

# English Level 4

## Chapter 5 — Literacy: interacting, comprehending and analysing texts

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## Interaction skills: gathering information and extending ideas

This section owns **VC2E4LY01** and draws on **VC2E4LY01.E01** and **VC2E4LY01.E02**. It feeds the Level 4 Speaking and Listening standard: “When interacting with others, students use an expanded vocabulary and language to develop relationships in different contexts. They share and extend ideas and information. They differentiate between the language of opinion, facts and feelings.” This section is assessed through talk that the teacher observes or records.

**Curriculum focus** — This section teaches **VC2E4LY01** (Victorian Curriculum F–10 Version 2.0, English, Level 4 — Literacy, Interacting with others):

*“use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and information”*

It draws on the elaboration ids below. These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E4LY01.E01** — “making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required”
- **VC2E4LY01.E02** — “developing speaking and listening behaviours, including acknowledging and extending others’ contributions, and presenting ideas and opinions clearly and coherently”

**Builds on, does not re-teach:** Level 3 taught students to contribute to conversations and discussions to share text- or topic-based information and ideas (VC2E3LY01), and to deliver short spoken texts using features of voice (VC2E3LY02). This section builds on those skills without re-teaching them (TOC §4).

**Hands forward:** these skills feed VC2E5LY01 at Level 5 (paraphrasing and questioning to clarify meaning, and justifying an opinion).

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## Learn

**Our class discussion.** We will work from one talk all the way through this section. Class 4K has a big job: plan a lunchtime recycling station. Read the discussion once, just to follow it. Then we will look at the moves that make it work.

# A class discussion — watch the moves

Class 4K plans the lunchtime recycling station

|                   |                                                           |                            |
|-------------------|-----------------------------------------------------------|----------------------------|
| <b>Ms Nguyen:</b> | "Our job is to plan a lunchtime recycling station."       | sets the job               |
|                   | "What do we need to find out?"                            |                            |
| <b>Ava:</b>       | "What things can go in? I am not sure about food scraps." | asks to find out           |
| <b>Ben:</b>       | "The office note said paper, cans and bottles can go in." | hooks to the text          |
|                   | "So paper and bottles are OK. What about food scraps?"    | shows she heard            |
| <b>Chloe:</b>     |                                                           | asks to find out more      |
| <b>Ms Nguyen:</b> | "Good question, Chloe. Dev, can you note that down?"      | praises the question       |
| <b>Dev:</b>       | "I wrote: ask the office about food scraps."              | makes notes                |
|                   | "I think the station should go near the lunch tables."    | adds an idea with a reason |
| <b>Dev:</b>       | "That is where most of the rubbish is."                   |                            |
|                   | "That's a good point, Dev. And we could put up a sign,"   | shows she heard            |
| <b>Ava:</b>       | "so kids know which bin is which."                        | grows the idea             |
|                   | "I like the sign idea. Could it show pictures,"           | hooks to Ava               |
| <b>Ben:</b>       | "so young kids can read it too?"                          | grows the idea             |
| <b>Chloe:</b>     | "Yes! And we could ask Class 1F to help draw them."       | grows the idea             |
| <b>Ms Nguyen:</b> | "Look how far one idea grew!"                             | the idea kept growing      |

  = asks a question
   = shows they heard
   = adds new information
   = hooks back
   = notes and teacher moves

A written class discussion about planning a lunchtime recycling station, with the teacher Ms Nguyen and the students Ava, Ben, Chloe and Dev. Next to each line of talk is a small coloured box naming the move being used, and a key at the bottom shows the five colour groups.

**Figure 1** — Our class discussion. The small boxes name the moves. The key at the bottom tells you what the colours mean.

## Beat 1 — What is a discussion?

**discussion** — a talk where a group shares ideas about one topic and builds on them together.

**topic** — what the talk is about. In Figure 1, the topic is the lunchtime recycling station.

**interaction skills** — the skills we use when we talk with other people: listening, taking turns, asking questions and adding ideas. In this section, *interaction skills* is used in the sense given by the Victorian

Curriculum F–10 Version 2.0 (VCAA). Other books may say “talk skills”, but in this section this is what it means.

**opinion** — what someone thinks or feels about something. In 1B we learned that an opinion is not a fact. “The station should go near the lunch tables.” is an opinion.

**contribute** — to add something to the talk: an idea, a question, a fact or a note. When everyone contributes, the talk grows.

A discussion is not lots of people saying their own thing at once. Every turn hooks to the topic, and most turns hook to what was said just before.

## Beat 2 — Move 1: gather information

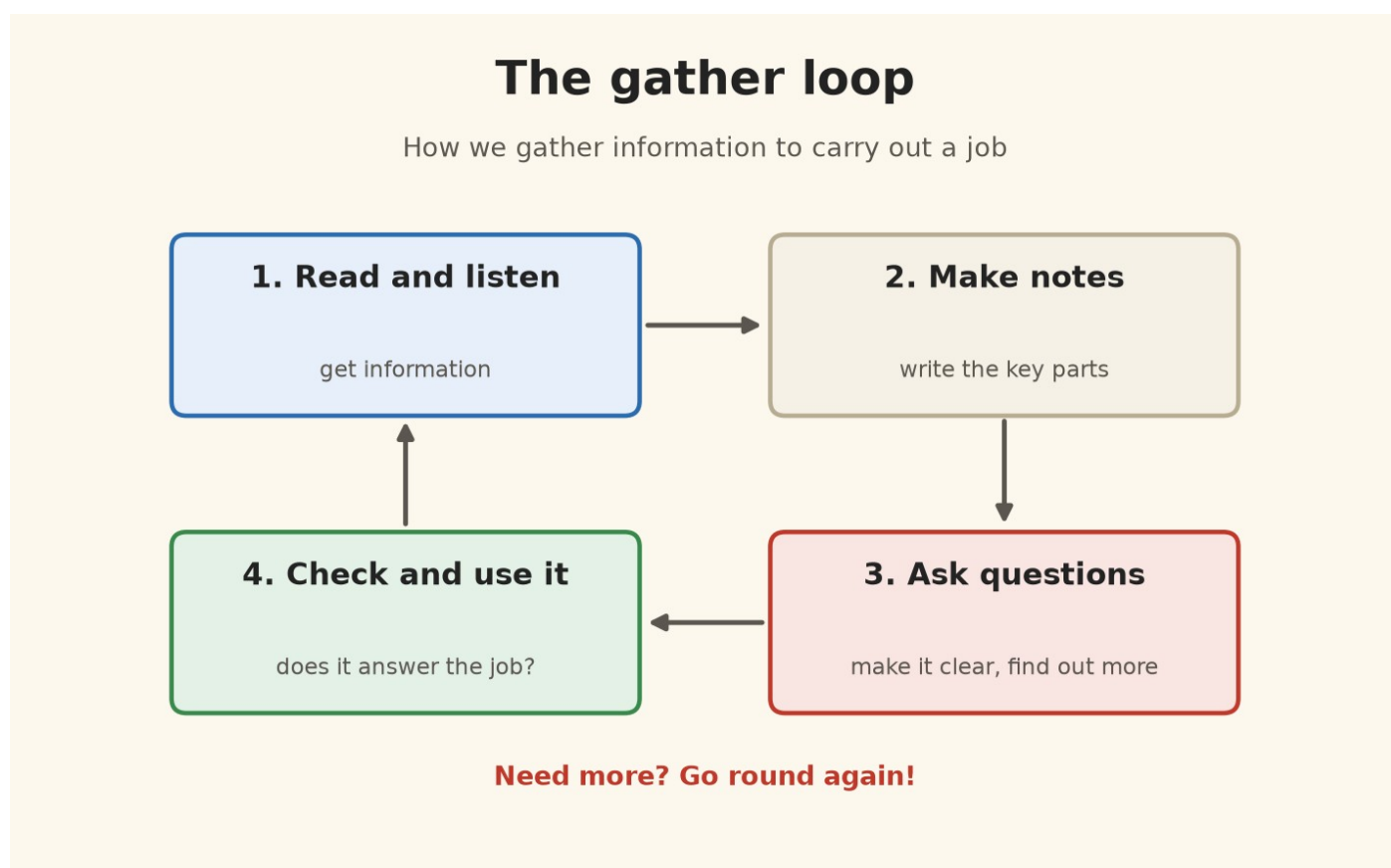
Before the group can decide anything, it needs information.

**gather information** — to collect the bits you need to know before you decide. You gather information by reading, by listening, and by asking questions.

**clarify** — to make something clear. If you are not sure what someone means, you ask a question to clarify it.

**follow up** — to ask more about what someone just said. A follow-up question digs a little deeper.

In Figure 1, Ava gathers information: “What things can go in? I am not sure about food scraps.” The group carries out its job one question at a time.



*A loop of four steps for gathering information: 1 read and listen, 2 make notes, 3 ask questions, 4 check and use it. Under the loop are the words: Need more? Go round again!*

**Figure 2** — The gather loop. Most jobs go round the loop more than once.

Questions do three different jobs. Here are starters for each one.

## Question starters that help you gather information



Asking questions is a strong move, not a weak one.

*Three panels of question starters. The first panel is titled To make it clear, the second To find out more, and the third To ask for help. Each panel holds three questions in quote marks.*

**Figure 3** — Question starters that help you gather information.

### **Beat 3 — Move 2: make notes**

When the group gathers information, someone writes it down. Notes stop good ideas from floating away.

Notes do not need to be full sentences. Short bits are fine.

## Our group notes

Job: plan the lunchtime recycling station

### What we know

- Paper, cans and bottles can go in recycling.
- Lunchtime is 30 minutes long.

### What we need to find out

1. Can food scraps go in?
2. Where will the station go?
3. Who will check the bins?

### Who can help

- the school office
- our teacher

#### Tip

Write short bits.  
Words and short  
sentences are fine.

*A model group notes page for the job: plan the lunchtime recycling station. It has three parts, What we know, What we need to find out, and Who can help, plus a tip card about writing short bits.*

**Figure 4** — A notes page for the big job. The “need to find out” part is really three questions.

#### Beat 4 — Move 3: show you heard

Before you add your own idea, show the group you heard theirs.

**acknowledge** — to show you heard and thought about what someone said, before you add your own bit.

# Show you heard

Ways to acknowledge an idea

"I hear you."

"That's a good point."

"So you think we need three bins."

"I see what you mean."

Dev: "I think the station should go  
near the lunch tables."

Ava: "That's a good point, Dev."

— Dev shares an opinion

— **Ava shows she heard it**

Say it, mean it, then it is your turn to add.

*A green panel holding four acknowledging starters: I hear you; That's a good point; So you think we need three bins; I see what you mean. Beside it, a short example talk where Dev shares an opinion and Ava shows she heard it.*

**Figure 5** — Ways to acknowledge an idea. Say it, mean it, then it is your turn to add.

## Beat 5 — Move 4: grow the idea

Acknowledging is not the whole job. Now add your bit.

**extend** — to make an idea bigger by adding NEW information. In this section, *extend* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA): we share and extend ideas and information. Extending is not repeating: if you only say the same idea again, the idea stays the same size.

# Grow the idea

Extending means adding NEW information — not just repeating



Three speech bubbles that get bigger across three speakers, Dev, Ava and Ben. Each speaker shows they heard the last idea, then adds new information, so one idea grows.

**Figure 6** — One idea growing. Each bubble adds something new.

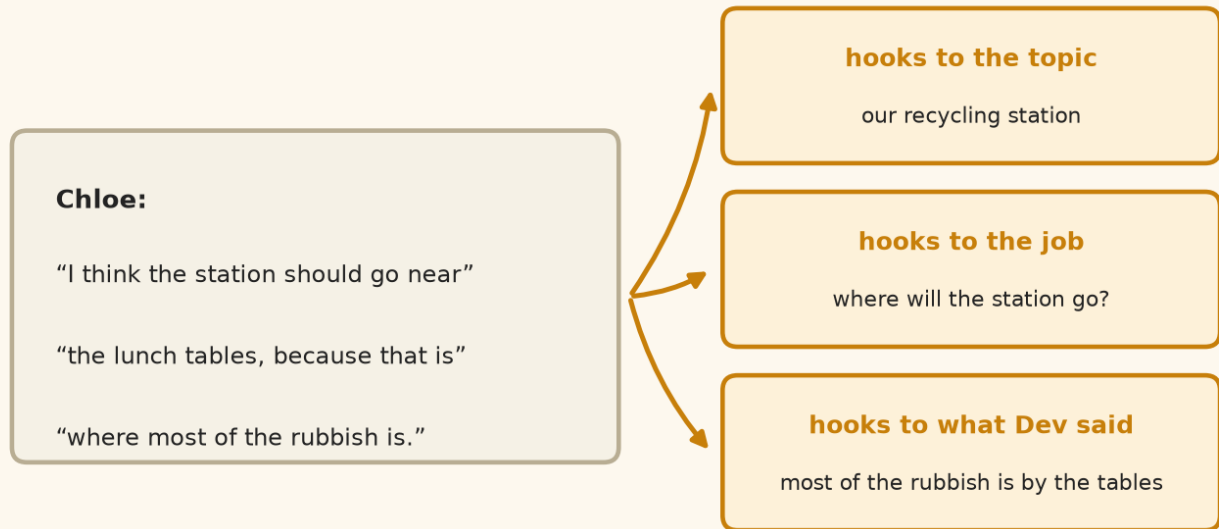
## Beat 6 — Move 5: hook it back

A strong turn does not float in by itself. It hooks to something the group already has.

**link back (hook back)** — to connect what you say to the topic, to the job, or to what someone said. In this section, *link back* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA): we link a response to the text or topic.

# Hook your answer back

A strong answer links to something we already have



*Chloe's opinion about where the recycling station should go, with arrows pointing to three boxes: hooks to the topic (our recycling station), hooks to the job (where will the station go?), and hooks to what Dev said (most of the rubbish is by the tables).*

**Figure 7** — Three places Chloe can hook her answer.

**Beat 7 — Five moves, one discussion**

Here are the five moves on one page.

## Five moves that make a discussion work



Learn the five moves. Then use them when you talk.

*Five cards naming the moves that make a discussion work: ask to make it clear, add to the talk, show you heard, grow the idea, and hook it back. Each card shows one example sentence.*

**Figure 8** — The five moves.

Now go back to Figure 1. Point to one line that gathers information, one that acknowledges, and one that grows an idea. Notice how many turns do two moves at once.

### Beat 8 — Good talk habits

The moves work best with good habits underneath them.

# Good talk habits

Ways to speak and listen in a discussion

- ☐ I look at the person talking.
- ☐ I wait for my turn.
- ☐ I ask questions when I am not sure.
- ☐ I show I heard the idea.
- ☐ I add new information.
- ☐ I keep my talk on the topic.
- ☐ I speak clearly.

**Tick each habit as you talk. Can you tick them all?**

*A checklist of seven good talk habits with a tick box each: I look at the person talking; I wait for my turn; I ask questions when I am not sure; I show I heard the idea; I add new information; I keep my talk on the topic; I speak clearly.*

**Figure 9** — Good talk habits. Tick them as you talk.

## Worked examples

### Example 1 — with help

Read this short exchange from Class 4K. Name the moves Chloe uses.

Ben: “I think someone should check the bins every Friday.” Chloe: “I hear you, Ben. What about the other days?”

| Working                                       | Why                                                         |
|-----------------------------------------------|-------------------------------------------------------------|
| Read all of Chloe’s turn first.               | See the whole turn before you sort its parts.               |
| First part: “I hear you, Ben.”                | Chloe shows she heard Ben. That is acknowledging.           |
| Next part: “What about the other days?”       | A question to find out more. That is gathering information. |
| Two moves in one turn: acknowledge, then ask. | One turn of talk can do more than one move.                 |

**Answer:** Chloe acknowledges Ben’s idea, then asks a follow-up question to gather more information.

### Example 2 — with help

Ben says: “My idea is the best. We don’t need any other ideas.”

That turn does not help the group. Rewrite Ben’s turn so that it (1) acknowledges one idea, (2) shares his own idea with a reason, and (3) hooks back to the job.

| Working                                                                                            | Why                                       |
|----------------------------------------------------------------------------------------------------|-------------------------------------------|
| Start by acknowledging. Pick a starter from Figure 5:<br>“That’s a good point.”                    | Showing you heard comes first.            |
| Add Ben’s idea with a reason: “I think the signs should be yellow, because yellow is easy to see.” | An opinion with a reason helps the topic. |
| Hook back to the job: “That will help kids find the station at lunchtime.”                         | A strong turn links to the topic.         |
| Say the whole turn out loud.                                                                       | Check it sounds helpful, not bossy.       |

**Answer:** For example: “That’s a good point. I think the signs should be yellow, because yellow is easy to see. That will help kids find the station at lunchtime.”

## Practice questions

### With help

**Q1.** Look at Ben’s first line in Figure 1: “The office note said paper, cans and bottles can go in.” Which move is Ben using? *Hint: where did his information come from?*

**Q2.** Match each question to its job: **clarify**, **find out more**, or **ask for help**. *Hint: Figure 3.* (a) “What does that word mean?” (b) “Can you tell me more?” (c) “I am not sure. Can you help?”

**Q3.** Ms Nguyen says: “The office will give us two bins to start.” Write one note line for the notes page, the way Dev would.

**Q4.** Ava says: “I think we need three bins.” Pick the best acknowledging starter. (a) “No.” (b) “I hear you, Ava.” (c) “Whatever.”

**Q5.** Dev says: “We could put up a sign.” Which response grows the idea with NEW information? (a) “Yes. A sign.” (b) “I like the sign idea. Could it show pictures?” (c) “I don’t like signs.”

**Q6.** The topic is the lunchtime recycling station. Which response hooks back to the job? (a) “What colour is your bike?” (b) “Where will the station go?” (c) “I had chips for lunch.”

### On your own

**Q7.** Chloe says: “We should check the bins every day.” You are not sure who she means by “we”. Write one question to clarify.

**Q8.** Dev thinks the station should go near the lunch tables. Write one follow-up question about his idea.

**Q9.** Ava says: “We could ask Class 1F to help draw the signs.” Write one sentence that acknowledges her idea, then extends it with NEW information.

**Q10.** Write one sentence that hooks your idea back to the job (plan the lunchtime recycling station) or to something someone said in Figure 1.

## Show what you know

*Teacher note — this is the section’s assessed task, assessed as a Speaking and Listening product observed or recorded in a group of four. Assess against the Level 4 Speaking and Listening achievement-standard paragraph, in particular “They share and extend ideas and information. They differentiate between the language of opinion, facts and feelings.” The planning frame (Figure 10) is preparation only; the talk is the product.*

### Speaking and listening — plan a wet-weather games box

Your teacher will put you in a group of four. Your job: plan a wet-weather games box for rainy lunchtimes.

First, get ready on your own with the talk plan below. Then talk in your group. While you talk, try to:

- share one idea with a reason (say if it is an opinion or a fact)
- ask one question to clarify or follow up
- acknowledge someone's idea before you add your own
- grow someone's idea with NEW information
- hook one turn back to the job or to what someone said

## My talk plan

Job: plan a wet-weather games box for rainy lunchtimes

**One idea I will share:**

---

**One question I will ask:**

---

**My "show you heard" words:**

---

**My "grow the idea" words:**

---

**My notes:**

---

---

*A planning frame titled My talk plan for the job: plan a wet-weather games box for rainy lunchtimes. It has five boxes to fill in: One idea I will share, One question I will ask, My show you heard words, My grow the idea words, and My notes.*

**Figure 10** — My talk plan. Fill it in before the group talk.

## Answers

**Q1.** Hooking back — to the text (the office note). **Q2.** (a) clarify. (b) find out more. (c) ask for help. **Q3.** Answers can be different. One answer: “two bins from the office to start”. **Q4.** (b). **Q5.** (b). **Q6.** (b). **Q7.** Answers can be different. One answer: “Who do you mean by ‘we’, Chloe?” **Q8.** Answers can be different. One answer: “Why do you think the tables are the best spot, Dev?” **Q9.** Answers can be different. One answer: “That’s a good point, Ava. And they could colour the signs too.” **Q10.** Answers can be different. One answer: “Like Dev said, the rubbish is by the tables, so my sign idea goes there too.” **Show what you know.** Talks will be different. Check the five bullet points against your talk.

---

## Full answers

**Q1.** Ben’s information came from the office note — a text. So his turn hooks back to the text. It also contributes a fact to the topic: paper, cans and bottles can go in.

**Q2.** (a) “What does that word mean?” makes something clear → **clarify**. (b) “Can you tell me more?” digs deeper → **find out more**. (c) “I am not sure. Can you help?” asks for help → **ask for help**.

**Q3.** Notes are short bits, not full sentences. One answer: “two bins from the office to start”. A full sentence is not wrong — short is just faster.

**Q4.** (b) “I hear you, Ava.” shows Ava she was heard. (a) and (c) shut the talk down.

**Q5.** (b) grows the idea: it keeps the sign and adds pictures — NEW information. (a) only repeats the idea, so the idea stays the same size. (c) shuts the idea down without adding anything.

**Q6.** (b) “Where will the station go?” hooks to the job the group is doing. (a) and (c) float in from nowhere — they are off the topic.

**Q7.** A clarifying question makes “we” clear. One answer: “Who do you mean by ‘we’, Chloe?” Another: “Do you mean our group, or the whole class?”

**Q8.** A follow-up question digs deeper into Dev’s idea. One answer: “Why do you think the tables are the best spot, Dev?” Another: “What if it rains — will the bins get wet there?”

**Q9.** Acknowledge first, then add NEW information. One answer: “That’s a good point, Ava. And they could colour the signs too.” The first half shows Ava she was heard; the second half makes the idea bigger.

**Q10.** A strong turn hooks to the topic or to an earlier turn. One answer: “Like Dev said, the rubbish is by the tables, so my sign idea goes there too.” It links to what Dev said and to the job.

**Show what you know.** Talks will be different. A strong group talk sounds like this:

Ben: “I think the box should hold board games, because they are quick to set up. That is my opinion.” Ava: “I hear you, Ben. And we could add a list, so we know what is in the box.” Chloe: “That’s a good point, Ava. I can write the list today.” Dev: “The hall has space by the door, so the box could live there. I checked this morning.”

Ben shares an opinion with a reason. Ava acknowledges, then extends with NEW information. Chloe acknowledges and contributes. Dev adds a fact — it can be checked, so it is a fact, not an opinion. Every turn hooks to the topic, and the idea keeps growing.

## Delivering structured spoken texts to an audience

**About this section.** This section teaches Victorian Curriculum code **VC2E4LY02**: *deliver structured spoken texts to an audience using features of voice* (Literacy strand — “Interacting with others”), with its example ideas .E01, .E02 and .E03. It is the presenting half of the Speaking-and-Listening pair: Section 5A is about talking *with* people, turn by turn; this section is about standing up and giving a talk *to* an audience. The Level 4 Speaking and Listening standard says: “When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They use language suitable to context, and appropriate features of voice.” That is the work of this section.

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### Teaching sequence

#### 1. Speaking to an audience

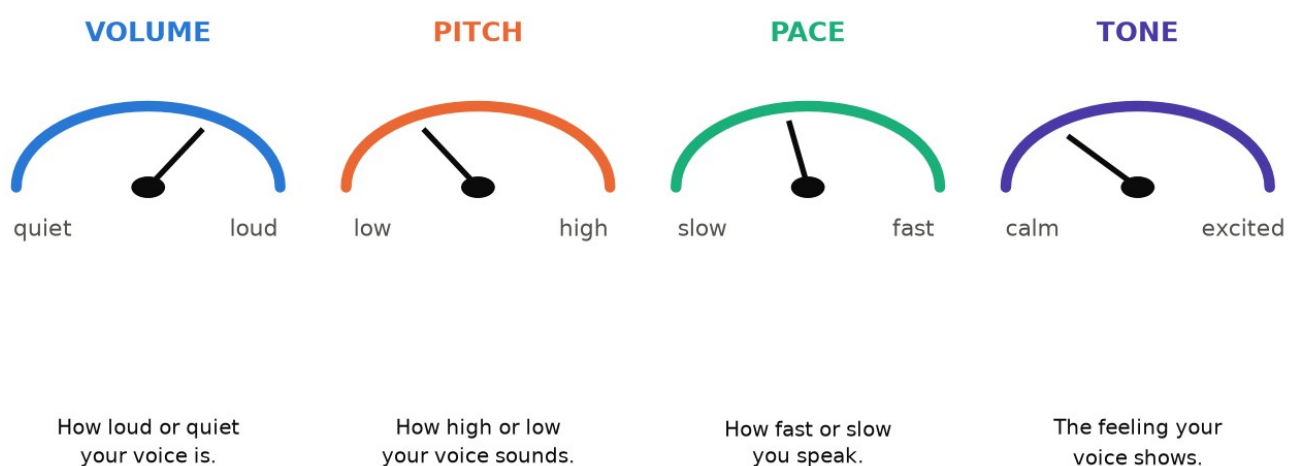
Most days you talk *with* people, taking turns — you speak, then they speak. But sometimes you speak *to* an audience. The **audience** is the group of people who stop and listen to you. A welcome at assembly, a talk to your class, a show-and-tell to your group: all of these have an audience.

A talk works best when it is **structured** — planned and put in order, so your listeners can follow you from the first word to the last. A **structured spoken text** is a talk with a shape: an opening, a middle and a closing. This section teaches you the shape, the little words that show the way, and the voice tools.

The Victorian Curriculum — the plan that tells schools what to teach — uses the name **features of voice** for these voice tools, but it does not say exactly what they mean. So in this section, *features of voice* means the four named in its example ideas: tone, volume, pitch and pace. Here is what each one means:

- **Volume** is how loud or quiet your voice is.
- **Pitch** is how high or low your voice sounds. A squeak is high. A growl is low.
- **Pace** is how fast or slow you speak.
- **Tone** is the feeling your voice shows — excited, serious, calm or playful.

### Your voice has four dials



A good speaker moves the dials — not too much, just enough to help the listeners.

Volume, pitch, pace and tone are the four features of voice in this section.

*Four dials labelled VOLUME (quiet to loud), PITCH (low to high), PACE (slow to fast) and TONE (calm to excited), each with a needle and a short hint about what that feature of voice does*

## 2. The shape of a talk

| The shape of a talk |                                                                                      |                                                            |
|---------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------|
|                     | Its job                                                                              | It could sound like                                        |
| 1. OPENING          | Say hello.<br>Hook your listeners.<br>Name your topic.                               | "Good morning! Today I will talk about our class garden."  |
| 2. MIDDLE           | Share 2 or 3 points in order.<br>Give a fact with each point.<br>Use signpost words. | "First ... Next ... Also ..."                              |
| 3. CLOSING          | Sum up your main points.<br>Say thank you.                                           | "To finish, let me sum up ...<br>Thank you for listening." |

A structured talk has three parts. The shape helps your listeners follow you.

*The shape of a talk in three parts: 1 opening (say hello, hook your listeners, name your topic), 2 middle (share 2 or 3 points in order, give a fact with each point, use signpost words), 3 closing (sum up, say thank you), each with an example line*

- The **opening** says hello, hooks your listeners with a first line that makes them want to hear more, and names your topic.
- The **middle** shares two or three points in order. Each point carries a fact or some describing words, and signpost words show the way.
- The **closing** sums up your main points and says thank you.

The shape works for many kinds of talks: a report talk (share facts about a topic), a recount talk (tell about something that happened), a persuasive talk (share your opinion with reasons) and a how-to talk (teach some steps). You met these text types in Section 1C — as talks, they keep the same shape.

### 3. A model talk to learn from

Here is a short talk. Read it aloud with a partner and listen for the three parts.

## A model talk: Our class worm farm

|                                                      |                  |
|------------------------------------------------------|------------------|
| Good morning, Class 4K. Today I will talk about      | Opening:         |
| our class worm farm.                                 | greet + topic    |
| First, what is a worm farm? Our worms live in a box  | Signpost         |
| with wet paper and fruit scraps.                     | + Point 1        |
| Next, here is a fact. Our class survey found that    | Signpost         |
| 18 students want a worm farm.                        | + Point 2 + fact |
| We counted the votes on Monday.                      | Source line      |
| Also, worm farms help our school. The worms turn our | Signpost         |
| scraps into food for the garden.                     | + Point 3        |
| We read this in a library book about worms.          | Source line      |
| To finish, let me sum up. Worms make good soil, and  | Signpost         |
| most of our class voted yes.                         | + sum up         |
| We hope you will help us look after our worms.       | Closing wish     |
| Thank you for listening.                             | Thank you        |

Read it aloud. Can you hear the three parts: opening, middle, closing?

*A model talk titled 'Our class worm farm': each line sits in a coloured box and carries a label chip — opening (greet and topic), signpost plus point 1, signpost plus point 2 plus fact, source line, signpost plus point 3, source line, signpost plus sum up, closing wish, thank you*

The talk does every job. It greets the audience and names its topic. It makes three points in order, and signpost words (*first, next, also, to finish*) show the way. Two of its facts say where they came from — the class survey and a library book. And it closes by summing up and thanking the audience.

### 4. Signpost words show the way

A **signpost word** is a little word that points the way for your listener, the way a road sign points the way for a driver. (They are joining words, like the ones you met in Section 1D.) Signpost words do four jobs in a talk.

## Signpost words show your listeners the way

| START                                                                   | ORDER                                               | ADD MORE                                                    | FINISH                                                                               |
|-------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Good morning ...<br>Today I will<br>talk about ...<br>Did you know ...? | First ...<br>Next ...<br>Then ...<br>After that ... | Also ...<br>And another<br>thing ...<br>As well as that ... | To finish ...<br>Let me sum up ...<br>Last of all ...<br>Thank you for<br>listening. |

A signpost word points the way for your listener, like a road sign points the way for a driver.

*Four columns of signpost words by job: START (Good morning, Today I will talk about, Did you know), ORDER (First, Next, Then, After that), ADD MORE (Also, And another thing, As well as that), FINISH (To finish, Let me sum up, Last of all, Thank you for listening)*

Signpost words matter even more in a talk than in writing. A reader can look back at the page, but a listener only gets your words once — so your signposts keep your listeners with you.

### 5. Match your voice to the situation

The same talk can sound different in different situations. You met formal and informal situations in Section 1A. A talk at a whole-school assembly is **formal**; a show-and-tell to your own group is **informal**. Your voice dials move between the two — but your message and your talk shape stay the same.

| Match your voice to the situation                                                 |                                            |                                           |
|-----------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|
| What?                                                                             | FORMAL talk<br>School assembly             | INFORMAL talk<br>Your own group           |
| Volume                                                                            | Loud and steady, so the back row can hear  | Soft enough for your group only           |
| Pace                                                                              | A steady pace — no rushing                 | Can speed up a little for fun parts       |
| Tone                                                                              | Serious and warm                           | Relaxed and playful                       |
| Words                                                                             | "Good morning, everyone. Today I will ..." | "Hey, check this out! You know what ...?" |
| What stays the SAME? Your message and your talk shape — opening, middle, closing. |                                            |                                           |

You met formal and informal situations in Section 1A. Now you match your voice dials to them.

*A table comparing a formal talk at school assembly with an informal talk to your own group, row by row for volume, pace, tone and words, plus a rule that your message and your talk shape stay the same*

Try it now. Say “Today I will tell you about my weekend” in your assembly voice. Then say it in your group voice. Did you hear the dials move?

## 6. Facts need trusted sources

A strong talk leans on facts — and a fact is only as good as its **source**, the place the fact came from. A source you can trust is called a trusted source: a survey your class counted, a library book, a website your teacher uses. A guess is not a fact. When you say your source out loud, your audience can trust your facts.

## Where did that fact come from?

|                              |                                   |                               |                      |
|------------------------------|-----------------------------------|-------------------------------|----------------------|
| a class survey<br>we counted | a library book<br>about the topic | a website our<br>teacher uses | my friend's<br>guess |
| YES                          | YES                               | YES                           | NO                   |

A source you can trust is called a trusted source. A guess is not a fact.

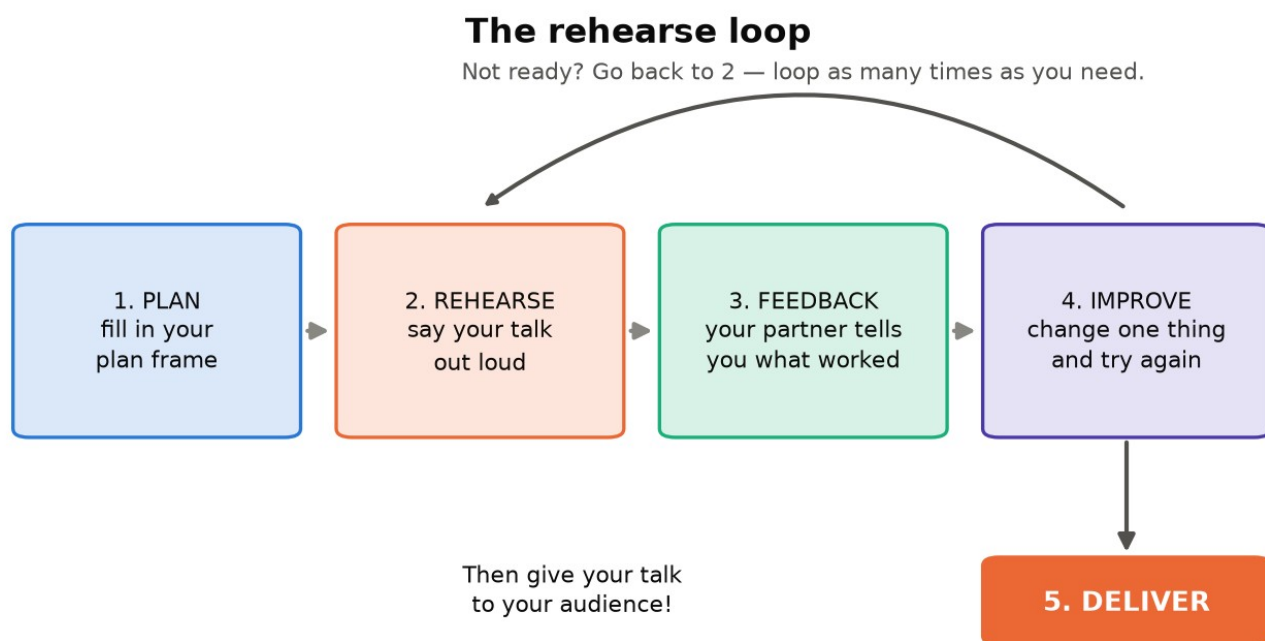
How to say where your fact came from:  
"Our class survey found that ..."  
"Our count showed ..."

Naming your source helps your audience trust your facts.

*Four source cards: a class survey we counted (yes), a library book about the topic (yes), a website our teacher uses (yes), my friend's guess (no), with sentence starters for saying where a fact came from*

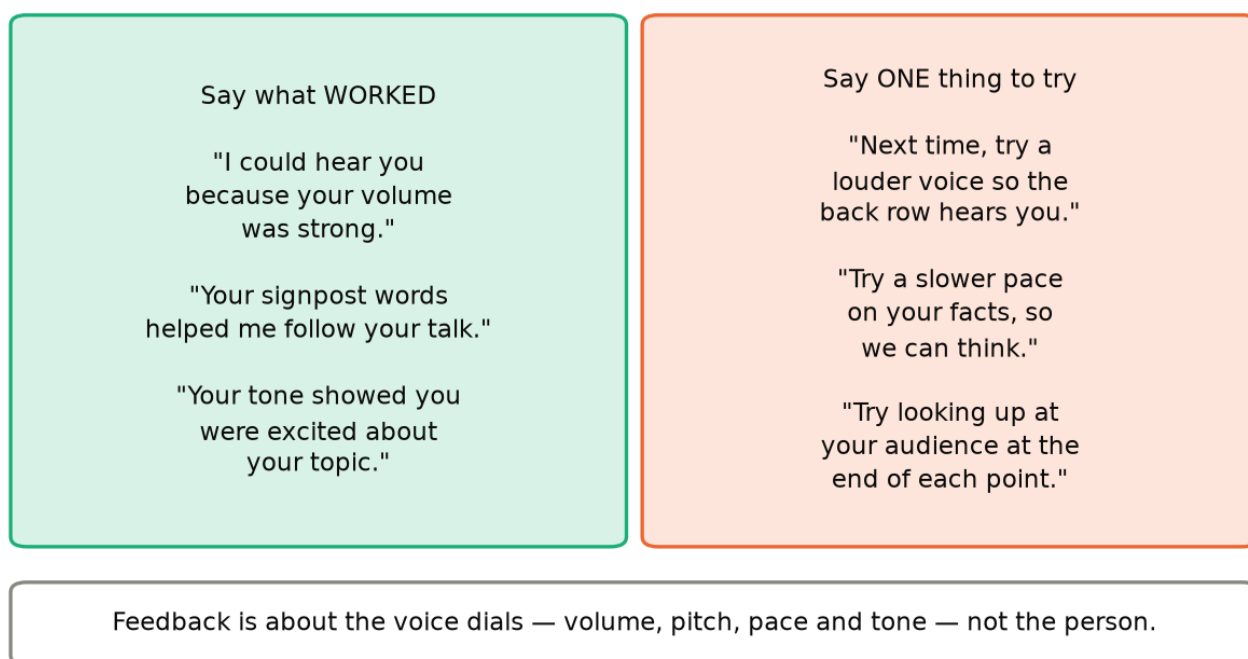
### 7. Rehearse, get feedback, deliver

Speakers get better by looping. To **rehearse** means to say your talk out loud a few times before you give it for real. **Feedback** is what your listener tells you afterwards, to help you get better. Good feedback is kind, and it names the dial it heard — it is about your voice, not about you.



*The rehearse loop: 1 plan, 2 rehearse, 3 feedback, 4 improve, with a loop arrow back from improve to rehearse and then 5 deliver*

## Kind and clear feedback



Good feedback is kind, and it names the dial you heard.

*Two columns of feedback stems: say what worked (I could hear you because your volume was strong; your signpost words helped me follow your talk; your tone showed you were excited about your topic) and say one thing to try (try a louder voice; try a slower pace on your facts; try looking up at your audience at the end of each point)*

## Worked examples

### Worked example 1 (with support) — hearing the shape

Read this short talk about a class veggie garden. Name each line's job.

| Line of the talk                                                                 | Its job                                                                                    |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| "Good afternoon, everyone. Today I will tell you about our class veggie garden." | <b>Opening</b> — it greets the audience and names the topic.                               |
| "First, we planted it in March. Tomato plants and carrot plants went in."        | <b>Signpost + point 1</b> — "first" starts the first point.                                |
| "Our count showed 14 carrots came up."                                           | <b>Fact + source line</b> — a fact you can count, and "our count showed" names the source. |
| "To finish, our garden grows food for our lunches. Thank you for listening."     | <b>Closing</b> — it sums up and says thank you.                                            |

### Worked example 2 (with support) — choosing the right dial

Three speakers each had one problem. Which dial fixes it, and which way does it move?

| Speaker | The problem                                                                | Dial and move                                              |
|---------|----------------------------------------------------------------------------|------------------------------------------------------------|
| Mia     | People at the back could not hear her.                                     | <b>Volume</b> — move it toward loud.                       |
| Leo     | He finished in 20 seconds. His words ran into each other.                  | <b>Pace</b> — move it toward slow, so listeners can think. |
| Ava     | Her talk about the grand final sounded flat, like reading a shopping list. | <b>Tone</b> — let the excitement show; pitch may rise too. |

One small move is enough. The dials are dials, not on-off switches.

## Practice tasks

### With support

**Q1.** These lines come from a talk about a new reading corner, but they are out of order. Put each line under *opening*, *middle* or *closing*.

- (a) "To finish, we hope you will visit the reading corner. Thank you for listening."
- (b) "Good morning! Today I will tell you about our new reading corner."
- (c) "First, it has 60 new books. We counted them on Tuesday."
- (d) "Also, the corner has six big cushions, so you can sit and read."
- (e) "Next, the books are sorted by colour, so you can find one fast."
- (f) "We read about reading corners in a library magazine, and we wanted one too."

**Q2.** Circle the signpost word in each line. Then write its job: start, order, add more or finish.

- (a) "First, our team played 6 games."
- (b) "Also, we scored 20 goals."
- (c) "Next, we trained every Tuesday."
- (d) "To finish, thank you for a great season, Coach."

**Q3.** Each speaker has one problem. Choose the dial that fixes it and say which way it moves.

- (a) Zara whispered her talk.
- (b) Noah rushed his facts.
- (c) Priya told a funny story in a flat voice.

**Q4.** Draw a line from each situation to the voice that fits it.

| Situation                                        | Voice                          |
|--------------------------------------------------|--------------------------------|
| a welcome at whole-school assembly               | soft, relaxed and playful      |
| show-and-tell to your own group                  | loud, steady, serious and warm |
| reading a story to a little brother or sister    | loud, speedy and excited       |
| calling the sports day races to the whole school | quiet, slow and warm           |

**Q5.** Trusted or not? Put a tick next to the sources you would trust for a fact. For each one you tick, write a source line to say it out loud (for example, “Our class survey found that ...”).

- (a) a class survey we counted
- (b) a library book about birds
- (c) my friend’s guess about how fast a cheetah runs
- (d) a website our teacher uses

**Q6.** Partner warm-up. Say the first two lines of the model talk (the worm farm talk) to your partner. Your partner checks with their ears and eyes: could they hear you? Did you look up at them? Was your pace steady? Then swap. Each partner gives one thing that worked and one dial to try, using the feedback stems.

## On your own

**Q7.** Choose a topic you know lots about — a pet, a sport, a place, a hobby. Fill in the talk plan frame below. Your plan needs: an opening with a greeting and a hook; two or three points, each with a fact; a source line for one fact; your signpost words; and a closing that sums up and says thank you.

### My talk plan

|                                  |  |
|----------------------------------|--|
| My topic                         |  |
| My audience and occasion         |  |
| Opening: greeting + hook + topic |  |
| Point 1 + a fact                 |  |
| Point 2 + a fact                 |  |
| Point 3 (optional) + a fact      |  |
| My source for one fact           |  |
| My signpost words                |  |
| Closing: sum up + thank you      |  |
| Something to show (optional)     |  |

Fill in the frame, then rehearse your talk with a partner.

*A blank planning frame titled 'My talk plan' with labelled rows for topic, audience and occasion, opening, points with facts, a source, signpost words, closing and something optional to show, each with a blank box to fill in*

**Q8.** Rehearse your Q7 talk with a partner — go around the loop at least twice. After each loop, your partner gives feedback with the stems, and you write down the one change you made.

**Q9.** This talk has no signpost words and no real closing. Add two signpost words where they help, and rewrite the last line as a proper closing (sum up + thank you). Here is the talk: “Our talk is about our class pet, a rabbit named Clover. Clover is soft and brown. She likes carrots and grass. She lives by the garden. That is my talk.”

**Q10.** Pick one short message, like “Our team won, and everyone played well.” Say it to two different audiences: the whole school at assembly, and your family at dinner. Write the two voice choices you changed, and the one thing that stayed the same.

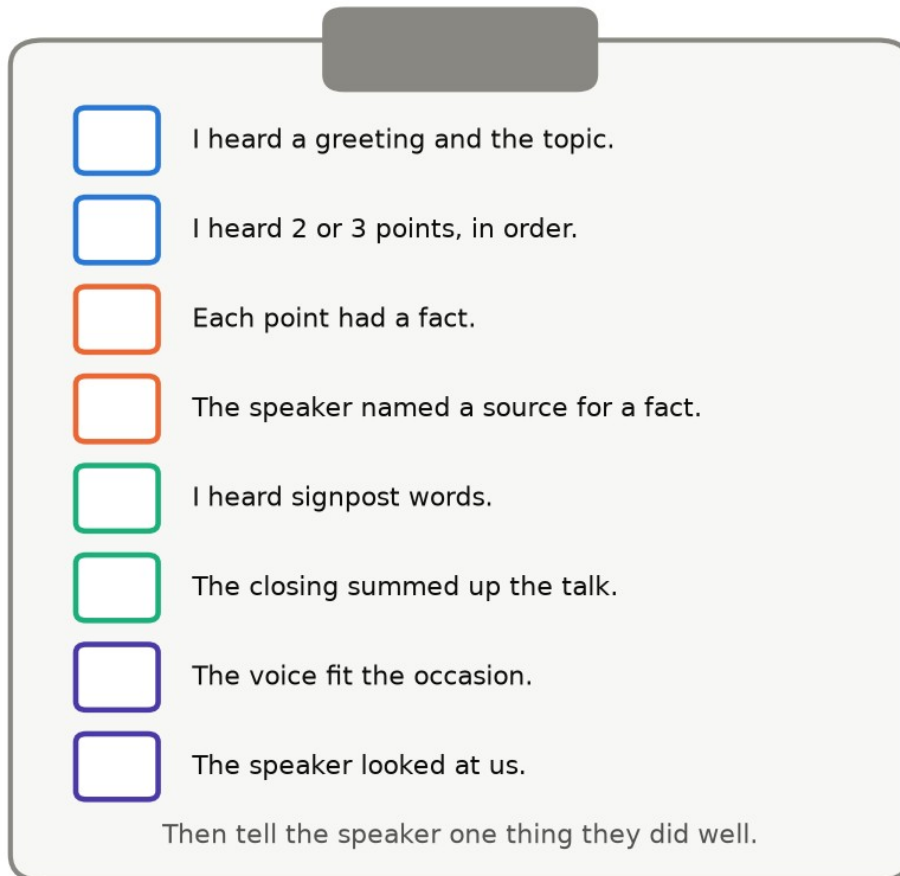
## Show what you know — the Speaking and Listening task

Plan and deliver a structured spoken text of 1 to 2 minutes to a small audience — your group or your class. You may hold up or show a poster, a drawing or a photo while you talk: something for your audience to look at.

Your talk must include: a greeting and your topic; two or three points in order; a fact with each point; one source line; signpost words; and a closing that sums up and thanks your audience. Your voice must fit the situation. Then deliver it: look up at your audience, and let your dials do their work.

Listeners, your job: tick the checklist as you listen, then tell the speaker one thing they did well.

### Listener checklist



- ☐ I heard a greeting and the topic.
- ☐ I heard 2 or 3 points, in order.
- ☐ Each point had a fact.
- ☐ The speaker named a source for a fact.
- ☐ I heard signpost words.
- ☐ The closing summed up the talk.
- ☐ The voice fit the occasion.
- ☐ The speaker looked at us.

Then tell the speaker one thing they did well.

*A clipboard checklist for listeners: I heard a greeting and the topic; I heard 2 or 3 points in order; each point had a fact; the speaker named a source for a fact; I heard signpost words; the closing summed up the talk; the voice fit the occasion; the speaker looked at us; then tell the speaker one thing they did well*

**Teacher note.** This is the section's assessed item, matched to the content description's Speaking and Listening mode: an observed or recorded spoken task. Observe against: a structured spoken text was delivered (greeting and topic, ordered points, closing); facts carried describing words and one source was named; signpost words guided the audience; voice features (volume, pitch, pace and tone) suited the situation; an optional poster, drawing or photo was used to help the audience. Mark the structure and the voice, not the topic chosen — two students with different topics both earn full marks if the shape and the voice are there. Observe or record; no written product is required.

## Answers

**Q1.** Opening: (b). Middle: (c), (e), (d), (f). Closing: (a).

**Q2.** (a) First — order. (b) Also — add more. (c) Next — order. (d) To finish — finish.

**Q3.** (a) volume, toward loud. (b) pace, toward slow. (c) tone, toward playful (and pitch may rise).

**Q4.** assembly → loud, steady, serious and warm; show-and-tell → soft, relaxed and playful; story to a little brother or sister → quiet, slow and warm; sports day races → loud, speedy and excited.

**Q5.** Tick: (a), (b), (d). No tick: (c) — a guess is not a fact. Source lines will vary, e.g. “We read in a library book that ...”.

**Q6.** Answers will vary. Check that each partner heard all three checks and gave feedback with the stems.

**Q7.** Answers will vary.

**Q8.** Answers will vary.

**Q9.** Answers will vary.

**Q10.** Answers will vary.

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## Worked answers

**Q1.** (b) is the opening — a greeting, a hook, and the topic. (c) and (e) and (d) are middle points, each starting with a signpost word and carrying a fact or describing words; (f) is also middle — it names the source of the idea. (a) is the closing — “to finish”, a sum-up and a thank you.

**Q2.** (a) “First” orders the points. (b) “Also” adds more. (c) “Next” orders the points. (d) “To finish” closes the talk.

**Q3.** (a) Zara’s volume was too quiet — move volume toward loud so the back row hears. (b) Noah’s pace was too fast — move pace toward slow so listeners can think. (c) Priya’s tone was flat for a funny story — move tone toward playful, and let pitch rise on the funny parts.

**Q4.** A whole-school assembly is formal: loud, steady, serious and warm. Your own group is informal: soft, relaxed and playful. A bedtime story wants quiet, slow and warm. Calling races to the whole school wants loud, speedy and excited.

**Q5.** (a) Tick — we counted it ourselves: “Our class survey found that ...”. (b) Tick — a library book is a trusted source: “We read in a book that ...”. (d) Tick — a website your teacher uses is a trusted source: “Our teacher’s website says ...”. (c) No tick — a guess is not a fact, however fast the cheetah might be.

**Q6.** A model pair: the speaker says the two lines, looks up, and keeps a steady pace; the partner says “I could hear you because your volume was strong” and “next time, try looking up at us at the end of each line”. Then they swap.

**Q7.** A model plan (topic: my dog Bindi). Topic: my dog Bindi. Audience and occasion: my group, in class. Opening: “Good morning! Did you know a dog can smell much, much better than you can?” Hook + topic. Point 1 + fact: Bindi is 3 years old. Point 2 + fact: she can sit, stay and shake hands. Source: “Our family vet wrote her age in her book.” Signposts: first, also, to finish. Closing: “To finish, Bindi is 3, she knows three tricks, and she is the best walker in our street. Thank you for listening.” Something to show: a photo of Bindi.

**Q8.** A model change log: loop 1 feedback — “try a slower pace on your facts” → change made: slowed down on the two facts. Loop 2 feedback — “your volume was strong” → no change needed; kept it.

**Q9.** A model fix. Signposts added: “First, Clover is soft and brown.” and “Also, she likes carrots and grass.” New closing: “To finish, Clover is a soft brown rabbit who loves carrots, and she makes our class smile. Thank you for listening.”

**Q10.** A model answer. Assembly voice: volume loud so the whole school hears, pace steady, tone serious and warm. Dinner voice: volume soft, pace relaxed, tone playful. What stayed the same: the message, and the shape of the talk (a tiny opening, one point, a tiny closing).

## Texts in context: comparing texts from different times

This section owns **VC2E4LY07** and draws on **VC2E4LY07.E01** and **VC2E4LY07.E02**. It feeds both Level 4 standards: the Speaking and Listening standard (“When speaking to an audience, students deliver structured spoken texts ... They use language suitable to context, and appropriate features of voice.”) and the Writing standard (“When creating written and spoken texts for a small range of purposes and audiences, students adapt ideas and details from texts ... They use text structures to sequence and connect ideas and to develop paragraphs.”).

**Curriculum focus** — This section teaches **VC2E4LY07** (Victorian Curriculum F–10 Version 2.0, English, Level 4 — Literacy, Texts in context):

*“compare how texts from different times, with similar purposes and audiences, depict ideas or events”*

It draws on the elaboration ids below. These ids join this section to the question bank and to coverage checks. They are examples of the content description, not a lesson list (TOC D7):

- **VC2E4LY07.E01** — “viewing documentaries and news footage from different periods and comparing the purpose and audience, for example coverage of major sporting events”
- **VC2E4LY07.E02** — “comparing the texts used to communicate between family members, noting similarities and differences as a result of changing technology”

*Achievement standard, Speaking and Listening (Level 4):* “When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They use language suitable to context, and appropriate features of voice.”

*Achievement standard, Writing (Level 4):* “When creating written and spoken texts for a small range of purposes and audiences, students adapt ideas and details from texts, learnt topics or topics of interest, and include appropriate multimodal elements. They edit their texts to improve content and structure. They use text structures to sequence and connect ideas and to develop paragraphs. They use grammar and punctuation to create relationships, including through the use of tense. They expand their vocabulary, such as through using synonyms and antonyms, and they use adverbial phrases to build meaning. They explore language features, including wordplay. They write texts using clearly formed joined letters with developing fluency. They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.”

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### Let's learn

#### Part 1 — Texts come from times

Every day you read, hear and look at texts. A **text** is anything written, spoken or shown that carries meaning. A book is a text. A poster is a text. So is a talk, a song, or a page on a screen.

Every text comes from somewhere. Someone made it, at some time, for some people. Some texts are old. Your great-grandparents grew up with them. Some are new. You looked at one this morning. In this section you will look at pairs of texts made at different times. You will find what is the same, what is different, and think about why.

The Year 4 English plan says texts **depict** ideas or events. The plan does not say exactly what *depict* means, so in this section, to *depict* means **to show or tell about something**. A report about a sports day shows, or tells about, the sports day. That is what it depicts.

Here are the six words that do the work in this section.

## The words you will use

Each word keeps the same meaning all the way through this section.

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| <b>text</b>       | anything written, spoken or shown that carries meaning |
| <b>purpose</b>    | the job a text is doing                                |
| <b>audience</b>   | the people a text is made for                          |
| <b>compare</b>    | to look for what is the same AND what is different     |
| <b>depict</b>     | to show or tell about something                        |
| <b>technology</b> | the tools and machines people make and use             |

*A word bank of six words — text, purpose, audience, compare, depict and technology — each with a short meaning*

*Why a meanings box?* The Victorian Curriculum uses words like *purpose*, *audience* and *depict* but does not give exact meanings for them. So this book gives them the meanings in the box above, and every task in this section can be answered using those meanings alone.

### Part 2 — Ask the two questions first

To **compare** means to look for what is the same AND what is different. Before you compare two texts, ask two questions about each one.

**Question 1: what job is the text doing?** The job is its **purpose**. A text can tell news. It can ask you to come somewhere. It can teach you something, or make you laugh.

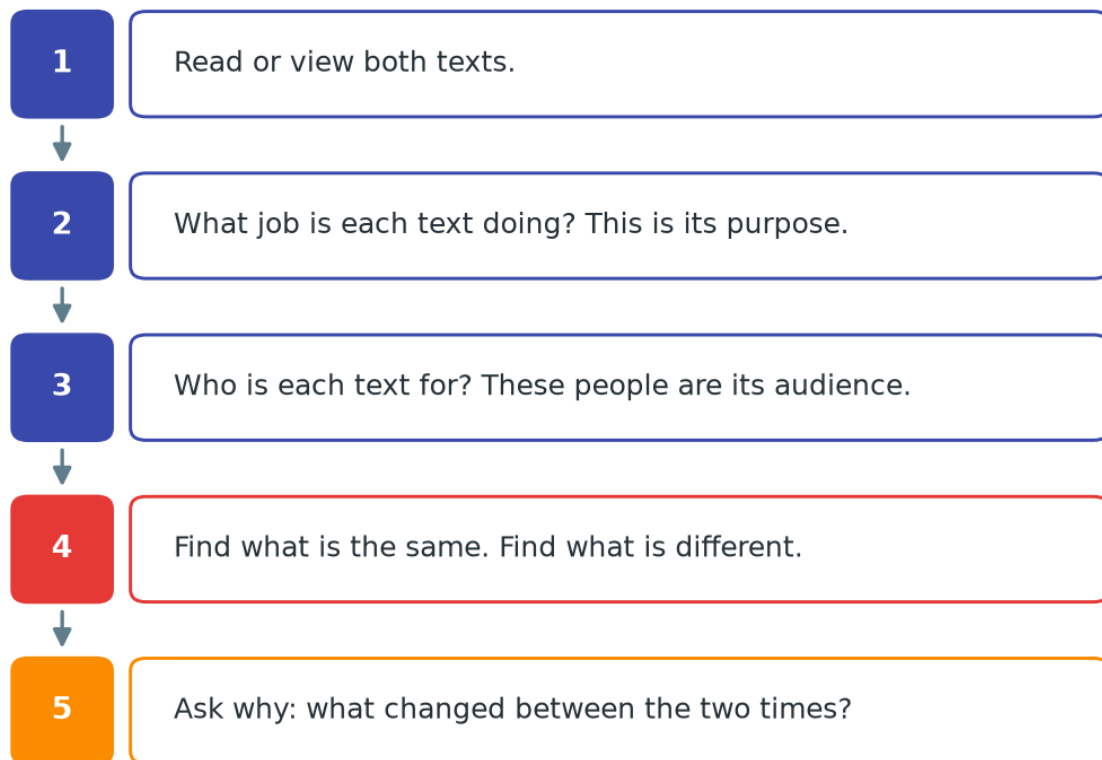
**Question 2: who is the text for?** The people it is made for are its **audience**. A school news page is for the school families. A birthday card is for one person.

You met *purpose* and *audience* earlier in this book. Here they do the main work again. Two texts can have the same purpose and the same audience and still look very different. That happens when they come from different times.

### Part 3 — The five steps

Here is how we compare two texts from different times in this section.

## How to compare two texts from different times



*Five numbered steps for comparing two texts from different times: read or view both texts; ask what job each text is doing; ask who each text is for; find what is the same and what is different; then ask why something changed*

### **Part 4 — Pair A: two reports of the same sports day**

Read the two texts below. Both are **news reports** — texts that tell people what happened. Both report a sports day at the same school, Wattle Creek Primary. One was printed in a newspaper in 1966. One went up on the school web page this year.

**About these texts.** Every text on these pages was written for this book. The school, the newspaper, the web page and the people are made up. No real paper or website is copied here.

## THE WATTLE CREEK COURIER

Friday 25 November 1966

### SPORTS DAY AT WATTLE CREEK PRIMARY

*by E. Hall, reporter*

Yesterday, the pupils of Wattle Creek Primary School held their sports day on the school ground. The sun shone, and many families came to watch.

The Grade 4 relay was the race of the day, and the egg-and-spoon race made the crowd laugh out loud.

Margaret Doyle, of Grade 4, won the red ribbon for the hop, skip and jump.

The head teacher, Mr Ford, gave out the cups and said it was a fine day for the school. The Parents Club sold cakes and cups of tea.

Sports day will be held again next year.

Printed in a newspaper the next day. No photos. No video.

*A model text set out like an old newspaper page from 1966, with a report about sports day at Wattle Creek Primary School*

The school web page — School News

## Sports day fun in the sun!

by the Room 4 reporting team · posted Wednesday 25 November 2026

What a day! Our sports day was on the school oval, and it was full of fun.

Every class ran in the relay races. The egg-and-spoon race made everyone laugh.

Watch the video of the big race on the school page!

'I practised every day at lunch,' said Priya from Room 4.

The winning team was Kestrel House. Well done, everyone!

PHOTO

PHOTO

*Photos by the Room 4 team*

Posted on the school web page the same day — with photos and a video.

*A model text set out like a school web page from 2026, with a report about the same sports day, plus photos and a video*

Same school. Same races. Same families to read about them. But what different pages!

### **Part 5 — Pair B: two family messages**

Now look at two family messages. In 1974, a girl called Ada wrote a letter to her cousin Ruth. Today, a boy called Leo sends text messages to his grandma. Both texts do the same job: they help a family plan a visit.

**A text from long ago — 1974**

12 Elm Street, Wattle Creek

8 January 1974

Dear Ruth,

How are you? I am fine. Mum says you can come and stay with us in the July holidays! We can ride our bikes and build a camp in the back yard. Dad says he will take us to the show.

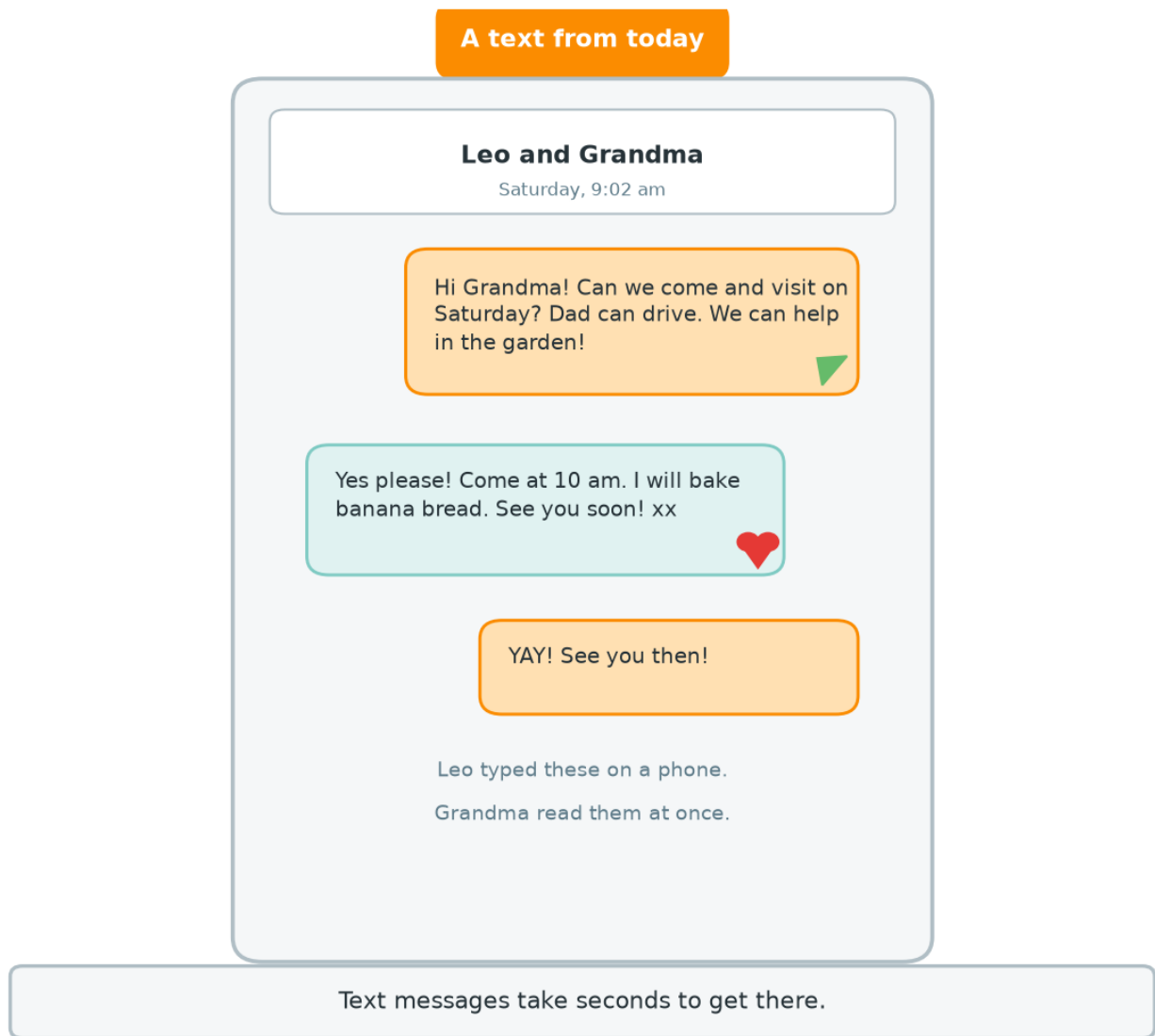
Please write back soon and tell me your news. I cannot wait to see you.

Love from your cousin,

Ada

Ada's letter took three days to get to Ruth by post.

*A model text set out like a handwritten letter from 1974, in which a girl called Ada asks her cousin Ruth to visit in the July holidays*

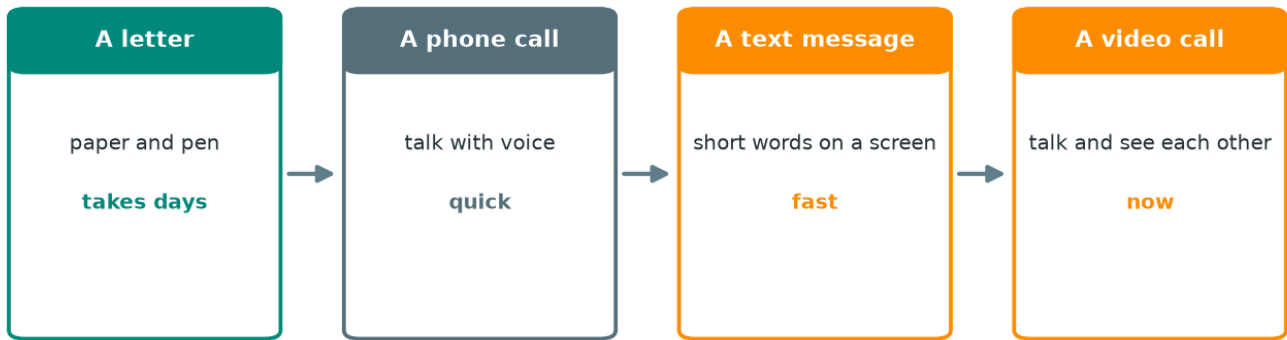


*A model text set out like a phone chat between Leo and his grandma, planning a visit for Saturday*

**Technology** is the tools and machines people make and use. A pen is a tool. So is a phone. The next picture shows how family messages have changed as technology changed.

Family messages ride on changing technology

The same job — to talk with the people we love. What changes is how.



New tools did not change why families write to each other. They changed how.

Four cards in a row with arrows between them: a letter, a phone call, a text message and a video call, showing how family messages have changed

The job stays the same — to talk with the people we love. What changes is how.

Worked examples

Example 1 — with help

How do the two sports day reports compare? Follow the five steps.

| Step                                    | A good answer                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Read or view both texts.             | Done — the newspaper report from 1966 and the web page from now.                                                                                                                                                                                                                                                                                                                                                  |
| 2. What job is each text doing?         | Both are news reports. Both tell people what happened on sports day. Same purpose.                                                                                                                                                                                                                                                                                                                                |
| 3. Who is each text for?                | Both are for the families of the school. Same audience.                                                                                                                                                                                                                                                                                                                                                           |
| 4. What is the same? What is different? | Same: both name the races and the winners. Both use past-tense verbs: <i>held, ran, was</i> . Different: the old report is on paper, with no photos; the new report is on a screen, with photos and a video. The old report uses careful, formal words like <i>pupils</i> ; the new report uses friendly words like <i>What a day!</i> The old report came out the next day; the new report went up the same day. |
| 5. Why?                                 | Technology changed. Now we have cameras, the internet and screens, so a report can go up on the same day, with photos and a video.                                                                                                                                                                                                                                                                                |

Here is the same compare in one picture.

## The two sports reports, side by side

| WHAT IS THE SAME                           | WHAT IS DIFFERENT                                                      |
|--------------------------------------------|------------------------------------------------------------------------|
| Both tell what happened on sports day.     | Old: on paper, in a newspaper.<br>New: on a screen, on a web page.     |
| Both are for the families of the school.   | Old: no photos.<br>New: photos and a video.                            |
| Both name the races and the winners.       | Old: formal words — pupils, held.<br>New: friendly words — What a day! |
| Both use past-tense verbs: held, ran, was. | Old: printed the next day.<br>New: posted the same day.                |

**Why? Between 1966 and now, technology changed: cameras, the internet and screens.**

*A table with two columns — what is the same and what is different — listing four things the two sports reports share and four ways they differ*

*Pupils* is an older word for students. The word itself is a clue to the time.

### Example 2 — with help

**How do the two family messages compare?**

| Step                                    | A good answer                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. What job is each text doing?         | Both help a family plan a visit. Ada asks Ruth to come and stay. Leo asks Grandma about Saturday. Same purpose.                                                                                                                                                                                                                                                     |
| 3. Who is each text for?                | Family. Ada writes to her cousin. Leo writes to his grandma. Same kind of audience.                                                                                                                                                                                                                                                                                 |
| 4. What is the same? What is different? | Same: both ask about a visit, and both get a yes. Both end with love — Ada signs off <i>Love from your cousin</i> , and Grandma sends a love heart. Different: Ada's letter is on paper, written with a pen, and it took three days to get to Ruth. Leo's messages are on a phone and took seconds. Ada writes long, full sentences. Leo's chat is short and quick. |
| 5. Why?                                 | Technology changed. With phones and the internet, a question and its answer can fly from one to the other in one morning.                                                                                                                                                                                                                                           |

Same purpose, same audience, different times — and you can see the times in the texts.

---

## Practice questions

### With help

**Q1.** Fill in the table for the two sports reports.

| Question                            | The 1966 report | The report now |
|-------------------------------------|-----------------|----------------|
| What job is the text doing?         |                 |                |
| Who is the text for (its audience)? |                 |                |

**Q2.** Put each thing into the right column: *old report only*, *new report only*, or *both*.

- (a) the egg-and-spoon race
- (b) a video of the race
- (c) photos
- (d) the winners named
- (e) the words *What a day!*
- (f) past-tense verbs

**Q3.** Finish the sentences about the family messages.

- (a) Both texts help a family to \_\_\_\_\_.
- (b) Ada's letter took \_\_\_\_\_ to get to Ruth, but Leo's messages took \_\_\_\_\_.
- (c) Ada wrote with a \_\_\_\_\_, and Leo typed on a \_\_\_\_\_.

**Q4.** Which text is it? Write **A** (the 1966 report), **B** (the web page now), **C** (the 1974 letter) or **D** (the phone chat now).

- (a) It has a stamp and an address.
- (b) It was printed in a newspaper the day after the event.
- (c) It has chat bubbles and a love heart.
- (d) It has photos and a video.
- (e) It says *I cannot wait to see you*.
- (f) It says *What a day!*

**Q5.** The table starts the compare for the two sports reports. Add one more same, one more different, and one *why* of your own.

Compare the two sports reports

|           |                                                                               |
|-----------|-------------------------------------------------------------------------------|
| Same      | Both name the winners. Your turn:                                             |
| Different | One is on paper; the other is on a screen. Your turn:                         |
| Why       | Technology changed. Your turn — name one thing we have now that 1966 did not: |

**Q6.** With a partner, compare the two family messages. Use the talk frame. Then share one idea with the class. Start with *Both texts* ...

### Talk frame — compare two texts

Take turns. Say your sentence, then give a reason.

Both texts are for ...

Both texts do the job of ...

The old text ..., but the new text ...

One thing that changed is ...

I think it changed because ...

**Try to use the words purpose, audience and technology.**

*A talk frame with five sentence starters for comparing two texts: both texts are for, both texts do the job of, the old text but the new text, one thing that changed is, I think it changed because*

## On your own

**Q7.** Read the two notices. Then answer (a) to (d).

### Notice 1 — on a tree near the park, 1988

LOST DOG. Black dog with a white spot. Answers to the name Bindi. Last seen near the park gate on Tuesday. Please call 555 2148. — Sam

### Notice 2 — on the town page, today

LOST DOG! Our dog Bindi is missing. She is black with a white spot. Last seen near the park gate. If you see her, please message us now. Share this post to help us find her! — Sam

- (a) What job do both texts do?
- (b) Who are both texts for?
- (c) Write one thing that is the same and one thing that is different.
- (d) Why is that thing different?

**Q8.** Choose any two texts from this section. Write one thing that is the same and one thing that is different. Use the word *purpose*, *audience* or *technology*.

**Q9.** Think about how your family talks with someone who lives far away. Write two sentences about it. Then write one thing that is the same as Ada's letter, and one thing that is different.

**Q10.** Why do texts that do the same job change over time? Talk with a partner first. Then write one or two sentences.

---

## Talk and write task — show what you know

Read the two invitations below. Both are for the same kind of event — a school concert at Wattle Creek Primary. One was printed in 1978. One is on the school page now.

**WATTLE CREEK PRIMARY SCHOOL**

*You are invited to our*

**SCHOOL CONCERT**

---

Friday 8 December 1978

at 7 o'clock in the evening

in the School Hall

The pupils will sing songs, act in plays and dance.

Please bring your own chair.

The Parents Club will sell tea and cake.

A printed card. It went home in school bags.

*A model text set out like a printed invitation card from 1978, inviting families to the school concert*

An invitation from today — 2026

the school page

**You're invited!**

**WATTLE CREEK PRIMARY CONCERT**

Friday 4 December 2026 · 6:30 pm · School Hall

Come and watch Room 4 sing, dance and act!

Doors open at 6 pm.

**Tap YES if you can come — by Friday please**

Can't make it? Watch the concert live on the school page!

A digital invitation. Families tap to reply.

*A model text set out like a digital invitation from 2026, inviting families to the school concert on the school page*

**Part A — Talk.** With a partner, compare the two invitations out loud. Use the talk frame from Q6. Say: the purpose of each text; the audience of each text; one thing that is the same; one thing that is different; and one reason why something is different. Take turns. About one minute each. Listeners, tick each part you hear.

**Part B — Write.** Now write one paragraph of four to six sentences that compares the two invitations. Include one thing that is the same, one thing that is different, and one reason. Start with a sentence that names both texts, like: *The two invitations do the same job, but ...*

**Teacher note.** This is the section's assessed item, matched to both modes of the content description (Speaking and Listening, Writing). Part A is observed or recorded: check that the student names the purpose of each text, names the audience, gives one same and one different with a reason, uses language suitable to the task, and takes turns clearly. Part B is a written product scored against the Writing paragraph of the Level 4 achievement standard: a paragraph that sequences and connects ideas (using *and*, *but*, *because*), past tense for the older text, one same, one different and one reason. Mark the quality of the reasoning, not the reasons chosen — two students giving different reasons both earn full marks if each gives a real reason.

## Answers

- Q1.** Both: to tell people what happened on sports day. Both: the families of the school.
- Q2.** (a) both (b) new report only (c) new report only (d) both (e) new report only (f) both.
- Q3.** (a) plan a visit (b) three days; seconds (c) pen; phone.
- Q4.** (a) C (b) A (c) D (d) B (e) C (f) B.
- Q5.** Answers will vary.
- Q6.** Answers will vary.
- Q7.** Answers will vary.
- Q8.** Answers will vary.
- Q9.** Answers will vary.
- Q10.** Answers will vary.
- 

## Full answers

- Q1.** Job: both texts tell readers what happened on sports day — they are news reports. Audience: both are for the families and friends of Wattle Creek Primary.
- Q2.** (a) both — both reports name the egg-and-spoon race. (b) new report only — the 1966 paper had no video. (c) new report only — no photos in 1966. (d) both — Margaret Doyle in 1966; Kestrel House now. (e) new report only — the old report uses formal words. (f) both — *held, ran, was* in both.
- Q3.** (a) plan a visit. (b) three days; seconds. (c) pen; phone.
- Q4.** (a) C — a letter has a stamp and an address. (b) A — newspapers are printed, and this one came out the day after. (c) D — chat bubbles live on a phone. (d) B — the web page carries photos and a video. (e) C — Ada writes it in her letter. (f) B — the web page uses friendly words.
- Q5.** Model answer. Same: both are about one school's sports day. Different: the old report names one child winner; the new report names a winning house. Why: now the school has cameras, the internet and screens, so the report can go up the same day.
- Q6.** Model pair talk: *Both texts help a family plan a visit. The old text is a letter, but the new text is a phone chat. One thing that changed is the speed. I think it changed because phones and the internet are faster than the post.*
- Q7.** (a) Both texts ask people to help find a lost dog. (b) Both are for the people who live near the park — the town. (c) Same: both describe Bindi the same way, and both say where she was last seen. Different: Notice 1 asks people to call a phone number; Notice 2 asks people to message and to share the post. (d) In 1988 there was no town page to share a post on. Technology changed.
- Q8.** Model answer: *The 1966 report and the 1978 invitation have different purposes. One tells news; the other asks families to come to the concert. But both are for the school families, and both are on paper because that is the technology of their time.*
- Q9.** Model answer: *My grandma lives far away. Mum sends her photos and messages on the phone. The same thing as Ada's letter: we ask Grandma to visit us in the holidays. The different thing: her answer comes back in seconds, not days.*
- Q10.** Model answer: *The job of a text stays the same, but the tools change. When new tools like phones and the internet come along, texts use them, so they look different — faster, shorter, and with photos and video.*
-

## Check yourself

### Check yourself

☐

Can you say what job a text is doing? (This is its purpose.)

☐

Can you say who a text is for? (These people are its audience.)

☐

Can you find what is the same in two texts from different times?

☐

Can you find what is different?

☐

Can you say why something is different?

*A checklist of five questions for checking what you can do now: say what job a text is doing; say who a text is for; find what is the same in two texts from different times; find what is different; say why something is different*

# Characteristic features of texts for purpose and audience

## Chapter 5 · Section 5D · Reading and Viewing

**Content description — VC2E4LY08 (Reading and Viewing).** Students learn to: *identify the characteristic features used in different types of texts to meet the purpose and audience of the text.*

**.E01.** This may involve students: *identifying how authors use language to create imaginary worlds.*

**.E02.** This may involve students: *identifying how authors use techniques, such as headings, italics and bold text, to support readers or viewers to navigate specific texts.*

**.E03.** This may involve students: *identifying visual features such as images and layout used in informative texts to complement, add to or shape understanding of a topic.*

---

## Teaching sequence

### 1. Every text is made for a job, for someone

Texts do not just appear. Someone makes them, and they make them for a reason.

**Purpose** is the reason a text is made. A fact page is made to teach. A story is made to be read for fun. A poster might be made to get you to do something.

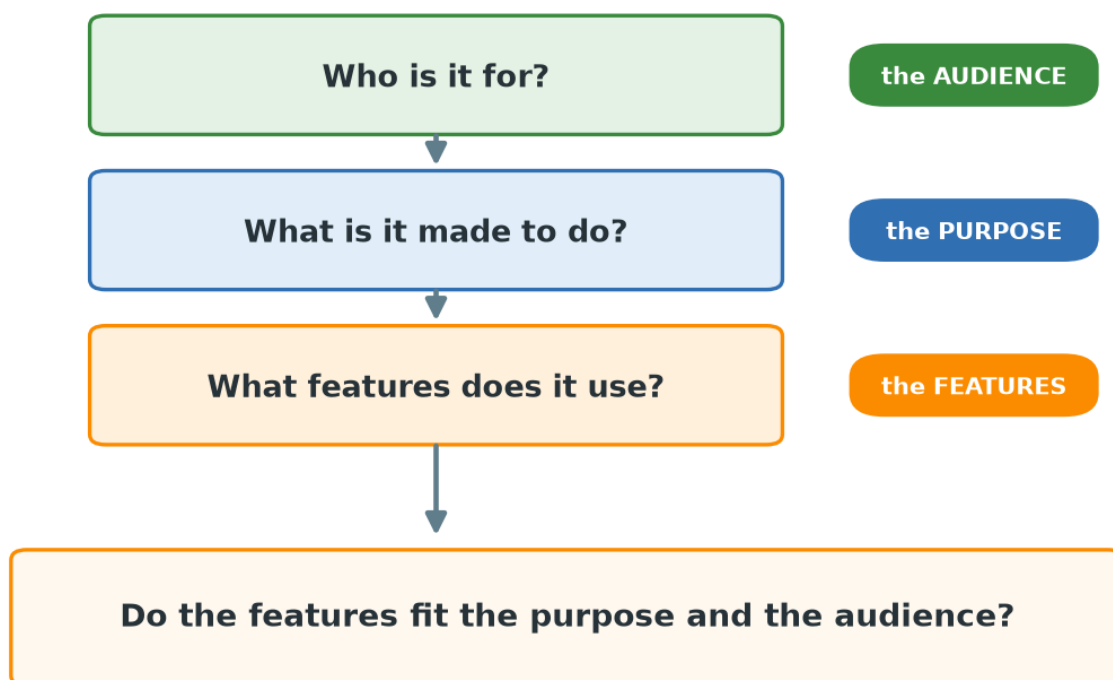
**Audience** is the person or people a text is made for. A picture book for little kids has little kids for its audience. A note about money might have grown-ups for its audience.

A **feature** is a part of a text you can point to. It might be a kind of word the writer picks. It might be the way the print looks. It might be a part you can see, like a picture.

**About this term.** The Victorian Curriculum uses the term *characteristic features* but does not define it. In this section, *characteristic features* means the features you would expect to find in a type of text, because they help that type of text do its job. Every task in this section uses the term in this way.

A feature-spotter asks three questions about every text, then asks the big one: do the features fit?

## Ask three questions about every text



*A text is made by someone, for someone, to do a job. Its features are how it does that job.*

*A flow chart with three question boxes and a final box. The first box asks Who is it for? and is tagged the audience. The second box asks What is it made to do? and is tagged the purpose. The third box asks What features does it use? and is tagged the features. Arrows lead down to the final box, which asks Do the features fit the purpose and the audience?*

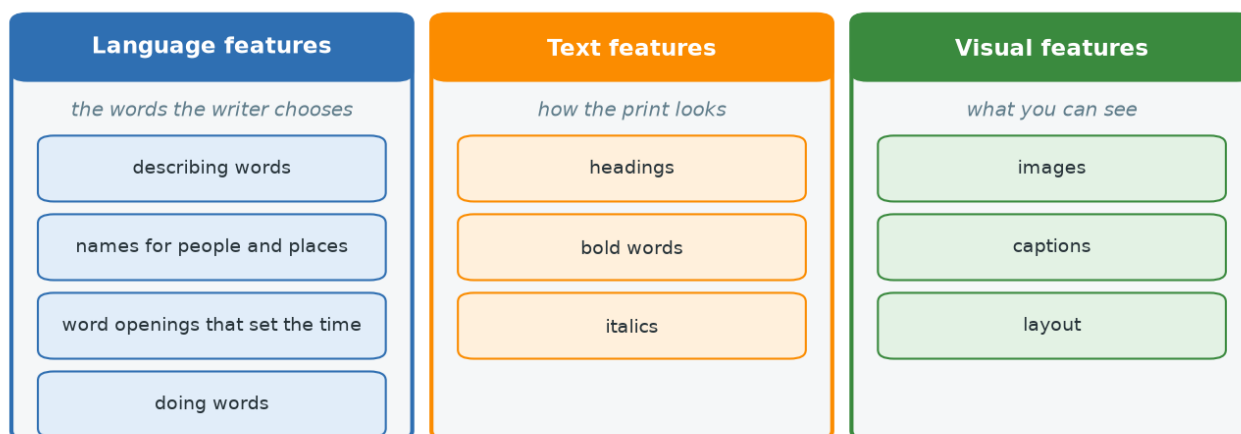
## 2. Three families of features

Features come in three families.

- **Language features** are the words the writer chooses — describing words, names for people and places, doing words, and word openings that set the time.
- **Text features** are the way the print looks — headings, bold words and italics.
- **Visual features** are the parts you can see — images, captions and the layout.

A **caption** is the words beside or under a picture. It tells you what the picture shows. The **layout** is the way everything is placed on the page or screen.

## Three families of features



*Every text mixes features from these families. A feature-spotter can name the family each one comes from.*

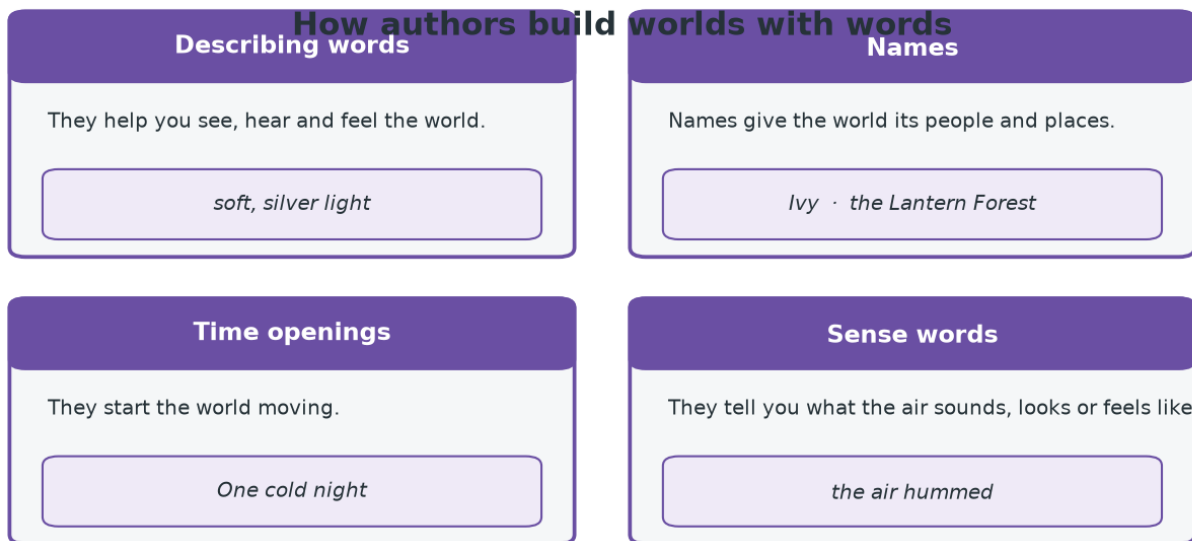
*A table of three columns, one for each family of features. The language features column lists describing words, names for people and places, word openings that set the time, and doing words. The text features column lists headings, bold words and italics. The visual features column lists images, captions and layout.*

Most texts mix features from more than one family. A fact page uses words, print and pictures all at once.

### 3. Stories: words that build worlds

Some stories take you to a place that is not real. An imaginary world is a place a writer makes up. It is not real, but the words help you see it and feel like you are inside it. Authors use language to build these worlds. Here are four tools from the world-builder's kit.

- **Names** give the world its people and places.
- **Describing words** help you see, hear and feel the place.
- **Sense words** tell you what the air sounds like, or what the light looks like.
- **Time openings** start the world moving, like *One cold night*.



*From the model story 'The Lantern Forest', written for this book.*

Four cards showing how authors build imaginary worlds with words. The names card gives the examples *Ivy* and *the Lantern Forest*. The describing words card gives *soft, silver light*. The sense words card gives *the air hummed*. The time openings card gives *One cold night*.

A story like this is made to be read for fun, and its audience picks it up for fun. So it spends its words on the world. You will not find many headings or bold words inside a story — those belong to texts that teach.

#### **4. Print features that help readers find their way**

Texts that teach are built in parts, and readers need to find their way around those parts. Three print features do that job.

- A **heading** is the big words at the top of a part of the text. It tells you what that part is about, so your eye can jump to it.
- **Bold words** are printed darker and thicker than the words around them. They mark a new or important word.
- **Italics** are words that lean to one side. They point out a special word.

## Print features and their jobs

| What it looks like     | Feature                                        | Its job                           |
|------------------------|------------------------------------------------|-----------------------------------|
| Where do they live?    | heading<br>big words at the top of a part      | tells you what that part is about |
| <b>Little penguins</b> | bold words<br>words printed darker and thicker | marks a new or important word     |
| <i>waddle</i>          | italics<br>words that lean to one side         | points out a special word         |

*Writers pick these features to help readers find their way around a text.*

*A table of three print features. The first row shows the heading **Where do they live?** and says a heading is big words at the top of a part, and its job is to tell you what that part is about. The second row shows the bold words **Little penguins** and says bold words are darker and thicker, and they mark a new or important word. The third row shows the word *waddle* in italics and says italics lean to one side and point out a special word.*

These features help you **navigate** a text. To navigate means to find your way around. (You met this idea in Section 1E, where you looked at how readers find their way around books and sites.)

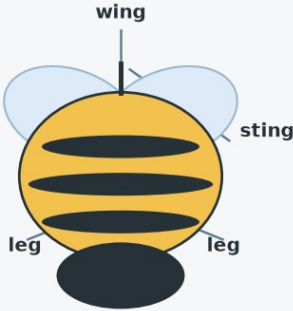
The features a text uses fit its readers. An informative book for readers your age keeps its parts short and puts a heading on each one, so you can find your way fast. A page for grown-ups might run on and on with no headings at all. Same topic — different audience, different features.

### 5. Informative texts: images and layout

An **informative text** is a text that teaches you about a topic. In informative texts, images and layout are not just there to look nice. They do jobs.

Images do three big jobs. They can **match the words**, by showing what the words say. They can **add new information**, with labels that tell you things the words do not say. And they can **shape how you feel**, by making a thing look big, close, funny or scary.

## Three jobs that images do

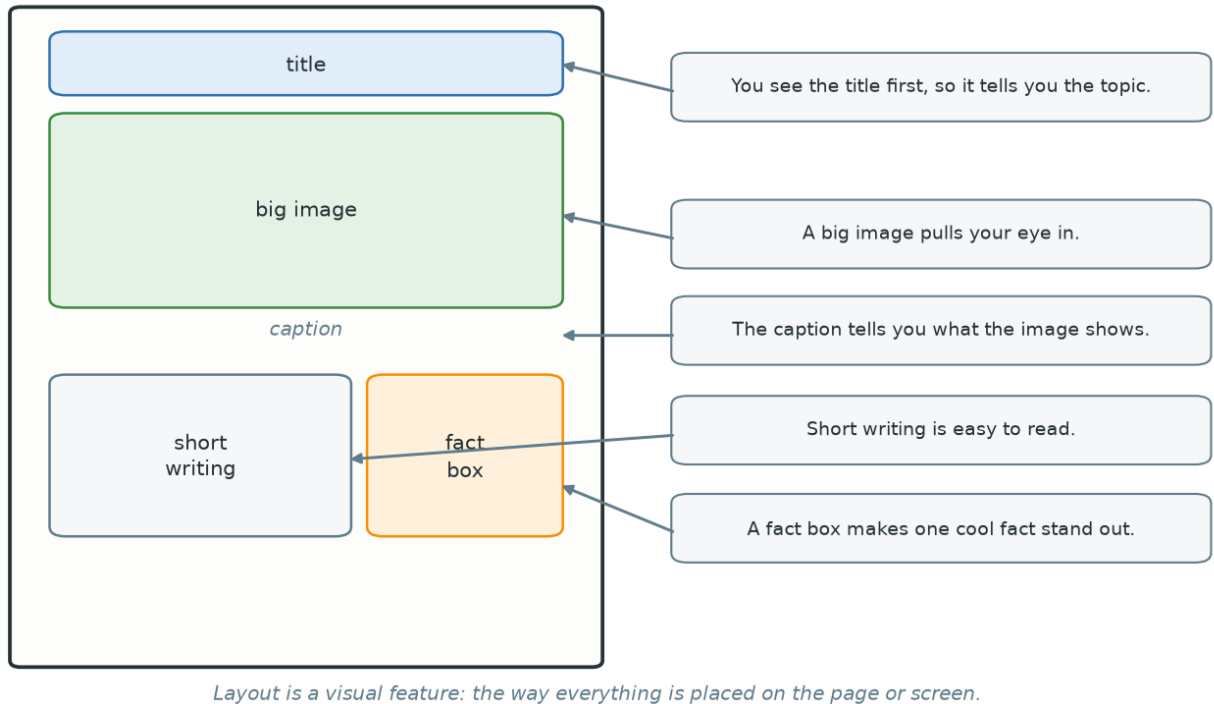
| Match the words                                                                   | Add new information                                                                | Shape how you feel                                                                      |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|  |  |      |
| <p>"Bees have stripes."</p> <p><i>The picture shows what the words say.</i></p>   | <p><i>Labels tell you things the words do not say.</i></p>                         | <p><b>Watch out!</b></p> <p><i>Size and colour make you sit up and take notice.</i></p> |

*In informative texts, images work with the words — they never just fill space.*

*Three cards showing the jobs images do. The first card shows a bee with stripes under the words *Bees have stripes*, to match the words. The second card shows a bee with labels for its wing, its legs and its sting, to add new information. The third card shows one huge bee with the words *Watch out!*, to shape how you feel.*

Layout does a job too. Look at the page plan in the next figure. The title sits up top, because you see it first and it tells you the topic. A big image pulls your eye in. The caption sits under the image and tells you what it shows. The writing stays short. A fact box makes one cool fact stand out.

## Layout: where things go, and why



*A plan of an informative page. Boxes show where things go: the title at the top, a big image with a caption under it, short writing, and a fact box at the side. Beside each box is the reason it sits there: the title is seen first, a big image pulls your eye in, the caption tells what the image shows, short writing is easy to read, and a fact box makes one cool fact stand out.*

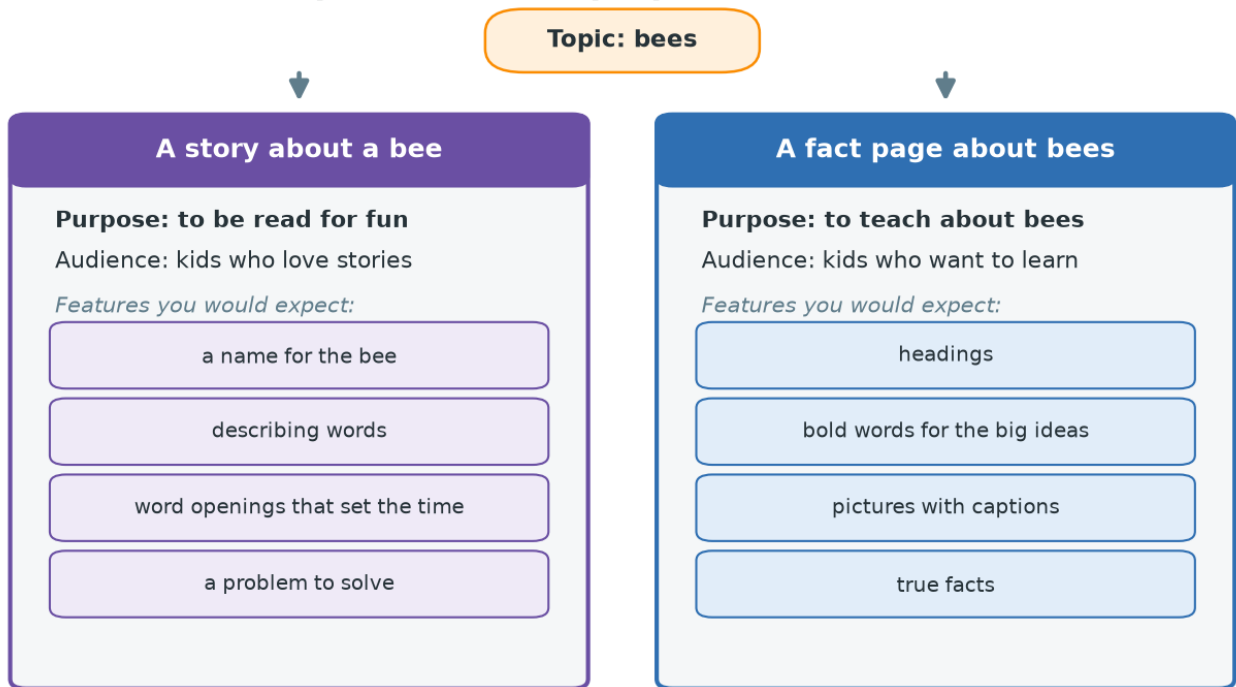
The picture and the words work with each other. The curriculum says the images *complement* the words — they work with them to help you understand the topic.

### 6. Do the features fit?

Now the big question: do the features fit the purpose and the audience?

Look at two texts about bees. The story is made to be read for fun, for kids who love stories. The fact page is made to teach, for kids who want to learn. Same topic — but each text uses the features that fit its own job and its own readers.

## Same topic — different purpose, different features



*Same topic, but each text is made for a different job and a different reader — so each one uses different features.*

*Two cards about the same topic, bees. The left card is a story about a bee, made to be read for fun, for kids who love stories; its expected features are a name for the bee, describing words, word openings that set the time, and a problem to solve. The right card is a fact page about bees, made to teach, for kids who want to learn; its expected features are headings, bold words for the big ideas, pictures with captions, and true facts.*

The same is true for every text type. A feature is not good or bad on its own. A name for a bee is perfect in a story and odd on a fact page. A heading is perfect on a fact page and odd in the middle of a story. Fit is what matters.

## Which features fit which texts?

| Feature                     | a story   | a fact page | a poster  |
|-----------------------------|-----------|-------------|-----------|
| names for people and places | ✓         | ✗           | ✗         |
| describing words            | ✓         | sometimes   | sometimes |
| headings                    | ✗         | ✓           | ✓         |
| bold words                  | ✗         | ✓           | ✓         |
| pictures with captions      | sometimes | ✓           | ✓         |
| a few big, short words      | ✗         | sometimes   | ✓         |

A tick means you would expect the feature. 'Sometimes' means it can fit if it helps the text do its job.

A table of which features fit which texts. The columns are a story, a fact page and a poster. The rows are names for people and places, describing words, headings, bold words, pictures with captions, and a few big short words. Ticks and crosses show where each feature is expected, with sometimes where it can fit.

Use this checklist whenever you meet a new text.

## Your feature-spotting checklist

|                          |                                                       |
|--------------------------|-------------------------------------------------------|
| <input type="checkbox"/> | Who is this text for?                                 |
| <input type="checkbox"/> | What is it made to do?                                |
| <input type="checkbox"/> | What features does it use? (words · print · pictures) |
| <input type="checkbox"/> | Do the features fit the purpose and the audience?     |

*Ask all four questions about any text — a book, a poster, a page on a screen.*

*A checklist with four boxes to tick: Who is this text for? What is it made to do? What features does it use? (words, print, pictures). Do the features fit the purpose and the audience?*

### 7. Two views: words or pictures?

Readers and writers do not all agree about which features matter most. Here are two views, each given in its strongest form.

**View 1 — the words do the real work.** People who hold this view say: the words carry the facts and the story. A good reader makes their own pictures in their head as they read. If the words are strong, the page needs nothing else.

**View 2 — the pictures do the real work.** People who hold this view say: one image can show you a thing in one look that words take a whole page to tell. The layout tells your eye where to start and what matters. For many readers, the picture is the door into the text.

**Both views have strong points.** The words carry the facts and the story, and the pictures and the layout pull you in and show you things fast. A feature-spotter does not pick a side. They ask what each part does for the purpose and the audience.

**Think about it.** Give one strong point for each view. Which features did you think about?

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### Worked examples

#### **Worked example 1 (with support) — a story that builds a world**

Look at the model story *The Lantern Forest*. It was written for this book.

## The Lantern Forest

One cold night, Ivy stepped into the Lantern Forest. Soft, silver light hung from the trees like little lamps. The air hummed with a low, warm song.

Somewhere in the dark, something small was watching. Ivy held her breath and took one step in.

*The story was written for this book.*

A model story page from a book, titled *The Lantern Forest*. The story begins *One cold night, Ivy stepped into the Lantern Forest*, and goes on to describe *soft, silver light* and *air that hummed with a low, warm song*. A note says *the story was written for this book*.

An imaginary world is built with language features. Watch how a reader spots them.

| Step | What the reader notices                                                         | Feature          | How it builds the world                                                   |
|------|---------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------|
| 1    | The story names a person, <i>Ivy</i> , and a place, <i>the Lantern Forest</i> . | Names            | The names make the world feel like a real place with a real person in it. |
| 2    | The light is <i>soft</i> and <i>silver</i> . The lamps are <i>little</i> .      | Describing words | You can see the place in your head.                                       |
| 3    | <i>The air hummed with a low, warm song</i> .                                   | Sense words      | You can almost hear and feel the place.                                   |
| 4    | The story starts with <i>One cold night</i> .                                   | A time opening   | The world starts moving from the very first words.                        |

Each row is a language feature, and each one does the same job: it builds the imaginary world. That is what this kind of story is made to do, for an audience that reads for fun.

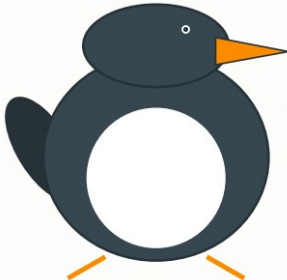
### Worked example 2 (with support) — an informative page that teaches

Look at the model informative page *Little Penguins, Big Swimmers*. It was written and drawn for this book.

**Little Penguins, Big Swimmers**

**Where do they live?**

**Little penguin** live by the sea.  
 They swim all day to find food. At night, they come back to land. On land, they *waddle* from side to side.



A little penguin comes back to land.

*The page was written and drawn for this book.*

Labels with arrows pointing to features: heading, bold words, italics, image, caption.

A model informative page titled *Little Penguins, Big Swimmers*. Labels point to the heading, to the bold words *Little penguins*, to a word in italics, to a drawing of a penguin, and to the caption under the drawing, *A little penguin comes back to land*. A note says the page was written and drawn for this book.

This page is made to teach kids about penguins. Watch how each feature does its part of that job.

| Feature                                           | What it does                     | How it fits the purpose and the audience              |
|---------------------------------------------------|----------------------------------|-------------------------------------------------------|
| The heading, <i>Little Penguins, Big Swimmers</i> | Tells you the topic in one look  | The reader knows straight away what the page teaches. |
| The second heading, <i>Where do they live?</i>    | Splits the page into a part      | A reader who wants one fact finds it fast.            |
| The bold words, <i>Little penguins</i>            | Mark the important new words     | A young reader sees the key idea at once.             |
| The word in italics                               | Points out a special, fun word   | It makes you stop and notice the word.                |
| The picture of the penguin                        | Shows what the words say         | You see the bird you are reading about.               |
| The caption                                       | Tells you what the picture shows | You cannot mix up what the picture is.                |

Every feature on the page helps it teach kids about penguins. That is exactly what *characteristic features* means: features you would expect on a page like this, because they do its job for its readers.

## Practice tasks

### With support

**Q1.** Match each feature to its job. Draw a line from the feature to the right job.

| Feature    | Job                                                              |
|------------|------------------------------------------------------------------|
| heading    | the words beside or under a picture; they tell you what it shows |
| bold words | the way everything is placed on the page or screen               |
| italics    | tells you what a part of the text is about                       |
| caption    | shows you something the words alone cannot                       |
| image      | words printed darker and thicker; they mark an important word    |
| layout     | words that lean to one side; they point out a special word       |

**Q2.** Put each feature into its family. Use the three families figure to help you.

#### describing words

#### headings

#### pictures

#### italics

#### captions

#### names

#### bold words

#### layout

#### Family

#### Features

language features

text features

visual features

**Q3.** Images do three jobs: they match the words, they add new information, or they shape how you feel. Match each example to its job.

- A page says “Bees have stripes.” The picture shows a bee with stripes.
- A page shows a drawing of a bee with the words *wing*, *leg* and *sting* around it.
- A page shows one huge bee with the big words “Watch out!”

**Q4.** Look back at the model story *The Lantern Forest*. Copy the words that show each feature.

- a name for a person, and a name for a place
- two describing words
- the sense words — the part you can almost hear
- the time opening

**Q5.** Pick the feature that fits the purpose. Complete the table with a word from the box.

#### heading

#### bold words

#### italics

#### picture

#### caption

| My purpose                                            | Feature I would use |
|-------------------------------------------------------|---------------------|
| I want the reader to find the part about food fast    | _____               |
| I want the reader to see the important new word       | _____               |
| I want the reader to stop and notice one special word | _____               |
| I want the reader to see what a penguin looks like    | _____               |
| I want the reader to know what the picture shows      | _____               |

**Q6.** Look at the feature-fit figure (a story, a fact page, a poster).

- Name two features you would expect in a story but not on a fact page.
- Name two features you would expect on a fact page but not in a story.
- Name one feature that can fit both.
- Why do the story and the fact page use different features?

### **On your own**

**Q7.** Choose a book from your class library. Tell its purpose and its audience. Then find three features in it, and say how each one fits that purpose and audience.

**Q8.** You are making a poster to get kids to wash their hands before lunch. Pick four features you would use. For each one, say why it fits the purpose and the audience.

**Q9.** With your teacher, look at a page on a screen that is made for kids. Name three features that tell you it is for kids, and say what each one does.

**Q10.** Two views. *The words do the real work. The pictures do the real work.* Give one strong point for each view. Then name the features you thought about. Strong points on both sides can earn full marks — you are not marked on which view you pick.

## **Show what you know — the Reading and Viewing task**

Read and view *A Home for Bees*. Both texts on the page were written and drawn for this book.

## A Home for Bees

Bees need a safe place to live. You can help!

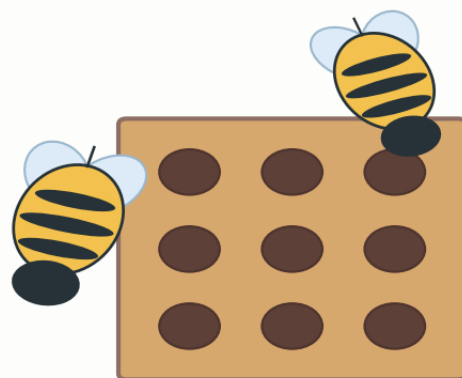
### What is a bee hotel?

A **bee hotel** is a box with small holes.

Bees rest in the holes.

### How you can help

1. Find some old, dry wood.
2. Ask a grown-up to help make small holes.
3. Put your hotel in a warm, dry spot.



A bee hotel has small holes for bees to rest in.

Did you know? Some bees live in holes,  
not in hives.

“Time to rest,” hummed Marney the bee.  
She flew into her favourite hole in the old wood.

story

The texts on this page were written and drawn for this book.

An informative page titled *A Home for Bees*, written for this book. It has a short first line, the heading *What is a bee hotel?* with the bold words *bee hotel*, the heading *How you can help* with three numbered steps, a drawing of a bee hotel with two bees and a caption, a *Did you know?* fact box, and a story strip at the bottom about Marney the bee. A note says the texts were written and drawn for this book.

**A1.** Name four features you can see on the fact page. (4 marks)

**A2.** Choose two of the features you named. For each one, tell how it helps the reader. (4 marks)

**A3.** What is the purpose of the fact page? Give one thing on the page that shows it is made for kids. (2 marks)

**A4.** Look at the picture of the bee hotel and its caption. Does the picture match the words, add new information, or shape how you feel? Say how you know. (2 marks)

**A5.** The story strip at the bottom is about bees too, but it is not made to teach. Find one language feature in the story strip that builds its little world, and say how it helps. (2 marks)

**Total: 14 marks**

### Success checklist

- I can tell the purpose and the audience of a text.
- I can name the features a text uses, from all three families.
- I can tell how each feature helps the reader.
- I can say if the features fit the purpose and the audience.

**Marking guide (for the teacher).** This task checks Reading and Viewing. The Reading and Viewing achievement standard for Level 4 says students “describe the effects of text structures and language features” and “explore how

different types of texts across the curriculum, both print and digital, are organised into characteristic stages for purpose and navigation”. Award marks for naming features and for tying them to the purpose and the audience of the text. Do not award marks for spelling or for how much a student writes — this is not a writing task. Any correct feature named from the page counts for A1, including the headings, the bold words, the fact box, the picture, the caption, and the numbered steps.

---

## Answers

**Q1.** Heading → tells you what a part of the text is about. Bold words → words printed darker and thicker; they mark an important word. Italics → words that lean to one side; they point out a special word. Caption → the words beside or under a picture; they tell you what it shows. Image → shows you something the words alone cannot. Layout → the way everything is placed on the page or screen.

**Q2.** Language features: describing words, names. Text features: headings, italics, bold words. Visual features: pictures, captions, layout.

**Q3.** a. matches the words. b. adds new information. c. shapes how you feel.

**Q4.** a. *Ivy* (person), *the Lantern Forest* (place). b. any two of *soft*, *silver*, *little*, *low*, *warm*, *cold*. c. *The air hummed with a low, warm song*. d. *One cold night*.

**Q5.** Heading. Bold words. Italics. Picture. Caption.

**Q6.** a. any two ticked for a story only — names for people and places, describing words. b. any two ticked for a fact page only — headings, bold words. c. any row with sometimes or a tick in both — for example, pictures with captions, or describing words. d. because they have different purposes and different audiences — the story is made for fun and the fact page is made to teach.

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## Model answers

These are model answers for the open tasks. Student answers will vary. Award marks for the reasoning, not for matching these words.

**Q7.** Example: the purpose of my book is to teach me about sharks, and the audience is kids who want to learn. It has headings, and they help me find the part I need fast. It has bold words, and they show me the new words. It has pictures with captions, and they show me what a shark looks like. All three features fit a text that teaches kids.

**Q8.** Example: I would use a heading with a few big, short words, like *Wash your hands!* — it tells the job in one look. I would use a picture of hands being washed, to show the job. I would use bold words for the key steps, so they stand out. I would use bright colours in the layout, because the audience is kids and bright colours pull the eye in. Each feature fits a poster that asks kids to do something.

**Q9.** Example: the page has big pictures and short writing, which fit young readers. It has bright colours in the layout, which pull kids in. It has a games part in the menu, which fits kids who are there for fun. Each feature shows who the page is made for.

**Q10.** Example: View 1 — the words carry the facts, and a good reader makes their own pictures in their head, so strong words are enough. View 2 — one picture can show you a thing in one look that words take a page to tell, and the layout tells your eye where to start. Features thought about: describing words, headings, pictures, layout. (Award marks for one strong point on each side and for naming features. Do not mark which view the student picks.)

**A1.** Example: the heading *A Home for Bees*, the heading *What is a bee hotel?*, the bold words *bee hotel*, the picture of the bee hotel, the caption, the fact box, and the numbered steps. (One mark for each correct feature, to four.)

**A2.** Example: the heading *How you can help* helps because I can jump straight to the steps. The bold words *bee hotel* help because they show me the important new idea at once. (One mark for naming each feature, one mark for each clear help, to four.)

**A3.** Example: the purpose is to teach kids about bee hotels and to get them to help bees. The numbered steps, the short writing, and the words “You can help!” show it is made for kids. (One mark for the purpose, one mark for a thing on the page that shows the audience.)

**A4.** Example: the picture matches the words — the text says a bee hotel is a box with small holes, and the picture shows a box with small holes. It also adds a little, because you can see bees flying to it. (Accept match or add with a clear how-you-know. Do not accept shape for this picture without a reason.)

**A5.** Example: the story names its bee, *Marney* — a name makes the little world feel real. Or: the story uses the words “hummed” and “favourite”, which help you hear and feel the bee’s world. (One mark for the feature, one mark for how it helps.)

## Comprehension strategies: literal and inferred meaning

Chapter 5 · Section 5E

### The big idea

**Two kinds of meaning.** The Year 4 English plan uses the words *literal* and *inferred*, but it does not say exactly what they mean. So in this section, these two working rules carry every task:

- **Literal meaning** is the meaning right there in the words. You can point to it in the text.
- **Inferred meaning** is the meaning you work out. The writer leaves clues, and you add what you already know. To **infer** is to work out what the writer means but does not say in words.

### Two kinds of meaning when you read

#### Literal meaning

Right there in the words.

"The rain came down hard  
on the tin roof."

You can point to it  
in the text.

#### Inferred meaning

You work it out.

"Scout is scared of the  
storm."

The writer leaves clues.  
You add what you know.

#### Good readers build both kinds of meaning.

The words say some of it. The clues help you work out the rest.

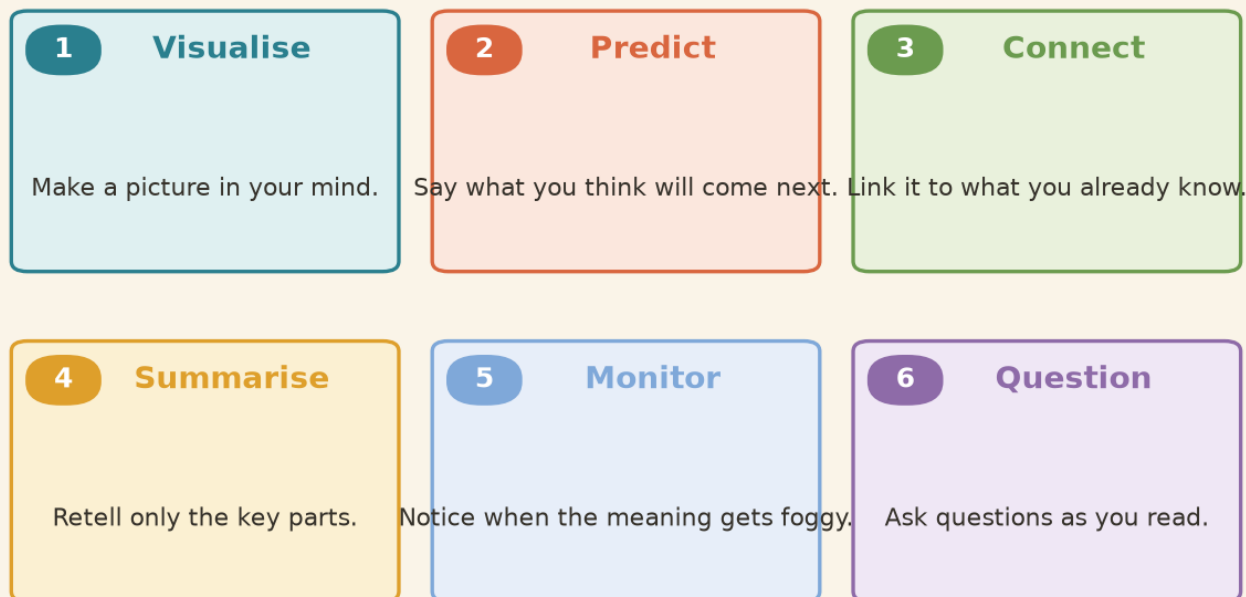
*Two cards. The left card says: literal meaning, right there in the words, with the example "The rain came down hard on the tin roof." The right card says: inferred meaning, you work it out, with the example "Scout is scared of the storm." A strip below says: good readers build both kinds of meaning.*

If a story says *the rain came down hard on the tin roof*, that meaning is literal — you can point to it. If the story says *Scout stood at the door with his tail down*, you can infer that Scout is scared. The writer never writes the word *scared*. The clue and what you know about dogs do the work. Good readers build both kinds of meaning.

**Six strategies that help you understand.** To **comprehend** is to understand. A **strategy** is a step you take on purpose. So a **comprehension strategy** is a step you take to understand better. The Year 4 plan names six of them:

## Six strategies that help you understand

A strategy is a step you take on purpose. Try one when you need it.



Six cards in two rows, one for each strategy. 1 *Visualise*: make a picture in your mind. 2 *Predict*: say what you think will come next. 3 *Connect*: link it to what you already know. 4 *Summarise*: retell only the key parts. 5 *Monitor*: notice when the meaning gets foggy. 6 *Question*: ask questions as you read.

- **Visualise** means make a picture in your mind as you read.
- **Predict** means say what you think will come next — then read on and check.
- **Connect** means link what you are reading to what you already know, to things you have done, or to other things you have read.
- **Summarise** means retell only the key parts, in a few words.
- **Monitor** means notice when the meaning gets foggy, and do something about it.
- **Question** means ask questions as you read: *Why did she do that? What will happen next?*

You do not need all six every time. Good readers notice what they need and pick the right one.

**Two model texts.** We will use two texts all through this section. Read each one once to enjoy it, and once more like a reader looking for clues.

### Model text A — a story: The Storm

Mia looked up from her book. The sky over the hill had gone dark and low. The gum trees at the back of the yard were moving fast, even though the air felt still.

“Dad!” she called. “The washing!”

Dad ran outside. He pulled shirts and socks off the line while big drops of rain hit the dry grass. Mia held the basket open. Their dog, Scout, stood at the door with his tail down, waiting to come in.

The wind came first. Then the rain came down hard on the tin roof. The house was full of noise.

“It’s just a storm,” said Dad. “It will pass.”

Mia found the torch, just in case. She sat by the window and watched the lightning flash over the hill. Scout stayed close to her feet.

By dinner time, the rain had stopped. The air smelled fresh and cool.

“Can we go look at the puddles?” asked Mia.

Dad smiled. “After you’ve had your tea.”

Model text A — a story

## The Storm



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By dinner time, the rain had stopped. The air smelled fresh and cool.

"Can we go look at the puddles?" asked Mia.

Dad smiled. "After you've had your tea."

*A story page titled The Storm with the full story set out in paragraphs.*

### Model text B — an information text: Worms at Work

Worms are small, but they do a big job in the soil.

A worm digs tunnels as it moves. These tunnels let air and water reach the roots of plants. Without worms, soil can get hard and dry.

Worms eat dead leaves and old bits of plants. What they leave behind makes the soil rich. Rich soil helps new plants grow strong.

You can find worms in cool, damp places. After rain, worms come up to the top of the ground. That is why you sometimes see them on the footpath after a wet night.

Worms do not have eyes or ears. They feel the ground as they move. Birds, frogs and beetles all eat worms, so worms are food for many animals too.

Small, soft and quiet — but the garden needs its worms.



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Small, soft and quiet — but the garden needs its worms.

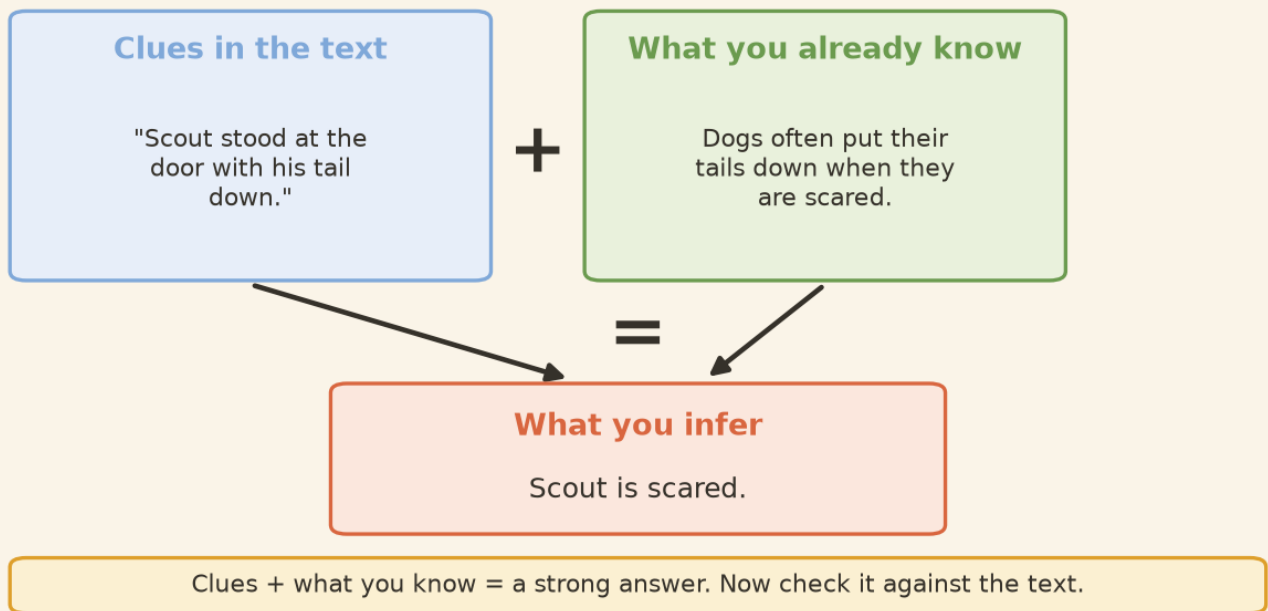
Topic words to listen for: worm · tunnel · soil · roots · rich · damp

*An information page titled **Worms at Work** with the full text set out in paragraphs, and a strip listing topic words to listen for.*

**How to infer.** What you infer is built like a sum: clues from the text, plus what you already know, give you what you infer.

## How to infer

To infer is to work out what the writer means but does not say in words.



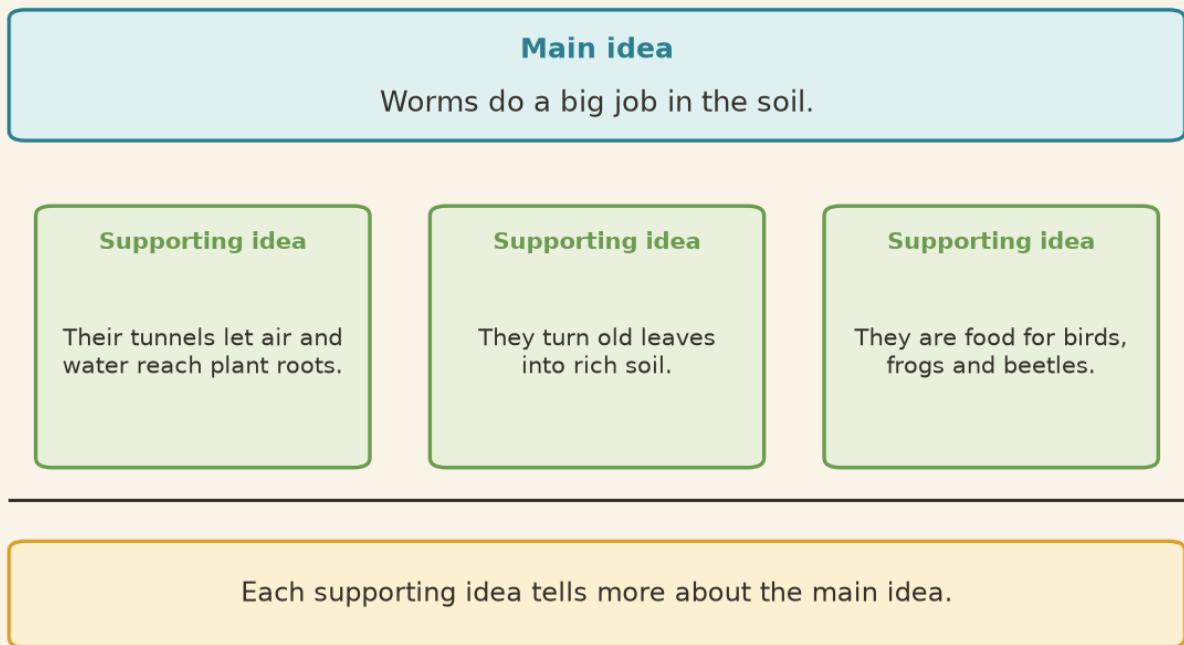
Three boxes joined by plus and equals signs. Box one, clues in the text: "Scout stood at the door with his tail down." Box two, what you already know: dogs often put their tails down when they are scared. Box three, what you infer: Scout is scared.

Try the sum on *The Storm*: the clue is *his tail down*; what you know is that dogs put their tails down when they are scared; so you infer that Scout is scared. Always check what you infer against the rest of the text — it should fit all the clues, not just one.

**Main idea and supporting ideas.** The **main idea** is the biggest thing a text tells you. The **supporting ideas** are the parts that hold it up and tell more about it.

## Main idea and supporting ideas

The main idea is the biggest thing the text tells you. The supporting ideas hold it up.

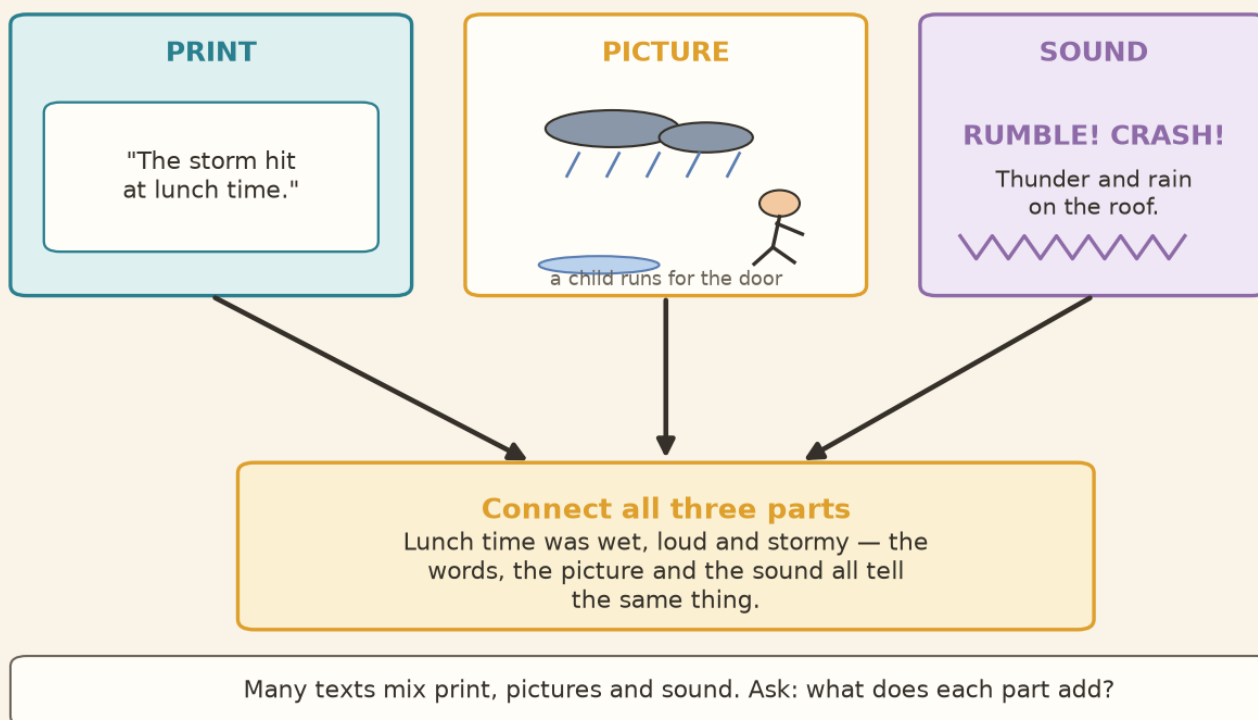


*A table with a top and three legs. The top says: main idea, worms do a big job in the soil. The three legs say: their tunnels let air and water reach plant roots; they turn old leaves into rich soil; they are food for birds, frogs and beetles.*

In *Worms at Work*, the main idea sits in the first line and again in the last line: worms are small but they do a big job. Each paragraph gives one supporting idea. When you can fill in the table, you have understood the text.

**Words, pictures and sound connect.** Many texts are not only words. A picture book, a poster or a video mixes print, pictures and sound, and the three parts connect. Topic words matter too: every topic has its own words, and reading or listening for them builds understanding. If you meet a new topic word, use the words around it to work out what it means, then check against the rest of the text.

## Words, pictures and sound can connect



*Three panels. A print panel with the words "The storm hit at lunch time." A picture panel showing dark cloud, rain, a child running for the door, and a puddle. A sound panel saying "RUMBLE! CRASH! Thunder and rain on the roof." All three panels point to one card: connect all three parts — lunch time was wet, loud and stormy.*

**Points and evidence.** Some texts try to make you agree with something. The thing the writer wants you to agree with is the writer's **point**. An **argument** is a point together with the reasons behind it. **Evidence** means the parts of the text you can point to — the facts and examples the writer uses to hold the point up.

## A point is strong when evidence holds it up

Evidence means the parts of the text you can point to.

### The writer's point

The school should buy a lid for our worm farm.

#### Evidence 1

After the big rain, the farm filled with water.

#### Evidence 2

Two worms tried to crawl out.

#### Evidence 3

Our science book says worms breathe through their skin.

### Judge the evidence

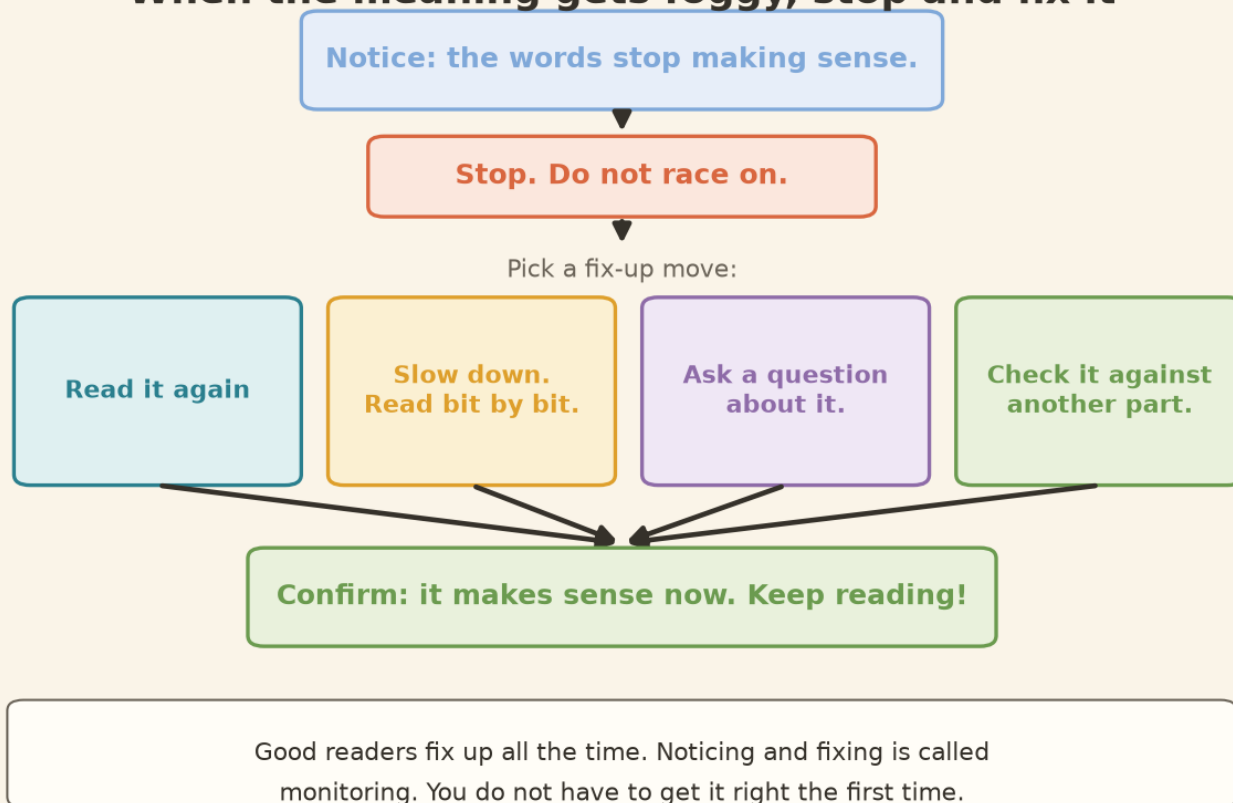
Does each piece really help the point? Three good pieces make this point strong.

*A card at the top says the writer's point: the school should buy a lid for our worm farm. Three cards below, each labelled evidence, say: after the big rain, the farm filled with water; two worms tried to crawl out; our science book says worms breathe through their skin. A strip at the bottom says: judge the evidence — does each piece really help the point?*

Ask two questions of every point: *What is the evidence?* and *Does the evidence really hold the point up?* Strong evidence makes a strong point. Weak evidence leaves the point wobbly.

**When the meaning gets foggy.** Even good readers lose the meaning sometimes. Noticing it is a skill called **monitoring**; fixing it is what strong readers do next.

## When the meaning gets foggy, stop and fix it



A flow chart. Notice: the words stop making sense. Stop: do not race on. Pick a fix-up move: read it again; slow down and read bit by bit; ask a question about it; check it against another part. Confirm: it makes sense now, keep reading.

To **confirm** means to make sure. To **cross-check** means to check one part of the text against another part, or against what you know. You do not have to get it right the first time — fixing up is what good reading looks like.

## Worked examples

### Example 1 — we do it together

Four questions about *The Storm*. Two are literal; two are inferred. Watch how the working shows which kind each one is.

| Working                                                                                                                                                                  | Comment                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Q.</b> What hit the tin roof? <b>A.</b> The rain — “the rain came down hard on the tin roof.”                                                                         | Literal. The words say it; you point to it.                                                           |
| <b>Q.</b> Where did Mia sit to watch the storm? <b>A.</b> By the window — “she sat by the window.”                                                                       | Literal. Right there in the words.                                                                    |
| <b>Q.</b> How did Scout feel about the storm? <b>A.</b> Scared. Clues: his tail was down, he waited to come in, and he stayed close to Mia’s feet.                       | Inferred. The story never says “Scout was scared” — the clues plus what you know about dogs tell you. |
| <b>Q.</b> Why did Mia find the torch before she needed it? <b>A.</b> Because storms can leave the house dark, and a torch works in the dark. The clue is “just in case”. | Inferred. “Just in case” is a clue; what you know about torches finishes the sum.                     |

### Example 2 — we do it together

Now the same close reading on *Worms at Work*: main idea, supporting ideas, a topic word, and the evidence check.

| Working                                                                                                                                                         | Comment                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Main idea:</b> Worms are small but they do a big job in the soil.                                                                                            | It sits in the first line and again in the last line — the text says it twice.                     |
| <b>Supporting idea 1:</b> Their tunnels let air and water reach plant roots.                                                                                    | Paragraph 2 holds this up.                                                                         |
| <b>Supporting idea 2:</b> They turn old leaves into rich soil.                                                                                                  | Paragraph 3 holds this up.                                                                         |
| <b>Supporting idea 3:</b> They are food for birds, frogs and beetles.                                                                                           | Paragraph 5 holds this up.                                                                         |
| <b>Topic word:</b> <i>tunnels</i> . The words around it say a worm digs them and that air and water get through them — so tunnels are long holes in the ground. | You worked the meaning out from the words around it, then checked it against the rest of the text. |

## Practice questions

### With help

**Q1.** Answer these two literal questions about *The Storm*. Copy the words that helped you. (a) What did Mia and Dad pull off the line? (b) What came first, the wind or the rain?

**Q2.** Finish the sum for each clue in *The Storm*. The clue and what you know give you what you infer.

| Clue in the text                                | What you already know              | What you infer |
|-------------------------------------------------|------------------------------------|----------------|
| “The washing!” — Mia called about the washing.  | Wet washing on a line gets wetter. |                |
| Mia found the torch, just in case.              |                                    |                |
| By dinner time, the air smelled fresh and cool. | Rain washes the air clean.         |                |

**Q3.** Read these lines, then do the two tasks under them.

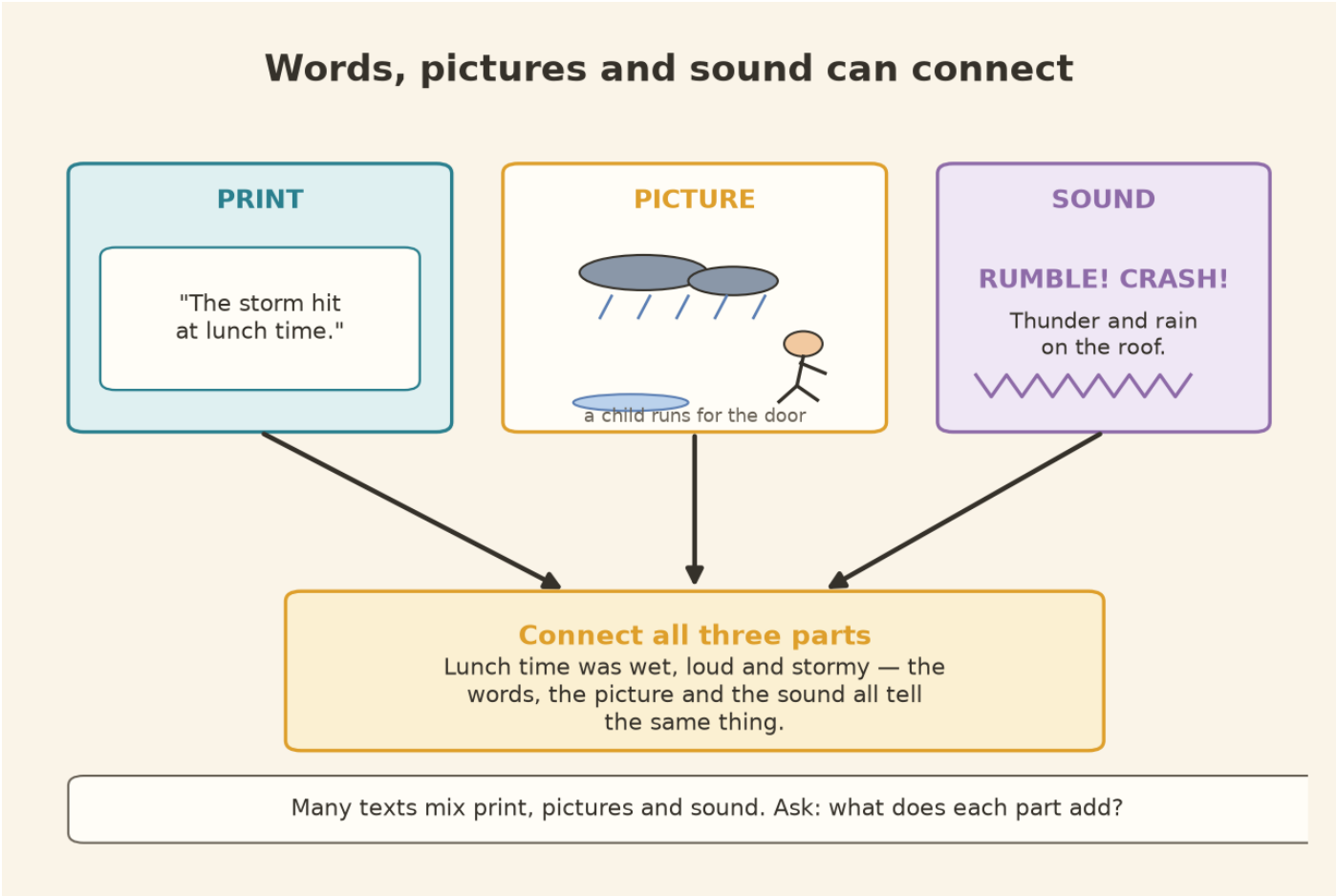
Zoe pulled on her boots and her yellow coat. She could hear water running in the street. The back gate was open, and the yard was a big brown lake. Zoe’s eyes went wide.

- Visualise.** Draw the picture you made in your mind.
- Predict.** Write one thing you think will happen next, and the clue you used.

**Q4.** Look at the three parts of the storm message. Fill in the table, then answer the question under it.

| Print                          | Picture                                                        | Sound                                            |
|--------------------------------|----------------------------------------------------------------|--------------------------------------------------|
| "The storm hit at lunch time." | Dark cloud, hard rain, a child running for the door, a puddle. | "RUMBLE! CRASH!" — thunder and rain on the roof. |

What do the three parts tell you together that no one part tells you alone?



Three panels. A print panel with the words "The storm hit at lunch time." A picture panel showing dark cloud, rain, a child running for the door, and a puddle. A sound panel saying "RUMBLE! CRASH! Thunder and rain on the roof."

**Q5.** Draw the main-idea table for *Worms at Work*. Write the main idea on the top, and three supporting ideas on the legs. Then answer: which paragraph holds up each leg?

**Q6.** Match each foggy moment to the best fix-up move. Write the letter.

| Foggy moment                                                                       | Fix-up move                                                 |
|------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 1. A long word will not sound right.                                               | A. Read that part again.                                    |
| 2. You cannot remember what happened at the start of the page.                     | B. Slow down and read it bit by bit.                        |
| 3. You do not know why the boy ran.                                                | C. Cross-check: read both parts again.                      |
| 4. The text says the nest is empty now, but earlier it said three eggs were in it. | D. Ask a question: why did he run? Then look for the clues. |

### **On your own**

**Q7.** Read the story. Answer the questions under it. Two are literal; two are inferred. Label each answer *literal* or *inferred*.

#### **The Note**

Sam was putting his library book back when a folded note dropped out of it. The note said: “Meet me by the big tree at lunch. — J.”

Sam looked at the writing. It was neat and small. The paper smelled like paint.

At lunch, Sam walked slowly to the big tree. June was standing there with a paintbrush in her hand.

“I wanted to ask you to paint our class banner,” she said. “You drew the best dragon in art class.”

Sam’s face went red, but he could not stop smiling.

- (a) Where was the note hiding?
- (b) Who wrote the note? What are two clues?
- (c) Why did Sam’s face go red?
- (d) What will Sam probably say to June? What tells you that?

**Q8.** Read the point and its evidence. Then answer the questions under it.

#### **Our worm farm needs a lid**

Our class worm farm has no lid. After the big rain last week, the farm was full of water, and two worms tried to crawl out.

Worms need damp soil, but too much water can kill them. Our science book says worms breathe through their skin, and their skin cannot do its job under water.

A lid would keep the rain out. It would keep the sun from drying the soil too. A lid costs less than ten dollars. Our class thinks the school should buy one this term.

- (a) What is the writer’s point?
- (b) List two pieces of evidence the writer uses.
- (c) Does the evidence hold the point up? Say why, using one piece of evidence in your answer.

**Q9.** Read the information text. Then do the two tasks under it.

#### **Little penguins**

Little penguins are the smallest penguins in the world. They are about as tall as a school ruler.

Little penguins live by the sea. They swim in the ocean to catch small fish. Their feathers are short and stiff. The feathers keep them warm in cold water.

At night, little penguins walk back to their burrows. A burrow is a hole in the ground. Some penguins dig their own burrows. Others hide under logs or in thick grass.

Little penguins are brave but small. Foxes and big birds can catch them, so they hide in the day.

- (a) Find four topic words in the text and list them.
- (b) Pick the word *burrows*. Write the words around it that helped you work out what it means.

**Q10.** Read *The Storm* one more time. (a) **Summarise** it in two sentences: who it is about, what mattered most, and how it ended. (b) **Monitor.** Tell about one spot where the meaning got a little foggy for you (or where it *could* get foggy for another reader), and which fix-up move you would use.

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## Reading task — show what you know

Read the story twice. Then answer the six parts on your response frame. Parts 1 and 2 are literal — the answers are right there in the words. Parts 3, 4 and 5 are inferred — work them out from clues, and write the clues that told you. Part 6 asks which strategies helped you.

### The Bird Hotel

Lily's class had a bare patch of ground behind the shed. No flowers. No shade. Just dirt and a few stones.

"We could build a bug hotel," said Lily. "Bugs need homes too."

Tomas was new in the class that term. He said very little. But he knelt down and began to sort the sticks into piles — long ones here, short ones there. Lily watched him for a minute. Then she started sorting too. Between the two of them, the heap grew fast.

Over the next week, the class built the hotel layer by layer. Sticks went down first. Then dry leaves. Then pine needles, bits of bark, and old bricks with holes. Ms Costa brought a book about garden bugs, and the class read which bugs like which layers.

On Friday, everyone stood back to look. The hotel was the size of a big box, and it was packed full.

For two days, nothing moved. Then Lily saw it: a small black beetle crawling into a gap under the bark. "Tomas! Look!" she whispered.

Tomas leaned in close. Slowly, he smiled. "They're moving in," he said softly.

Lily grinned. The patch behind the shed was bare no more.

1. What did the class build, and where did they build it?
2. Write three things they used to build it.
3. How does Tomas feel at the start of the story? Write the clues that told you.
4. Why does Lily whisper? Write the clues that told you.
5. What does "They're moving in" mean? What in the story tells you?
6. Which two strategies helped you most? Tell where you used them.

## Reading task — your response frame

Answer each part in one or two full sentences. Use clues from the story.

1

**What did the class build, and where did they build it?**

Find the answer right there in the words.

2

**Write three things they used to build it.**

Find the answer right there in the words.

3

**How does Tomas feel at the start of the story?**

Work it out. Write the clues that told you.

4

**Why does Lily whisper?**

Work it out. Write the clues that told you.

5

**What does "They're moving in" mean?**

Work it out. What in the story tells you?

6

**Which two strategies helped you most?**

Tell where you used them.

**Strategies I used (tick two or more):**

☐

Visualise

☐

Predict

☐

Connect

☐

Summarise

☐

Monitor

☐

Question

*A response frame with six numbered boxes for answers. Boxes 1 and 2 say find the answer right there in the words. Boxes 3, 4 and 5 say work it out and write the clues. Box 6 asks which two strategies helped. A strip at the bottom has tick boxes for visualise, predict, connect, summarise, monitor and question.*

**Teacher note.** This is the section's assessed item, matched to the content description's Reading and Viewing mode: a comprehension task that builds both literal and inferred meaning, as the Level 4 standard requires. Check parts 1–2 as literal finds (bug hotel / bare patch behind the shed; any three of sticks, dry leaves, pine needles, bark, old bricks with holes). Check parts 3–5 as inferences with named clues: Tomas feels shy, quiet or unsure at the start (he said very little; he sorted without being asked) and warmer at the end; Lily whispers so she does not scare the beetle away; "they're moving in" means the bugs are starting to live in the hotel (the beetle crawling in; Tomas smiling). Part 6: two strategies named with a place they were used. Mark the meaning the student builds, not the spelling; a well-reasoned inference with real clues earns the mark even where a different reader inferred differently.

## Answers

**Q1.** (a) Shirts and socks. (b) The wind came first.

**Q2.** Row 1: Mia and Dad should bring the washing in — a storm is coming. Row 2, what you know: a torch works when the lights go out. Row 2, infer: Mia is getting ready for a dark house. Row 3: the rain has stopped and the storm has passed.

**Q3.** (a) Drawings will vary. (b) Answers will vary; the prediction must name a clue (the open gate, the brown lake, Zoe's wide eyes).

**Q4.** Together they tell you the storm was real and loud and wet at lunch time — the words say when, the picture shows what it looked like, and the sound shows what it was like to hear.

**Q5.** Main idea: worms are small but they do a big job in the soil. Legs: tunnels let air and water reach roots (paragraph 2); old leaves become rich soil (paragraph 3); worms are food for other animals (paragraph 5).

**Q6.** 1 → B. 2 → A. 3 → D. 4 → C.

**Q7.** (a) Literal — inside Sam's library book. (b) Inferred — June; the note is signed "J", the paper smelled like paint, and June had a paintbrush. (c) Inferred — he was surprised and pleased (and maybe a bit shy). (d) Answers will vary; a good answer uses the clues (he could not stop smiling; he drew the best dragon).

**Q8.** (a) The school should buy a lid for the worm farm. (b) Any two of: the farm filled with water after the big rain; two worms tried to crawl out; the science book says worms breathe through their skin. (c) Answers will vary; a good answer says yes and uses one piece of evidence (the worms tried to get out, so a lid that keeps rain out would help them live).

**Q9.** (a) Any four of: penguins, ocean, feathers, burrows, fish, sea. (b) "A burrow is a hole in the ground" plus "dig" and "hide under logs" — the words around it tell you a burrow is a hole a penguin digs or hides in.

**Q10.** (a) Answers will vary; two sentences that carry who, what mattered, and how it ended. (b) Answers will vary; the fix-up move must fit the foggy spot named.

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## Model answers

**Q1.** (a) Literal: "He pulled shirts and socks off the line." (b) Literal: "The wind came first. Then the rain came down hard."

**Q2.** Row 1 infer: bring the washing in before the rain soaks it. Row 2, what you know: storms can leave a house dark, and a torch works in the dark. Row 3 infer: the storm has passed; that is why the air smells fresh.

**Q3.** (a) A drawing that shows the open gate, the flooded yard and Zoe in her yellow coat uses the clues. (b) Example prediction: Zoe will run and shut the gate, or call for help — clue: her eyes went wide, which means she is surprised and worried.

**Q4.** Each part on its own leaves a gap: the words say when but not what it was like; the picture shows the rain but not the sound; the sound gives the noise but not the time. Connected, they build one full meaning — lunch time turned wet, loud and stormy.

**Q5.** The table fills from paragraphs 2, 3 and 5. Paragraph 4 (worms on the footpath) and paragraph 1 (the main idea line) are not legs; they tell where worms live and say the main idea.

**Q6.** 1 → B: a long word needs slow, careful sounding. 2 → A: losing the start of the page calls for re-reading. 3 → D: not knowing why is a question; ask it and hunt the clues. 4 → C: two parts that seem not to fit need a cross-check.

**Q7.** (a) Literal — the note was hiding in Sam's library book. (b) Inferred — June wrote it: the note says "— J", the paper smelled like paint, and June was at the tree with a paintbrush. (c) Inferred — surprised and pleased: his face went red but he could not stop smiling. (d) Example: "Yes, I can paint the banner" — he is smiling, and June has just told him his dragon was the best.

**Q8.** (a) The point: the school should buy a lid for the worm farm this term. (b) Evidence: the farm filled with water after the big rain; two worms tried to crawl out; the science book says worms breathe through their skin and cannot do that under water. (c) Yes — for example, worms tried to crawl out of the flooded farm, so keeping rain out with a lid would help them stay and live. The evidence holds the point up.

**Q9.** (a) Topic words: penguins, ocean, feathers, burrows (also fish, sea). (b) The text says “a burrow is a hole in the ground”, and the words “dig” and “hide under logs” around it confirm it: a burrow is a hole a penguin digs or hides in.

**Q10.** (a) Example: Mia and her dad saved the washing before the storm hit. When the storm passed, the rain left the air fresh and the puddles ready to visit. (b) Example: “the house was full of noise” could get foggy — which noise? The fix-up move is to read the line before it: the rain on the tin roof was the noise. Cross-checking fixes the fog.