Introducing English Version 2.0

The Victorian Curriculum F–10 Version 2.0 English (English Version 2.0) gives Victorian students rich opportunities to master communication skills and develop an appreciation of texts and literature. English Version 2.0 now also includes the curriculum levels Foundation Level A to D, offering Victorian students who have an intellectual disability or have experienced a learning delay access to an English curriculum that situates them as active participants in their learning.

English Version 2.0 reflects contemporary research and draws on expertise of and feedback from Victorian teachers, as well as critical input from academic institutions, other educational jurisdictions and educational experts.

As for all Version 2.0 curriculums, the curriculum levels have been designed as a developmental continuum of learning that provides clear and measurable achievement standards. The content descriptions guide the development of essential knowledge and skills, providing a clear pathway from Foundation Level A through to Level 10, making it easier for teachers to plan, assess and report on student learning.

As always, Victorian Curriculum F–10 English includes all the content and skills students require for success in any of the VCE English studies.

A simplified and more manageable structure

* **Content is organised into 3 interrelated strands: Language, Literature and Literacy**. Teachers can easily integrate content from the 3 strands.
* **Content descriptions are organised by strand only (Language, Literature and Literacy)**. The language modes, as an organising structure, were removed from the content descriptions. All sub-strands now clearly present the progression of skills across the levels. This revision offers students multiple and varied exposures to the content and skills in the English curriculum across all language modes.
* **The language modes remain as the organising structure for the achievement standards**, providing strong connections with the key skills sets that underpin English.
* **New VCAA resources will help teachers familiarise themselves with the revised curriculum**, including scope and sequence charts (Foundation Level A to Level 2, Foundation to Level 6, and Levels 7 to 10), and website functionality that shows the connections between the content descriptions and parts of the achievement standards. Resources that support teachers to design assessment tasks and teaching and learning units have also been published.

Clearer content descriptions and better aligned achievement standards

* **The number of content descriptions has been reduced**, combining and refining complementary content where appropriate.
* **A clear progression of skills is set out in a consistent sequence across the levels** (as evidenced in the scope and sequence charts), helping teachers engage with and track skill development across all language modes.
* **Sentence stem families have been introduced for each achievement standard in Foundation Level A to Level 10** (for example ‘When interacting with others, students …’) to highlight groups of key skills for achievement and assessment and for monitoring student progress.
* **Achievement standards and content descriptions are aligned more closely** by using language in the achievement standards that connects directly with language in the content descriptions.

Other key revisions

* **The reordered Literacy strand reflects a clear and more meaningful sequence of skills acquisition and application**:
* The Literacy strand now begins with the foundational skills in the sub-strands of Interacting with others, Phonic and word knowledge and Building fluency and making meaning (a sequence that complements the sub-strand sequence in the Language strand).
* The Literacy strand then moves to critical literacy, with the sub-strands of Text in context, Analysing, interpreting and evaluating and Creating texts (a sequence that complements the sub-strand sequence in the Literature strand).
* **The punctuation skill progression has moved from the Text structure and organisation sub-strand to the Language for expressing and developing ideas sub-strand**.
* **The Phonic and word knowledge sub-strand has moved from the Language strand to the Literacy strand**.
* **There are some minor changes to the naming of sub-strands**:
* Expressing and developing ideas is now Language for expressing and developing ideas.
* Literature and context is now Literature and contexts.
* Responding to literature is now Engaging with and responding to literature.
* Phonics and word knowledge is now Phonic and word knowledge (FLA–6) or Word knowledge (7–10).
* Analysing, interpreting, evaluating is now Analysing, interpreting and evaluating.

Foundation Levels A to D

* The combining of complementary content descriptions and the greater specificity of skills in the achievement standards will make it easier for teachers to measure achievement and to design and implement assessment for monitoring student progress. The strengthening of achievement standards will support reporting processes and communication of progress with students and families.
* The elaborations have been developed with a focus on age-appropriate and interest-based examples to support all school-aged students to access and engage with the curriculum at their point of need, and in some instances they provide further detail or granularity around the development of skills and knowledge. This supports students who may access the curriculum at Foundation Levels A to D for the entirety of their schooling.
* The sub-strands of Examining literature and Analysing, interpreting and evaluating are introduced at Foundation Level B, and Creating literature and Building fluency and making meaning introduced at Foundation Level C.

Foundation to Level 6

* The skills of reading fluency and meaning-making are separated from Analysing, interpreting and evaluating into a standalone sub-strand – Building fluency and making meaning – to highlight the significance of those skills.
* The Phonic and word knowledge sub-strand has been revised, reflecting contemporary research and understanding of acquiring the skills of reading and spelling.

► For more detailed revisions, see the English comparison of curriculums documents in the [English Resources webpages](https://f10.vcaa.vic.edu.au/learning-areas/english/english/resources), which compare individual content descriptions and achievement standards for Version 1.0 and Version 2.0.