English scope and sequence – Foundation to Level 6 content descriptions (by strand)

## Strand: Language

| **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| --- | --- | --- | --- | --- | --- | --- |
| Sub-strand: Language for interacting with others | | | | | | |
| explore how language is used differently at home and school depending on the relationships between people  VC2EFLA01 | explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands  VC2E1LA01 | explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions  VC2E2LA01 | understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality  VC2E3LA01 | understand how language is used to develop relationships in formal and informal situations  VC2E4LA01 | understand how language is selected for social contexts and that it helps to signal social roles and relationships  VC2E5LA01 | understand how language varies as levels of formality and social distance change  VC2E6LA01 |
| explore different ways of using language to express preferences, likes and dislikes  VC2EFLA02 | explore language to provide reasons for likes, dislikes and preferences  VC2E1LA02 | explore how language can be used for appreciating texts and providing reasons for preferences  VC2E2LA02 | understand how the language of evaluation and emotion can be varied to be more or less forceful  VC2E3LA02 | identify and differentiate the language of opinion, facts and feelings  VC2E4LA02 | understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources  VC2E5LA02 | understand the uses of objective and subjective language, and identify bias  VC2E6LA02 |
| Sub-strand: Text structure and organisation | | | | | | |
| understand that texts can take many forms, such as signs, books and digital texts  VC2EFLA03 | explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain  VC2E1LA03 | identify how different types of texts across the curriculum are organised differently and use language features depending on purposes  VC2E2LA03 | describe how different types of texts across the curriculum have different language features and structures depending on purposes  VC2E3LA03 | describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes  VC2E4LA03 | describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes  VC2E5LA03 | explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features  VC2E6LA03 |
|  | explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  VC2E1LA04 | understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred  VC2E2LA04 | understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together  VC2E3LA04 | understand how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas  VC2E4LA04 | understand how texts are sequenced and can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text  VC2E5LA04 | understand that sequence and cohesion can be created by the intentional use of repetition of text structures, language features and vocabulary  VC2E6LA04 |
| understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised  VC2EFLA04 | understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images  VC2E1LA05 | navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links  VC2E2LA05 | identify the purpose of layout features in print and digital texts and the words used for navigation  VC2E3LA05 | identify navigation features of digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout  VC2E4LA05 |  |  |
| Sub-strand: Language for expressing and developing ideas | | | | | | |
| recognise that sentences are key units for expressing ideas  VC2EFLA05 | understand that a simple sentence consists of a single independent clause representing a single event or idea  VC2E1LA06 | understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction  VC2E2LA06 | understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree  VC2E3LA06 | understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality  VC2E4LA06 | understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect  VC2E5LA05 | understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas  VC2E6LA05 |
| recognise that sentences are made up of groups of words that work together in particular ways to make meaning  VC2EFLA06 | understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs)  VC2E1LA07 | understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups  VC2E2LA07 | understand how verbs represent different processes for doing, feeling, thinking, saying and relating  VC2E3LA07  understand that verbs are anchored in time through tense  VC2E3LA08  understand how modal verbs indicate obligation, probability and possibility  VC2E3LA09 | understand how adverb groups or phrases and prepositional phrases work in different ways to provide circumstantial details about an activity  VC2E4LA07  understand past, present and future tenses and their impact on meaning in a sentence  VC2E4LA08 | understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea  VC2E5LA06 | understand how the choice of verb, elaborated tenses and a range of adverb groups can expand and sharpen ideas  VC2E6LA06 |
| explore the contribution of images. words and sound to meaning in stories and informative texts  VC2EFLA07 | compare how images and sound in different types of texts contribute to meaning  VC2E1LA08 | understand that images and sound add to or multiply the meanings of a text  VC2E2LA08 | identify how images and sound extend the meaning of a text  VC2E3LA10 | explore how the use of sound and choices in the framing of an image, the placement of elements in the image, and the salience in the image affect the composition of still and moving images and enhance the meaning of a text  VC2E4LA09 | explain how the sequence of still and moving images and the use of sound in texts affect meaning  VC2E5LA07 | identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view  VC2E6LA07 |
| recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school  VC2EFLA08 | recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas  VC2E1LA09 | apply learnt vocabulary and begin to make conscious choices to suit the topic  VC2E2LA09 | extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts  VC2E3LA11 | expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources  VC2E4LA10 | understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms  VC2E5LA08 | examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole  VC2E6LA08 |
| identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end  VC2EFLA09 | understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns  VC2E1LA10 | recognise that capital letters are used in titles and commas are used to separate items in lists  VC2E2LA10 | understand that apostrophes signal missing letters in contractions, and how apostrophes are used to show singular and plural possession in regular and irregular nouns  VC2E3LA12 | understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation  VC2E4LA11  explore how quoted (direct) and reported (indirect) speech are used  VC2E4LA12 | understand how to use commas to indicate prepositional phrases, and how to use apostrophes where there is multiple possession in regular and irregular nouns  VC2E5LA09 | understand how to use commas to separate a dependent clause from an independent clause  VC2E6LA09 |

## Strand: Literature

| **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| --- | --- | --- | --- | --- | --- | --- |
| Sub-strand: Literature and contexts | | | | | | |
| discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2EFLE01 | discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2E1LE01 | discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2E2LE01 | discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2E3LE01 | recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E4LE01 | identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E5LE01 | explore their responses to characters and events in literary texts drawn from historical, cultural or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E6LE01 |
| Sub-strand: Engaging with and responding to literature | | | | | | |
| respond to stories and share feelings and thoughts about the events and characters depicted  VC2EFLE02 | discuss a range of literary texts and share responses by making connections with their own experiences  VC2E1LE02 | compare features of a range of literary texts, such as characters and settings, and share personal preferences  VC2E2LE02 | discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences  VC2E3LE02 | describe the effects of text structures and language features in a range of literary texts when responding to and sharing opinions  VC2E4LE02 | form and share opinions on a literary text, using metalanguage to describe relevant literary devices, text structures and language features in a range of literary texts  VC2E5LE02 | compare language choices, modality, emphasis, repetition and metaphor, and topics, themes or plots in a range of literary texts  VC2E6LE02 |
| Sub-strand: Examining literature | | | | | | |
| recognise a range of literary texts and identify features including events, characters, and beginnings and endings  VC2EFLE03 | discuss plots, characters and settings through a range of literary texts  VC2E1LE03 | discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways  VC2E2LE03 | discuss how an author uses language and illustrations to build plots and portray characters and settings in literary texts, and explore how mood is created through settings and events  VC2E3LE03 | compare how authors and illustrators make literary texts exciting, moving and absorbing and hold readers’ interest by using plot tension, character and setting  VC2E4LE03 | recognise that the point of view in a literary text influences how readers interpret and respond to plots, characters and events  VC2E5LE03 | describe characteristics of literary texts that define an author's individual style  VC2E6LE03 |
| explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs  VC2EFLE04 | listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme  VC2E1LE04 | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songs  VC2E2LE04 | identify and discuss some literary devices, including rhythm and onomatopoeia in poetry and prose, and discuss the ways that they shape the reader’s reaction  VC2E3LE04 | explore the use of literary devices and deliberate wordplay, including grammar, in prose and poetry, and the ways that they shape meaning  VC2E4LE04 | compare the effects of imagery, including simile, metaphor and personification, and sound devices in prose and poetry  VC2E5LE04 | explain the way authors use sound and imagery to create meaning and effect in prose and poetry  VC2E6LE04 |
| Sub-strand: Creating literature | | | | | | |
| retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing  VC2EFLE05 | retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing  VC2E1LE05 | create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance  VC2E2LE05 | create texts, using or adapting language features, characters, settings, plot structures and ideas from literary texts they have encountered  VC2E3LE05 | create texts by developing storylines, characters and settings, and using language features from literary texts they have encountered and from their own experiences  VC2E4LE05 | create texts, experimenting with vocabulary, figurative language, storylines, characters and settings from literary texts they have encountered  VC2E5LE05 | create texts that adapt plot structure, characters, settings and/or ideas from literary texts they have encountered, and experiment with vocabulary and literary devices  VC2E6LE05 |

## Strand: Literacy

| **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| --- | --- | --- | --- | --- | --- | --- |
| Sub-strand: Interacting with others | | | | | | |
| interact in informal and structured situations, using appropriate voice levels and listening while others read or speak  VC2EFLY01 | use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions  VC2E1LY01 | use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  VC2E2LY01 | use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas  VC2E3LY01 | use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and information  VC2E4LY01 | use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea  VC2E5LY01 | use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions  VC2E6LY01 |
| deliver short spoken texts to an audience using features of voice  VC2EFLY02 | deliver short spoken texts to an audience using features of voice  VC2E1LY02 | deliver short spoken texts to an audience using features of voice  VC2E2LY02 | deliver spoken texts to an audience using features of voice  VC2E3LY02 | deliver structured spoken texts to an audience using features of voice  VC2E4LY02 | deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voice  VC2E5LY02 | deliver structured spoken and multimodal texts to an intended audience for a specific purpose, using appropriate features of voice  VC2E6LY02 |
| Sub-strand: Phonic and word knowledge | | | | | | |
| recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness)  VC2EFLY03  orally blend, segment and manipulate one-syllable words (phonemic awareness)  VC2EFLY04  use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge)  VC2EFLY05  recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships)  VC2EFLY06  read and write some high-frequency words and other familiar words  VC2EFLY07  understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge)  VC2EFLY08 | blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable  VC2E1LY03  use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words  VC2E1LY04  understand that a letter can represent more than one sound and that a syllable must contain a vowel sound  VC2E1LY05  spell one- and 2-syllable words with common letter patterns  VC2E1LY06  read and write an increasing number of high-frequency words  VC2E1LY07  recognise and know how to use grammatical morphemes to create word families  VC2E1LY08 | use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness)  VC2E2LY03  use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge)  VC2E2LY04  use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words  VC2E2LY05  build morphemic word families using knowledge of prefixes and suffixes  VC2E2LY06 | understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns  VC2E3LY03  understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words  VC2E3LY04  use phoneme–grapheme relationships and less common letter patterns to spell words  VC2E3LY05  recognise and know how to write most high-frequency words, including some homophones  VC2E3LY06 | understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes  VC2E4LY03  understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words  VC2E4LY04  read and write high-frequency words including homophones and know how to use context to identify correct spelling  VC2E4LY05 | use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations  VC2E5LY03  build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations  VC2E5LY04  explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word  VC2E5LY05 | use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words  VC2E6LY03  use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words  VC2E6LY04 |
| Sub-strand: Building fluency and making meaning | | | | | | |
| read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge  VC2EFLY09 | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge  VC2E1LY09 | read different types of texts with phrasing and fluency, using phonic and word knowledge, and make and monitor meaning by re-reading and self-correcting  VC2E2LY07 | read different types of texts using phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when required  VC2E3LY07 | read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed  VC2E4LY06 | read different types of increasingly complex texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed  VC2E5LY06 | select and read different types of texts of varying complexity, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed  VC2E6LY05 |
| Sub-strand: Texts in context | | | | | | |
| identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used  VC2EFLY10 | discuss different types of texts drawn from a range of cultures and experiences  VC2E1LY10 | discuss how similar topics and information are presented in different types of texts  VC2E2LY08 | discuss how texts with similar purposes can be created for different audiences  VC2E3LY08 | compare how texts from different times, with similar purposes and audiences, depict ideas or events  VC2E4LY07 | describe the ways in which a text reflects the time and place in which it was created  VC2E5LY07 | examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created  VC2E6LY06 |
| Sub-strand: Analysing, interpreting and evaluating | | | | | | |
| identify some differences between narrative and informative texts  VC2EFLY11 | describe some similarities and differences between narrative, informative and persuasive texts  VC2E1LY11 | identify the purpose and audience of different types of texts  VC2E2LY09 | identify the purpose and audience of different types of texts through the use of language features and/or images in the texts  VC2E3LY09 | identify the characteristic features used in different types of texts to meet the purpose and audience of the text  VC2E4LY08 | explain characteristic features used to meet the purpose and audience in different types of texts  VC2E5LY08 | analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences  VC2E6LY07 |
| use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently  VC2EFLY12 | use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings  VC2E1LY12 | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings  VC2E2LY10 | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings  VC2E3LY10 | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to expand topic knowledge and ideas, and begin to evaluate texts to build literal and inferred meanings  VC2E4LY09 | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings  VC2E5LY09 | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meanings  VC2E6LY08 |
| Sub-strand: Creating texts | | | | | | |
| create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge  VC2EFLY13 | create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion  VC2E1LY13 | create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate  VC2E2LY11 | create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate  VC2E3LY11 | create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate  VC2E4LY10 | create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate  VC2E5LY10 | create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate  VC2E6LY09 |
| participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops  VC2EFLY14 | re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation  VC2E1LY14 | re-read and edit texts for spelling, sentence boundary punctuation and text structure  VC2E2LY12 | re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation  VC2E3LY12 | re-read and edit texts for meaning by adding, deleting or moving words or word groups to improve content and structure  VC2E4LY11 | re-read and edit their own texts and the texts of others using agreed criteria for text structures and language features  VC2E5LY11 | re-read and edit their own texts and the texts of others using agreed criteria and exploring editing choices  VC2E6LY10 |
| form most lower-case and upper-case letters using learnt letter formations  VC2EFLY15 | write words using unjoined lower-case and upper-case letters  VC2E1LY15 | write words legibly and with growing fluency using unjoined lower-case and upper-case letters  VC2E2LY13 | write words using joined letters that are clearly formed and consistent in size  VC2E3LY13 | write words using clearly formed joined letters, with developing fluency and automaticity  VC2E4LY12 | write legibly, fluently and automatically  VC2E5LY12 | write legibly, fluently and automatically for sustained periods  VC2E6LY11 |