

English Foundation

Chapter 6 — Literacy: reading and understanding texts

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Reading decodable and authentic texts: navigating, decoding, monitoring meaning

Chapter 6 — Literacy: reading and understanding texts · Section 6A Strand: Literacy · Sub-strand: Building fluency and making meaning Owns: VC2EFLY09 · Draws on: .E01 .E02 .E03 (every elaboration id of the CD — the ids are the join key for MCQ and coverage linkage, not a teaching order)

Curriculum block — verbatim, teacher reference

Content description VC2EFLY09 (Students learn to:):

read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge

Elaborations (This may involve students:):

- .E01 navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word
- .E02 attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words
- .E03 pausing or asking for support when meaning breaks down

Where this section sits. This is where Chapters 4 and 5 cash out. The sound play of Chapter 4 and the letter–sound, CVC and high-frequency word work of Chapter 5 have been building one skill each; here they are spent together on real print. A child who reads ‘Meg has a pig.’ is navigating (.E01), decoding or retrieving words (.E02) and keeping the meaning intact (.E03) — all three in the one act. The Reading and Viewing mode of the Foundation achievement standard is the destination: students “engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.” Everything in this section is that sentence being done, aloud, in front of you.

Boundaries (level discipline, TOC §2 D13).

- The decoding ceiling is exact: one-syllable CVC words (VC2EFLY05, section 5A) plus the known high-frequency words of VC2EFLY07 (section 5C: ‘and’, ‘my’, ‘is’, ‘the’, ‘go’) and the child’s own name, a character’s name, the school’s name. Consonant blends, digraphs, long-vowel patterns and multi-syllable words are Level 1 — no child is asked to decode one anywhere in this section.
- ‘the’, ‘is’, ‘and’, ‘my’, ‘go’ are read as whole known words, never sounded out — ‘th’ is a digraph, which is Level 1 territory. Modelling them as sight words (say it fast) keeps the phonic sequence honest.
- Phrasing, expression and fluent re-reading are Level 1 (VC2E1LY09 takes this same CD forward “with phrasing and fluency”). Word-by-word accurate reading is the Foundation target and is on target here; do not coach pace.
- Comprehension strategies — visualising, predicting, connecting, summarising, questioning — belong to **6D** (VC2EFLY12). This section notices when meaning breaks down (“does it go?”) and repairs it; the strategy verb list is not taught.
- No grammatical metalanguage. “Emerging grammatical knowledge” at Foundation shows as sentence sense: the child hears that something does not sound right or does not go with the pictures. The grammatical groundwork lives in the Language strand (Chapter 2).

Administration (reading-load rule, TOC §2 D13). Every instruction, every task line and every modelled-examples script below is read aloud by the teacher. The only print a child is ever asked to read is print that has been taught: CVC words and the 5C high-frequency words, plus the proper name ‘Meg’ (a character’s name — named by VC2EFLY07 .E02). In the authentic poster text, the teacher carries the words not yet decodable (‘Toy’, ‘Day’); the child reads the words they own (‘My’, ‘is’, ‘a’, ‘bus’, ‘Go’, ‘go’) and asks for the rest. That asking is the teaching point of .E03, not a gap.

On the texts used here. Both decodable readers (*Meg and the big pig*, *The red hen*) and the Toy Day poster are original texts written for this book (SOURCE_USE Rule 3: no published decodable-reader series, no picture books, no

poems reproduced). Reader A contains only CVC words, the four high-frequency words ‘the’, ‘is’, ‘and’, ‘go’ and the name ‘Meg’; Reader B likewise plus ‘sat’. The poster is deliberately authentic: it keeps ‘toy’ and ‘day’, whose vowel spellings (oy, ay) have not been taught, so that pausing and asking has a real reason to happen. The five high-frequency words are the curriculum’s own list (VC2EFLY07.E01, quoted in section 5C) — using them verbatim is permitted (D4).

Big idea

Working definitions (terms defined at first use, sources named). The Victorian Curriculum 2.0 names these words but does not define them, so this section states the operational definitions it uses. They follow the sense the VC2 Foundation English content description and elaborations use them (VCAA, Victorian Curriculum F–10 Version 2.0 English, export of 2026-07-29); other definitions exist and are not interchangeable with these.

- **Decodable text** — a text written so that every word the child is asked to read is decodable with what has been taught: here, CVC words plus the known high-frequency words and names. *Meg and the big pig* and *The red hen* are the two decodable texts of this section. Nothing in them asks for a correspondence the child has not been taught (D13).
- **Authentic text** — a text written for a real purpose in the world, not composed for phonic practice: a poster, a sign, a note. The Toy Day poster is the authentic text of this section; it is allowed to contain words the child cannot yet decode, because the teacher reads those words and the child reads the ones they own.
- **Decoding** (phonic decoding) — working out a written word by saying its sounds and blending them: m... u... d... ‘mud’. At Foundation this applies to CVC words only.
- **High-frequency words** — words that appear constantly in texts and are read as whole words on sight: here, the curriculum’s Foundation list ‘and’, ‘my’, ‘is’, ‘the’, ‘go’ (VC2EFLY07.E01). They are retrieved, not sounded out.
- **Navigating a text** (.E01) — the print mechanics of getting started and staying on track: start at the right place, read left to right, return to the beginning of the next line, and match one spoken word to one written word.
- **Making and monitoring meaning** — reading for sense, and noticing when sense stops. This section’s child-language for it is *does it go?* — do the words go with the pictures, and does it sound right? When it does not go, the reader stops and repairs: say the sounds, look at the pictures, ask (.E03).
- **Context** — the support around an unknown word: the pictures and the sense of what has been read so far. Context is a checking aid here, not a substitute for looking at the letters.
- **Emerging grammatical knowledge** — the child’s growing feel for what a sentence can say: ‘The big pig can run’ fits the sentence shape they have heard; something that does not fit gets noticed. No grammatical terms are used at this level.

Why it matters. Everything before this section happened without print: sounds in the air, letters on mats, words said fast. The moment a child reads a whole sentence — from the dot, in the right direction, one spoken word to one written word, working out new words and stopping when it stops making sense — every earlier skill is in use at once. That first act of real reading is what this section teaches, models, practises and lets you hear.

The three reading moves in this section:

move	what the child does	elaboration
find the way	start at the dot, go this way, back to the dot for the next line; one spoken word lands on one written word	.E01
work out the words	known words said fast on sight (the, is, my, and, go); new CVC words said by their sounds: m... u... d... mud	.E02
keep the meaning going	when the words and the pictures do	.E03

not go: stop, say the sounds, look at
the pictures, ask

Materials for the whole section: the figures below, printed once and cut where marked; green sticky dots (or a green pen) for start dots; letter chips or letter cards for the word mat; and one large sheet of paper for U4. The two readers are printed, cut and stapled into little books — eight pages for Reader A, five pages plus cover for Reader B.

Teaching sequence

One short whole-class sequence, read aloud and done together (~15 minutes). Everything between the markers is spoken to the children; the notes in italics are for you.

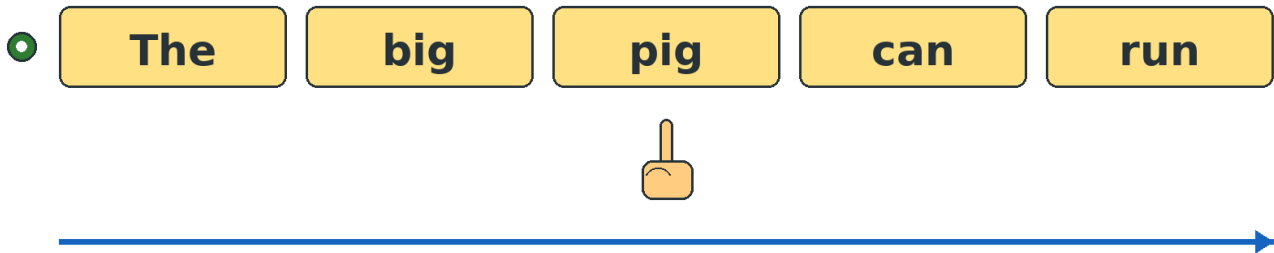
Part 1 — Find the way. Where reading starts and which direction it goes (.E01).

Look! Our little book. Meg and the big pig. Where do we start? Here! At the dot. The dot is always first. We go this way. Not this way! And when we come to the end, the next one is under it. We go back to the dot. Start at the dot. Go this way. Back to the dot for the next one!

Hold the little book or a big copy. Put the green dot down as you say 'here'. Sweep your hand left to right for 'this way' and back down-left for 'back to the dot'. Direction and return are the whole of this part.

Part 2 — One spoken word, one written word (.E01).

Read this way
I say one word. You find one word.



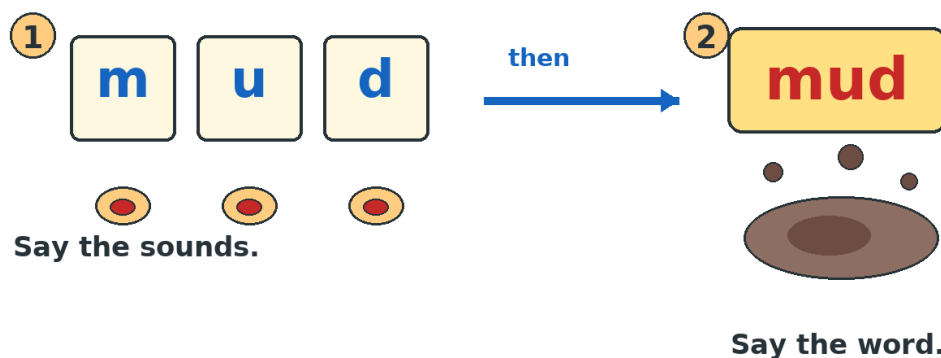
I say one word. You find one word.

I say one word. You find one word. Watch! The... big... pig... I said three words. The book has three words. Now you say it with me: The... big... pig... Yes! Three words, three finds!

The match is the point: every spoken word lands on exactly one written word. Children who race ahead or double back get the refrain again — I say one word, you find one word.

Part 3 — Words we know, words we work out (.E02).

Sound it out



Say the sounds. Next, say the word.

Some words we know! the, is, my, and, go. We say them fast: the! is! go! Some words are new. We work them out. We say the sounds. Next we say the word: m... u... d... mud! Yes! The sounds first, and next the word. That is how we read new words!

Model the two routes clearly apart: known words are said at once (never sounded out — 'th' is a digraph and is not taught yet); new CVC words are sounded and blended. Keep the blending brisk — the sounds must end as one word.

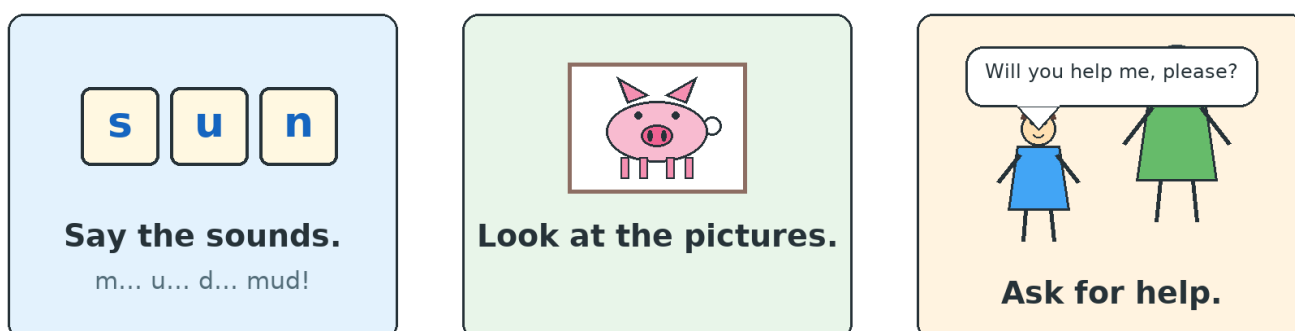
Part 4 — When it does not go (.E03).

Watch! I read: The big pig can sit. Does it go with the pictures? No! The pictures say run, run, run! It does not go. So I stop. I say the sounds one more time: r... a... n... ran! The big pig can run. Yes! It goes! When the words and the pictures do not go, we stop!

Read the wrong sentence straight-faced from Reader A page 3 (or a copy of it) beside its picture. The performance is the lesson: meaning broke, you noticed, you stopped, you fixed it. 'Does it go?' is this section's standing question.

Part 5 — What do you do? The three moves, on the wall (.E03).

What do you do?



What do you do? Say the sounds. Look at the pictures. Ask.

When a word is new and you do not know it, what do you do? One: say the sounds! Two: look at the pictures! Three: ask! Say it with me: will you help me, please? Yes! Ask, and I will help you. Now we can read! Find the way. Work out the words. And the words and the pictures go!

Put the three-move figure up and leave it up for the whole section — it is the poster children point at when they get stuck.

Modelled examples

Example 1 — scaffolded: Read Meg and the big pig together

Materials: Reader A below, printed, cut and stapled; a green sticky dot on page 1.

Our little book: Meg and the big pig



Our little book — Meg and the big pig.

A full think-aloud on pages 1–4. Every move from the teaching sequence appears: the dot, the direction, one-word-one-point, a known word said fast, a new word sounded out, and a meaning check against the picture.

Look! Our new book: Meg and the big pig. I read the name! I put a dot here. I start at the dot. I go this way. One... two... three... four words: Meg... has... a... pig! Meg has a pig. Yes! Next: The... pig... is... big. The pig is big! I know the and is. big: b... i... g... big! The pictures and the words go! Next: The big pig can run. can is new! I say the sounds: c... a... n... can! And look — the pig runs and runs! It goes! Last one for now: Run, pig, run! We read it!

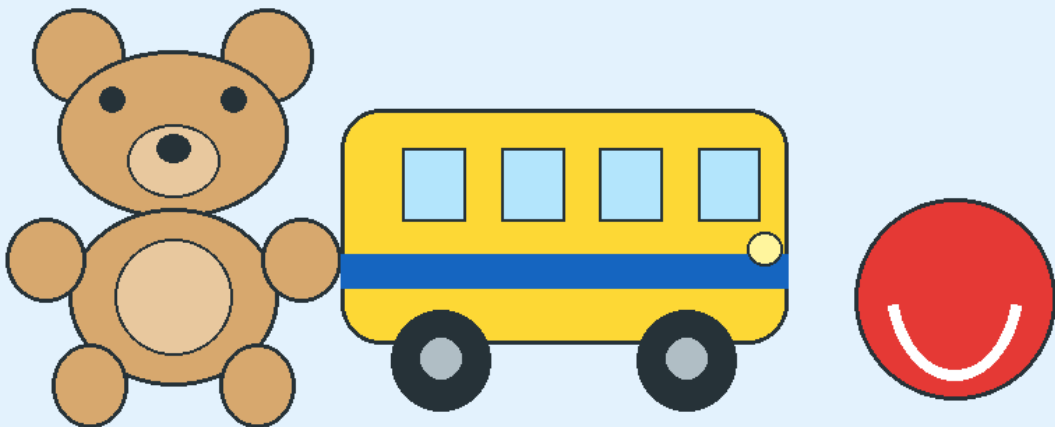
What you are modelling: the full act of reading one line — start at the dot, sweep left to right, one spoken word per written word, 'the' and 'is' said at sight, 'big' and 'can' sounded out and blended, and a meaning check against the picture before moving on. Pages 5–8 are read on the same pattern in the practice tasks.

Example 2 — scaffolded: The Toy Day poster — an authentic text

Materials: the poster below, up where all children can see it. The green start dots are already on — you stuck them there.



TOY DAY!



● **My toy is a bus.**

● **Go, bus, go!**



Toy Day! It is up in our room. The green dots are on.

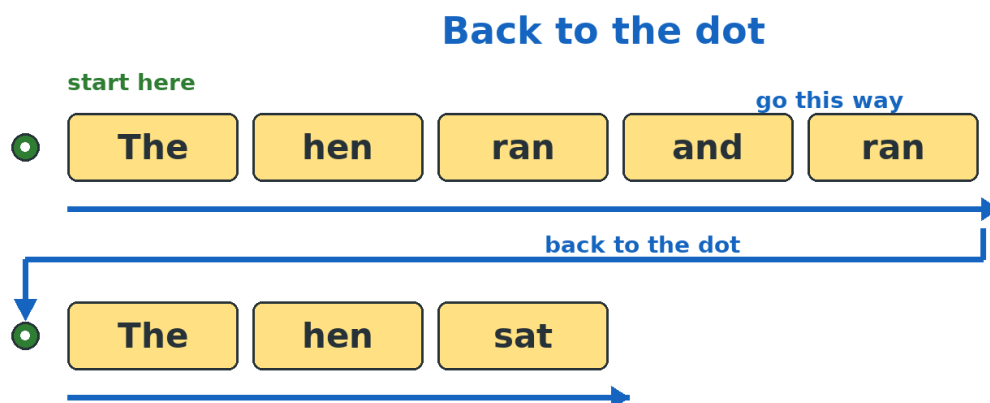
Look! Toy Day! It is up in our room. I read it. Where do I start? At the dot! I go this way. Toy... oh! I do not know the sounds! So I stop, and I ask: What is that word, please? It is toy! Toy Day! Next: My... toy... is... a... bus. bus I can read: b... u... s... bus! Next: Go, bus, go! I read it all! Some words I read. Some words I ask for. That is how we read!

What you are modelling: the authentic-text deal. The same navigating moves carry over (dot, direction, one word per word). The words with taught correspondences — My, is, a, bus, Go, go — the child reads. The words with untaught spellings — toy, day — you supply when the child stops and asks. Stopping and asking is .E03 working as designed, not a failure to decode.

Practice tasks

Scaffolded

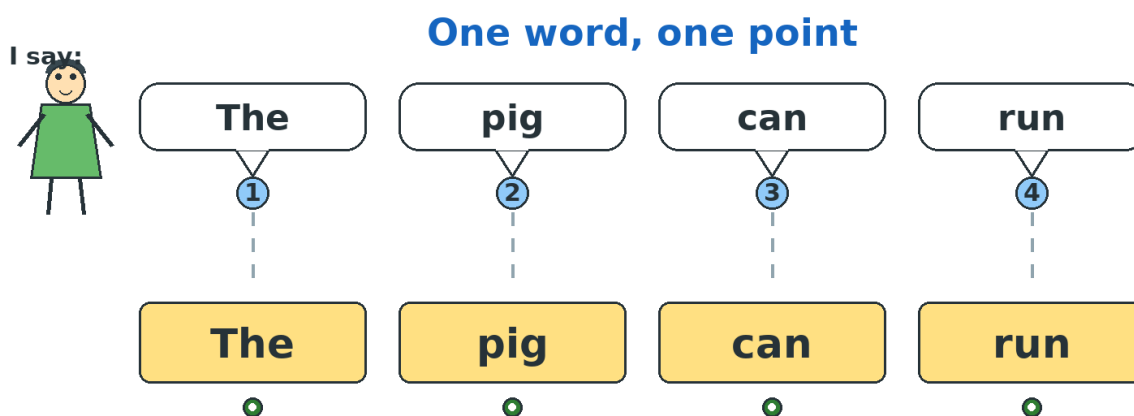
S1 — Back to the dot (navigating; materials-led — .E01) Materials: the two-line reading below, printed large; green start dots on both lines.



Read the top one. Back to the dot for the next one.

Look! Two to read. The top one first: The hen ran and ran. Start at the dot. Go this way: The... hen... ran... and... ran! You got to the end! Now the next one is under it. Back to the dot. The... hen... sat. Yes! You are back at the dot. Good!

S2 — One word, one find (matching one spoken word to one written word; partners — .E01) Materials: the matching figure below, or sentence strips from Reader A. One child says, the partner finds; then they change over.



One word I say, one word you find.

I say the words. You find them. One word, one find! The... pig... can... run. You got them all? Yes! Now you say, and I find. You go!

S3 — Say the sounds, say the word (decoding new CVC words; materials-led — .E02) Materials: the word mat below and letter chips (spare letters r, b, t, m, g, p from the tray, plus any you add).

Make the word

Say the sounds. Put one letter in each box.

s

u

n

letters

r

b

t

m

g

p

Read the word:

→

sun

☀

The word mat. Say the sounds, and say the word.

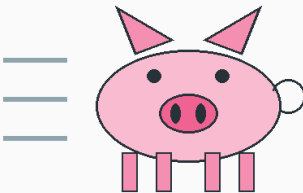
New word! I say the sounds: m... u... d... What is the word? mud! Yes! Look at the mat. The sounds are in the boxes: s, u, n. Say them with me: s... u... n... Say the word: sun! Yes! Now you do one: b... e... d... Say the word! bed! You did it!

S4 — Words we know (*high-frequency words in an authentic text; picture-led — .E02*) *Materials: the Toy Day poster again.*

On our Toy Day one, find the words we know! Where is the? There! Where is my? There! Where is go? There! Where is bus? There! We know all the words! We say them fast: the, my, go, bus!

The known words are said fast, on sight — never sounded out. Children who try b... u... s for 'bus' get it both ways: yes, bus is CVC and can be sounded; the, my, is, and, go are said fast.

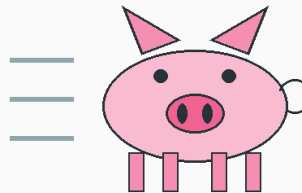
S5 — Do the words go with the pictures? (*monitoring meaning; picture-led — .E03*) *Materials: the two cards below. Children answer aloud; the Yes/No boxes stay open until they decide.*



The big pig can run.

Yes

No



The big pig can sit.

Yes

No

Do the words go with the pictures? Yes or no?

Look at the two. The pig runs and runs! One says: The big pig can run. Does it go with the pictures? Yes! One says: The big pig can sit. Does it go? No! It does not go! When it does not go, we stop. We say the sounds. We look at the pictures. We ask!

S6 — What do you do? (*choosing the move when reading is hard; materials-led — .E02, .E03*) *Materials: the three-move cards from Part 5, cut out; children say the move before they put it up.*

A new word! What do you do? Do you say the sounds? Yes! Do you look at the pictures? Yes! Do you run away? No! We do not run away! We ask: will you help me, please? Three good things to do: say the sounds, look at the pictures, ask!

Un scaffolded

U1 — Read our new book to me (a whole decodable text, one-to-one — .E01, .E02) *Materials: Reader B below, printed, cut and stapled; a green start dot on page 1. The child reads the whole book to you.*

A new little book: The red hen



Our little book — The red hen.

A new book for you: The red hen! You start at the dot. You go this way. You read it to me. When a word is new, you know what to do. Go!

U2 — New words on the mat (decoding unseen CVC words, independent — .E02) *Materials: the word mat; you put up three new words, one letter at a time: zip, hug, tap.*

I put new words on your mat. Say the sounds. Say the word! z... i... p... What is it? ... zip! Yes! Now: h... u... g... Say it! ... hug! Yes! One more: t... a... p... You got it: tap! You read three new words!

U3 — Does it go? You say! (monitoring meaning, oral — .E03)

I read, and you say: does it go? Yes? No? The hen sat. And the pictures: the hen sat. ... Yes! It goes! The hen can run. And the pictures: the hen sat. ... No! It does not go! Now you read one to me, and I say!

U4 — You start us off (navigating a new two-line text, demonstrated — .E01) *Materials: two sentences from Reader A on your large sheet — 'The pig got wet.' and 'Hug, pig, hug!' — with green start dots on both lines.*

Here is a new one with two to read. You say: where do we start? ... Yes! At the dot! How do we go? ... Yes! This way! And when we get to the end? ... Yes! Back to the dot! Now you read it to me: The pig got wet. Hug, pig, hug! You did it!

What to listen for (answers)

Teacher-observed and oral throughout (D8 — no written test items at this level), scored against the achievement standard's own sentence: reading decodable and authentic texts "using developing phonic knowledge". Expected responses:

- **Teaching sequence:** children orient to the dot and sweep left to right with you; every spoken word lands on one written word in Part 2; known words (the, is, my, and, go) said fast, new CVC words sounded then blended in Part 3; the class stops you on the wrong sentence in Part 4 and names the three moves in Part 5.
- **Example 1:** start at the dot, read left to right, return to the dot for the next line; ‘the’ and ‘is’ on sight; ‘big’ and ‘can’ sounded out (b–i–g, c–a–n) and blended; meaning checked against the pictures.
- **Example 2:** the child reads My, is, a, bus, Go, go; stops at ‘Toy’; asks for it; accepts ‘toy’ and reads on. Stopping and asking is the creditworthy response.
- **S1:** line 1 read left to right from the dot; return sweep made to the dot on line 2; both sentences matched one spoken word to one written word.
- **S2:** four spoken words matched to four written words, in order, in both directions (sayer → finder, then changed over).
- **S3:** mud, sun, bed — each said as sounds, then blended into the word.
- **S4:** the, my, go, bus found on the poster and said fast as whole words.
- **S5:** card 1 yes, card 2 no — with the reason in child language (“the pictures say run”).
- **S6:** say the sounds, look at the pictures, ask — chosen and said; ‘run away’ refused.
- **U1:** the whole of Reader B read: dot, direction, return sweep; red, hen, ran, sat decoded; the, is, and, go on sight.
- **U2:** zip, hug, tap decoded from sounds, unscaffolded.
- **U3:** yes/no judgements on both sentences, with ‘it does not go’ or the picture as the reason; then the child reads a line to you and you judge.
- **U4:** the child names the dot, the direction (this way) and the return (back to the dot) on a text they have not seen, then reads both lines.

Common errors to notice (all fixable in the moment, all oral): pointing at nothing or two words per point (re-run the one-word-one-find refrain); sounding out ‘the’ (supply it at sight — ‘th’ is untaught and this word goes by eye); guessing from pictures without looking at the print (back to the sounds: “what does it say?”); sailing past a meaning break (model the stop again — the straight-faced wrong sentence); reading right to left or staying on the top line (more back-to-the-dot work, hand sweeping with them). None of these is a deficit; they are the three moves still being built.

How do you know? (oral reasoning and demonstration)

One closing prompt per child, asked one-to-one or in a small group. The child must both say and do.

Read this to me: mud. How do you know it is mud? Say the sounds for me! Now: where do we start on this one? How do you know? ... Yes! At the dot! Last one: I read The big pig can sit. You said no. How do you know? ... Yes! The pictures say run! You got it!

Accept: m... u... d... blended to ‘mud’; the dot named as the start, ‘this way’ as the direction; and a meaning-break noticed and repaired — “the pictures say run”. *That is the CD made visible:* the child navigates, decodes and monitors meaning, and can say how they know.

Where this goes next

- **6B (VC2EFLY10)** takes the authentic text of this section into text types and their contexts: everyday signs, symbols and what texts are for. The Toy Day poster is the first of that line.
- **6C (VC2EFLY11)** sorts texts into narrative and informative: the two readers here are stories; the poster is not. Two types only at Foundation — persuasive is Level 1.
- **6D (VC2EFLY12)** grows the monitoring move into the full strategy list: visualising, predicting, connecting, summarising, questioning. ‘Does it go?’ is the Foundation root of every one of them.
- **Level 1 (VC2E1LY09)** takes this same content description forward with phrasing and fluency. The word-by-word accurate reading built here is its prerequisite, and the decoding ceiling lifts: blends, digraphs and long-vowel patterns enter at Level 1, not before.

- **The joins back:** 4D (VC2EFLY04) supplied the blending that decodes ‘can’; 5A and 5B (VC2EFLY05, VC2EFLY06) supplied the CVC reading and the sound–letter knowledge; 5C (VC2EFLY07) supplied the five words read at sight. This section is those four working together for the first time.

Familiar types of texts and the contexts in which they are used

Chapter 6 — Literacy: reading and understanding texts · Section 6B Strand: Literacy · Sub-strand: Texts in context Owns: VC2EFLY10 · **Draws on:** .E01 .E02 .E03 (every elaboration id of the CD — the ids are the join key for MCQ and coverage linkage, not a teaching order)

Curriculum block — verbatim, teacher reference

Content description VC2EFLY10 (Students learn to:):

identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used

Elaborations (This may involve students:):

- .E01 recognising symbols in everyday environments and discussing why they are used, for example exit signs, school crossing signs, emblems or badges on school uniforms
- .E02 using book covers to group narrative and informative texts
- .E03 grouping texts according to topic; for example, grouping a set of texts, which may include informative and narrative texts, about farm animals

Where this section sits. 6A cashes out Chapters 4–5: navigating, decoding, monitoring meaning on the page. 6B steps back from the page and treats texts as objects with jobs. A child who can say *that one is a story* or *that one has new things to know* is grouping texts by purpose — the habit 6C turns into the differences between the two types. The symbols work of .E01 is the context half of the CD: the exit sign over the door, the crossing sign at the school gate and the badge on the top are the everyday environments where a type of text does its job. The Reading and Viewing mode of the Foundation achievement standard is what this work feeds: students “identify how types of texts, both print and digital, are organised for purpose and navigation.” Here the identifying is oral and the navigation is a finger on a cover.

Boundaries (level discipline, TOC §2 D13).

- Two types only at Foundation: narrative and informative. Persuasive joins at Level 1 (VC2E1LY11); no third type is named, sorted or modelled here.
- 6C (VC2EFLY11) owns the *differences* between narrative and informative texts — ‘real’ vs imagined, selecting a text for information. 6B owns recognising the two types and the contexts in which they are used: naming and sorting, not comparing.
- Symbols are not treated as texts to decode. They are pictures-with-a-job that open the idea of context (.E01); no child reads any print in this section.

Administration (reading-load rule, TOC §2 D13). Every line of every task is read aloud by the teacher. No task depends on a child reading anything. The work is carried by symbol cards, cover cards, mats, boxes and the teacher’s voice. Written labels on the figures are for the teacher to read, never for the child to decode.

On the curriculum’s own examples. VCAA’s exemplars — exit signs, school crossing signs, emblems or badges on school uniforms (.E01) and the farm-animals topic (.E03) — are quoted verbatim above and pictured in the figures (they are the curriculum’s words). The six book covers are original artifacts made for this book (D4); no publisher is named.

Big idea

Working definitions (terms defined at first use, sources named). The Victorian Curriculum 2.0 names these words but does not define them, so this section states the operational definitions it uses. They follow the sense the VC2 Foundation English elaborations use them (VCAA, Victorian Curriculum F–10 Version 2.0 English, export of 2026-07-29); other definitions exist and are not interchangeable with these.

- **Text** — anything made to be read, looked at or listened to for meaning: a story book, an informative book, a sign on a wall. Foundation meets texts as picture-and-voice objects.
- **Type of text (familiar types)** — at Foundation, exactly two: **narrative** (a story — made up, with someone in it, for fun) and **informative** (not made up; full of new things to know). A third type, persuasive, is Level 1 and is not here.
- **Context** — where a text lives and what it is doing there: the exit sign is *by the door* because its job is at the door; the crossing sign is *at the school* because kids walk there; a story book is *on the story mat* because its job is fun. Context = place + job.
- **Symbol** — a little drawing or shape that says something fast, with no words to read: the green exit sign, the yellow crossing sign, the badge on the top. Symbols are the everyday-environment door into “texts have types and jobs” (.E01).
- **Cover** — the front of a book. At Foundation the cover is the child’s lawful evidence for type: a made-up someone in it → narrative; the thing it is about, new things to know → informative (.E02).
- **Topic** — what a text is about (hens, sheep, trucks). Two texts can share a topic and still be different types (.E03).

Why it matters. A child who notices that the green sign lives by the door because it *means* the door, that a hen in a hat on a cover means *made up*, and that a hen on another cover means *new things to know*, has noticed purpose and context — the two nouns inside the achievement standard’s sentence. That noticing is what makes the type-and-purpose work of 6C and Level 1 learnable; it is taught here with cards, mats and voices, and it is assessed by listening.

The three sorting games in this section:

game	what the child does	curriculum exemplar
symbols say things (.E01)	names a symbol, says what it says and where it lives	exit signs, school crossing signs, badges/emblems on uniforms
covers → type (.E02)	puts each cover on the story mat or the informative mat	the six original covers of this section
texts → topic (.E03)	puts covers in or out of the farm-animals box	farm animals

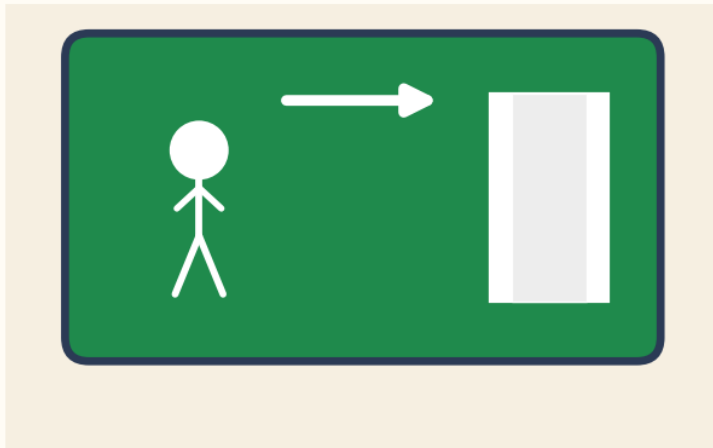
Materials for the whole section (all oral, all reusable): the three symbol cards and the six cover cards (print and cut once from this section’s figures), two floor mats (story / informative), two boxes (farm animals / not), and the teacher’s voice.

Teaching sequence

One short whole-class sequence, read aloud and done together (~15 minutes). Everything between the markers is spoken to the children; the notes in italics are for you.

Part 1 — The exit sign. First meet of symbol, sign and exit (.E01).

Show the exit sign figure. Point to the real exit door of your room as you say it.



the exit sign

It says: the door is here.

You can go out here.

The exit sign: a green sign with a walking man, an open door and an arrow, with the lines “the exit sign — It says: the door is here. You can go out here.”

Look! Up by the door! What is that? It is green. It has a little man and a door on it. It is the exit sign. Exit is a big word for out. It says: the door is here. You can go out here. We call it a symbol. A symbol is a little drawing that says something fast. No words to read!

Part 2 — Why symbols? The crossing sign and the badge (.E01).

Show the two figures. Hold up a school top with the badge if you have one.



the school crossing sign

It says: kids walk here to go to school.



our school badge

It is a symbol too. It is on our tops.

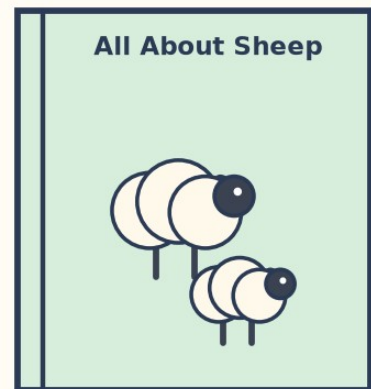
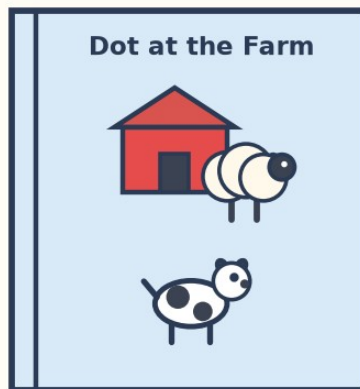
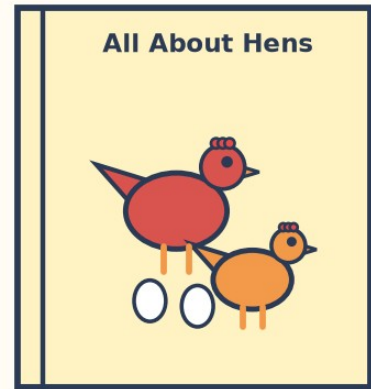
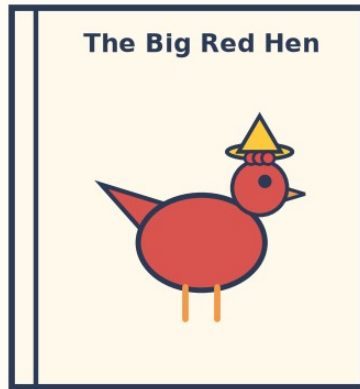
It says: we all go to the same school.

More symbols! Look! The yellow sign. It has two kids on it. It says: kids walk here to go to school. It is a symbol too. Why is it there? Cars go fast. The sign says to the cars: kids walk here! Cars stop. Kids go! And look at our tops. The badge! It is a symbol too. It says: we all go to the same school. Symbols say things fast. We see them and we know what to do!

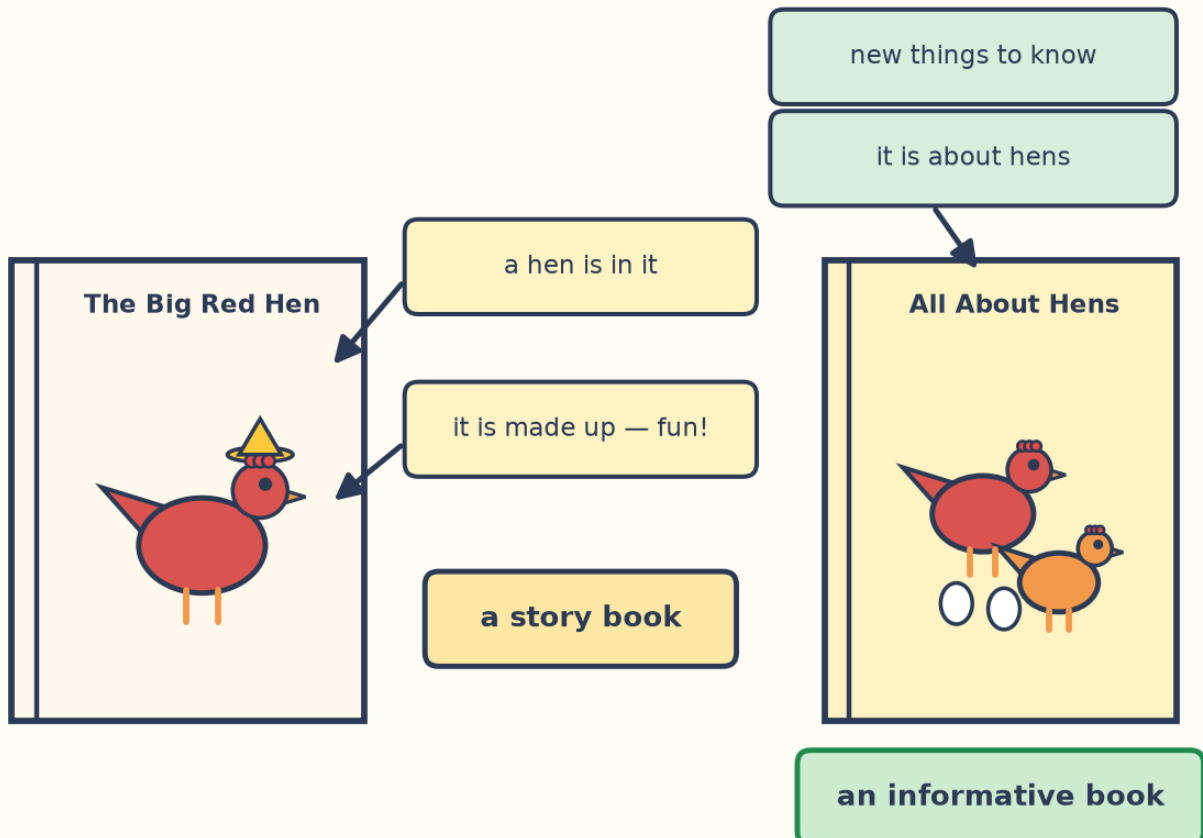
Part 3 — Covers say the type. Narrative and informative, defined (.E02).

Show the four covers, then the clue tags. Reuse the 2C definitions: a story is made up; an informative text is not made up, it is full of new things to know.

Four book covers



What do the covers say?

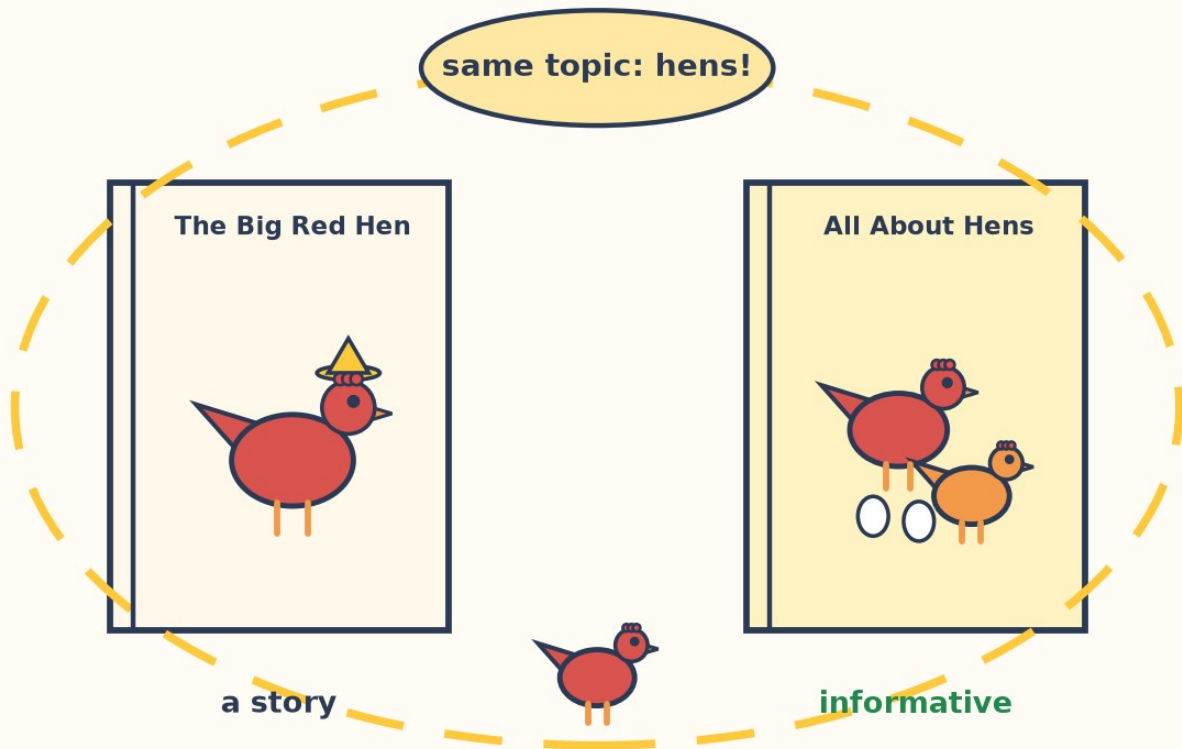


Books are texts too! And books have types. Look at the front of a book. We call it the cover. The cover says what the book is! Two types for us: story books and informative books. A story is made up. It is fun. We also call story books narrative. An informative book is not made up. It is full of new things to know. Look! The Big Red Hen. A hen in a hat! Hens do not have hats! It is made up. It is a story! All About Hens. It is about hens. New things to know. It is informative! Story books go on the story mat. Informative books go on the informative mat.

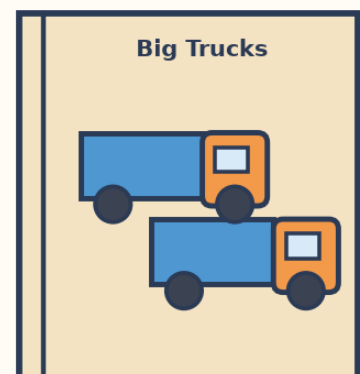
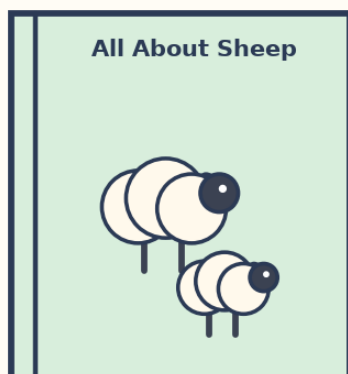
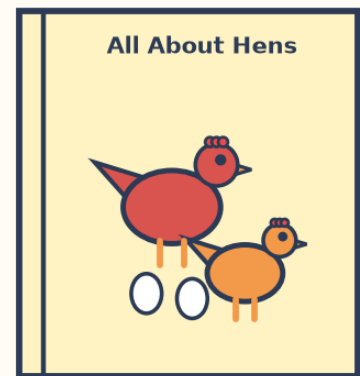
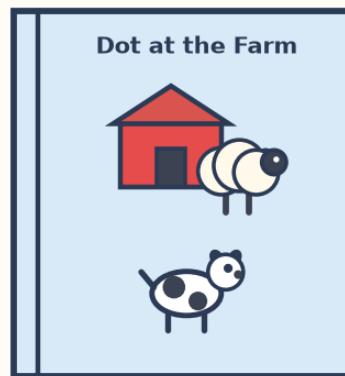
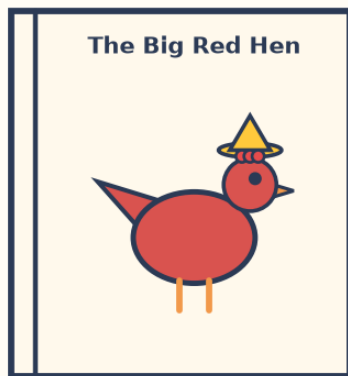
Part 4 — Same topic, two types (.E03).

Show the looped pair, then the six farm-table covers.

Two books — one topic



Six book covers



Now look at two books about hens! The Big Red Hen — a story. All About Hens — informative. Two types! But the same topic. Topic is what the book is about. Both books are about hens! And some books are about farm animals. Some are not. We will put them in the right box!

Part 5 — The sorting chant. Everything joined, said and done.

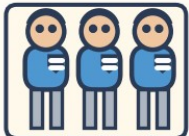
Up! We say it and we do it! I say: exit sign! You say: the door is here! I say: crossing sign! You say: kids walk here! I say: badge! You say: the same school! I say: The Big Red Hen! You say: a story! I say: All About Hens! You say: informative! I say: hens! You say: the same topic! Yes! Good!

Modelled examples

Example 1 — scaffolded: What does the symbol say? (.E01)

Materials: the three symbol cards, cut from the Part 1 and Part 2 figures; the three meaning drawings below on the board.

What do the symbols say?

the symbols		what they say
	-----	 kids walk here to go to school
	-----	 we go to the same school
	-----	 the door is here

The symbols, and what they say.

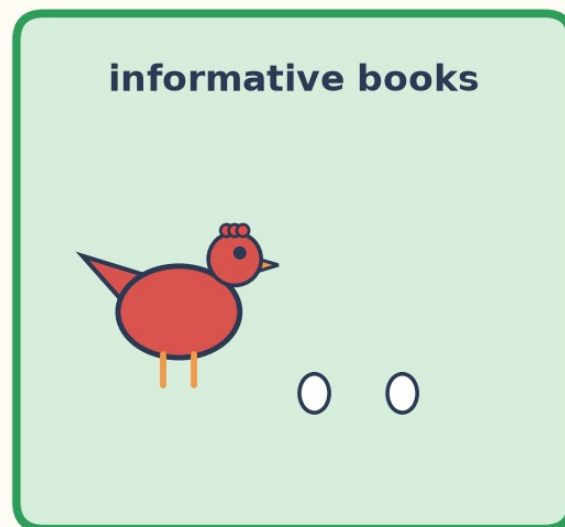
The teacher thinks aloud with the first symbol, then hands the next two to the class.

Watch me. I take the exit sign. What does it say? It has a door on it. The door is here! You can go out here. Why is it by the door? The door is there! I see the sign and I know. Fast! Now you. The yellow sign. What does it say? ... Kids walk here to go to school! Yes! And the badge? ... We all go to the same school! Yes! Symbols say things fast!

What you are modelling: reading the symbol as a message (not as print), then giving its context — the why is the place. Watch for children who can say the message but not the place; the place is the context half of the CD.

Example 2 — scaffolded: Cover sort think-aloud (.E02)

Materials: the two mats below on the floor; the four covers of Part 3, cut out.



Put the covers on the mats.

The story mat and the informative mat.

The teacher thinks aloud with the first two covers, then hands the next two to the class.

Watch me put a cover on a mat. The Big Red Hen. Look at the cover. A hen in a hat! Made up. Fun. It is a story. On the story mat! Now All About Hens. Look at the cover. It is about hens. New things to know. Informative. On the informative mat! Now you. Dot at the Farm. A dog at a farm! Made up? Yes — a story! Which mat? ... The story mat! Yes! All About Sheep. About sheep. New things to know. Which mat? ... Informative! Yes!

What you are modelling: using the cover as evidence — made-up → story, about a thing + new things to know → informative — and saying the evidence out loud before the mat.

Practice tasks

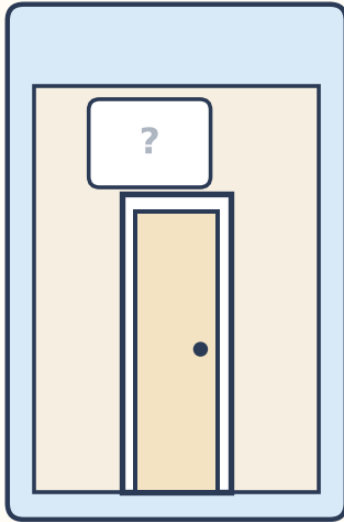
Scaffolded

S1 — Say what they say (symbols; .E01, picture-led) *Materials: the Example 1 figure on the board; children answer aloud.*

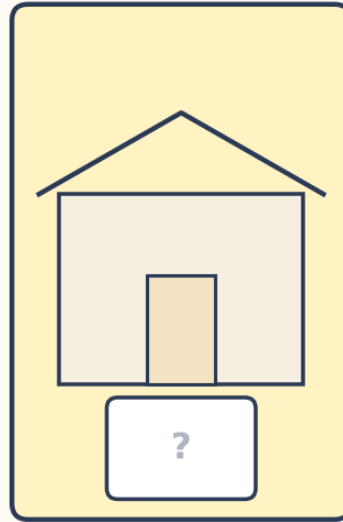
Look at the symbols. Look at the drawings. Say which drawing goes with which symbol. The exit sign ... the door is here! Yes. The yellow sign ... kids walk here to go to school! Yes. The badge ... we all go to the same school! Yes.

S2 — Where do we see them? (context; .E01, picture-led) *Materials: the figure below on the board; the “?” spots are where the symbol cards go.*

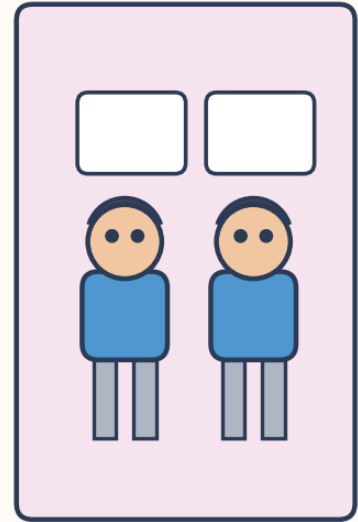
Where do we see them?



by the door



at our school



on our tops

Three symbol cards (exit sign, crossing sign, badge) above three scenes with question-mark spots: a room with a door tagged “by the door”, a school building tagged “at our school”, two children in the same tops tagged “on our tops”

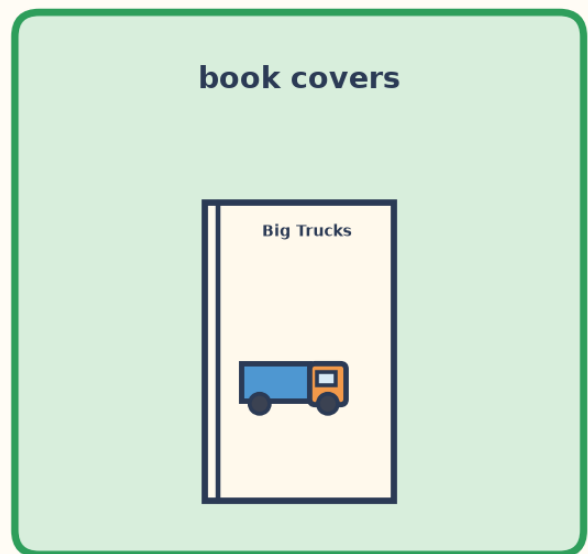
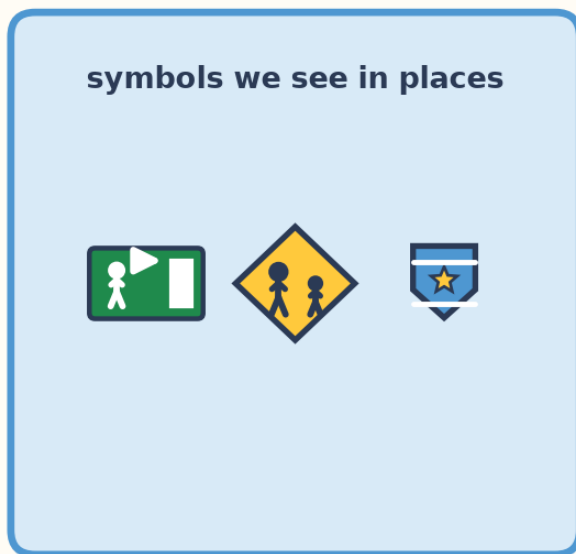
Where do we see the symbols? Say the place! The exit sign ... by the door! Yes. The yellow sign ... at our school! Yes. The badge ... on our tops! Yes.

S3 — Cover clues (type; .E02, picture-led) *Materials: the Part 3 clue-tag figure on the board; children answer aloud.*

Look at the two covers. Which is a story? Which is informative? Say why! The Big Red Hen — a story! A hen in a hat. Made up! All About Hens — informative! About hens. New things to know!

S4 — Symbol or book cover? (text or symbol; cards-led) *Materials: the two boxes below on the board; the three symbol cards and the six cover cards, cut out and dealt face-up.*

Symbol or book cover?



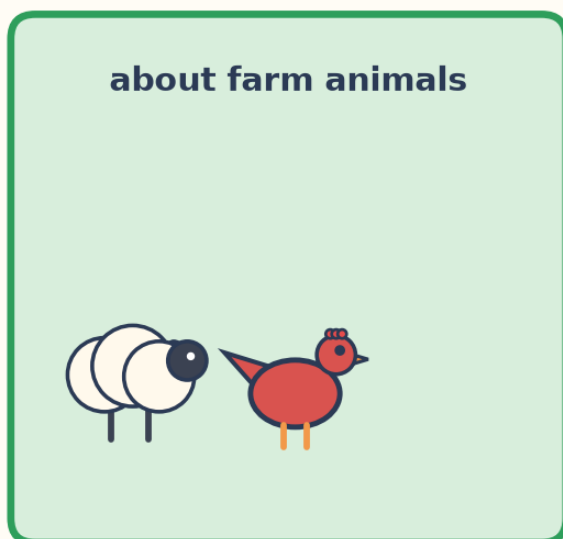
Cards: the three symbols and the six book covers.

Two boxes on the board: a blue box tagged “symbols we see in places” holding the exit sign, the crossing sign and the badge, and a green box tagged “book covers” holding the Big Trucks cover; the line below reads “Cards: the three symbols and the six book covers.”

Two boxes. One for symbols. One for book covers. Take one. Put the symbols in the symbol box. Put the covers in the cover box. You go!

S5 — The farm box (topic; .E03, cards-led) Materials: the two boxes below; the six cover cards of Part 4, cut out.

Two boxes for the covers



Is it about farm animals? In, or out?

Two boxes: a green box tagged “about farm animals” with a sheep and a hen in it, and a blue box tagged “not about farm animals” with a bus and a truck in it; the line below reads “Is it about farm animals? In, or out?”

Now put the covers in a box by topic! About farm animals, or not? The Big Red Hen — a hen is a farm animal! In! Dot at the Farm — sheep and hens at the farm! In! All About Hens — in! All About Sheep — in! Mia and the Big Bus — a bus is not a farm animal! Out! Big Trucks — out! Four in, two out!

S6 — Two types, one topic (*topic + type together; .E02 + .E03*) *Materials: the Part 4 looped-pair figure on the board.*

Two books about hens! Say the topic: hens! One is a story. One is informative. Two types, one topic! Now you: Dot at the Farm and All About Sheep. Same topic? ... Farm animals! Yes! Two types, one topic!

Unscaffolded

U1 — The symbol walk (*symbol + context; oral, in your room*)

Now you go. Look around our room. Find a symbol. Say what it says. Say why it is there.

U2 — Make a symbol (*symbol + context; oral and drawn*)

Make a symbol for our room! Draw it. Say what it says. Say where it goes.

U3 — Make a cover (*type; oral and drawn*)

Make a book cover. Draw it. Say the name. Say: a story or informative? Say how you know.

U4 — Two books, one topic (*topic; oral, in your book corner*)

Look at the books in our room. Find two books with the same topic. Say the topic. Say the type of the two books.

What to listen for (answers)

Teacher-observed and oral, scored against the achievement standard's own sentence ("identify how types of texts ... are organised for purpose and navigation"). Expected responses:

- **Teaching sequence:** the exit sign's message ("the door is here") and its place (by the door) both said; the two types named from covers (hen in a hat → story; about hens → informative); the chant answers automatic (exit sign → the door is here, Big Red Hen → a story, hens → the same topic).
- **Example 1:** exit sign → door message + "the door is there" as the why; crossing sign → kids walk here to go to school; badge → we all go to the same school.
- **Example 2:** The Big Red Hen and Dot at the Farm on the story mat; All About Hens and All About Sheep on the informative mat, each with the evidence said ("made up", "new things to know").
- **S1:** exit sign → door drawing; crossing sign → kids walking drawing; badge → same-tops drawing.
- **S2:** exit sign → by the door; crossing sign → at our school; badge → on our tops.
- **S3:** The Big Red Hen a story (made up, hen in a hat); All About Hens informative (about hens, new things to know).
- **S4:** the three symbol cards in the symbol box; the six cover cards in the cover box — a cover is a text's front, a symbol is a picture-with-a-job, and the child can say the difference in child language.
- **S5:** in: The Big Red Hen, Dot at the Farm, All About Hens, All About Sheep · out: Mia and the Big Bus, Big Trucks.
- **S6:** topic hens for the first pair; farm animals for Dot at the Farm + All About Sheep, with the two types named.
- **U1:** a real symbol found (exit sign, crossing sign, badge or one in your room) with its message and its place said.
- **U2:** a drawn symbol with a said message and a said place.
- **U3:** a drawn cover with a said name and a said type, with the evidence ("made up" / "about ... new things to know").
- **U4:** two real books sharing a topic, topic said, both types said.

Common errors to notice (all fixable in the moment, all oral): sorting covers by colour or size instead of type (bring the child back to “made up?” and “new things to know?”); putting the badge in the farm box because it has an animalish star on it (topic is what the *book* is about); saying the exit sign’s job is “to be green” (a colour, not a message). None of these is a reading problem; this section has no print to get wrong.

How do you know? (oral reasoning and demonstration)

One closing prompt per child, asked one-to-one or in a small group. The child must both say and do.

Take the exit sign. How do you know what it says? Say it for me! Now two covers. One story, one informative. How do you know? Say it for me!

Accept: “it says the door is here” plus the card held up by the real door; “made up — a hen in a hat” for the story cover and “about hens — new things to know” for the informative one. *That is the CD made visible:* the child identifies the type and the context, and can give the evidence for both, in spoken words only.

Where this goes next

- **6C (VC2EFLY11)** takes the two types sorted here and asks how they differ: ‘real’ vs imagined, and selecting a text for information — the cover evidence built here becomes the comparing work there.
- **6D (VC2EFLY12)** runs the comprehension strategies (visualising, predicting, connecting, summarising, questioning) over exactly these familiar texts.
- Level 1 widens the shelf: VC2E1LY10 draws text types from a range of cultures and experiences, and VC2E1LY11 adds the third type — persuasive — to narrative and informative. Not before.

Differences between narrative and informative texts

English Foundation · Chapter 6 — Literacy: reading and understanding texts · Section 6C

For the teacher. Every line the children need is read aloud by you. Nothing on these pages asks a child to read a word they have not been taught. The two texts in this section were written for this book, and every figure was drawn for it. The work lives in the listening, the sorting, and the things the children say and draw.

What this section owns

Code	VC2EFLY11 (Literacy — Analysing, interpreting and evaluating, Foundation)
Content description	<i>identify some differences between narrative and informative texts</i>
Elaborations drawn on	VC2EFLY11.E01 · VC2EFLY11.E02 · VC2EFLY11.E03 (all three taught; no exclusion applies to this CD)
How it is seen in this book	Teacher-observed and oral: listening, pointing, sorting, saying, drawing. No written answers.

Words we use in this section — for the teacher

The curriculum names these ideas in VC2EFLY11 and its elaborations (VCAA, Victorian Curriculum F–10 Version 2.0) but does not define the two text types. This section uses each word in the sense below, and every task is answerable on these senses alone.

Word	How this book uses it
narrative text	The Victorian Curriculum uses <i>narrative text</i> in VC2EFLY11 and its elaborations but does not define it. This book therefore treats it as: a text that is a story — it has characters, and things go on in it. With the children: <i>story book</i> .
informative text	The curriculum likewise does not define <i>informative text</i> . This book treats it as: a text that is facts — it is about real things, and it helps you know about them. With the children: <i>fact book</i> .
real / imagined	From VC2EFLY11.E01 (“talking about what is ‘real’ and what is imagined in texts”). Here: <i>real</i> = like real life; <i>imagined</i> = made up, only in a story or in the head. With the children the pair is <i>real</i> and <i>made up</i> .
fact / facts	A fact is a thing you can say about real life, and it is so. This section uses <i>facts</i> as the child-facing mark of informative texts, and uses the word in this sense throughout.
label	A little word on or next to a picture that names a thing in the picture — the image feature the children compare across the two text types in VC2EFLY11.E03.
text	Anything we read or look at that has words and pictures — the same sense as Chapter 1.

Each of these words is defined again, in child terms, inside “The big idea” and the two modelled examples below, at first use with the children.

Two types only. Foundation keeps to two text types here: narrative and informative. Persuasive texts enter at Level 1 (VC2E1LY11), so this section does not name or teach a third category (TOC decision D13).

The big idea — read aloud

Sit the children where they can all see you and the pictures. Say: *Eyes on the pictures, ears on the words.* Read this aloud, slowly:

Books work in two ways.

Some books are story books. A story is made up. A story has people and animals in it. We call a story book a **narrative text**.

Some books are fact books. **Facts** are about real things. A fact book helps you know about real things. We call a fact book an **informative text**.

A story is imagined — it is made up! Facts are real.

Today we will look at two books about birds. One is a story book. One is a fact book. They are not the same!

Books work in two ways

narrative

STORY BOOK

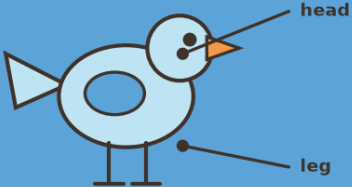


Sam's New Song

For a good story!

informative

FACT BOOK



Birds

Facts about real things!

Our two model texts

Both texts were written and drawn for this book.

Text	What it is	What it shows
Sam's New Song	a story (narrative text)	characters, made-up happenings, and what is 'real' and what is imagined

Text	What it is	What it shows
		(VC2EFLY11.E01)
Birds	a fact book (informative text)	facts about real things, and pictures with labels (VC2EFLY11.E02, .E03)

Teaching sequence — for the teacher

You will need: the ten figures (printed large or on a screen), the two big hand pictures from Figure 7 copied onto cards, the four picture tokens from Figure 4 copied onto cards, two mats, the four picture tokens from Figure 6 copied onto cards, two boxes, paper, and pencils or crayons. For Q9, have a book corner ready with some fact books in it.

Step 1 — sit together. Sit the children where they can all see the pictures. Read aloud:

Eyes on the pictures, ears on the words. Today we will look at two books about birds. One is a story book. One is a fact book.

If a child cannot see, move them up close.

Step 2 — books work in two ways. Put the two-books poster (Figure 1) where all can see it. Read “The big idea” aloud. Say the new words slowly: *narrative text, informative text, facts, made up*.

Step 3 — Modelled Example 1. Read “Sam’s New Song” aloud. Think out loud about what is made up and what is like real life, with the marked-up story (Figure 2).

Step 4 — Modelled Example 2. Read the fact book “Birds” aloud. Think out loud about the facts and the labels, with the fact page (Figure 3).

Step 5 — practice. Move to the practice tasks. Stay close for Q1–Q6. Step back for Q7–Q10. Finish with “Show me how you know”.

Modelled Example 1 — reading “Sam’s New Song” together

Text 1 — Sam’s New Song (*a story, written for this book; read aloud by the teacher*)

Sam is a little bird. Sam lives in a big tree. Sam can sing. “La la la!” sings Sam.

One day, Sam wants a new song. Sam flies to Pip. Pip is a duck. Pip is Sam’s friend. “Help me, Pip!” says Sam. “I want a new song.”

“Yes!” says Pip. “We can sing!” Pip sings “La la la!” in a big duck way. Sam sings “La la la!” in a little bird way.

Now Sam has a new song. It is the best song! Sam and Pip sing all day. The end.



Sam's New Song

a story — written for this book

This is a story.

Sam is a little bird. Sam lives in a big tree.

Sam can sing. “La la la!” sings Sam.

One day, Sam wants a new song.

Sam flies to Pip. Pip is a duck.

Pip is Sam’s friend.

“Help me, Pip!” says Sam. “I want a new song.”

Sam can talk — made up!

“Yes!” says Pip. “We can sing!”

Pip sings “La la la!” in a big duck way.

Sam sings “La la la!” in a little bird way.

Birds really do sing!

Now Sam has a new song. It is the best song!

Sam and Pip sing all day. The end.

How to read it together. After the story, think out loud. Point to the marked-up story as you talk.

You ask

You are looking for

Is this a story, or is it facts?

A story! Sam the bird and Pip the duck are in it.

Can birds really talk?

No! Birds do not really talk. Sam talks in the story — that is **made up**.

Do birds really sing?

Yes! Birds really do sing — at school and at home!

So is this book a story book or a fact book?

A story book — a **narrative text**.

Modelled Example 2 — reading “Birds” together

Text 2 — Birds (*a fact book, written for this book; read aloud by the teacher*)

Birds are real. You can see birds at school and at home.

A bird has two wings and two legs. Many birds can fly high in the sky.

Birds make nests. Birds sit on eggs. Baby birds eat and eat and get big.

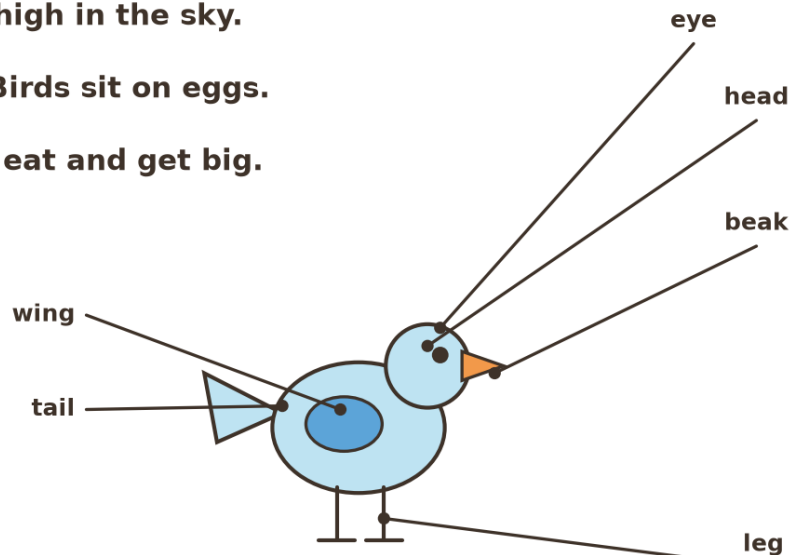
Look at the blue bird in this book. Do you see the little words on the bird? They say the names: head, eye, tail. The little words are **labels**. Fact books have labels!

Birds

FACTS

- **Birds are real.**
- **You can see birds at school and at home.**
- **A bird has two wings and two legs.**
- **Many birds can fly high in the sky.**
- **Birds make nests. Birds sit on eggs.**
- **Baby birds eat and eat and get big.**

A bird:



How to read it together. After the fact book, think out loud. Point to the fact page as you talk.

You ask

Is this a story, or is it facts?

Are birds real, or made up?

I want to know about eggs. Does this book help me?

What do you see on the blue bird?

You are looking for

Facts! This is a fact book — an **informative text**.

Real! You can see birds at school and at home.

Yes! “Birds sit on eggs.” This book helps me know about eggs.

Labels! The labels say the names.

Practice with help

Q1. Listen! Story or facts? (*Figure 7 — the listen poster*) Make the two big hand pictures from Figure 7. Read each little text aloud. The children put up the right one after each text.

Listen! Story or facts? Up with your pictures!

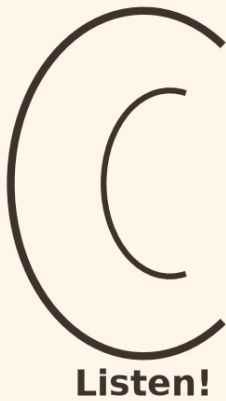
“The little fox ran to the mud. The mud was wet!”

“A frog has four legs. A frog can jump.”

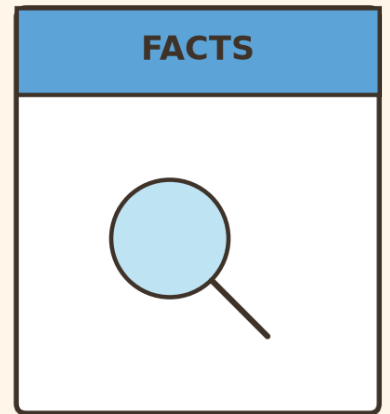
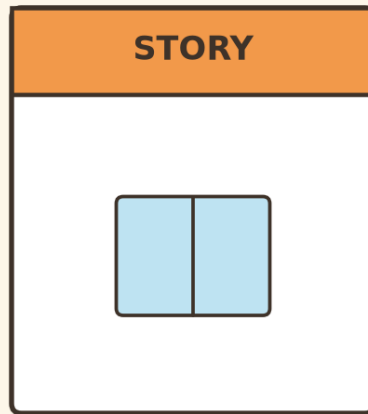
“Mum Bird sat on the nest. One, two, three eggs!”

“Birds make nests. Baby birds eat and eat.”

Listen! Story or facts?



Listen!



Story or facts? Up with your picture!

Q2. Real or made up? (*Figure 4 — the sorting mats*) Put out the two mats and the four picture tokens from Figure 4. Sort one of each kind with the children, then let them sort the rest.

Look at the four pictures. Where do they go?

A bird sings — birds really do sing! That is real! Put it on the green REAL mat.

A bird in a hat says “La la la!” Do birds really have hats? No! That is made up. Put it on the pink MADE UP mat.

Now you: the duck on the water — which mat? The duck that says “La la la!” — which mat?

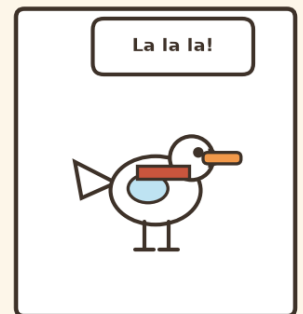
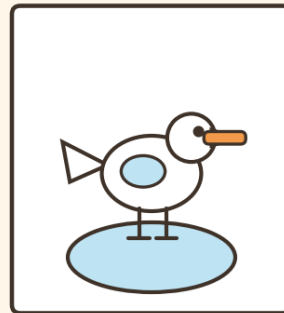
Real or made up?

REAL

like real life

MADE UP

only in a story



Q3. Which book helps you? (Figure 5 — selecting a book) Use the two model books. Read aloud:

You want to know about birds. Which book helps you? Say: “This book helps me know about birds.”

Now you want a good story. Which book helps you? Say: “This book helps me ...”

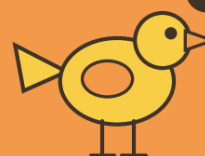
Which book helps you?

You want to know about birds.
Which book helps you?



Say: This book helps me ...

Sam's New Song



a story

Birds



facts

Q4. Where do the pictures go? (*Figure 6 — story pictures and fact pictures*) Make the four picture tokens from Figure 6. Two are story pictures (from stories, made up), and two are fact pictures (with labels, from fact books).

Look at the four pictures. Where do they go? Two are from a story. Two are from a fact book. Put the story pictures in the first box. Put the fact pictures in the next box. How do you know? Look! The fact pictures have labels.

Where do the pictures go?

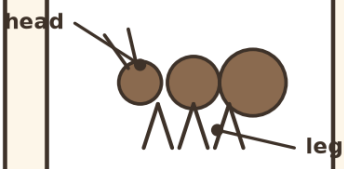
Story pictures

Fact pictures









Q5. The yes-or-no check (*Figure 8 — the checklist*) Put the big checklist up. Use yes and no cards, or thumbs. Read aloud:

Look up! Say yes or no.

It is made up. — Sam's New Song: yes or no? Birds: yes or no? It helps you know about real things. —

Sam's New Song: yes or no? Birds: yes or no? The pictures have labels. — Sam's New Song: yes or no?

Birds: yes or no? It is about birds. — Sam's New Song: yes or no? Birds: yes or no?

Look! Both books are about birds — but they are not the same!

Story or facts?

	story	facts
It is made up.	☐	☐
It helps you know about real things.	☐	☐
The pictures have labels.	☐	☐
It is about birds.	☐	☐

Q6. Same thing, not the same book (*Figure 9 — both books about birds*) Put up Figure 9. Read aloud:

Both books are about birds. But they are not the same!

Sam's New Song is a story. It is made up. It has pictures of Sam and Pip. Birds is a fact book. It is facts. It has pictures with labels.

Say it with me: the same thing — but not the same book!

Both are about birds!

birds

Sam's New Song

a story

made up



Birds

facts

real things

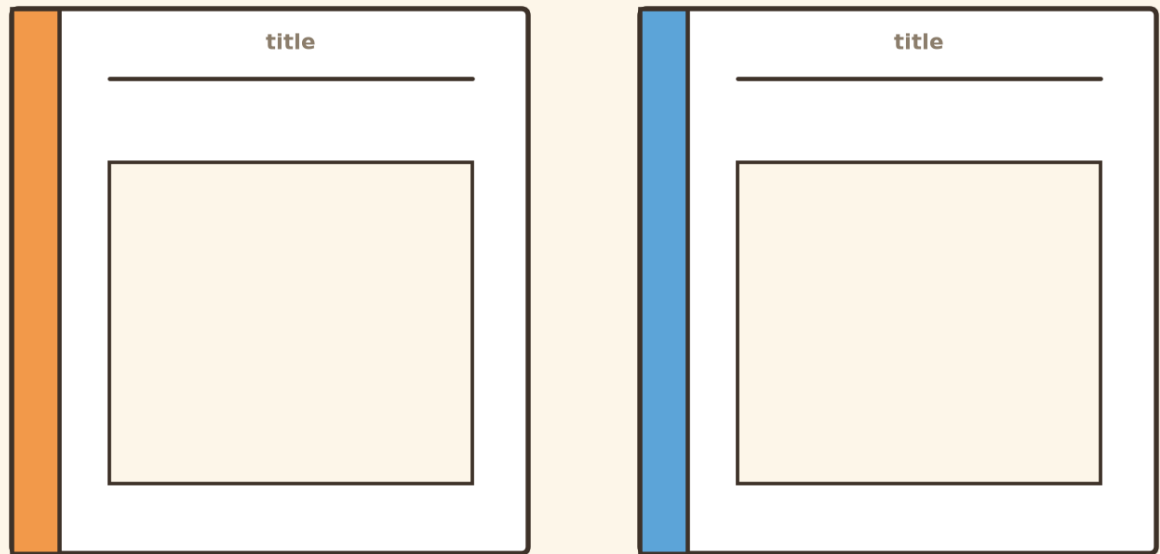


Practice on your own

Q7. Draw two books. Use the draw sheet (Figure 10). The teacher can put the child's words under the drawing.

Draw two books: a story book and a fact book. What is your story book about? What is your fact book about? Say it!

Draw two books



a story book

a fact book

Say: what is your book about?

Q8. Made up or real? Use “Sam’s New Song”.

Look at Sam’s New Song. Say one thing that is made up. Now say one thing that is real.

Q9. Find a fact book. Use the book corner.

Go to the book corner. Find a fact book. Say: “This book helps me know about ____.”

Q10. Say two things about birds.

Say one thing about birds that is made up: “In my story, a bird ...” Now say one real thing about birds: “Birds really ...”

Show me how you know

Sit with each child and the two model texts. Read aloud:

Look at our two books. Which one is the story? Which one is facts? How do you know? Say what you see!

A good answer says which book is the story and which is facts, and gives a reason the child can see or hear — *Sam talks, and birds do not really talk, or this one has labels*. A child who also says what is ‘real’ and what is imagined in the story is showing VC2EFLY11.E01 as well.

For the teacher — what to look for

This section is assessed by watching and listening, not by marks. Listen for the children as they listen, sort, say and draw:

- The child can say which text is the story and which is facts, and say how they know — the heart of VC2EFLY11.
- The child can say what is ‘real’ and what is imagined in the story (VC2EFLY11.E01).

- The child can select the book that helps with a task and say how it helps — “This book helps me know about birds” (VC2EFLY11.E02).
- The child can say how the pictures are not the same across the two kinds of books — story pictures, and pictures with labels (VC2EFLY11.E03).

Where this sits in the achievement standard. The Reading and Viewing part of the Foundation standard says children “identify how types of texts, both print and digital, are organised for purpose and navigation” and “compare how textual elements other than language, such as images and sounds, can contribute to meaning”. The Speaking and Listening part says children “share thoughts and preferences”. This section is one place to see all three happen.

The two texts as a set. Both texts are original to this book (TOC decision D4). The story carries VC2EFLY11.E01 — Sam talks (made up) while birds really do sing (like real life). The fact book carries .E02 — it is the book to select when you want to know about birds — and .E03 — its pictures have labels, and the story’s pictures do not. Both texts are about birds on purpose, so the children can see that the same thing can be a story or it can be facts (Q6). Keep to two text types at Foundation: persuasive texts enter at Level 1 (VC2E1LY11) and are not named here (TOC decision D13).

Handoff. Level 1 picks this up in VC2E1LY11, where children identify differences between imaginative, informative and persuasive texts. This section hands forward the ideas of narrative and informative, real and made up, and labelled pictures; the third text type is deliberately not taught here.

Linkage keys. VC2EFLY11.E01, VC2EFLY11.E02 and VC2EFLY11.E03 join to the question bank on these ids.

Comprehension strategies: visualising, predicting, connecting, summarising, questioning

Chapter 6 — Literacy: reading and understanding texts · Section 6D Strand: Literacy · Sub-strand: Building fluency and making meaning + Texts in context + Analysing, interpreting and evaluating (grouped per D6) Owns: VC2EFLY12 · Draws on: .E01 .E02 .E03 .E04 (every elaboration id of the CD — the ids are the join key for MCQ and coverage linkage, not a teaching order)

Curriculum block — verbatim, teacher reference

Content description VC2EFLY12 (Students learn to:):

use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently

Elaborations (This may involve students:):

- .E01 sequencing ideas in spoken texts, retelling well-known stories, retelling stories with picture cues, and retelling information using prompts
- .E02 listening for specific purposes, for example for the details of a character or to answer a given question
- .E03 relating one or 2 key facts from informative texts
- .E04 predicting what might happen in a text based on the title and cover

Where this section sits. Chapter 6 is the meaning chapter: 6A starts the child reading, 6B names the familiar text types and 6C sorts story from fact. 6D brings the *doing*: the five comprehension strategies from the achievement standard's verb list, at Foundation size — all oral, all with picture support, and with no child reading anywhere. The evidence is the chapter note's own list: retelling with picture cues (.E01), listening for a character's details (.E02), relating one or two key facts (.E03), and predicting from title and cover (.E04).

Boundaries (level discipline, TOC §2 D13).

- Literal and inferred meaning is Level 1 (VC2E1LY12). 6D builds the habits that later carry meaning: seeing the story in your head, thinking what is next, joining the story to you, saying the story back, asking about the story. No “what does the author mean” work appears here.
- Persuasive texts are Level 1 (VC2E1LY11): every text in this section is narrative (a story) or informative (facts), the two types 6C establishes.
- No decoding is part of this section: every text is listened to or viewed, never read by the child. The book's print ceiling (CVC and known words) is therefore never reached here.
- The five strategy names are teacher metalanguage, defined at first use below; the children's versions are actions and child words (“see it in your head”, “what is next?”, “the story and you”, “say it back”, “ask”).
- Aboriginal and Torres Strait Islander content is excluded from this section (Rule 1); every text here is an original artifact written for this book (D4).

Administration (reading-load rule, TOC §2 D13). Every line of every task is read aloud by the teacher. No task depends on a child reading anything. The work is carried by pictures, mats, covers and the teacher's voice. Written labels on the figures are for the teacher to read, never for the child to decode.

On the texts in this section (D4). Every text is original, written for this book: the story “Mia's Red Balloon”, the facts text “Our Balloon”, the covers “Mia's Red Balloon” and “Sam's Pet”, and the title “The Wet Day”. No publisher text is used or named. The facts in “Our Balloon” are facts about the book's own class scenario (the balloon we have at school), so no external source line is needed.

Big idea

Working definitions (terms defined at first use, sources named). The Victorian Curriculum 2.0 names these words but does not define them, so this section states the operational definitions it uses. They follow the sense the VC2 Foundation English elaborations use them (VCAA, Victorian Curriculum F–10 Version 2.0 English, export of 2026-07-29); other definitions exist and are not interchangeable with these.

- **Text** — anything listened to, viewed or read that carries meaning: a story the teacher reads, a facts page, a book cover with its pictures. In 6D every text is listened to or viewed.
- **Comprehension strategies** — the five things good listeners do with a text to understand it and discuss it: visualising, predicting, connecting, summarising and questioning. At Foundation they are habits with actions, not a checklist to read.
- **Visualising** — making a picture in your head of what the text says (“see it in your head”).
- **Predicting** — thinking what might come next before it comes, from the title and cover and from what has happened so far (“what is next?”).
- **Connecting** — noticing where the text and your own life touch (“the story and you”).
- **Summarising** — saying the text back in a short way: first, next, last (“say it back”).
- **Questioning** — asking about the text: why? what? where? (“ask”).
- **Retell** — saying a story or information back, here carried by picture cues and prompts (.E01).
- **Character** — a person or animal in a story. Mia and Dad are the characters in “Mia’s Red Balloon”.
- **Fact** — a true thing a text tells us. In “Our Balloon”, “it is red and round” is a fact. (Story-versus-facts is 6C’s split; 6D uses both types.)
- **Title and cover** — a book’s name and its front face; the two cues Foundation predicts from (.E04).

Why it matters. A child who has seen the story in their head, had a go at what is next, joined the story to their own park, said the story back and asked one question about it has comprehended — actively, not passively. These five habits are what Level 1 grows into literal and inferred meaning (VC2E1LY12); at Foundation they are taught as actions and child words, and they are assessed by listening.

The five strategies in this section:

strategy	child words	action	curriculum trace
visualising	see it in your head	hands on your eyes; draw what you see	named in the CD stem
predicting	what is next?	tap your head	named in the CD stem; .E04
connecting	the story and you	one hand on the book, one hand on you	named in the CD stem
summarising	say it back: first, next, last	say the story back	named in the CD stem; .E01
questioning	ask: why? what? where?	open your arms and ask	named in the CD stem

Materials for the whole section (all oral, all reusable): the strategy poster, two book covers, the story pictures, the retell mat, the draw sheet, the connect mat, the ask cards, the facts page, the fact cues and the listen sheet — all in this section’s figures, printed and cut once — plus a handful of counters or sticky dots.

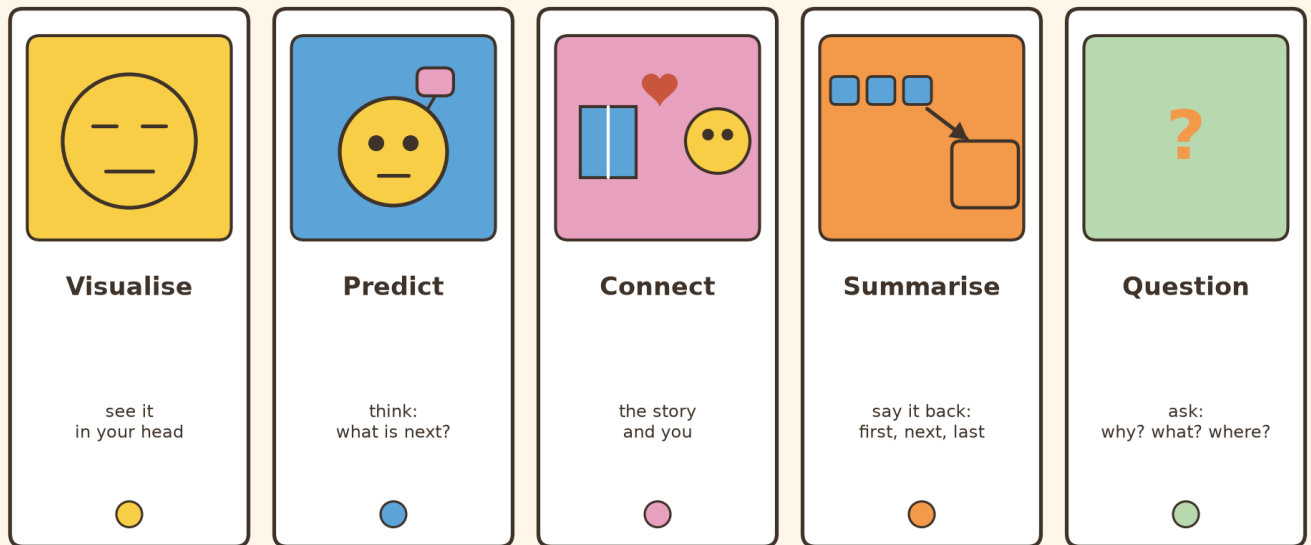
Teaching sequence

One short whole-class sequence, read aloud and done together (~15 minutes). Everything between the markers is spoken to the children; the notes in italics are for you.

Part 1 — The five things. The poster, with an action per strategy.

What good listeners do with a story

five things we do when someone reads to us



teacher reads every label aloud; the actions are done by the children

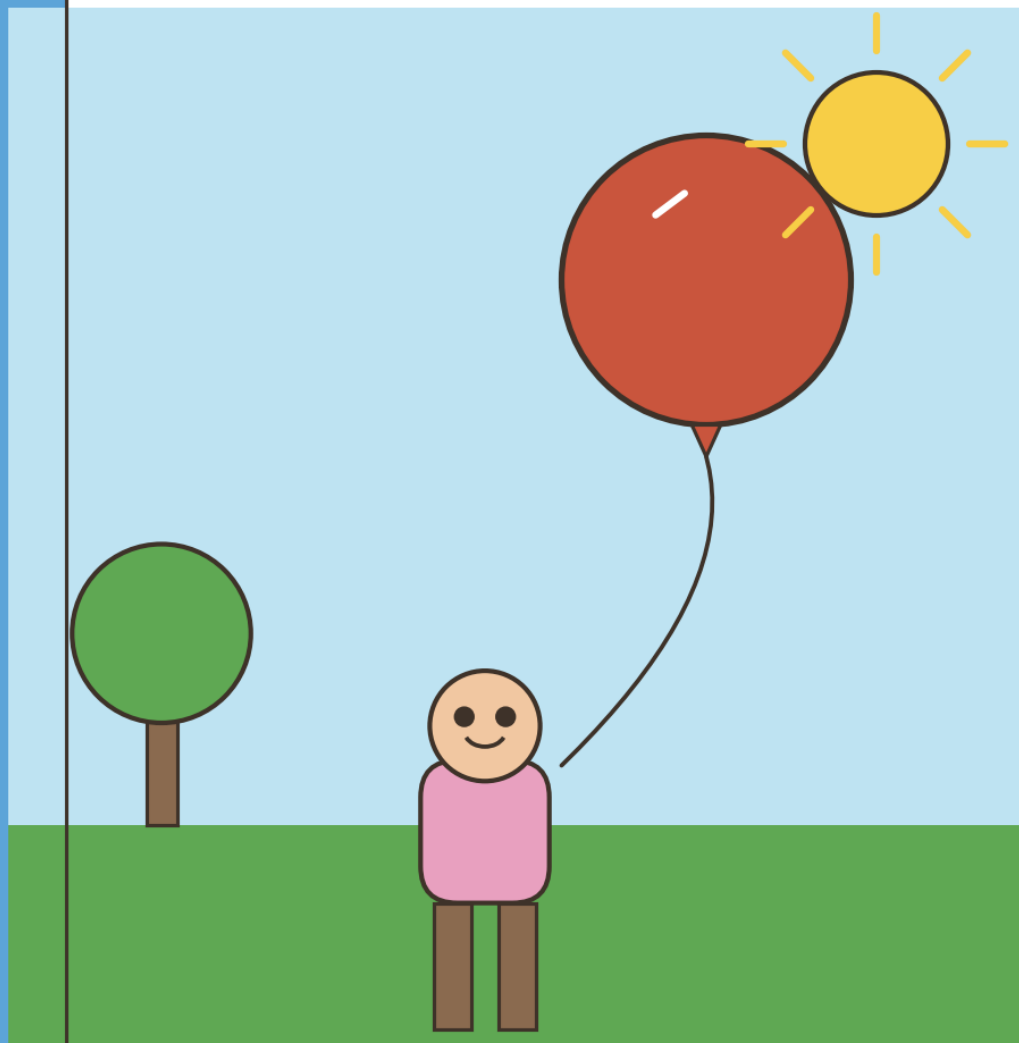
The strategy poster: visualise, predict, connect, summarise, question.

Story time is doing time! When we listen to a story, we do five things. One: shut your eyes and see it in your head. We call it visualising. Two: tap your head. What is next? We call it predicting. Three: one hand on the book, one hand on you. The story and you! We call it connecting. Four: say it back. First... next... last! We call it summarising. Five: open your arms. Ask! Why? What? Where? We call it questioning. Five things! Now we do them with our story.

Part 2 — Predict from the cover (.E04). Show the cover before reading; take the predictions, then read on.

Mia's Red Balloon

a story written for this book



Look at the cover. What do you see?

title and by-line are for the teacher to read aloud

The cover of "Mia's Red Balloon".

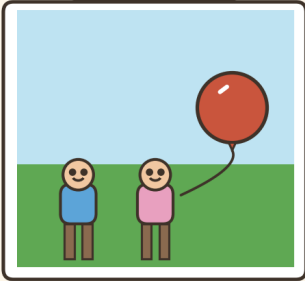
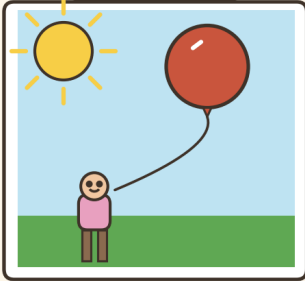
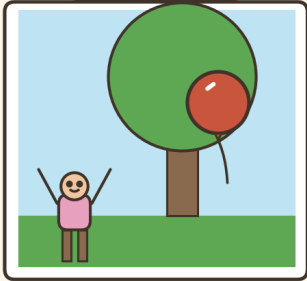
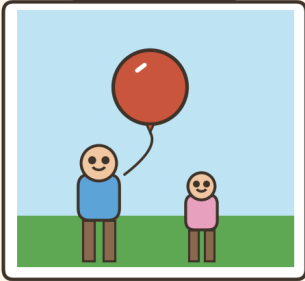
Look at the cover. Say the title with me: Mia's Red Balloon. What do you see? A big red balloon! And Mia! Tap your head. What is next in the story? What do you think? Up it goes! Yes — that is predicting: what is next? Now we listen and see!

Part 3 — The story, read aloud. Read it with the pictures on the board; the children join the repeated bits.

Mia has a big red balloon. The balloon is so big! The wind is big! Mia and Dad go to the park. Mia has her hat and her bag. Up, up goes the balloon! It is so high! Oh no! The wind is too big! The balloon flies away! Run, Mia, run! The balloon is up in the big tree. Dad gets the balloon down. Mia is happy. Up goes the balloon one more time!

Part 4 — Say it back (summarising; retelling with picture cues, .E01).

Retell 'Mia's Red Balloon' with the pictures

FIRST	NEXT	THEN	LAST
			
Mia has a big red balloon	up, up it goes	oh no — up in the tree	Dad gets it down

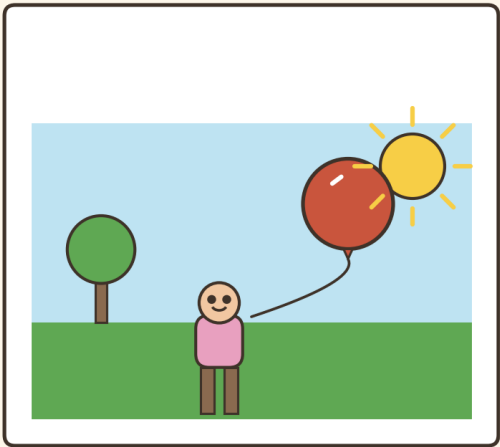
word labels and captions are read aloud by the teacher

The story pictures: first, next, then, last.

We say the story back! The pictures help us. First: Mia has a big red balloon. Next: up, up it goes! Next: oh no — up in the tree! Last: Dad gets it down. First, next, last — that is summarising! Say it back with me!

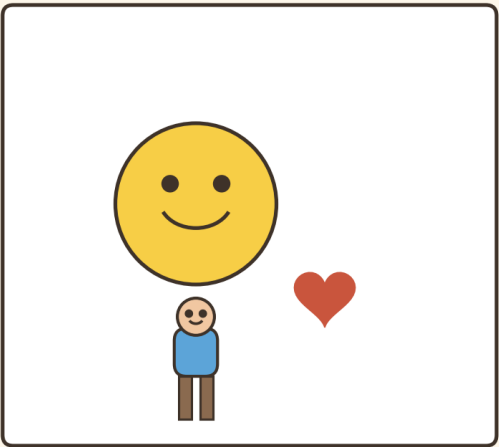
Part 5 — The story and you (connecting).

Connect: the story and you



the story

⇄



you

Mia loves the park. What do you love at the park?

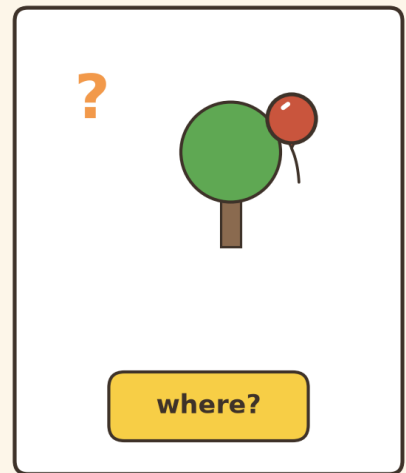
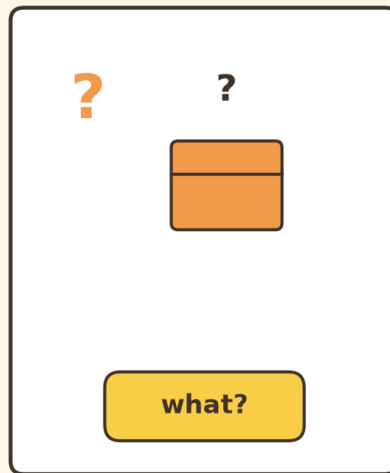
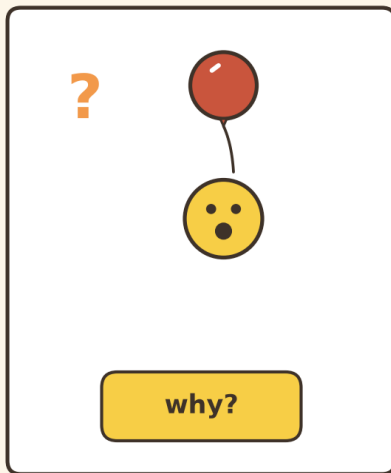
prompt is read aloud by the teacher

The connect mat: the story and you.

Mia loves the park. What do you love at the park? One hand on the book, one hand on you. The story and you! Mia has a balloon at the park. What do you have at the park? That is connecting — the story and you!

Part 6 — Ask about the story (questioning).

Ask about the story



word labels are read aloud by the teacher; children say the ask out loud

The ask cards: why? what? where?

We ask about the story! Why? What? Where? Why did the balloon fly away? The wind! Yes! What does Mia have? A hat, a bag and a balloon! Yes! Look at the pictures. Last one: where is the balloon? Down with Mia! Yes! Open your arms and ask! That is questioning!

Modelled examples

Example 1 — scaffolded: See it in your head (visualising)

Materials: the draw sheet below; something to draw with.

See it in your head, then draw it

Mia has a big red balloon.

It is up so high in the sky.

teacher reads the two lines; children shut their eyes and see it



draw what you see in your head

The draw sheet. The teacher reads the lines; the child draws the head picture.

The teacher reads the first line, models the head picture out loud, then models the drawing.

Watch me. I shut my eyes. I listen: Mia has a big red balloon. I see it in my head! I see red. I see big. I see Mia! Now I draw what I see. A big red round balloon. And Mia. Now you. Shut your eyes. I say it one more time: It is up so high in the sky. What do you see? Sky! And the balloon, up high! Draw what you see in your head.

What you are modelling: that the words make a picture in the head, and the drawing is only the head picture made visible. Any drawing is right — every head picture is your own.

Example 2 — scaffolded: Say one fact back (summarising an informative text, .E03)

Materials: the facts page below, big on the board.

Our Balloon



We have a balloon at school.



It is red and round.



It can go up, up, up!



We like our balloon.

a facts text — it tells us true things

every line is read aloud by the teacher

“Our Balloon” — the facts text for this section.

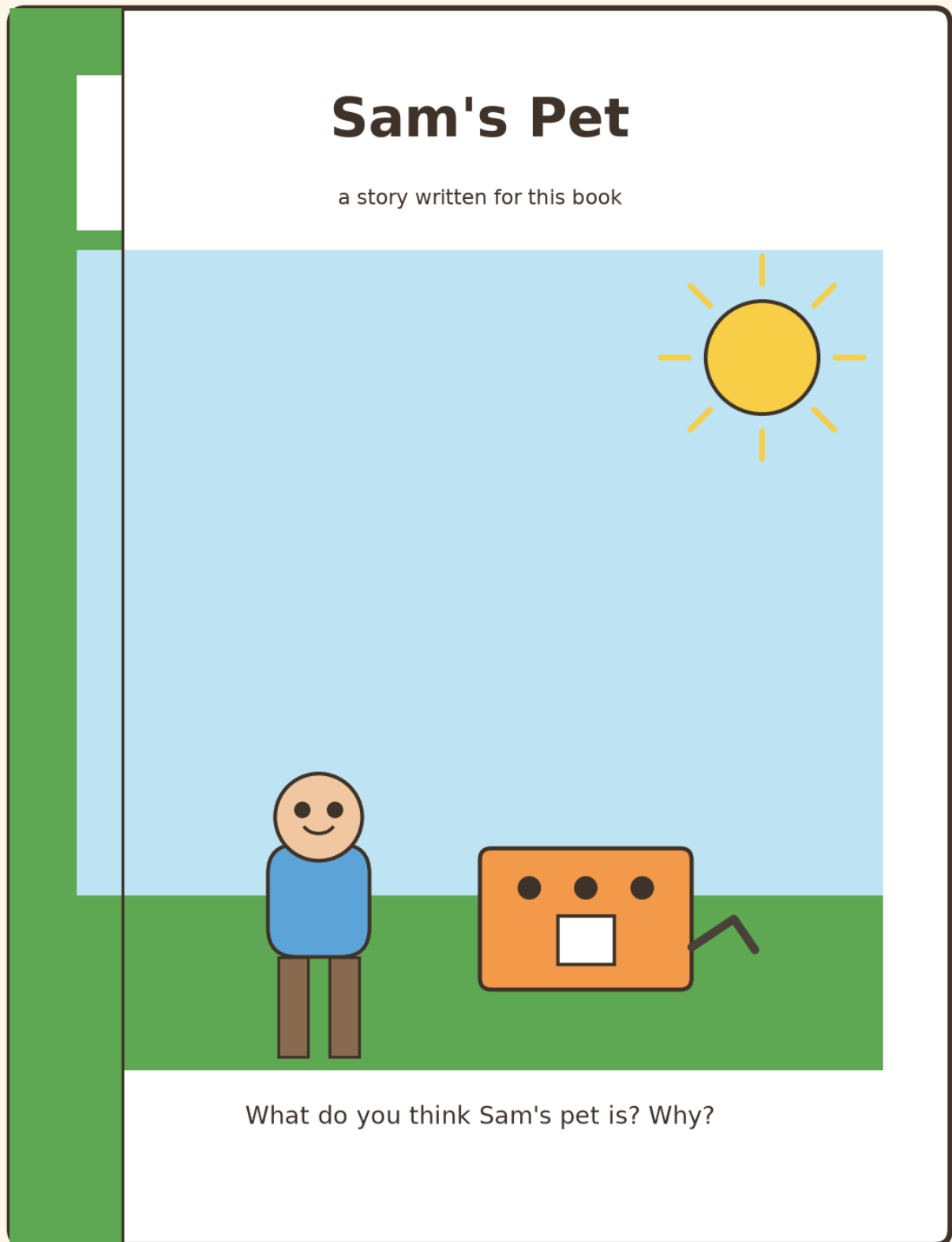
This text is not a story. It is a facts text. It says things about our balloon at school. Listen: We have a balloon at school. It is red and round. It can go up, up, up! We like our balloon. One fact I can say back: it is red and round. Red! Round! I say it back! Now you say one fact back. What is one thing it says? Up, up, up! Yes — that is a fact!

What you are modelling: hearing the whole text, then pulling one fact out and saying it back in your own words or the text’s. One fact is the Foundation ask (.E03 says “one or 2”).

Practice tasks

Scaffolded

S1 — What is in the box? Predict from the cover (.E04; picture-led) Materials: the cover below.



title is for the teacher to read aloud; the pet is never shown

The cover of "Sam's Pet".

A new cover! Say the title with me: Sam's Pet. Look! Sam has a box. And look — a tail! Tap your head. What is Sam's pet? Say what you think! A cat! I think a cat too! That is predicting — we did it from the title and the cover!

S2 — Draw your head picture (*visualising; materials-led*) *Materials: the draw sheet from Example 1, cut to the draw frame; something to draw with.*

Listen! The balloon is up in the big tree. You shut your eyes. You see it in your head. You draw it. Go! Draw what you see in your head! Now say what you see. I see a tree! I see a red balloon! Yes!

S3 — The story and you (*connecting; materials-led*) *Materials: the connect mat, one per pair.*

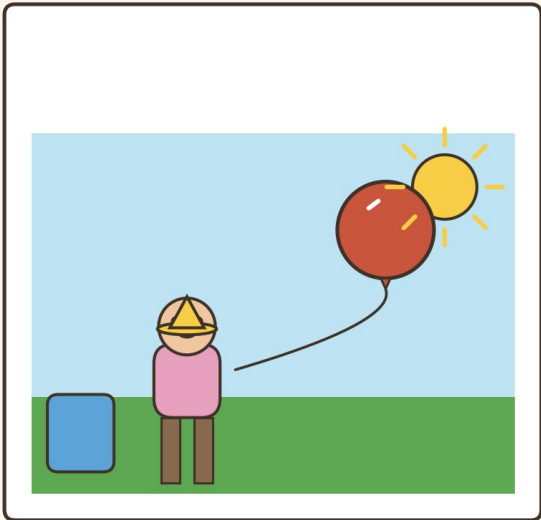
Mia loves the park. What do you love at the park? Say it to your friend. I love to run at the park! And you? ... Do you see? The story and you! One hand on the book, one hand on you. That is connecting!

S4 — Ask with the cards (*questioning; picture-led*) *Materials: the three ask cards, cut out and dealt face-up.*

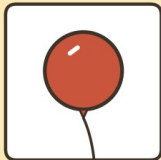
Three asks: why? what? where? Why did the balloon fly away? The wind! Now you! Say one ask about the story!

S5 — Listen! What does Mia have? (*.E02, listening for a character's details; materials-led*) *Materials: the listen sheet below; a counter or sticky dot per child.*

Listen! What does Mia have?



Mia goes to the park





put a dot on the things Mia has

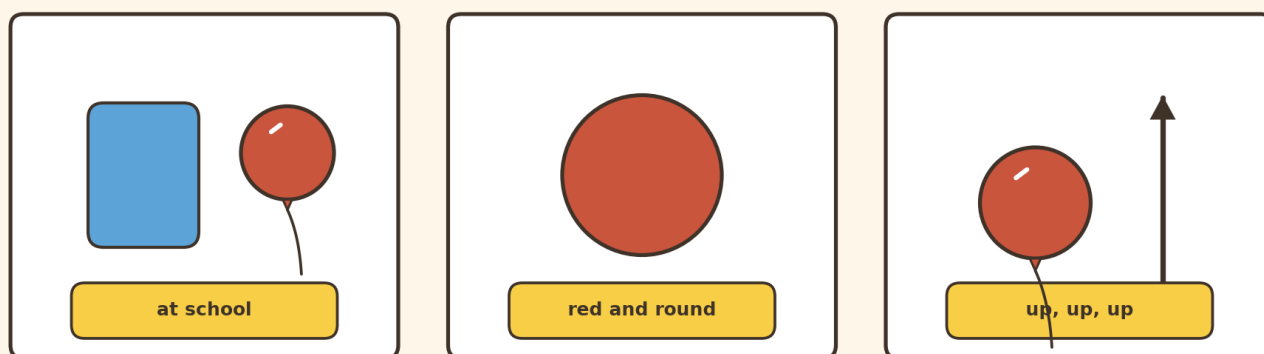
instruction is read aloud by the teacher; the child listens, then puts dots on

The listen sheet. The teacher reads the story lines again; the child puts dots on.

Listen! I say it one more time: Mia has her hat and her bag. Mia has a big red balloon. Look at the five pictures. Put a dot on the things Mia has. Hat? Yes! Bag? Yes! Balloon? Yes! Ball? No! Apple? No! Three dots! You listened for the things Mia has. That is listening for the details!

S6 — Say the facts with the cues (*.E03 + .E01, retelling information using prompts; picture-led*) *Materials: the three fact cues below.*

Say the facts: use the cues



We have a balloon at school.

It is red and round.

It can go up, up, up!

cue labels and facts are read aloud by the teacher

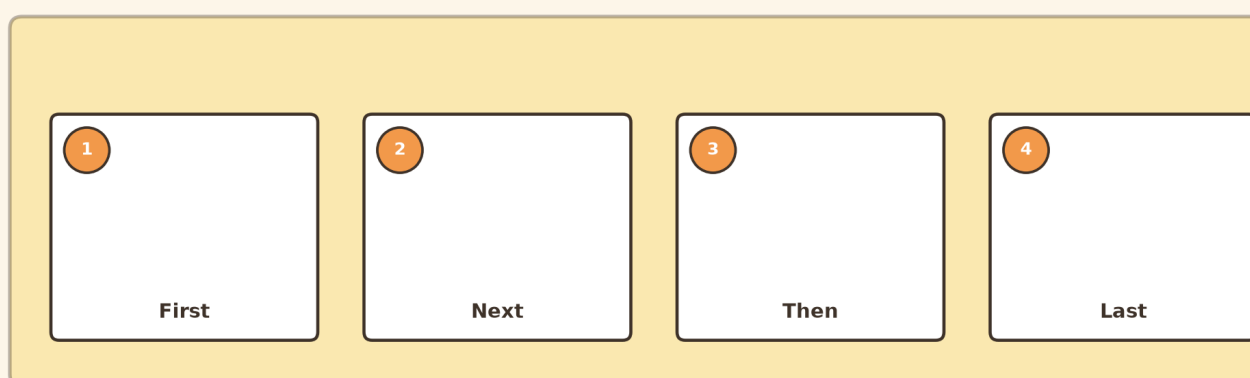
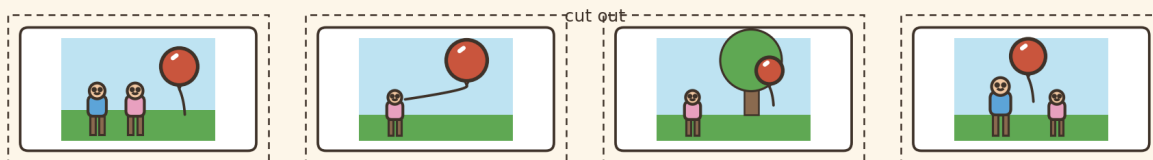
The fact cues: at school / red and round / up, up, up.

Now the fact pictures! First one: at school. Say the fact: we have a balloon at school! Yes! Next one: red and round. Say it! It is red and round! Last one: up, up, up. Say it! It can go up, up, up! You said the facts back! That is summarising a facts text!

Unscaffolded

U1 — Say it back on the mat (summarising and retelling; materials-led, independent) *Materials: the retell mat and the cut-out mini pictures below, one set per child.*

The retell mat: put the pictures in, say the story back



numbers and word labels are read aloud by the teacher

The retell mat: put the pictures in the boxes, then say the story back.

Put the pictures in the boxes: first, next, next, last. Now say the story back. First... next... next... last. You go!

The mat's THEN box is yours to read; children at this level say "next" for both middle pictures.

U2 — The Wet Day (predicting from the title only; oral)

A new title: The Wet Day. No pictures! Only the title. Tap your head. What is next in the story? What do you think? Rain! Wet day! Run in the rain! All are good predicting!

U3 — Your own ask (*questioning; oral, personal*)

Ask about Mia's Red Balloon. Why? What? Where? You go!

U4 — Two facts, no cues (*.E03; oral*)

Our balloon at school. Say two facts about it. No pictures! You go!

What to listen for (answers)

Teacher-observed and oral, scored against the achievement standard's own sentences for Reading and Viewing (comprehension through retelling and discussion). Expected responses:

- **Teaching sequence:** the actions match the strategies (hands on eyes, head tap, one hand on the book and one on you, say-back with first/next/last, open arms); cover predictions name the balloon, Mia, going up; the retell follows the four pictures in order; connects are personal ("I love to run"); asks use why/what/where.
- **Example 1:** the child shuts their eyes and names what they see (red, big, Mia; sky, up high); the drawing matches the child's own head picture — no wrong answers.
- **Example 2:** one fact said back ("it is red and round", "up, up, up").
- **S1:** a cat, from the tail and the air holes; the why said in child words ("the tail!").
- **S2:** a drawing plus the said head picture ("I see a tree").
- **S3:** a personal connect said out loud.
- **S4:** one self-chosen ask, said out loud.
- **S5:** dots on hat, bag, balloon; ball and apple left out.
- **S6:** the three facts said with the cues: we have a balloon at school / it is red and round / it can go up, up, up.
- **U1:** the four minis in order (1 Mia has the balloon, 2 up it goes, 3 up in the tree, 4 Dad gets it down) and the retell said.
- **U2:** any next-event prediction tied to the title (rain, boots, an umbrella).
- **U3:** any why/what/where ask about the story.
- **U4:** two facts from "Our Balloon", uncued.

Common errors to notice (all fixable in the moment, all oral): retelling out of order (the mat fixes it); predicting with no cue — accept it at Foundation and name the cue next time ("the cover helped us because of the tail"); connecting that runs away into general chat (bring it back to "the story and you"). None of these is a reading problem; this section has no print to get wrong.

How do you know? (oral reasoning and demonstration)

One closing prompt per child, asked one-to-one or in a small group. The child must both say and do.

Say the story back: first, next, last. How do you know what is last? The pictures! Now shut your eyes. Mia has a big red balloon. What do you see? How do you know? Say it!

Accept: the retell in order with the pictures; a head picture with a why tied to the words ("red — the story says red").
That is the CD made visible: the child uses the strategies and can show the evidence for them, in spoken words only.

Where this goes next

- **Level 1 (VC2E1LY12)** takes the same five strategies and adds learnt vocabulary and growing knowledge of context, building **literal and inferred** meanings — the habits built here become meaning there.

- **6A (VC2EFLY09)** puts the strategies to work as the child starts to read: monitoring meaning is predicting and questioning turned onto your own reading.
- **3B (VC2EFLE02)** is the response-side cousin: feelings and thoughts about events and characters grow straight out of connecting and questioning.
- **3C (VC2EFLE03)** names what the retell already uses: events, characters, beginnings and endings — first/next/last becomes beginning/middle/end.
- **6B and 6C (VC2EFLY10, VC2EFLY11)** supply the text types this section trades in (story and fact); every 6D task is a 6B/6C text being comprehended.

Chapter check C6 — Reading and understanding texts

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Foundation Level achievement standard, not against a mark on this check.

Chapter check C6 · Chapter 6 — Literacy: reading and understanding texts · Sections 6A–6D

English Foundation (Prep) · Victorian Curriculum 2.0 · single-level book (no band)

Codes assessed: VC2EFLY09 · VC2EFLY10 · VC2EFLY11 · VC2EFLY12

Name: _____ Date: _____ (teacher fills in)

Total marks	16 — one mark per item
Structure	2 sittings × 8 items. Sitting 1: decodable passage + read-aloud facts text, items 1–8. Sitting 2: decodable passage + read-aloud story, items 9–16.
Timing	Untimed. About 9 minutes per sitting is usual. Your teacher sets the pace.
Conditions	This is a classroom check, not an exam. Every line is read aloud by the teacher. A child who needs a third attempt at a sitting gets it.
Reading support	Your teacher reads every question to you. In the two decodable passages you read the words you know, and your teacher helps with any word you ask for.
Permitted materials	None. Every answer is a tap or a drag on the screen or tablet. No pencil is needed. If run on paper, the teacher prints and cuts the card pages.

Words we use in this check (all taught in Chapter 6 before today): a *story* (also called *narrative*) is made up, with someone in it · a *facts* text (also called *informative*) is not made up — it tells true things · a *symbol* is a little drawing that says something fast, with no words to read · the *cover* is the front of a book · *labels* are the little words that name things in a picture · *real* = like real life; *made up* = only in a story.

Sitting 1 — items 1 to 8

Text 1 — read it with your teacher: *Ben and the big pup*

A decodable passage: every word is a word you have been taught. Start at the green dot on each line. Go this way. When a word is new, say the sounds. If you want a word, ask — asking is how we read.

Ben hugging a big, wet pup, with water drops and a sunny yard

Ben hugging a big, wet pup, with water drops and a sunny yard

Ben has a pup.

The pup is big.

The big pup can run.

Run, pup, run!

The pup ran and ran.

The pup got wet.

Ben got the big pup.

Hug, pup, hug!

Text 2 — listen: *Hens*

The teacher reads this facts text aloud. Listen. You do not read it.

A hen is a bird. A hen has two legs and two wings.

A hen can dig in the mud.

A hen sits on her eggs. One, two, three — baby hens!

Baby hens are little and soft.

You can see hens on a farm.

Item 1 — fill the gap in the text (1 mark)

Look at Text 1. One word is missing.

Ben has a _____ .

Which word goes in the gap? Your teacher reads the words.

A. pup

B. sun

C. cup

Item 2 — fill the gap in the text (1 mark)

Look at Text 1 and the picture. One word is missing.

The pup got _____ .

Which word goes in the gap? Your teacher reads the words.

A. wet

B. sad

C. red

Item 3 — listen and find (1 mark)

You heard the facts text *Hens*.

Where can you see hens?

A. on a farm

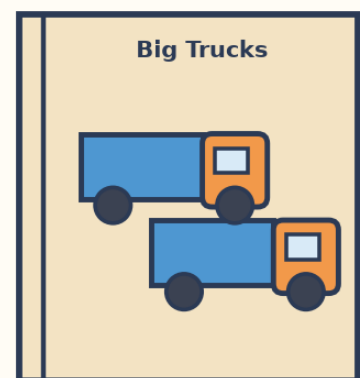
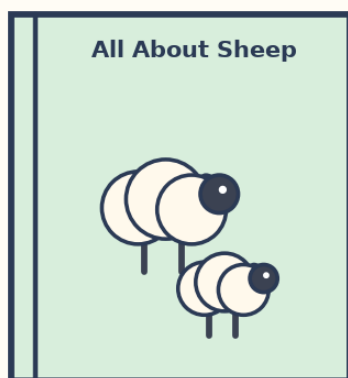
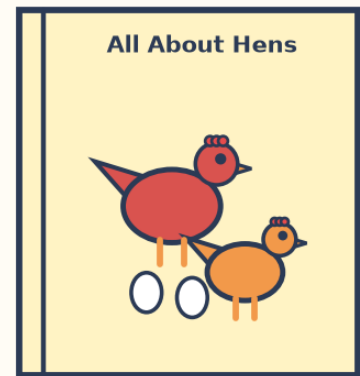
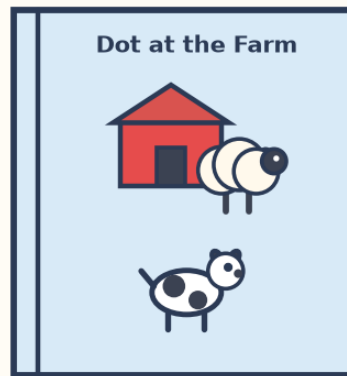
B. in the water

C. up a tree

Item 4 — which book is about farm animals? (1 mark)

Look at the three book covers.

Six book covers



Three book covers as options: A the *All About Sheep* cover with two sheep, B the *Mia and the Big Bus* cover with a big bus, C the *Big Trucks* cover with a big truck — cropped from the six covers of 6b_farm_books.png

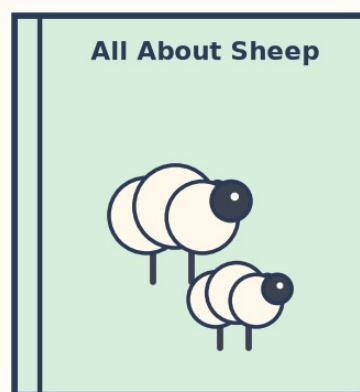
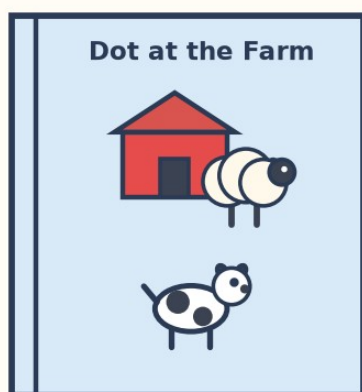
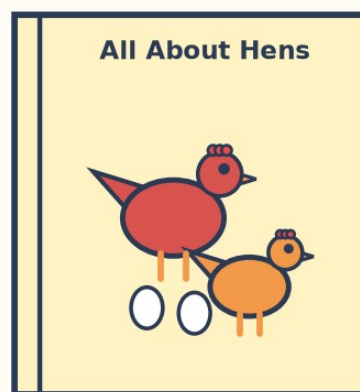
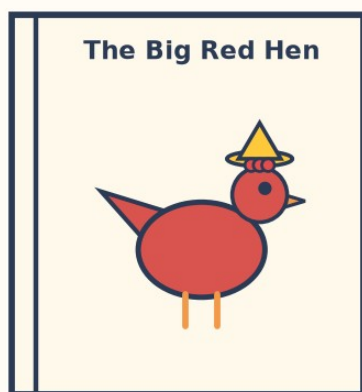
Which book is about farm animals?

- A. [Picture: the *All About Sheep* cover — two sheep]
- B. [Picture: the *Mia and the Big Bus* cover — a big bus]
- C. [Picture: the *Big Trucks* cover — a big truck]

Item 5 — which book helps you? (1 mark)

Look at the three book covers.

Four book covers



Three book covers as options: A the *All About Hens* cover with a hen and eggs, B the *The Big Red Hen* cover with a hen in a yellow hat, C the *Dot at the Farm* cover with a dog, a sheep and a barn — cropped from the four covers of *6b_covers_four.png*

You want to know about hens. Which book helps you?

- A. [Picture: the *All About Hens* cover — a hen and eggs]
- B. [Picture: the *The Big Red Hen* cover — a hen in a yellow hat]
- C. [Picture: the *Dot at the Farm* cover — a dog, a sheep and a barn]

Item 6 — match the symbols to what they say (1 mark)

Look at the three symbols we know. Drag each symbol to the words it says.

[Symbol cards: the green exit sign with the walking man and the door · the yellow crossing sign with the two kids · the blue school badge with the star — from *6b_exit_sign.png*, *6b_crossing_sign.png* and *6b_school_badge.png*]

Word zones:

- The door is here.
- Kids walk here to go to school.
- We all go to the same school.

Item 7 — real or made up? (1 mark)

Put each picture on the right mat.

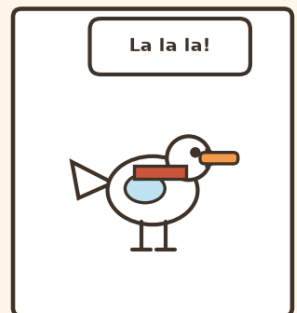
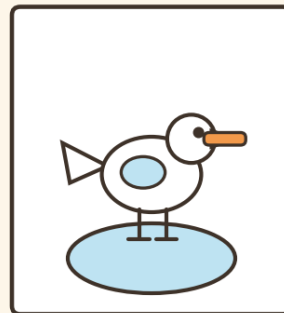
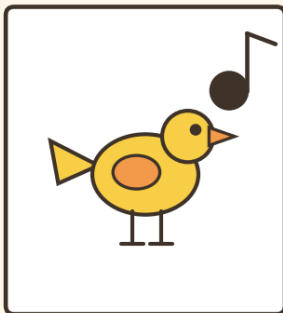
Real or made up?

REAL

like real life

MADE UP

only in a story



Four picture cards: a little yellow bird that sings; a yellow bird in a hat saying La la la!; a white duck on blue water; a duck saying La la la! — from 6c_real_madeup_mat.png

Two mats: **REAL** (like real life) and **MADE UP** (only in a story).

Cards:

- the bird that sings
- the bird in a hat that says “La la la!”
- the duck on the water
- the duck that says “La la la!”

Item 8 — put the facts in order (1 mark)

You heard the facts text *Hens*. Put the three pictures in order: first, next, last.

Three cards to order: a hen digs in the mud; a hen sits on her eggs; three baby hens

Three cards to order: a hen digs in the mud; a hen sits on her eggs; three baby hens

Cards:

- a hen digs in the mud
- a hen sits on her eggs
- three baby hens

Sitting 2 — items 9 to 16

Text 3 — read it with your teacher: *Pigs*

A decodable facts passage: every word is a word you have been taught. Start at the green dot on each line. Go this way. Say the sounds for new words. Ask if you want a word.

A pig digging in the mud, with a tub of water nearby

A pig digging in the mud, with a tub of water nearby

Pigs

A pig is big.

A pig can dig.

A pig can dig in the mud.

A pig can run and run.

The pig got wet.

The pig is in the tub.

Text 4 — listen: *Gus's Red Hat*

Show the cover first (for item 11). Then the teacher reads the story aloud. Listen. You do not read it.

The cover of Gus's Red Hat: a boy holds a big red hat, wind lines around it, a park behind

The cover of Gus's Red Hat: a boy holds a big red hat, wind lines around it, a park behind

Gus has a new red hat. Gus loves his hat.

Gus and Dad go to the park. The wind is big!

Oh no! The wind takes the hat! Up, up it goes.

The hat lands on a duck. The duck sits on the hat.

Gus gets his hat back. The duck gets a pat. All is good.

Item 9 — fill the gap in the text (1 mark)

Look at Text 3 and the picture. One word is missing.

A pig can _____ in the mud.

Which word goes in the gap? Your teacher reads the words.

A. dig

B. hop

C. sit

Item 10 — fill the gap in the text (1 mark)

Look at Text 3. One word is missing.

The pig is in the _____ .

Which word goes in the gap? Your teacher reads the words.

A. tub

B. bed

C. cup

Item 11 — predict from the cover (1 mark)

Ask this before reading Text 4. Show the cover of Gus's Red Hat.

Look at the cover. What do you think this story is about?

A. a boy and his hat

B. a duck in the water

C. a bus at school

Item 12 — put the story in order (1 mark)

You heard the story *Gus's Red Hat*. Put the four pictures in order: first, next, next, last.

Four cards to order: Gus has the red hat; the wind takes the hat up; the duck sits on the hat; Gus gets the hat back and pats the duck

Four cards to order: Gus has the red hat; the wind takes the hat up; the duck sits on the hat; Gus gets the hat back and pats the duck

Cards:

- Gus has the red hat
 - the wind takes the hat up
 - the duck sits on the hat
 - Gus gets the hat back and pats the duck
-

Item 13 — where do you see it? (1 mark)

The yellow crossing sign has two kids on it.

Where do you see it?

A. by our school

B. in the bath

C. on a cake

Item 14 — put the covers on the right mat (1 mark)

Four book covers. Two mats: the **story mat** and the **informative mat**. Drag each cover to its mat.

[Cover cards: The Big Red Hen · All About Hens · Dot at the Farm · All About Sheep — from 6b_covers_four.png; mats from 6b_sort_mats.png]

Item 15 — a story or facts? (1 mark)

You heard the story *Gus's Red Hat*. It is made up.

Is *Gus's Red Hat* a story or is it facts?

A. It is a story. It is made up.

B. It is facts. It is not made up.

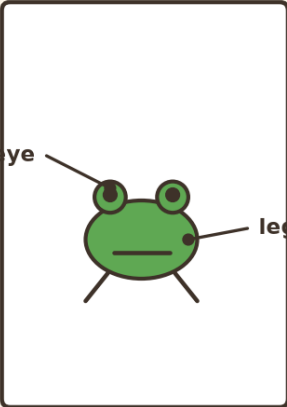
Item 16 — story pictures and fact pictures (1 mark)

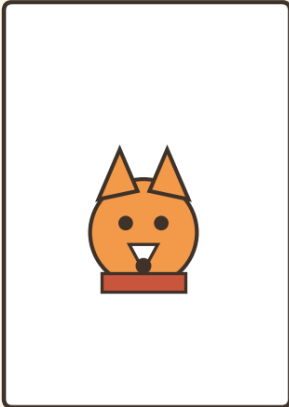
Two pictures are from a story. Two pictures are from a facts book. Put each picture in the right box. The boxes are **story pictures** and **fact pictures**.

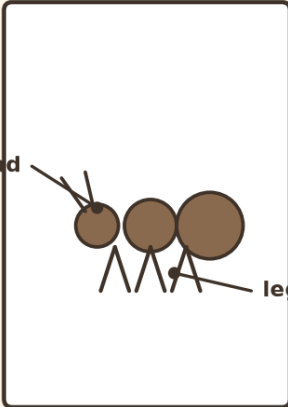
Where do the pictures go?

Story pictures	Fact pictures









Four picture cards: a happy green frog in a yellow hat; a fox; a green frog with two label words; a little ant with two label words — from 6c_picture_sort.png

Hint from Chapter 6: what do the pictures in a facts book have on them?

Chapter check C6 — Solutions and marking guide

Chapter check C6 · Chapter 6 — Literacy: reading and understanding texts · Sections 6A–6D

English Foundation (Prep) · Victorian Curriculum 2.0

Codes assessed: VC2EFLY09 · VC2EFLY10 · VC2EFLY11 · VC2EFLY12

Total: 16 marks — one mark per item. Mark from the key below. Every item has exactly one right answer; no half marks.

1. Objective key

Item	Family (H5P type)	CD	Answer
1	Cloze / inline choice (Fill in the Blanks)	VC2EFLY09	A. pup
2	Cloze / inline choice (Fill in the Blanks)	VC2EFLY09	A. wet
3	Picture/audio MC (Multiple Choice) — locate	VC2EFLY12	A. on a farm
4	Picture/audio MC (Multiple Choice) — topic	VC2EFLY10	A. <i>All About Sheep</i>
5	Picture/audio MC (Multiple Choice) — select for information	VC2EFLY11	A. <i>All About Hens</i>
6	Matching (Drag and Drop pairs)	VC2EFLY10	see arrangement 6
7	Matching (Drag and Drop pairs)	VC2EFLY11	see arrangement 7
8	Drag-order (ordered targets) — construction	VC2EFLY12	dig → sits → baby hens
9	Cloze / inline choice (Fill in the Blanks)	VC2EFLY09	A. dig
10	Cloze / inline choice (Fill in the Blanks)	VC2EFLY09	A. tub
11	Picture/audio MC (Multiple Choice) — predict	VC2EFLY12	A. a boy and his hat
12	Drag-order (ordered targets) — construction	VC2EFLY12	has → wind takes → duck sits → gets back
13	Picture/audio MC (Multiple Choice) — connect	VC2EFLY10	A. by our school
14	Matching (Drag and Drop pairs)	VC2EFLY10	see arrangement 14
15	Picture/audio MC (Multiple Choice) — type	VC2EFLY11	A. It is a story. It is made up.
16	Matching (Drag and Drop pairs)	VC2EFLY11	see arrangement 16

Score: ____ / 16

2. Worked solutions and exemplars

Items 1, 2, 9, 10 — cloze in the decodable passages. The gap sits in the passage the child has just read; the right word is the word that was there, and every choice is decodable with taught correspondences, so the item tests decoding-plus-meaning, not guesswork.

- **Item 1:** Text 1 line 1 is “Ben has a **pup**.” *sun* and *cup* decode cleanly but do not go with the rest of the text or the picture — a child who picks them has decoded but not monitored meaning. 1 mark for **pup**.
- **Item 2:** Text 1 line 6 is “The pup got **wet**.” The picture (the wet pup, water drops) and line 7 (“Ben got the big pup”) carry the sense. *sad* and *red* decode but do not go. 1 mark for **wet**.
- **Item 9:** Text 3 line 3 is “A pig can **dig** in the mud.” The picture (pig digging) carries it. *hop* and *sit* decode but do not go with the picture. 1 mark for **dig**.
- **Item 10:** Text 3 line 6 is “The pig is in the **tub**.” *bed* and *cup* decode but do not go with the text or the picture. 1 mark for **tub**.

Item 3 — locate. The text says “You can see hens on a farm.” 1 mark for

A. on a farm. *in the water* and *up a tree* are hearable in the text’s world and fairly wrong.

Item 4 — grouping by topic. *All About Sheep* is about sheep, a farm animal. The bus and the trucks are not farm animals. 1 mark for **A**.

Item 5 — selecting a text for information. You want to know about hens: *All About Hens* is the informative book about hens. *The Big Red Hen* is a story (a hen in a hat — made up); *Dot at the Farm* is a story about a dog. 1 mark for **A**.

Arrangement 6 — symbols to what they say. Complete correct arrangement:

Symbol card	Word zone
the green exit sign	The door is here.
the yellow crossing sign	Kids walk here to go to school.
the blue school badge	We all go to the same school.

1 mark for all three pairs correct. The pairs are taught in 6B Parts 1–2 and the sorting chant; the demand is symbol → message.

Arrangement 7 — real or made up. Complete correct arrangement:

Card	Mat
the bird that sings	REAL
the duck on the water	REAL
the bird in a hat that says “La la la!”	MADE UP
the duck that says “La la la!”	MADE UP

1 mark for all four cards correct. The demand is ‘real’ vs imagined (VC2EFLY11.E01): birds really do sing and ducks really do sit on water; birds and ducks that talk are made up.

Item 8 — EXEMPLAR/MODEL answer (construction, Drag-order; informative context). Put the three fact pictures in the order heard in the text *Hens*:

1. **first:** a hen digs in the mud
2. **next:** a hen sits on her eggs
3. **last:** three baby hens

Model retell to accept when the child says the facts back with the cards: “A hen can dig in the mud. Next, a hen sits on her eggs. Last — one, two, three, baby hens!” 1 mark for the exact order; the retell is the oral evidence of .E01 and is

praised but not separately marked. This is the informative half of the two construction models; item 12 is the narrative half, so the pair spans both permitted text types (D13).

Arrangement 14 — covers to mats. Complete correct arrangement:

Cover	Mat
<i>The Big Red Hen</i>	story mat
<i>Dot at the Farm</i>	story mat
<i>All About Hens</i>	informative mat
<i>All About Sheep</i>	informative mat

1 mark for all four covers correct. The evidence is the cover: made-up someone (a hen in a hat, a dog at the farm) → story; the thing the book is about, new things to know → informative (VC2EFLY10.E02).

Item 11 — predict from the cover. The cover shows a boy and a big red hat, with wind lines and a park. The prediction the cover supports is **A. a boy and his hat**. The duck-in-water and bus-at-school choices have no cover evidence. 1 mark for A. Any child answer that names the boy or the hat from the cover is the same choice; the item is objective because only one option matches the cover.

Item 12 — EXEMPLAR/MODEL answer (construction, Drag-order; narrative context). Put the four story pictures in the order of *Gus's Red Hat*:

1. **first:** Gus has the red hat
2. **next:** the wind takes the hat up
3. **next:** the duck sits on the hat
4. **last:** Gus gets the hat back and pats the duck

Model retell to accept when the child says the story back with the cards: “First, Gus has a new red hat. Next, the wind takes the hat up. Next, the duck sits on the hat. Last, Gus gets his hat back and pats the duck.” 1 mark for the exact order; the retell is praised, not separately marked. This is the narrative half of the two construction models (item 8 is the informative half).

Item 13 — connect to the child's own places. The crossing sign lives at the school — kids walk there to go to school (6B Part 2). 1 mark for **A. by our school**. The item is the connect move of 6D (the story-and-you habit turned to a taught symbol): the text idea and the child's own day touch.

Item 15 — a story or facts. *Gus's Red Hat* is made up: hats do not really fly off and land on ducks that sit on them. It is a story. 1 mark for **A. It is a story. It is made up**. Option B is fairly wrong — the text is not facts.

Arrangement 16 — story pictures and fact pictures. Complete correct arrangement:

Card	Box
the happy green frog in a yellow hat	story pictures
the fox	story pictures
the green frog with two label words	fact pictures
the little ant with two label words	fact pictures

1 mark for all four cards correct. The evidence is the labels: pictures in a facts book carry label words that name things; story pictures do not (VC2EFLY11.E03).

3. Audio scripts — one track per item (6.4, 6.8, DJB-3)

What is read TO the child is in plain lines; the assessed print the child attends to is named in italics. Record each item as its own track. Tracks for the two decodable passages (Texts 1 and 3) are read live by the teacher, not recorded, because the child reads them with support; the recorded track for a cloze item repeats only the sentence with its gap and its three word cards.

- **Text 2 — Hens (recorded, read once, and again on request):** “A hen is a bird. A hen has two legs and two wings. A hen can dig in the mud. A hen sits on her eggs. One, two, three — baby hens! Baby hens are little and soft. You can see hens on a farm.”
- **Text 4 — Gus’s Red Hat (recorded, read once, and again on request):** “Gus has a new red hat. Gus loves his hat. Gus and Dad go to the park. The wind is big! Oh no! The wind takes the hat! Up, up it goes. The hat lands on a duck. The duck sits on the hat. Gus gets his hat back. The duck gets a pat. All is good.”
- **Item 1:** “Look at the first text. One word is missing. Listen: Ben has a ... Which word goes in the gap? *pup ... sun ... cup.*”
- **Item 2:** “One word is missing. Listen: The pup got ... Which word goes in the gap? *wet ... sad ... red.*”
- **Item 3:** “You heard the facts about hens. Where can you see hens? Is it: on a farm ... in the water ... up a tree?”
- **Item 4:** “Look at the three book covers. Which book is about farm animals? Is it this one ... this one ... or this one?” (name each cover as you point: *All About Sheep; Mia and the Big Bus; Big Trucks*)
- **Item 5:** “You want to know about hens. Which book helps you? Is it this one ... this one ... or this one?” (name: *All About Hens; The Big Red Hen; Dot at the Farm*)
- **Item 6:** “Look at the three symbols we know. Put each symbol on the words it says. The exit sign ... the crossing sign ... the badge.”
- **Item 7:** “Real or made up? Put each picture on the right mat. The bird that sings ... the bird in a hat that says La la la! ... the duck on the water ... the duck that says La la la!”
- **Item 8:** “You heard the facts about hens. Put the three pictures in order: first, next, last.”
- **Item 9:** “Look at the pig text. One word is missing. Listen: A pig can ... in the mud. Which word goes in the gap? *dig ... hop ... sit.*”
- **Item 10:** “One word is missing. Listen: The pig is in the ... Which word goes in the gap? *tub ... bed ... cup.*”
- **Item 11:** “Look at the cover. What do you think this story is about? Is it: a boy and his hat ... a duck in the water ... a bus at school?” (ask before reading the story)
- **Item 12:** “You heard the story of Gus’s red hat. Put the four pictures in order: first, next, next, last.”
- **Item 13:** “The yellow crossing sign has two kids on it. Where do you see it? Is it: by our school ... in the bath ... on a cake?”
- **Item 14:** “Four book covers. Two mats: the story mat and the informative mat. Put each cover on its mat.”
- **Item 15:** “You heard the story of Gus’s red hat. It is made up. Is it a story, or is it facts?”
- **Item 16:** “Two pictures are from a story. Two pictures are from a facts book. Put each picture in the right box.”

4. Per-item CD code mapping — coverage audit table

4 marks per CD, exactly (§7 marking rule; DJB-4 full build). Section code = the owning section of the CD (D5: one CD per section).

Item	CD code	Section	Elaboration linkage	Family	Sitting
1	VC2EFLY09	6A	.E02	Cloze / inline choice	1
2	VC2EFLY09	6A	.E02, .E03	Cloze / inline choice	1
3	VC2EFLY12	6D	.E02	MC — locate	1
4	VC2EFLY10	6B	.E03	MC — topic	1
5	VC2EFLY1	6C	.E02	MC —	1

Item	CD code	Section	Elaboration linkage	Family	Sitting
	1			select for information	
6	VC2EFLY10	6B	.E01	Matching (pairs)	1
7	VC2EFLY11	6C	.E01	Matching (pairs)	1
8	VC2EFLY12	6D	.E01	Drag-order (construction)	1
9	VC2EFLY09	6A	.E02	Cloze / inline choice	2
10	VC2EFLY09	6A	.E02, .E03	Cloze / inline choice	2
11	VC2EFLY12	6D	.E04	MC — predict	2
12	VC2EFLY12	6D	.E01	Drag-order (construction)	2
13	VC2EFLY10	6B	.E01	MC — connect	2
14	VC2EFLY10	6B	.E02	Matching (pairs)	2
15	VC2EFLY11	6C	.E01	MC — type	2
16	VC2EFLY11	6C	.E03	Matching (pairs)	2

Coverage check: VC2EFLY09 items 1, 2, 9, 10 (4 marks) · VC2EFLY10 items 4, 6, 13, 14 (4 marks) · VC2EFLY11 items 5, 7, 15, 16 (4 marks) · VC2EFLY12 items 3, 8, 11, 12 (4 marks). Elaboration linkage: VC2EFLY10 complete (E01 items 6/13, E02 item 14, E03 item 4); VC2EFLY11 complete (E01 items 7/15, E02 item 5, E03 item 16); VC2EFLY12 complete (E01 items 8/12, E02 item 3, E03 item 3's locate-and-say-back of a key fact plus the oral retells accepted at items 8 and 12, E04 item 11); VC2EFLY09 links .E02 (items 1, 2, 9, 10) and .E03 (items 2, 10) — .E01 (navigating: dot, direction, return sweep) is oral-observed evidence in checklist O-RV (§7.5) and is deliberately not a scored screen item, since it is a handling behaviour no tap-or-drag item can evidence. No CD of Chapter 6 is unassessed.

5. Compliance notes

- **P1:** all 16 items objectively machine-markable; one right answer each; no partial credit; no rubric-marked writing anywhere.
- **P2:** the two Drag-order construction items (8 and 12) carry EXEMPLAR/MODEL answers above, one informative and one narrative, spanning both permitted text types.
- **P3:** all four context passages are self-contained originals devised for this check (*Ben and the big pup*, *Hens*, *Pigs*, *Gus's Red Hat*); no item depends on a book the child may not have heard; nothing is keyed to recall of a named title.

- **P5 / sourcing:** no NAPLAN or VCAA content reproduced; format only. No publisher named. The cover cards and symbol cards reuse this book's own original art from sections 6B and 6C (D4); five new figures are specced in the instrument's structure note.
- **D3:** no Aboriginal or Torres Strait Islander content in any text, stem, option, script or exemplar of this check.
- **6.4 reading load:** the only print a child reads unaided is the two decodable passages and the cloze word cards — all taught correspondences. Every stem, option and rubric line is read aloud and ships as a recorded track (scripts above, DJB-3).
- **6.5 vocabulary:** every option word verified at or below F on the ladder (gate run recorded in `_probe_c6.py`, this tree); stem words at worst use the Rule-4 read-aloud relaxation (ceiling +2); subject terms (symbol, cover, narrative/story, informative/facts, label, real, made up) were all defined at first use in Chapter 6 before this check and are glossed on the title page.
- **6.6 bans:** no blends, digraphs, long vowels or multi-syllable print in any reading/cloze item; no question-mark or exclamation-mark punctuation demand; narrative and informative only — no persuasive; no word-class labels; no typing demand — every answer is a tap, a drag or an inline choice.
- **Level discipline (D13):** decodable passages hold to CVC plus the taught high-frequency words (the, is, and) and the names Ben and Gus, the same ceiling as the 6A readers; 'a' is taught print per the 6A reader precedent.
- **Bank integrity (7.6):** none of the 174 bank MCQs appears here; every item is freshly authored to the C6 check spec.