# English Levels A to D – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation Level A

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reading and Viewing  By the end of Level A, students react to a range of spoken, written and multimodal texts from familiar contexts. They respond to images of familiar people, objects or events. They fleetingly maintain eye contact with a person or object. They enjoy reading material as it is being read/experienced, shown or told. They can track objects, people or images for a short period of time.  Writing  When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities. Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand.  Speaking and Listening  Students listen to and react to some familiar objects, people, words and sounds within the environment by turning head, looking, reaching out and/or vocalising. They respond to their name and to familiar items when named. Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation. They recognise that their reaction can change others’ behaviour. They can choose between objects, images and activities and accept or reject an object or activity. They withdraw attention if no longer interested in a topic of communication. Students attempt to imitate sounds. They have some consistent vocalisation and gestures in response to different people, activities and environments. | By the end of Foundation Level A, students demonstrate the following skills in English.  Speaking and Listening  When interacting with others, students use their preferred communication modality to express immediate needs. They briefly engage in shared attention and use their preferred communication modality to attract attention or continue an action.  They use their preferred communication modality to demonstrate preferences through the acceptance or rejection of familiar objects or activities.  Reading and Viewing  When listening to and/or viewing print and digital texts, students engage with a range of different types of texts and respond by attending to and exploring images, sounds and/or sensory experiences related to texts.  They demonstrate interest in texts and engage for brief periods when having a book or other text read to them.  They respond to letters and their sounds, and vocabulary used in reference to objects and activities that are familiar or of personal interest.  Writing  When creating texts, students demonstrate short periods of shared attention and participate in the joint construction of text.  They manipulate a range of tools to make marks. | Achievement standard has been refined and realigned to the published Victorian Curriculum F–10 Version 2.0 English (English Version 2.0).  The structure has remained the same (language modes), the sequence has been changed and clear throughlines of the skill sets identified under each language mode have been created. |

### Content descriptions

#### VC2 strand: Language

##### VC2 sub-strand: Language for interacting with others

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Respond to a familiar person and engage with them (VCELA025) |  | Removed due to duplication. Can be found in VC2EFALA01, VC2EFALY01 and VC2EFALY02 |
| Explore how sound, facial expression and actions can cause a change (VCELA026) | use their preferred communication modality to accept or reject an object, action or activity  VC2EFALA01 | Refined to include active language and align with Foundation level |
| Use sounds and facial expressions to affect familiar others (VCELA024) |  | Removed from Foundation level |

##### VC2 sub-strand: Text structure and organisation

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment (VCELA001) |  | Removed due to duplication. Can be found in VC2EFALA03 |
| Encounter books, print and digital texts and respond to images in the text (VCELA002) | attend to images in print and digital texts  VC2EFALA02 | Refined to include active language and greater specificity of skill |
| Respond to images, objects and the spoken word (VCELA015) |  | Removed from Foundation level |

##### VC2 sub-strand: Language for expressing and developing ideas

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experience sentences being used to express ideas and information and responds to different words, sounds and noise (VCELA003) |  | Removed due to duplication. Can be found in VC2EFALY03 |
| Respond to words and groups of words and objects in texts and in the environment (VCELA004) |  | Removed due to duplication. Can be found in VC2EFALE02 |
| Respond to vocabulary used in everyday experiences (VCELA027)  Respond to images and words in texts (VCELA005) | respond to familiar objects, actions or activities being named  VC2EFALA03 | Combined and refined to create greater specificity of skill and alignment to Foundation level |
| React to different sounds, and words, and respond to visual text (VCELA016) |  | Removed due to duplication. Can be found in VC2EFALY02 |

#### VC2 Strand: Literature

##### VC2 sub-strand: Literature and contexts

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| React to texts, related to personal experience and familiar events (VCELT008) | demonstrate shared attention when responding to texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustrators  VC2EFALE01 | Refined to align with Foundation level and to include text selection diversity aligned to cross-curriculum priorities |
| Respond to texts within the everyday environment (VCELY011) |  | Removed due to duplication. Can be found in VC2EFALE02 |

##### VC2 sub-strand: Engaging with and responding to literature

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Respond to images, sounds or actions within a multimodal text (VCELT030)  Respond to texts listened to, viewed or read (VCELT031) | attend to and explore a range of literary texts  VC2EFALE02 | Combined 2 content descriptions to form one and refined to align to Foundation level |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Experience and respond to different types of literary texts in various modes (VCELT009) |  | Removed due to duplication. Can be found in VC2EFALE02 |
| Experience texts with different features, events and characters and respond to different literary texts (VCELT010) |  | Removed due to duplication. Can be found in VC2EFALE02 |
| Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT032) |  | Removed due to duplication. Can be found in VC2EFALE01 and Foundation Level B VC2EFBLE04 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Encounter literature being created for various reasons and purposes and react to the retelling of a literary text (VCELT019)  React to texts and familiar parts of a preferred text (VCELT033) |  | Removed due to duplication. Can be found in VC2EFALY03 |

#### VC2 strand: Literacy

##### VC2 sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Respond to various types of communication (VCELY034) | use their preferred communication modality to gain attention or express comfort and discomfort  VC2EFALY01 | Refined for clarity and specificity related to skill |
| React to others sharing and delivering a presentation on a personally or culturally relevant event (VCELY035) |  | Removed due to duplication. Can be found in VC2EFALY02 |

##### VC2 sub-strand: Phonic and word knowledge

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Encounter words being isolated into onset and rime (VCELA029) | respond to environmental sounds and familiar spoken, written or signed words  VC2EFALY02 | Combined and refined due to duplication and clearer alignment to Foundation level |
| Respond to different sounds and words used in everyday experiences (VCELA028) |
| React to preferred sounds (VCELA007)  React to familiar voices and preferred sounds (VCELA018) |
| Encounter words and writing within the environment and respond to spoken words in familiar environments (VCELA006) |  | Removed due to duplication. Can be found in VC2EFALY03 |
| Experience people writing, speaking and communicating using various modes (VCELA017) |  | Removed due to duplication. Can be found in VC2EFALY02 |

**VC2 sub-strand: Building fluency and making meaning**

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| React to a range of texts including visual, audio and print text (VCELY012) |  | Removed due to duplication. Can be found in VC2EFALE02 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Respond to texts within the everyday environment (VCELY011) |  | Removed due to duplication. Can be found in VC2EFALE02 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| React to a variety of imaginative and informative texts (VCELY014) |  | Removed due to duplication. Can be found in VC2EFALA02 |
| Experience and respond to different forms of communication and texts being read or viewed (VCELY013) |  | Removed due to duplication. Can be found in VC2EFALY02 |

##### VC2 sub-strand: Creating texts

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| React to the construction of text that reflects everyday events and activities (VCELY020) | participate in the shared creation of texts  VC2EFALY03 | Refined to include active language |
| Respond to group text and personalised text being edited (VCELY021) |  | Removed to reduce duplication. Can be found in VC2EFALY03 |
| Encounter a variety of objects and textures and hold objects for a short period of time (VCELY022) | use tools to make marks  VC2EFALY04 | Refined to include active language and greater specificity of skill |
| React to software being used to construct texts that reflect everyday events and activities (VCELY023) |  | Removed from the Foundation level curriculum |

## Foundation Level B

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reading and Viewing  By the end of Level B, students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. They can focus on an image during the sharing of a text. They select a text using visual images and request a text to be read. Students can recognise images of familiar people. They recognise their own name in print using a shape or beginning letter. They can sort and match pictures and shapes. They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. They can show another person their favourite character or object in a text.  Writing  When writing, they can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making.  Speaking and Listening  Students look towards and attend to significant people for short periods of time. They attend to and respond to key word instructions. They imitate familiar words, spoken and/or signed. They use gesture or ‘yes’ or ‘no’ responses to answer a question or respond to an instruction. They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. Students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are named by the teacher. They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. They follow a simple one-word instruction. | By the end of Foundation Level B, students demonstrate the following skills in English.  Speaking and Listening  When interacting with others, students communicate using their preferred communication modality. They can reliably accept or reject objects, actions or events.  Students attend and respond to interactions consistently. They use single objects, gestures, symbols or words to express ideas related to their immediate environment.  Reading and Viewing  When listening to and/or viewing print and digital texts, students engage with a range of different types of texts and identify an event in a story.  They recognise familiar images, letters and words in their environment.  When demonstrating understanding of texts, students use their preferred communication modality to communicate single ideas or concepts without elaboration or detail.  Students identify how text is organised for navigation by using features of a text, such as the appropriate orientation and turning pages.  Writing  When co-creating and sharing short texts, students recount ideas by identifying an image, character or event in a preferred or known text.  Students express ideas using their preferred communication modality.  They participate in writing by intentionally making marks and repeating movements using writing tools and materials. | The achievement standard has been refined and realigned to the published Victorian Curriculum F–10 Version 2.0 English (English Version 2.0).  The structure has remained the same (language modes), the sequence has been changed and clear throughlines of the skill sets identified under each language mode have been created. |

### Content descriptions

#### VC2 strand: Language

##### VC2 sub-strand: Language for interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise ways to gain and maintain attention (VCELA060) |  | Removed due to duplication. Can be found in VC2EFBLY01 |
| Demonstrate a number of ways to indicate a choice (VCELA061) | use their preferred communication modality to indicate a preference  VC2EFBLA01 | Refined for clarity and alignment of language to Foundation level |
| Use sounds, gestures, images and facial expressions to communicate (VCELA059) |  | Removed from Foundation level |

##### VC2 sub-strand: Text structure and organisation

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Recognise that texts can have many forms, can use images, objects and symbols (VCELA036) |  | Removed due to duplication. Can be found in VC2EFBLA03 |
| Recognise and attend to images in texts and on the screen (VCELA037) |  | Removed due to duplication. Can be found in VC2EFBLA04 |
| Recognise the connection between an object, image and spoken word (VCELA050) | turn pages and identify the appropriate orientation of print and digital texts  VC2EFBLA02 | Refined to align to Foundation and provide greater specificity of skill |

##### VC2 sub-strand: Language for expressing and developing ideas

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Know that an object has a name (VCELA038) |  | Removed due to duplication. Can be found in VC2EFBLA05 |
| Know that an object has a name (VCELA038) | use their preferred communication modality to describe an object with a single gesture, symbol or word  VC2EFBLA03 | Refined for clarity and greater specificity of skill |
| Recognise an object when named, signed or shown in an image (VCELA039) | identify a favourite image in print or digital text  VC2EFBLA04 | Refined for clarity and alignment to Foundation level |
| Recognise familiar objects and images in stories and informative texts (VCELA040) | recognise and name familiar objects, actions and activities  VC2EFBLA05 | Refined for clarity and alignment to Foundation level |
| Recognise the connection between words, images, sounds and everyday objects (VCELA062) |  | Removed due to duplication with refined content descriptions |

#### VC2 Strand: Literature

##### VC2 sub-strand: Literature and contexts

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Respond to texts which reflect personal and family experiences (VCELT043) | identify an event in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustrators  VC2EFBLE01 | Refined to align with Foundation level and to include text selection diversity aligned to cross-curriculum priorities |

##### VC2 sub-strand: Engaging with and responding to literature

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify a preferred text (VCELT065) | respond to an event in a story  VC2EFBLE02 | Language refined to reflect alignment to Foundation level |
| Respond to familiar images or sounds during shared reading/viewing of texts (VCELT066) |  | Removed from Foundation level |

##### VC2 sub-strand: Examining literature

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Recognise a familiar event or character during shared reading or viewing of text (VCELT045)  Attend to features of literary texts such as images, rhyme and refrains (VCELT044) | identify an event in a familiar text  VC2EFBLE03 | Combined 2 content descriptions to form one to align with Foundation level |
| Attend to features of literary texts such as images, rhyme and refrains (VCELT044) | respond to chants, rhymes and songs  VC2EFBLE04 | Language refined to align with Foundation level |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Select an image and illustration to represent a familiar literary text or recent event (VCELT054)  Assist to modify a text by producing a sound, noise or using an object (VCELT068) |  | Removed due to duplication. Can be found in VC2EFBLE03 and VC2EFBLY06 |

#### VC2 Strand: Literacy

##### VC2 sub-strand: Interacting with others

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Listen to and respond to simple instructions (VCELY069) | use their preferred communication modality to attend and respond to interactions with others  VC2EFBLY01 | Language refined to be more inclusive |
| Respond to a presentation on an everyday experience (VCELY070) |  | Removed due to duplication. Can be found in VC2EFBLY01 |

##### VC2 sub-strand: Phonic and word knowledge

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Connect sounds and words and match them to objects (VCELA063) |  | Removed due to duplication. Can be found in VC2EFBLA05 |
| Copy a sound (VCELA064) | repeat some familiar letter sounds  VC2EFBLY02 | Refined |
| Reproduce sounds associated with familiar objects and names (VCELA042)  Recognise different sounds and words and their connection to objects and people (VCELA053) | identify some familiar images, symbols, letters or words in their environment  VC2EFBLY03 | Combined 2 content descriptions to form one  Included specificity about this skill |
| Explore the concept of difference through matching letters, images, shapes and familiar words and sounds (VCELA041) |  | Refined for greater clarity and incorporated into VC2EFBLY03 |
| Reproduce speech sounds to communicate basic wants and use images and objects to express their wants and ideas (VCELA052) | identify themselves in a mirror  VC2EFBLY04 | Refined to align with Foundation level |

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use images to obtain meaning from shared texts (VCELY047) |  | Removed due to duplication. Can be found in VC2EFBLA04 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Attend to texts that have a variety of contexts (VCELY046) |  | Removed due to duplication. Can be found in VC2EFBLE01 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Attend to imaginative and informative texts including visual schedules in everyday experiences (VCELY049) |  | Removed due to duplication. Can be found in VC2EFBLY05 |
| Attend to images while listening to and viewing texts (VCELY048) | use their preferred communication modality when listening to and/or viewing texts  VC2EFBLY05 | Refined to reduce duplication and align with Foundation level |

##### VC2 sub-strand: Creating texts

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Select image to be used in a short text about a special event (VCELY055)  Make simple choices during shared construction of personalised multimodal text (VCELY056) | co-create short texts that record a single idea  VC2EFBLY06 | Combined and refined to align to Foundation level |
| Grasp and move objects within and between their hands (VCELY057) | use tools to create a variety of marks on a surface  VC2EFBLY07 | Refined to provide greater specificity of skill |
| Use software or applications to select images and sounds for shared texts (VCELY058) |  | Removed from Foundation level |

## Foundation Level C

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reading and Viewing  By the end of Level C, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character or event in a familiar text using visual images from the text. They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text. When reading, students move through a print text from front to back. They can comment or point to illustrations in reading material to predict the topic of the material. They use a key word to respond to questions about what is happening in a text. They can make a graphophonic identification of their own name. They can match letters and numbers, and identify some letters and numbers named by another.  Writing  When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. They express and record their wants and needs through a word, a picture or symbol selection. They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. They can hold and use a pencil to make purposeful marks on paper. They apply colour to an outline and draw with purposeful direction. They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. They can select pictures that are important to create a picture storybook.  Speaking and Listening  Students listen to and interact with others. They use particular greetings to acknowledge people, respond with ‘yes’, ‘no’ or single words to indicate understanding and use a few words and simple phrases. They can share their favourite items or experience with a small group of students and respond to questions about it. They express and record their wants and needs through a word, picture or symbol selection. They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things. They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. They make a request by linking key words, signs and/or symbols in a meaningful context. | By the end of Foundation Level C, students demonstrate the following skills in English.  Speaking and Listening  When interacting with others, students initiate and respond to communication using learnt vocabulary to express ideas and describe activities or experiences. Using their preferred communication modality, students use interaction skills, such as attending and responding, using phrases to express ideas.  They use short phrases to request, accept or reject objects, actions or events, using their preferred communication modality.  Reading and Viewing  When listening to and/or viewing print and digital texts, students engage with a range of different types of texts, and identify and comment on events and characters in a story.  They recognise and name familiar images, some letters and their sounds, and words in a variety of situations and contexts at school.  When demonstrating understanding of texts, students respond to simple questions by using their preferred communication modality to express ideas or comment without elaboration or detail.  Students identify how text is organised for navigation by turning one page at a time and differentiating between words and images in print.  Writing  When co-creating and sharing short texts, students retell ideas by sequencing images.  Students express ideas using their preferred communication modality.  They participate in writing by using writing tools and materials to create letter-like symbols. | The achievement standard has been refined and realigned to the published Victorian Curriculum F–10 Version 2.0 English (English Version 2.0).  The structure has remained the same (language modes), the sequence has been changed and clear throughlines of the skill sets identified under each language mode have been created. |

### Content descriptions

#### VC2 strand: Language

##### VC2 sub-strand: Language for interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise ways to greet and interact with familiar people (VCELA095) |  | Removed due to duplication. Can be found in VC2EFCLY01 |
| Recognise different ways to communicate needs, likes and dislikes (VCELA096) | use short phrases to request, accept or reject an object, action or event  VC2EFCLA01 | Refined to align with Foundation level |
| Recognise that words, images and actions have the same meaning across environments (VCELA094) |  | Removed from Foundation level |

##### VC2 sub-strand: Text structure and organisation

|  |  |  |
| --- | --- | --- |
| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| Recognise that texts and communication can take various forms including multimodal and picture books (VCELA071) |  | Removed due to duplication. Can be found in VC2EFCLE01 |
| Know that successive pages or images in a book or on a screen present a story in sequence (VCELA072) | turn one page at a time and differentiate between words and images in print and digital texts  VC2EFCLA02 | Refined to align with Foundation level and provide greater specificity of skill |
| Know that symbols, words and images can communicate needs (VCELA085) |  | Removed due to duplication. Can be found in VC2EFCLA06 |

##### VC2 sub-strand: Language for expressing and developing ideas

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise that a group of words can communicate a message (VCELA073) | use short phrases to express ideas  VC2EFCLA03 | Refined for clarity and alignment to Foundation level |
| Know how to use the connection between the object, its name, image or sign (VCELA074) | use short phrases to describe objects  VC2EFCLA04 | Refined for clarity and alignment to Foundation level |
| Recognise the use of images to represent an event, object or idea (VCELA075) | identify an image or object that represents an idea from a shared text  VC2EFCLA05 | Refined for clarity and alignment to Foundation level |
| Use words and images to make a request, indicate a choice, recount information, and express a feeling (VCELA097) | use learnt vocabulary related to personal interests and topics taught at school  VC2EFCLA06 | Refined for clarity and alignment to Foundation level |
| Know their written name (as a grapheme) and match the letters in their name (VCELA086) |  | Removed due to duplication. Can be found in VC2EFCLY03, VC2EFCLY04 and VC2EFCLY05 |

#### VC2 strand: Literature

##### VC2 sub-strand: Literature and contexts

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise key events in texts which reflect personal and familiar experiences (VCELT078) | identify settings, characters and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustrators  VC2EFCLE01 | Refined to align with Foundation level and to include text selection diversity aligned to cross-curriculum priorities |

##### VC2 sub-strand: Engaging with and responding to literature

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify a preferred aspect of text, such as image, refrain within a multimodal text (VCELT100)  Identify a favourite character or event within a story (VCELT101) | comment on the characters and events in a text  VC2EFCLE02 | Combined 2 content descriptions to form one |

##### VC2 sub-strand: Examining literature

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise familiar texts which share the same character or similar topic or event (VCELT080)  Identify characteristics of familiar literary texts including poetry (VCELT079) | identify a character or event in a familiar text  VC2EFCLE03 | Combined 2 content descriptions to form one, refined language and aligned to Foundation Level |
| Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures (VCELT102) | participate in familiar chants, rhymes and songs  VC2EFCLE04 | Refined language and aligned to Foundation level |

##### VC2 sub-strand: Creating literature

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Retell an event or familiar text through images and illustrations (VCELT089)  Modify part of a refrain from a familiar text (VCELT103) | retell an event from a preferred or familiar short text  VC2EFCLE05 | Combined 2 content descriptions to form one, refined language and aligned to Foundation level |

#### VC2 strand: Literacy

##### VC2 sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Listen to and respond to the communication from an adult in classroom situations (VCELY104) | use their preferred communication modality to initiate a short interaction with others  VC2EFCLY01 | Refined and aligned to Foundation level |
| Deliver some comment to a small group (VCELY105) | use short phrases to present an idea or object to peers  VC2EFCLY02 | Refined to provide greater specificity of skill |

##### VC2 sub-strand: Phonic and word knowledge

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the beginning sounds of familiar words (VCELA098) | recognise and name some common letters and their corresponding phonemes  VC2EFCLY03 | Refined to provide greater specificity of skill and alignment with Foundation level |
| Identify the initial sound of a single syllable word (VCELA099) | use beginning knowledge of letters and sounds to identify the initial letter sound and grapheme in a word  VC2EFCLY04 | Refined to provide greater specificity of skill and alignment with Foundation level |
| Recognise different sounds and their connection to a word or image (VCELA077)  Know the beginning sounds (onset) of familiar words (VCELA088) |  | Removed due to duplication. Can be found in VC2EFCLY03 and VC2EFCLY04 |
| Explore similarities and differences between letters by shape and size and match some letters with their name or sound (VCELA076) | identify their name when presented in written form with supporting images  VC2EFCLY05 | Refined to provide greater specificity of skill |
| Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas (VCELA087) |  | Removed due to duplication. Can be found in VC2EFCLA03 and VC2EFCLA04 |

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise that images, words and symbols convey meaning (VCELY082) |  | Removed due to duplication. Can be found in VC2EFCLA06 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Explore some familiar texts and images used in the community (VCELY081) |  | Removed, refined and combined into VC2EFCLE01 |

##### VC2 sub-strand: Analysing, interpreting and evaluating

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use simple visual schedules and selected imaginative and informative texts (VCELY084) |  | Removed due to duplication. Can be found in VC2EFCLE01 |
| Use images within text to identify key objects and events (VCELY083) | respond to simple questions about a shared text being listened to and/or viewed  VC2EFCLY06 | Refined for clarity and alignment to Foundation Level |

##### VC2 sub-strand: Creating texts

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create simple texts by labelling images from an event with own ‘writing’ (VCELY090) | co-create short texts and sequence images  VC2EFCLY07 | Refined for clarity and greater specificity of skill |
| Review choices made during shared construction of personalised multimodal texts during shared review (VCELY091) |  | Removed due to duplication. Can be found in VC2EFCLY07 |
| Trace patterns and letters (VCELY092) | use tools to create letter-like symbols  VC2EFCLY08 | Refined for clarity to align to Foundation level |
| Use software or application by selecting images and typing to ‘label’ images (VCELY093) |  | Removed from Foundation level |

## Foundation Level D

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reading and Viewing  By the end of Level D, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character and event in an imaginative text. They use visual images to identify the key topic or theme within an informative text. They understand familiar text by using images and communicate a short statement about the text. They can follow a simple pictorial timetable. They select their own reading material by looking at the picture on the cover. They model reading by tracking text page by page, from left to right and top to bottom, and follow or point to a line of text as it is being read. They use illustrations to retell a story and answer simple questions about a story. They recognise the connection between print and the spoken word, identifying spaces, letters and/or words in text, and reading familiar words and signs using partial cues and illustrations. They identify some letters of the English alphabet and their associated sound. They retell a picture story they have selected using key words to describe each picture. They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book.  Writing  When writing, students produce ‘text-like’ writing to convey meaning and label images. They trace letter-like patterns moving left to right across a page. They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. They colour within a clearly defined area. They copy or write familiar letters with beginning accuracy and copy/type their first name. They select and sequence pictures and key words to describe a personally significant event or experience. They contribute key words to teacher-constructed texts to describe pictures they have selected. They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing.  Speaking and Listening  Students listen to and use spoken language to acknowledge and answer a person who communicates with them, giving a response of up to three words. Students use some social conventions during social interaction, such as making eye contact, show some understanding of turn taking, use appropriate volume, and articulate clearly. They participate in communication with others by expressing likes, dislikes and ideas; sequence key words, signs or symbols to describe a favourite object or a completed piece of work, or to make a request; and communicate needs and give reasons. They use simple phrases and simple sentences and sequence two key ideas. They listen to and respond to sequence sentences when interacting with others, and ask questions at appropriate intervals to show an interest in what the speaker is saying. Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program. | Speaking and Listening  When interacting with others, students initiate and sustain interactions, responding using learnt vocabulary and phrasing, using their preferred communication modality.  They use phrases to communicate interests, preferences and ideas.  When communicating to an audience in familiar or structured situations, students present an idea or retell a story or event using phrases to express ideas.  Reading and Viewing  When listening to and/or viewing a range of print and digital text types, students recognise, comment on and share feelings about settings, characters and events.  They replicate rhythms and sounds patterns, blend and segment one-syllable words, read some consonant-vowel-consonant (CVC) words and decode a small number of familiar words. They demonstrate knowledge of some phoneme–grapheme correspondences.  When demonstrating understanding of texts, students use comprehension strategies, such as connecting, predicting and questioning. They identify that images, letters, sounds and words contribute to meaning.  Students identify how types of text, in print, digital and multimodal format, are organised for purpose and navigation. They demonstrate knowledge of key elements of the sequence and structure of a text.  Writing  When creating and sharing short texts, students retell stories and report information using familiar symbols, letters and words.  They participate in shared editing processes, applying knowledge of capital letters and spacing between words.  They identify and select symbols, signs and letters to create a text. They independently form some letters, and group clusters of marks or letters that are separated by spaces to make words that convey meaning.  They use some phoneme–grapheme correspondences and form some familiar words.  They create images that represent ideas and show features that are understood by others. | The achievement standard has been refined and realigned to the published Victorian Curriculum F–10 Version 2.0 English (English Version 2.0).  The structure has remained the same (language modes), the sequence has been changed and clear throughlines of the skill sets identified under each language mode have been created. |

### Content descriptions

#### VC2 Strand: Language

##### VC2 sub-strand: Language for interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Know how to greet and maintain a short interaction with others (VCELA130) | use phrases to communicate with others at school, appropriate to their relationships  VC2EFDLA01 | Refined for greater specificity of skill and alignment to Foundation level |
| Use different ways to express needs, likes and dislikes (VCELA131) | use phrases to communicate preferences, likes and dislikes  VC2EFDLA02 | Refined for greater specificity of skill and alignment to Foundation level |
| Understand that people communicate in different ways (VCELA129) |  | Removed from Foundation level |

##### VC2 sub-strand: Text structure and organisation

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate different forms of texts and the relationship between symbols, images and objects (VCELA106) | recognise that texts can take different forms  VC2EFDLA03 | Refined for greater specificity of skill and alignment to Foundation level |
| Identify some of the features of text such as digital/screen layout or the features of a book cover (VCELA107) | identify the front and back cover of a book, left to right directionality and return sweep of print; recognise that words are separate to pictures  VC2EFDLA04 | Refined for greater specificity of skill and alignment to Foundation level |
| Understand that language can be represented as written text (VCELA120) |  | Removed from Foundation level |

##### VC2 sub-strand: Language for expressing and developing ideas

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand how to make a statement or ask a question (VCELA108) | construct and use phrases to express ideas  VC2EFDLA05 | Refined to provide greater clarity and specificity of skill, and alignment to Foundation level |
| Recognise how a group of words can represent an object or image (VCELA109) | use phrases to describe objects and actions  VC2EFDLA06 | Refined to provide greater clarity and specificity of skill, and alignment to Foundation level |
| Explore connection between words, objects and images in stories and informative texts (VCELA110) | identify the contribution of images and words to meaning in stories and informative texts  VC2EFDLA07 | Refined to provide greater clarity and specificity of skill, and alignment to Foundation level |
| Use vocabulary in the form of short phrases for a variety of purposes such as to request an object, communicate a need, recount information, or express a feeling (VCELA132) | use learnt vocabulary related to everyday experiences, personal interests and topics taught at school  VC2EFDLA08 | Refined for clarity |
| Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text (VCELA121) | identify that spaces between words indicate a new word  VC2EFDLA09 | Refined to provide greater clarity and specificity of skill, and alignment to Foundation level |

#### VC2 strand: Literature

##### VC2 sub-strand: Literature and contexts

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify topic and key events in texts that reflect personal and familiar experiences (VCELT113) | identify experiences that are similar 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  VC2EFDLE01 | Refined to align with Foundation level and to include text selection diversity aligned to cross-curriculum priorities |

##### VC2 sub-strand: Engaging with and responding to literature

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify favourite texts topic and character (VCELT136)  Express likes or dislikes about characters and events in a text (VCELT137) | share feelings on the events and characters depicted in a text  VC2EFDLE02 | Combined 2 content descriptions to form one, refined language and aligned to Foundation level |

##### VC2 sub-strand: Examining literature

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the characters, events and setting in a literary text (VCELT115)  Know some characteristics and features of literary texts, such as characters, beginning and ending in stories and rhyme in poetry (VCELT114) | identify a setting, character and event in a text  VC2EFDLE03 | Combined 2 content descriptions to form one, refined language and aligned to Foundation level |
| Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures (VCELT138) | replicate the rhythms of familiar chants, rhymes and songs  VC2EFDLE04 | Refined to provide greater clarity and specificity of skill |

##### VC2 sub-strand: Creating literature

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Retell familiar text or event by sequencing images and simple statements (VCELT124)  Add to a familiar text (VCELT135) | retell an event from a preferred or known text through role-play, performance, images, drawing or writing  VC2EFDLE05 | Combined 2 content descriptions to form one, and refined language to provide alignment to Foundation level |

#### VC2 strand: Literacy

##### VC2 sub-strand: Interacting with others

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Listen and respond to communication of others in classroom situations and routines (VCELY139) | use their preferred communication modality to initiate and sustain an interaction with others  VC2EFDLY01 | Refined to align to Foundation level |
| Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics (VCELY140) | use phrases to retell a story or event to peers  VC2EFDLY02 | Refined for clarity |

##### VC2 sub-strand: Phonic and word knowledge

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the sounds within familiar words (VCELA133) |  | Removed due to duplication. Can be found in VC2EFDLY04 |
| Blend sounds to produce familiar single syllable words and identify words that have the same rime (VCELA134) | blend and segment a small number of one-syllable words  VC2EFDLY03 | Refined to align to Foundation level |
| Identify and make sounds associated with the beginning letter of words or images (VCELA112)  Identify the onset of familiar words and some words that have the same rime (VCELA123)  Know that a letter can be the same but look different, including capital and lower-case letters, and match some letters with their sound and name (VCELA111) | use beginning knowledge of letters and sounds to read some consonant-vowel-consonant (CVC) words  VC2EFDLY04 | Combined 3 content descriptions to form one and refined to provide alignment to Foundation level |
| Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters (VCELA122) | recognise familiar words and identify them in environmental print  VC2EFDLY05 | Refined for clarity |

##### VC2 sub-strand: Building fluency and making meaning

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Read a simple sentence or pictorial representation of a sentence (VCELY117) | apply developing phonemic knowledge to decode words in short sentences or simple decodable texts  VC2EFDLY06 | Refined for greater specificity of skill and alignment with Foundation level |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify some familiar texts and their use in the community (VCELY116) |  | Removed due to duplication. Can be found in VC2EFDLY05 |

##### VC2 sub-strand: Analysing, interpreting and evaluating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify some familiar informative and imaginary texts (VCELY119) |  | Removed due to duplication. Can be found in VC2EFDLE01 |
| Use images to retell or comment on a familiar text listened to and viewed (VCELY118) | use comprehension strategies such as connecting, predicting and questioning to understand texts listened to and/or viewed  VC2EFDLY07 | Refined to align with Foundation level |

##### VC2 sub-strand: Creating texts

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use symbols, letters and words to create a simple statement about an idea or event (VCELY125) | create short texts to record an idea and/or events  VC2EFDLY08 | Refined for clarity |
| Review own text and make changes during shared editing (VCELY126) | participate in shared editing of a class text, identifying some capital letters and applying spacing between words  VC2EFDLY09 | Refined for clarity |
| Copy and write letters, symbols and numbers (VCELY127) | use tools to form letters  VC2EFDLY10 | Refined for clarity |
| Use software or application by selecting images and suggesting simple sentences to accompany the image (VCELY128) |  | Removed from Foundation level |