinion text built from the first pair, following the 5D ask-text part map (say what you think, give a reason, ask):

I think our class should get a worm farm. Worms eat our food bits, so less goes in the bin. Please say yes!

Q16 — model opinion. The ordered parts, with the part labels of the 5D ask-text part map:

My opinion: I think our class should get a worm farm.

My reason: Worms eat our food bits and help our garden grow.

My ask: Please say yes to a worm farm!

Q17 — model informative. The completed text frame:

Little Worms

A worm is a small animal.

It lives in the soil and eats dead leaves. (the fact)

Worms are small helpers for our gardens. (the closing)

The two remaining lines do not belong in a fact text: *One day, a worm went to the beach.* tells a story, and *I think worms are very cute.* is an opinion.

Per-item CD and family map (coverage audit)

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
1	VC2E2LY08	5A	One topic across text types; purpose and audience	Multiple Choice	One topic — how a frog grows — across a chant, a story and a fact text (E01: a poem, narrative and informative text about life cycles)
2	VC2E2LY08	5A	One topic across text types; purpose and audience	Multiple Choice	The same recipe on a food packet and in a recipe book shares one purpose (E02)
3	VC2E2LY09	5B	One topic across text types; purpose and audience	Multiple Choice	Naming the purpose of an advertisement — the bake-sale-ad shape of 5B with a new

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
					context
4	VC2E2LY09	5B	One topic across text types; purpose and audience	Drag and Drop (matching)	Identifying the audience of two signs and one advertisement text (E01)
5	VC2E2LY09	5B	One topic across text types; purpose and audience	Drag and Drop (matching)	Matching each short text to its purpose — the three jobs of 5D Part 1 applied to new texts
6	VC2E2LY10	5C	Comprehension of an original passage	Multiple Choice	Literal meaning — the answer right there in the words of Figure C5-A
7	VC2E2LY10	5C	Comprehension of an original passage	Multiple Choice	Inferred meaning — clues from the text plus what the reader already knows (E03; the tadpole came from the pond)
8	VC2E2LY10	5C	Comprehension of an original passage	Multiple Choice	The main idea of the whole text, not one part of it (E04; option D is true but a part, not the whole)
9	VC2E2LY10	5C	Comprehension of an original passage	Sort the Paragraphs (event order)	Ordering the events of Figure C5-A (E07: order of events)
10	VC2E2LY10	5C	Comprehension of an original passage	Multiple Choice	Predicting topic vocabulary from the title and purpose, then confirming it in the text (E05, E06; the Our Train Trip shape of 5C Example 6)
11	VC2E2LY10	5C	Comprehension of an original passage	Sort the Paragraphs (event order)	Ordering the steps of Figure C5-B (E07: sequence of

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
					information; E02: responding to detailed instructions)
12	VC2E2LY10	5C	Comprehension of an original passage	Fill in the Blanks (drop- down)	Selecting a key fact from an informative text and rejecting the options the text does not support (E01)
13	VC2E2LY11	5D	Text construction	Sort the Paragraphs	Ordering the sentences of a short narrative — beginning, middle, end (E01; the 5D story part map)
14	VC2E2LY11	5D	Text construction	Multiple Choice	Choosing the best opening sentence for an informative text; rejecting a narrative opening, an opinion and an ask (E01; the 5D informative part map)
15	VC2E2LY11	5D	Text construction	Drag and Drop (matching)	Matching each reason to the opinion it fits (E01; the opinion– reasons–ask structure of 5D Part 4)
16	VC2E2LY11	5D	Text construction	Sort the Paragraphs	Ordering the parts of an ask text: opinion, reason, ask (E01; the 5D ask-text part map)
17	VC2E2LY11	5D	Text construction	Fill in the Blanks	Completing a text frame — choosing the fact and the closing for an informative text, rejecting

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
					story and opinion lines (E01)
18	VC2E2LY12	5E	Editing	Mark the Words	Marking the misspelled word — Check 1 of 5E; <i>frend</i> for <i>friend</i> , the Q1 shape of 5E in a new sentence
19	VC2E2LY12	5E	Editing	Mark the Words	Marking where the missing full stop goes — Check 2 of 5E, sentence boundary punctuation
20	VC2E2LY12	5E	Editing	Multiple Choice	Choosing the improved sentence — the pronoun must point to one clear thing (E03; the Milo-and-bird fix of 5E Example 6)
21	VC2E2LY12	5E	Editing	Multiple Choice	Choosing the improved sentence — adding a telling-more bit that starts with <i>with</i> and stays true (E01; the elaborated move of 5E Example 4)

Notes for marking

- All items carry 1 mark each (TOC §7). There is no part-marking anywhere in C5.
- **Q4, Q5, Q15** (Drag and Drop) require all three pairs correct for the mark. **Q9, Q11, Q13, Q16** (Sort the Paragraphs) require the full correct order for the mark.
- **Q17** requires both blanks correct — the fact in Blank 1 and the closing in Blank 2.
- **Q18** awards the mark only for marking *frend*; marking any other word scores 0. **Q19** awards the mark only for marking *played*, the last word of the sentence.
- **Q8**: option D (*Tadpoles are black and small.*) is true in the story but is one part, not what the whole text is mostly about — the 5C Example 5 main-idea pattern. **Q7**: the story never says where frogs live; the reader builds the answer from the clues (the tadpole came from the pond) and prior knowledge.
- On paper, accept circled words (Q18, Q19) and numbered cards (Q9, Q11, Q13, Q16) as equivalent to the device interactions.

Coverage statement

All five assessed Chapter 5 CDs are present in C5 in their stated §7 family counts: One topic across text types; purpose and audience 5 (Multiple Choice 3; Drag and Drop matching 2) · Comprehension of an original passage 7 (Multiple Choice 4; Sort the Paragraphs event order 2; Fill in the Blanks drop-down 1) · Text construction 5 (Sort the Paragraphs 2; Multiple Choice 1; Drag and Drop matching 1; Fill in the Blanks 1) · Editing 4 (Mark the Words 2; Multiple Choice 2). Elaboration coverage: LY08 E01 (Q1), E02 (Q2); LY09 — the purpose-and-audience CD, with the E01 audience facet in Q4 and purpose judgements in Q3 and Q5; LY10 E01 (Q12), E02 (Q11), E03 (Q7), E04 (Q8), E05 and E06 (Q10), E07 (Q9, Q11), with Q6 on the literal-meaning half of the CD itself; LY11 E01 (Q13, Q14, Q15, Q16, Q17) and E03 (the compound-sentence join in the Q13 model); LY12 — Check 1 spelling (Q18), Check 2 sentence boundary punctuation (Q19), E01 (Q21) and E03 (Q20).

Two §7 cell notes are stated, not silent:

1. **Comprehension on two passages.** The §7 cell reads “an original passage”; C5 uses two short original passages — Figure C5-A (narrative) and Figure C5-B (how-to) — because the LY10 skill spread sits on two text types: literal, inferred and main-idea work on a story, and predicting topic vocabulary, step order and key facts on informative and how-to text, exactly the text types the LY10 elaborations use (informative for E01 and E05, detailed instructions for E02). All item counts, H5P types, marks and sittings are exact to the §7 row.
2. **The tested boundary mark is the full stop.** The §7 editing cell reads “the missing stop/comma”; 5E teaches sentence boundary punctuation as the capital letter plus full stop, question mark and exclamation mark, and places commas inside sentences out of scope for VC2E2LY12 at Level 2. C5 therefore tests the missing full stop (Q19) and no comma item appears.

Two elaborations are drawn on by the book but not separately itemised in C5, and are stated here: VC2E2LY11 . E02 (using digital tools to create texts) — the platform check is itself the digital medium, and the construction items are completed on the device; and VC2E2LY12 . E02 (swapping an everyday noun for a topic-specific one) — taught in 5E Example 5 and practised in 5E Q8, with the family slots in C5 filled by the elaborated E01 move (Q21) and the E03 pronoun move (Q20).

There is no Aboriginal or Torres Strait Islander content, and all stimulus is original, written for this check.