English

Victorian Curriculum F–10 Version 2.0

# Contents

[Introduction 1](#_Toc152739601)

[Rationale 1](#_Toc152739602)

[Aims 1](#_Toc152739603)

[Structure 2](#_Toc152739604)

[Learning in English 5](#_Toc152739605)

[Curriculum 10](#_Toc152739606)

[Foundation 10](#_Toc152739607)

[Level 1 19](#_Toc152739608)

[Level 2 29](#_Toc152739609)

[Level 3 39](#_Toc152739610)

[Level 4 50](#_Toc152739611)

[Level 5 60](#_Toc152739612)

[Level 6 70](#_Toc152739613)

[Level 7 80](#_Toc152739614)

[Level 8 90](#_Toc152739615)

[Level 9 100](#_Toc152739616)

[Level 10 110](#_Toc152739617)

# Introduction

## Rationale

As the country’s national language, English is central to the lives, learning and development of all people living in Australia. Through the study of the subject of English, individuals extend their engagement with the English language and learn to understand, empathise, communicate and build relationships with others and the world around them. The study of subject English helps create confident communicators, imaginative and critical thinkers, and informed citizens.

While Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life is dependent on effective communication in Standard Australian English. The English curriculum engages with the role that Standard Australian English and other English language varieties play in communication.

The English curriculum helps students to engage imaginatively and critically with literature and to appreciate its aesthetic qualities. Students explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of Aboriginal and Torres Strait Islander voices and voices from a wide range of Australian and world literature.

The study of English plays a key role in the development of literacy across all learning areas, which gives students the knowledge and skills needed for education and training and in the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will shape Australia’s future.

## Aims

The English curriculum aims to ensure that students:

* learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
* understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning
* develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature
* appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others.

## Structure

The English curriculum is presented in curriculum levels from Foundation to Level 10. Content is organised under 3 interrelated strands:

* Language
* Literature
* Literacy.

Each strand is organised by sub-­strands. Sub-strands group content descriptions under an appropriate concept, to provide both a focus and a clear sequence for the development of related concepts and skills within strands and across levels.

| Strand | **Language** | **Literature** | **Literacy** |
| --- | --- | --- | --- |
| Sub-strands | Language for interacting with others  Text structure and organisation  Language for expressing and developing ideas | Literature and contexts  Engaging with and responding to literature  Examining literature  Creating literature | Interacting with others  Phonic and word knowledge (F–6) or Word knowledge (7–10)  Building fluency and making meaning (F–6)  Texts in context  Analysing, interpreting and evaluating  Creating texts |

### Language strand

In the Language strand, students develop their knowledge of the English language and how it works. They learn how language enables people to interact effectively, build and maintain relationships, and express and exchange knowledge, skills, attitudes, emotions and opinions. They explore language across all language modes, engaging with spoken language as the foundation of learning and an essential component of exploring ideas, expressing viewpoints, forming arguments and building vocabulary. Students also explore how language operates within a contextual framework, in which choices vary according to topic, purpose and audience. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By acquiring a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They develop a consistent way of understanding and talking about language: language in use and language as a system. This enables them to reflect on their own speaking and writing, and to discuss these productively with others. This strand informs teaching and learning activities and connects to key concepts and skills in the other strands.

The Language strand has 3 sub-strands.

#### Language for interacting with others

Students learn that language varies according to relationships, social setting, purpose and audience, and is a means for expressing personal and social identity.

#### Text structure and organisation

Students learn how texts are structured for different audiences and contexts, and to achieve particular purposes. They learn the techniques that authors use to guide and influence the reader or viewer through effective use of resources at the levels of the word, sentence and extended text.

#### Language for expressing and developing ideas

Students learn how to control and use a range of clause structures and word groups as well as combinations of sound, image, movement and layout. They build vocabulary and learn how to understand and use words according to context.

### Literature strand

The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include works that are recognised as having enduring social and artistic value, some of which may be referred to as classic or canonical texts, and some that attract contemporary attention. Literature is a dynamic and evolving body of work comprising texts (written, spoken, visual, multimodal, print and digital) from diverse historical and cultural contexts. These texts are valued and appreciated for their form and style, and their contribution to cultural, historical and social understanding. Learning to appreciate literary texts and to create their own texts that draw from literature enriches students’ understanding of the breadth and complexity of human experiences. It builds students’ knowledge of the interrelationship between language and culture, and stimulates creative and critical thinking. Students appreciate, analyse, interpret and evaluate a range of literary texts. This range includes the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, classic and contemporary literature from a wide range of Australian authors, and world literature including texts from and about Asia. Students create texts such as short stories, poetry, plays and short films.

The Literature strand has 4 sub-strands.

#### Literature and contexts

Students learn how characters, events, perspectives and issues in literary texts are shaped by the historical, cultural and social contexts in which they were created.

#### Engaging with and responding to literature

Students learn to respond personally to literary texts and make connections to their own lives, other texts and the responses of others.

#### Examining literature

Students learn how to explain, analyse and evaluate the ways in which stories, characters, ideas, experiences, opinions and contexts are reflected in texts. They learn to compare and appraise the ways that authors use language and literary devices to influence readers. They also learn to understand, evaluate, interpret and discuss how certain stylistic choices can create multiple layers of interpretation and effect.

#### Creating literature

Students learn how to use personal knowledge and literary texts as starting points to create their own texts. They create texts with imaginative and literary qualities in different genres and forms, and for particular audiences. Using print and digital texts, students develop skills that allow them to convey meaning, address significant issues, and heighten engagement and impact.

### Literacy strand

In the Literacy strand, students make meaning through application of skills and knowledge from the Language strand. They develop their ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning, both in and out of school. This ability helps them to participate in Australian life more generally. When they begin to read and write, they learn the sound (phonemes) and letter (graphemes) correspondences of English and how these combine. Students learn to adapt language to meet the demands of general or specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts. They learn that varying degrees of abstraction and complexity can be shown through language and multimodal representations. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings. Texts are composed using language ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students engage with print and digital texts, and develop skills in listening, speaking, reading, viewing and writing systematically and concurrently.

The Literacy strand has 6 sub-strands.

#### Interacting with others

Students learn how language is used to express ideas, arguments and opinions in spoken and written presentations by selecting and using linguistic and multimodal elements.

#### Phonic and word knowledge

Students develop knowledge about the sounds of English (phonemes) and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to write words using combinations of these letters. They apply their knowledge of phonemes and graphemes to decode words. Students learn that patterns and generalisations relate to the spelling of words in English. They learn to apply phonic knowledge to decode text, especially from Foundation to Level 2.

From Level 7, this sub-strand is called Word knowledge to reflect the fact that students have progressed beyond phonic development.

#### Building fluency and making meaning

Students build and develop decoding and text processing skills and strategies to read with increasing automaticity and for meaning.

This sub-strand ends after Level 6 to reflect the fact that from Level 7 students have consolidated the skills of reading fluently.

#### Texts in context

Students learn that texts are influenced by historical and cultural contexts, and particular purposes and audiences.

#### Analysing, interpreting and evaluating

Students learn to apply text processing skills and strategies to navigate increasingly complex texts. Students learn to comprehend what they read and view. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from different sources. Students explore how conventions and structures are used in written, digital and multimedia texts. They use their growing knowledge of text structures, language and visual features, and literary devices to explain how texts influence different audiences.

#### Creating texts

Students apply knowledge and skills they have developed in other strands and sub-strands to create spoken, written and multimodal texts. They create these texts with clarity, authority and novelty, by selecting key aspects of a topic as well as language and multimodal features. As part of the process of creating texts, students learn to edit for meaning and enhanced effect. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In English, students progress along a learning continuum that provides the first achievement standard at Foundation and then at Levels 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

### Content descriptions

In English, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in English

Learning in English is both cumulative and recursive, building on and returning to concepts, skills and processes across the learning continuum. When learning is recursive, engaging with an appropriate range of different types of texts that increase in complexity and challenge as students move through the curriculum levels is critical.

### Learning across the strands

Students develop knowledge, understanding and skills across the strands of Language, Literature and Literacy. Each strand contributes its own distinctive goals, body of knowledge, history of ideas and interests to the study of English. However, while each strand comprises a discrete set of knowledge and skills, there are significant and important connections. Identifying and developing these interconnections and enacting them through teaching and learning will offer rich opportunities for students to develop their understandings. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in the language modes of listening, speaking, reading, viewing and writing.

Students are assessed using the achievement standards at each level. The achievement standards explicate the interconnections between the strands to create the key sets of skills in English. Achievement standards are organised via the language modes (Speaking and Listening, Reading and Viewing, and Writing). At each level, the achievement standards – organised by language mode – meaningfully connect sub-strands of content descriptions from each of the 3 strands, describing skill sets that are essential to learning in the English curriculum.

The following image shows 5 diagrams that map the interconnections between parts of the achievement standards and the sub-strands. For example, in the ‘Speaking and Listening’ section of an achievement standard, the part of the achievement standard that begins ‘When interacting with others …’ connects to content descriptions in 5 sub-strands across the Language, Literature and Literacy strands.

For more detail on which specific content descriptions in the sub-strands link to each different part of the achievement standard, see the English Version 2.0 supporting resources on the [VCAA website](https://www.vcaa.vic.edu.au/curriculum/foundation-10V2.0/resources/englishV2.0/Pages/default.aspx).



Connecting the achievement standards and sub-strands

[Image description](https://victoriancurriculum.vcaa.vic.edu.au/vc-english-v2/img-description.html)

### Learning about and using language

The Language strand is based on concepts drawn largely from historical and linguistic accounts of the English language. These approaches draw attention to the ways in which languages change, and to the distinction between language in use and language as a system. These approaches also acknowledge that students’ ability to use grammar will exceed their ability to explicitly reflect on grammar. Young children, for example, will use complex sentences before they can explain how these are structured.

These approaches, in describing language, also pay attention to both the structure (syntax) and meaning (semantics) at the word, sentence and extended text levels. The English curriculum uses standard grammatical terminology within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature and proximity of the relationships between the language users, and the modalities or channels of communication available.

Through the study of different social and geographical dialects, students can explore the many English language varieties spoken in Australia, including Aboriginal English, and learn that these languages may have different writing systems and oral traditions.

### The place of literature

The Literature strand gives students the opportunity to study the processes by which certain literary works become recognised, and to understand why most cultures have works they cherish.

There are many approaches to the study of literature. In the English curriculum, those drawn on most substantially include:

* close reading to develop a critical understanding and appreciation of the aesthetics and intellectual aspects of texts
* cultural studies, with emphasis on the different ways in which literature is significant in everyday life
* structuralism, with its emphasis on close analysis of literary works and the key ideas on which they are based, for example the detailed stylistic study of differing styles of literary work
* comparativism, with its emphasis on comparisons of works of literature from different language, ethnic and cultural backgrounds
* historicism, with its emphasis on exploring the relationships between historical, cultural and literary traditions.

### The study of texts

Texts can be written, spoken or multimodal, and in print or digital forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or digital media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing narrative, informative and persuasive texts, media texts, everyday texts and workplace texts.

Texts are drawn from world and Australian literature. They include the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, texts from Asia, texts from Australia’s immigrant cultures and texts of students’ choice.

Literature refers to past and present texts from a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students’ scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays, fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one level for close study or comparative purposes.

Through the selection of appropriate texts, students develop an awareness and appreciation of, and respect for, the literature of Aboriginal and Torres Strait Islander Peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Students develop understandings of the historical, cultural and social contexts associated with different uses of language and textual features.

### Literacy in English

The Literacy strand includes a focus on:

* fluency in the sound–letter correspondences of English
* an expanding reading, writing and speaking vocabulary and an understanding of grammatical and textual patterns to enable learning from texts encountered in and out of school, and to create effective and innovative texts
* fluency and innovation in reading, viewing and creating texts in different settings
* the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built
* expanding the range of materials listened to, viewed and read, and experimenting with innovative ways of expressing increasingly subtle and complex ideas through texts.

# Curriculum

## Foundation

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map these directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Foundation, learning in English builds on the Victorian Early Years Learning and Development Framework (VEYLDF) and each student’s prior knowledge and experiences.

Students make connections between language and context.

Students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world, and texts that support learning in English and across the curriculum. Students participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Beginning readers start with and practise reading using decodable texts that align with phonic development. These texts systematically introduce words with a limited number of phoneme–grapheme correspondences and add phoneme–grapheme correspondences as proficiency develops. Developing readers engage with some simple and authentic texts that involve straightforward sequences of events and everyday happenings from a single perspective, ideas and events close to students’ experiences, a small range of language features including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge.

At Foundation, students create short narrative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences.

### Achievement standard

By the end of Foundation, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.

They share thoughts and preferences.

When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.

#### Reading and Viewing

When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.

They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation.

When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.

They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning.

#### Writing

When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes.

They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning.

They form letters and spell most consonant-vowel-consonant (CVC) words.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore how language is used differently at home and school depending on the relationships between people  VC2EFLA01 | * asking relevant questions, and expressing requests and opinions in ways that suit the contexts * learning to use language according to the relationship between people, for example between a parent and a child, a teacher and a student, siblings or friends, shopkeepers and customers |
| explore different ways of using language to express preferences, likes and dislikes  VC2EFLA02 | * recognising how feelings and preferences might be communicated in speech and gesture * recognising the ways that emotions and feelings can be conveyed in visual and media texts, for example in short film, advertising and animations |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand that texts can take many forms, such as signs, books and digital texts  VC2EFLA03 | * comparing images in informative and narrative texts, and identifying similarities and differences * comparing different ways that information might be presented, for example on a sign or in a set of instructions * identifying different forms of texts in school, home and community settings, for example crossing signs, hand-washing signs, directions and product labels |
| understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised  VC2EFLA04 | * learning that Standard Australian English in written texts is read from left to right and usually from the top to the bottom of the page * identifying tabs in a digital text * discussing the placement of images and words in text * indicating the title of a book and where to start reading |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise that sentences are key units for expressing ideas  VC2EFLA05 | * learning that word order in sentences is important for meaning; for example, ‘The boy sat on the dog.’ is different from ‘The dog sat on the boy.’ * recognising the difference between a sentence fragment and a sentence, for example ‘after school’ compared to ‘Dad will pick me up after school.’ |
| recognise that sentences are made up of groups of words that work together in particular ways to make meaning  VC2EFLA06 | * learning how words in a sentence relate to one another; for example, connecting ‘a cat’ (noun) to ‘ate’ (verb), or ‘black’ (adjective) to ‘a cat’ (noun) |
| explore the contribution of images, words and sound to meaning in stories and informative texts  VC2EFLA07 | * recognising that texts can be interpreted differently when only the words or only the images are read or viewed * identifying where written text is reflected in accompanying images and where written text is not captured in images |
| recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school  VC2EFLA08 | * engaging in imaginative play; for example, role-playing a shopkeeper and a customer * identifying words for a topic studied at school, for example words relevant to the topic of families * expanding vocabulary through informal interactions and planned experiences with adults and peers, texts, images, and artefacts or objects |
| 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 | * commenting on capital letters encountered in everyday texts, for example ‘That’s the letter that starts my name.’ and ‘The name of my family and my town/suburb have capital letters.’ |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * engaging with texts that reflect the social and cultural groups to which students belong * comparing experiences depicted in stories by a wide range of world authors with their own experiences * viewing stories by Aboriginal and Torres Strait Islander storytellers from print, visual, digital and multimodal sources * engaging with texts that portray Australian family life in different settings, for example suburban and remote settings * identifying some features of culture that are revealed by characters and events in stories, for example dress, food and daily routines |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| respond to stories and share feelings and thoughts about the events and characters depicted  VC2EFLE02 | * using drawing and beginning forms of writing to express personal responses to stories, poems or films * discussing events and characters in texts, and connecting them to their own experiences * sharing personal responses to ideas and events experienced through texts |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise a range of literary texts and identify features including events, characters, and beginnings and endings  VC2EFLE03 | * recognising that stories often have similar beginnings, for example ‘Once upon a time …’ and ‘A long, long time ago …’ in fairytales and ‘A girl called Amira …’ or similar to introduce a character in a storybook * identifying how stories are told in poetry * identifying typical features of fairytales, such as princes and princesses or the moral of the story |
| explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs  VC2EFLE04 | * using music and actions to enhance appreciation of rhymes, poems, chants and songs * reciting rhymes with actions * exploring rhythms used in poems by Aboriginal and Torres Strait Islander Peoples |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing  VC2EFLE05 | * drawing and role-playing characters or events * sequencing pictures, which may involve using digital tools, to retell a story |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| interact in informal and structured situations, using appropriate voice levels and listening while others read or speak  VC2EFLY01 | * exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas * showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker, if culturally appropriate * altering volume for inside and outside situations and when speaking to an audience * participating in informal interaction situations, for example play-based experiences that involve the imaginative use of spoken language * listening to and following instructions |
| deliver short spoken texts to an audience using features of voice  VC2EFLY02 | * sharing a personal experience, interest or discovery with peers in a semi-formal situation * using visual prompts to practise staying on topic or to sequence ideas |

##### Sub-strand: Phonic and word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness)  VC2EFLY03 | * recognising and producing rhyming words when listening to rhyming stories or rhymes, for example ‘funny’ and ‘money’ * identifying patterns of alliteration in spoken words, for example ‘helpful Hasma’ * identifying syllables in spoken words (for example, clapping the rhythm of ‘Mon-day’, ‘Ja-cob’ or ‘Si-en-na’), which is also known as syllabification |
| orally blend, segment and manipulate one-syllable words (phonemic awareness)  VC2EFLY04 | * saying the sounds when given a word, for example ‘can’ (‘c-a-n’) or ‘ship’ (‘sh-i-p’) * saying the word when given the sounds, for example ‘l-i-p’ (‘lip’) or ‘m-u-n-ch’ (‘munch’) * saying the new word when the beginning phoneme, medial or end phoneme in a word is replaced with a different phoneme; for example, ‘run’ becomes ‘fun’, or ‘fun’ becomes ‘fan’ |
| use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge)  VC2EFLY05 | * writing consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blending sounds associated with letters when reading CVC words * making plausible spelling choices using sound–letter correspondences and morphemic knowledge |
| recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships)  VC2EFLY06 | * recognising letters in their own name * matching upper- and lower-case letters * identifying sounds for upper- and lower-case letters |
| read and write some high-frequency words and other familiar words  VC2EFLY07 | * knowing how to read and write some high-frequency words recognised in shared texts and texts read independently, for example ‘and’, ‘my’, ‘is’, ‘the’ and ‘go’ * knowing how to read and write some familiar words, for example their name, the name of a character or the name of their school |
| understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge)  VC2EFLY08 | * learning that words are made up of meaningful parts; for example, ‘dogs’ has 2 meaningful parts: ‘dog’ and ‘s’, meaning more than one |

##### Sub-strand: Building fluency and making meaning

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge  VC2EFLY09 | * 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 * attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words * pausing or asking for support when meaning breaks down |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used  VC2EFLY10 | * recognising symbols in everyday environments and discussing why they are used, for example exit signs, school crossing signs, emblems or badges on school uniforms * using book covers to group narrative and informative texts * grouping texts according to topic; for example, grouping a set of texts, which may include informative and narrative texts, about farm animals |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify some differences between narrative and informative texts  VC2EFLY11 | * talking about what is ‘real’ and what is imagined in texts * identifying and selecting texts for information purposes and commenting on how the text might help with a task * comparing images in narrative texts with images in informative texts |
| use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently  VC2EFLY12 | * sequencing ideas in spoken texts, retelling well-known stories, retelling stories with picture cues, and retelling information using prompts * listening for specific purposes, for example for the details of a character or to answer a given question * relating one or 2 key facts from informative texts * predicting what might happen in a text based on the title and cover |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge  VC2EFLY13 | * using beginning writing knowledge, sound–letter relationships, known words and punctuation to create short texts * using writing and drawing, which may include digital tools, to represent and communicate personal responses to ideas and events experienced through texts |
| participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops  VC2EFLY14 | * ‘reading’ their own texts back to an experienced writer * participating in shared editing by circling the capital letters at the beginning of sentences |
| form most lower-case and upper-case letters using learnt letter formations  VC2EFLY15 | * following clear demonstrations of how to construct each letter, for example where to start and in which direction to write * developing a functional pencil grip/grasp |

## Level 1

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map these directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 1, learning in English builds on the Victorian Early Years Learning and Development Framework (VEYLDF) and each student’s prior knowledge and experiences.

Students use language and gestures to communicate, and they interact with familiar audiences for different purposes.

Students engage with a variety of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts. Texts may include picture books, various types of stories, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, dramatic performances, and texts used by students as models for constructing their own texts.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world and texts that support learning in English and across the curriculum. Some students will continue to practise their reading with decodable texts that align with phonic development. These texts systematically introduce words with phoneme–grapheme correspondences. Developing readers engage with authentic texts that support and extend them as independent readers. These texts include straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts, with illustrations and diagrams, present a small amount of new content about familiar topics of interest and topics being studied in other learning areas. These texts use a small range of language features including simple and compound sentences, some unfamiliar vocabulary, high-frequency words and other words that need to be decoded using developing phonic knowledge.

Students create short texts whose purposes may be narrative, informative and persuasive. These texts may explain simple procedures, recount real or imagined events or experiences, report and describe learning area content, retell stories, express opinions, and describe real or imagined people, places or things for an audience.

### Achievement standard

By the end of Level 1, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills.

They explore language to express preferences and opinions.

When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice.

#### Reading and Viewing

When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.

They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation.

When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts.

#### Writing

When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits.

They select learning area or topic-specific vocabulary.

They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * recognising the effects of words, signing, gestures and body language on the way that communications are received by others * understanding that symbols, gestures and body language are key components of communication in Aboriginal and Torres Strait Islander communities * viewing short films and discussing how characters use words and body language to convey emotions * learning the difference between closed questions (for example, ‘Are you ready?’) and open questions (for example, ‘What made this text so exciting?’) |
| explore language to provide reasons for likes, dislikes and preferences  VC2E1LA02 | * using words such as ‘because’ to introduce reasons for likes, dislikes and preferences * exploring comparative words (adjectives) to express the degree of preference, for example ‘better’ and ‘faster’ |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain  VC2E1LA03 | * discussing and comparing the purposes and organisation of familiar texts * becoming familiar with the typical stages of types of texts, for example recount and procedure * recognising that the structure of a text may include words and pictures; for example, an informative text may include words, illustrations and diagrams |
| explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  VC2E1LA04 | * identifying patterns of repetition in texts, for example repetition of sentence patterns such as ‘Have you seen …’ * discussing different poems and identifying rhyme, for example end-of-line rhyme |
| 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 | * comparing the layout of printed and digital texts, for example the layout of print and images in an information book and the layout of information in an online text |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand that a simple sentence consists of a single independent clause representing a single event or idea  VC2E1LA06 | * knowing that a single event or idea can include a process, a happening or a state (verb), the participant or who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase), for example ‘Teddy (the participant: who or what is involved) reads (a process, a happening or a state) the book (surrounding circumstances).’ * understanding that simple sentences answer questions such as ‘What is happening?’ and ‘Who or what is involved?’ along with details such as ‘Where?’, ‘When?’ and ‘How?’ |
| 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 | * understanding that words or groups of words can represent the participants (nouns; for example people, places or things) that are involved in various activities or processes (verbs of doing, saying, thinking and being) and the details or circumstances surrounding the activity (adjectives and adverbs that answer ‘When?’, ‘Where?’ and ‘How?’) * recognising how a sentence can be made more specific by adding adjectives, adverbs and precise verbs |
| compare how images and sound in different types of texts contribute to meaning  VC2E1LA08 | * comparing images from texts where images of the same subject are represented differently, for example a cartoon image of an animal, a photograph of an animal, a painting of an animal and a digital image of an animal in an advertisement * understanding how authors and illustrators build up meaning across a sequence of images * understanding that some images convey meaning that is not included in the accompanying written text; for example, a diagram shows information about how parts of a plant are connected, which is not explained in the written text |
| recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas  VC2E1LA09 | * using appropriate topic-specific vocabulary when discussing a learning area topic * using appropriate vocabulary for an Acknowledgement of Country at assemblies and other school events using protocols to recognise the Traditional Owners of Country * identifying words for topics studied at school, for example vocabulary used for weather and seasons |
| understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns  VC2E1LA10 | * using intonation and pauses in response to punctuation, when reading * identifying different sentence boundary punctuation, when reading * writing different types of sentences (for example, statements and questions) and discussing appropriate punctuation * identifying and using capital letters to name places and cultural festivals and holidays |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * discussing how animal characters reflect human characteristics, for example discussing the creation of animal characters and their human qualities in fables by a wide range of world authors * discussing how characters, settings and events are described or depicted in literature by Aboriginal and Torres Strait Islander authors and illustrators * discussing the events associated with Australian animal characters and what is learnt about their characters in picture books from a wide range of Australian authors |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| discuss a range of literary texts and share responses by making connections with their own experiences  VC2E1LE02 | * generating questions about characters, settings and events from books and sharing responses * discussing a range of texts and offering opinions about how they reflect their own experiences * expressing responses to characters and events in stories using drawing and role-play * identifying who is telling the story in a range of texts |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| discuss plots, characters and settings through a range of literary texts  VC2E1LE03 | * recognising similar characters and settings in a range of literary texts, for example traditional tales, narrative poems and fables * discussing whether features of settings, including time (year, season) and place (country or city), are realistic or imagined * discussing how plots develop, including beginnings (orientation), how the problem (complication) is introduced and how it is solved (resolution) |
| listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme  VC2E1LE04 | * listening to performance poetry, chants or songs from Aboriginal and Torres Strait Islander Peoples * exploring poetry, chants and songs from Asian cultures * listening to haiku poems about familiar topics such as nature and the seasons |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * writing or sharing character descriptions * imitating a characteristic piece of speech or dialogue, or the attitudes or expressions of favourite characters in texts * retelling key events in stories using oral language, visual arts, digital tools or performance |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * using turn-taking in group and pair work * building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting * participating in informal and structured class, group and pair discussions about content area topics, ideas and information * interacting appropriately with peers, teachers and visitors * formulating different types of questions to ask a speaker or someone reading aloud, such as open and closed questions and ‘when’, ‘why’ and ‘how’ questions |
| deliver short spoken texts to an audience using features of voice  VC2E1LY02 | * reporting the results of group activities * explaining how to do or make something * giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume, and using content-specific vocabulary * experimenting with volume and pace for particular purposes; for example, presenting information, retelling stories and reciting rhymes and poems * giving reasons why the class should learn a particular game |

##### Sub-strand: Phonic and word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * making sounds in order to say a given spoken word, for example ‘s-p-oo-n’ and ‘f-i-s-t’ * manipulating phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) * adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes * substituting medial sounds in spoken words to make new words, for example ‘pin’, ‘pen’, ‘pan’ * substituting final sounds in spoken words; for example, substituting the ‘t’ in ‘pet’ with ‘g’ to form a new word, ‘peg’ |
| use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words  VC2E1LY04 | * using knowledge of letters and sounds to write words with short vowels (for example, ‘man’) and with common long vowel sounds (for example, ‘time’) * using knowledge of letter sounds to write one-syllable words with consonant digraphs and consonant blends, for example ‘wish’ and ‘rest’ |
| understand that a letter can represent more than one sound and that a syllable must contain a vowel sound  VC2E1LY05 | * recognising that letters can have more than one sound, for example the letter ‘u’ in ‘cut’, ‘put’ and ‘use’ and the letter ‘a’ in ‘cat’, ‘father’ and ‘any’ * recognising sounds that can be produced by different letters, for example the ‘s’ sound in ‘sat’ and ‘cent’ |
| spell one- and 2-syllable words with common letter patterns  VC2E1LY06 | * writing one- and 2-syllable words containing known blends, for example ‘bl’ and ‘st’ |
| read and write an increasing number of high-frequency words  VC2E1LY07 | * learning an increasing number of high-frequency words and reading them independently, for example ‘one’, ‘have’ and ‘pretty’ |
| recognise and know how to use grammatical morphemes to create word families  VC2E1LY08 | * building word families from common morphemes, for example ‘play’, ‘plays’, ‘playing’, ‘played’ and ‘playground’ * using morphemes to read words; for example, by recognising the base word in words such as ‘walk-ed’ |

##### Sub-strand: Building fluency and making meaning

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge  VC2E1LY09 | * recognising most high-frequency words when reading a text * self-correcting or asking for assistance when meaning breaks down |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| discuss different types of texts drawn from a range of cultures and experiences  VC2E1LY10 | * discussing different types of texts encountered in school and in the community, and identifying their purposes * recognising that types of texts with similar purposes usually have predictable structures |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe some similarities and differences between narrative, informative and persuasive texts  VC2E1LY11 | * comparing and discussing different types of texts, identifying some features that distinguish those that ‘tell stories’ from those that ‘give opinions’ * selecting text types for a particular purpose or task, for example a website that will give information about a learning area topic, or a book that will tell a story about an animal |
| 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 | * identifying information and details from spoken informative texts * building topic knowledge and learning new vocabulary before and during reading * making predictions from the cover, from illustrations and at points in the text before reading on, and confirming and adjusting understanding after reading * drawing inferences and explaining inferences using clues from the text * making connections with existing knowledge and personal experiences |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * applying emerging knowledge of text structure and grammar when creating text * using learning area vocabulary when creating text * creating digital images and composing a story or information sequence on-screen using images and captions |
| re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation  VC2E1LY14 | * adding or deleting words on a page or screen to improve meaning; for example, adding an adjective to add meaning to a noun * beginning to use dictionaries and resources to check and correct spelling * identifying words that might not be spelt correctly |
| write words using unjoined lower-case and upper-case letters  VC2E1LY15 | * continuing to develop a functional pencil grip/grasp |

## Level 2

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 2, learning in English builds on the Victorian Early Years Learning and Development Framework (VEYLDF) and each student’s prior knowledge and experiences.

Students vary language choice according to context and learn there are different modes of communication with distinct features.

Students engage with a variety of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts that may be narrative, informative and persuasive. Texts may include oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Students transition to become independent readers. They continue to develop their decoding and comprehension skills, using a range of texts. Informative texts present new content about topics of interest and topics being studied in other learning areas, and they may include illustrations and diagrams that extend the text. Literary texts may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences, and images that extend meaning. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words, more complex words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions.

Students create texts whose purposes may be narrative, informative and persuasive. Texts created may include recounts of stories and experiences, reports and explanations of learning area content, explanations of simple processes, and expressions of opinions about texts or experiences, including supporting reasons. These texts are created for an audience.

### Achievement standard

By the end of Level 2, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas.

They explore the language of appreciation and provide reasons for preferences.

When speaking to an audience, students deliver short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as compound sentences, noun and verb groups; and knowledge of punctuation.

They read some unfamiliar words and most high-frequency words.

When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of context to build literal and inferred meanings. They express personal preferences for particular texts.

They describe how different types of texts across the curriculum, both print and digital, are organised for purpose and navigation. They understand that elements other than language – such as images and sounds – can multiply meanings in texts.

#### Writing

When creating short written and spoken texts, including stories to inform, express an opinion, explore an idea or narrate for audiences, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. They re-read their texts and edit for improvement.

They use narrative and informative text structures to organise their own texts, and they use grammar and punctuation to create links.

They begin to make deliberate choices when applying learnt vocabulary.

They write words using consistently legible unjoined lower-case and upper-case letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions  VC2E2LA01 | * exploring culturally specific greetings and expressions of politeness * exploring Aboriginal and Torres Strait Islander cultural protocols in Welcome to Country and Acknowledgement of Country, and the greeting words used by Victorian Aboriginal Peoples * exploring how familiarity with a group or individual influences language choices |
| explore how language can be used for appreciating texts and providing reasons for preferences  VC2E2LA02 | * exploring how language is used to appreciate texts using more precise vocabulary, for example ‘I liked how the author described the setting because …’ * exploring verbs used to express degree of preference, for example ‘liked’, ‘preferred’ and ‘enjoyed’ |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify how different types of texts across the curriculum are organised differently and use language features depending on purposes  VC2E2LA03 | * identifying the typical features of a text, for example a typical introduction to a narrative or the use of dot points in instructions * identifying that different types of texts might have different forms; for example, an expression of opinion might be in the form of a poster, email or brochure * identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and responses to texts (including poetry), and discussing their purposes |
| understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred  VC2E2LA04 | * identifying language used to build information across a text, for example by connecting similar and dissimilar things * mapping examples of word associations in texts, for example words that refer to the main character in a story, such as ‘Isy’, ‘she’, ‘I’, ‘sister’, ‘student’ * tracking how a person or thing is identified through a section of a text, for example ‘eggs’, ‘they’, ‘them’ * identifying words left out that can be inferred from the surrounding text; for example, in ‘Xanthe went to school. She had a lovely day’, ‘at school’ is inferred * using personal and possessive pronouns to link entities previously mentioned in the text |
| navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links  VC2E2LA05 | * recognising how numbered chapters, organisation of tables of contents and alphabetical order of indexes operate to support access to information * exploring how the navigation tools of different websites can be used to locate information |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * using coordinating conjunctions (for example, ‘and’, ‘but’ and ‘so’) to construct compound sentences (for example, ‘The wolf huffed / and he puffed / and he blew the house down!’) |
| understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups  VC2E2LA07 | * identifying nouns that refer to people, places, concrete objects and ideas in sentences, and identifying the articles and adjectives that extend those nouns * building extended noun groups using articles and adjectives, for example ‘the longest side’ * building extended verb groups using verbs, for example ‘gently touched’ * investigating how noun groups can be built up by asking questions about the noun such as ‘How many?’, ‘What’s it like?’ and ‘What type?’, for example ‘two pairs of old walking shoes’ |
| understand that images and sound add to or multiply the meanings of a text  VC2E2LA08 | * identifying images and graphics in a text that add ideas or information not included in the written text, for example a map or table in a factual text or an illustration in a story that gives clues about the setting * identifying visual representations of characters’ actions, reactions, speech and thought processes in narratives, and considering how these images add to or multiply the meaning of accompanying words |
| apply learnt vocabulary and begin to make conscious choices to suit the topic  VC2E2LA09 | * selecting vocabulary appropriate to the topic to replace everyday language * discussing new vocabulary encountered in learning area texts * exploring language used to describe characters in narratives, including nouns (for example, ‘magician’, ‘wizard’ or ‘sorcerer’) and adjectives (for example, ‘gentle’, ‘timid’ or ‘frightened’) * identifying words from Victorian Aboriginal languages relevant to a topic |
| recognise that capital letters are used in titles and commas are used to separate items in lists  VC2E2LA10 | * identifying how capital letters are used in the titles of texts * identifying commas used in lists in a variety of types of texts, for example ‘This class has students who speak Vietnamese, Thai and Arabic at home.’ |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * recognising recurring characters in particular settings in texts by Aboriginal and Torres Strait Islander authors * exploring the way that a wide range of Australian authors and illustrators depict the Australian outback and the associated characters * discussing the depiction of characters in particular settings in well-known fairytales from a wide range of world authors, for example children in forests, and royalty in castles and towers |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare features of a range of literary texts, such as characters and settings, and share personal preferences  VC2E2LE02 | * discussing preferences for stories set in familiar or unfamiliar worlds, or about characters whose lives are like or unlike their own * discussing their feelings about the positive and negative behaviours of non-human characters, such as animals |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * comparing how similar characters or settings are described in texts from different contexts, for example how the seasons are described * identifying and comparing verb groups used to convey actions, emotions and dialogue in a range of literary texts * identifying the language used to describe the landscape in Aboriginal and Torres Strait Islander stories |
| identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songs  VC2E2LE04 | * exploring poems, chants, rhymes or songs from different home languages of class members |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance  VC2E2LE05 | * inventing some speech, dialogue or behaviour for a favourite character, which may include the use of video and audio tools, for an alternative event or outcome to the one in the original text |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * exploring ways to comment on what others say, including using sentence starters such as ‘I like the way you …’, ‘I agree that …’, ‘I have a different thought …’, and ‘I’d like to say something different …’ * demonstrating appropriate listening behaviours, responding to and paraphrasing a partner’s contribution to a discussion, for example in think-pair-share activities * asking relevant questions and making connections with personal experiences and the contributions of others * understanding how to disagree or respectfully offer an alternative |
| deliver short spoken texts to an audience using features of voice  VC2E2LY02 | * preparing and delivering oral presentations using more formal language and specific vocabulary about content area topics * adjusting volume and tone when speaking in more formal situations |

##### Sub-strand: Phonic and word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness)  VC2E2LY03 | * blending and segmenting sounds in words, for example ‘b-r-o-th-er’ or ‘c-l-ou-d-y’ * deleting and substituting sounds (phonemes) in spoken words to form new words (for example, deleting the initial ‘scr’ in ‘scratch’ and substituting new initial sounds to form words such as ‘catch’, ‘batch’ and ‘hatch’) and substituting a medial sound to form a new word (for example, ‘stack’ becomes ‘stick’) |
| 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 | * reading words with digraphs where one letter is not pronounced (for example, ‘knife’ and ‘thumb’) and using them in writing * providing the sounds for less common sound–letter matches (for example, ‘ight’) and using them in writing * reading words with vowel digraphs (‘ee’, ‘oo’, ‘ai’, ‘ay’ and ‘ea’) |
| 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 | * using known words and knowledge of spelling patterns and morphemes to write unknown words, for example ‘one’, ‘once’, ‘only’ and ‘lone’ * using context to read the correct word when an unknown word has more than one plausible pronunciation |
| build morphemic word families using knowledge of prefixes and suffixes  VC2E2LY06 | * using morphemic knowledge of words to spell unknown words, for example ‘one’, ‘once’, ‘cover’, ‘covering’ and ‘uncover’ * writing unknown words using morphemic knowledge; for example, using the known word ‘friend’ to write ‘friendly’ and ‘friendship’ |

##### Sub-strand: Building fluency and making meaning

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * using phonic (sound–letter) and morphemic knowledge, and knowledge of high-frequency words when decoding text * monitoring their own reading, self-correcting or reading back, and re-reading when meaning does not make sense |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| discuss how similar topics and information are presented in different types of texts  VC2E2LY08 | * reading a poem, narrative and informative text about life cycles and discussing what is learnt * exploring recipes presented on food packets, in recipe books, in short video clips and in a digital form, noting their shared purpose |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the purpose and audience of different types of texts  VC2E2LY09 | * identifying the audience of advertisements and signs |
| 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 | * listening for specific information and providing key facts or points from an informative or persuasive text * listening and responding to detailed instructions * integrating information from print, images and prior knowledge to make supportable inferences * identifying the main idea of a text * predicting vocabulary that is likely to be in a text, based on the topic and the purpose of the text; for example, predicting that ‘station’ and ‘arrive’ would be in a text recounting a train journey * using prior knowledge to make and confirm predictions when reading a text * using graphic organisers to represent the connections between characters, order of events or sequence of information |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate  VC2E2LY11 | * creating texts so that readers and/or audiences follow the sequence of ideas or events, using vocabulary (including topic-specific vocabulary) appropriate for the purpose * using digital tools to create texts * using simple and compound sentences correctly and flexibly to express and combine ideas |
| re-read and edit texts for spelling, sentence boundary punctuation and text structure  VC2E2LY12 | * reviewing and developing sentences; for example, adding prepositional phrases such as ‘with a long tail’ to improve descriptions * editing by adding, deleting or changing vocabulary to improve a text; for example, replacing an everyday noun with a topic-specific one * reviewing sentences for grammatical accuracy, for example use of pronouns |
| write words legibly and with growing fluency using unjoined lower-case and upper-case letters  VC2E2LY13 | * consolidating a functional pencil grip/grasp |

## Level 3

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 3, students use cooperation strategies to interact, and they engage with spoken, written and visual communication.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Students engage with a variety of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Students engage with a range of texts that support and extend them as independent readers. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. Literary texts may describe events that extend over several pages, unusual happenings within a framework of familiar experiences, and they may include images that extend meaning. These texts use language features including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words that can be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.

Students create narrative, informative and persuasive texts, which may include stories, procedures, performances, reports, reviews, poetry and argument for particular purposes and audiences.

### Achievement standard

By the end of Level 3, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students extend topic-specific and appropriate vocabulary and use cooperation strategies and interaction skills to contribute to discussions.

They explore the language of evaluation and emotion.

When speaking to an audience, students deliver short spoken texts, exploring topics and text types, including multimodal or digital elements, and using features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as subject–verb agreement and tense; and knowledge of apostrophe use.

They read multisyllabic words with more complex letter patterns.

When demonstrating understanding of texts, they discuss connections between the experiences of characters in texts and their own personal experiences to build literal and inferred meanings. They share personal preferences for texts.

They explore how different types of texts across the curriculum, both print and digital, use different structures for purpose and navigation. They identify literary devices, such as rhythm and onomatopoeia, and describe how images and sound can extend meaning.

#### Writing

When creating written and spoken texts to inform, narrate, explain or argue, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and they include appropriate multimodal elements. They re-read their texts and edit for meaning, structure and grammatical choices.

They use text structures to begin to develop paragraphs for different purposes. They use grammar and punctuation to appropriately represent processes and connections, including using modal verbs.

They extend their use of topic-specific vocabulary, such as technical words, and adopt and adapt language features from texts.

They write texts using letters that are joined, accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * recognising and using collaborative language in group and pair work; for example, initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting, and checking individual and group understanding |
| understand how the language of evaluation and emotion can be varied to be more or less forceful  VC2E3LA02 | * recognising how choice of adverbs, nouns and verbs present different evaluations of characters in texts * exploring examples of language that demonstrate a range of emotions and positions, and building a vocabulary to express judgements about characters or events, for example ‘The wizard was cunning, expert, inventive’ |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe how different types of texts across the curriculum have different language features and structures depending on purposes  VC2E3LA03 | * identifying the stages of a basic argument such as introduction, argument 1, argument 2 and conclusion * describing the typical text structure and language features of factual recounts, autobiographies, information reports, narratives, personal responses to literary texts (with reasons), sequential explanations, verse poetry and simple arguments, and describing their purposes |
| understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together  VC2E3LA04 | * recognising that longer informative texts are organised into paragraphs, which begin with a topic sentence that predicts how the paragraph will develop and is then elaborated on in various ways * recognising that paragraphs in narrative texts vary in length and do not always follow a predictable structure * examining models of well-constructed paragraphs and identifying their features |
| identify the purpose of layout features in print and digital texts and the words used for navigation  VC2E3LA05 | * examining the words used as hyperlinks * discussing words used as headings and subheadings in digital and print information texts * discussing words used for chapter headings in narratives |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree  VC2E3LA06 | * identifying clauses in texts by locating verbs and the key words that link to the verbs, for example ‘While the cat slept, the mouse scurried across the path.’ * identifying that a singular subject has a singular verb, and a plural subject has a plural verb, for example ‘The girl plays cricket.’ and ‘The girls play cricket.’ |
| understand how verbs represent different processes for doing, feeling, thinking, saying and relating  VC2E3LA07 | * exploring ‘doing’ and ‘saying’ verbs in narrative texts to understand how they give information about what characters do and say * exploring the use of ‘sensing’ verbs and how they allow readers to understand what characters think and feel, for example ‘He remembered his first day at school.’ * exploring the use of ‘relating’ verbs in constructing definitions and descriptions; for example, identifying the relating verb ‘is’ or ‘are’, ‘has’ or ‘have’ in descriptions of animals * identifying different types of verbs and the way that they control meaning in a clause |
| understand that verbs are anchored in time through tense  VC2E3LA08 | * learning how time is represented through the tense of a verb (for example, ‘She arrived.’ or ‘She is arriving.’) and adverbials of time (for example, ‘She arrived yesterday.’ or ‘She is arriving in the morning.’) * learning that tenses for some verbs are formed by changing the word, for example ‘She catches the ball.’ or ‘She caught the ball.’ |
| understand how modal verbs indicate obligation, probability and possibility  VC2E3LA09 | * exploring how modal verbs (for example, ‘must’, ‘might’ and ‘could’) indicate degrees of probability or obligation |
| identify how images and sound extend the meaning of a text  VC2E3LA10 | * recognising how the relationship between characters can be depicted in images through the positioning of the characters; for example, facing each other or facing away from each other, the distance between them, the relative size, one character looking up (or down) at the other (power relationships), facial expressions and body gestures * recognising how images construct a relationship with the viewer through a direct gaze into the viewer’s eyes, inviting involvement, and how close-ups are more engaging than distanced images, which can suggest alienation or loneliness |
| extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts  VC2E3LA11 | * identifying and using technical words to describe length, for example metric units of length such as ‘millimetre’ and ‘centimetre’ * identifying and using words to describe features of narratives, for example ‘character’, ‘plot’ and ‘setting’ * identifying words that have different meanings in different contexts, for example ‘warm temperature’ and ‘warm character’ * extending vocabulary by adding prefixes and suffixes to base words, for example ‘different’, ‘differently’ and ‘difference’ |
| 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 | * using apostrophes to create contractions; for example, ‘do not’ becomes ‘don’t’, ‘will not’ becomes ‘won’t’ and ‘of the clock’ becomes ‘o’clock’ * using apostrophes to show singular possession, for example ‘my friend’s book’ and ‘the princess’s shoe’ * using apostrophes to show plural possession, for example ‘the bees’ hive’ and ‘the princesses’ shoes’ * using apostrophes to show plural possessions in irregular nouns, for example ‘the children’s shoes’ and ‘the mice’s cheese’ |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * exploring the ways in which a wide range of authors tell the same story, identifying variations in the storyline * discussing characters and their relationship with Country/Place and families in literature by Aboriginal and Torres Strait Islander authors * discussing similarities and differences in the way that an archetype, such as a wolf, is portrayed in different versions of children’s stories by a wide range of world authors * exploring the ways that Australian settings are portrayed in stories |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences  VC2E3LE02 | * discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in texts * selecting and discussing favourite texts and explaining reasons for assigning greater or lesser merit to particular texts or types of texts |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * identifying and discussing how the use of descriptive language creates setting, influences atmosphere and draws readers into events that follow, for example ‘The castle loomed dark and forbidding.’ * discussing the language used to describe the traits of characters in stories, their actions and motivations, for example ‘Dev was so lonely; he desperately wanted a pet, so he hatched a plan to get what he wanted.’ |
| 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 | * discussing the effects of imagery in texts, for example the use of imagery related to nature in haiku poems * generating questions to discuss effects, for example ‘Why does the poet use onomatopoeia in this line of the poem?’ |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts, using or adapting language features, characters, settings, plot structures and ideas from literary texts they have encountered  VC2E3LE05 | * drawing on literary texts read, viewed and listened to for inspiration and ideas to create texts * adapting texts read, viewed and listened to by changing the setting or revising an ending * discussing characters encountered in literary texts and sharing ideas about how those characters may be a model for students’ own writing |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas  VC2E3LY01 | * building on and connecting ideas and opinions expressed by others * listening actively, including listening for specific information, recognising the value of others’ contributions and responding through comments, recounts and summaries of information * learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter * using language appropriately in different situations; for example, explaining a procedure to a group or engaging in a game with friends |
| deliver spoken texts to an audience using features of voice  VC2E3LY02 | * adjusting tone and pace to purpose and audience |

##### Sub-strand: Phonic and word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * reading and writing more complex words with consonant digraphs and consonant blends, for example ‘shrinking’, ‘against’ and ‘rocket’ * reading and writing consonant digraphs representing different sounds, for example ‘machine’, ‘change’ and ‘school’ |
| 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 | * understanding how to use knowledge of prefixes to change the meaning of a base word, for example ‘undone’, ‘remove’ and ‘misunderstand’ * using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in ‘ss’, ‘sh’, ‘ch’ or ‘z’, add ‘es’ |
| use phoneme–grapheme relationships and less common letter patterns to spell words  VC2E3LY05 | * using phonic knowledge to explore less common letter patterns after short vowels, for example words that end in ‘dge’, such as ‘badge’, ‘edge’ and ‘fridge’ * using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends, for example ‘str-ip’ |
| recognise and know how to write most high-frequency words, including some homophones  VC2E3LY06 | * using context and syntactic knowledge to spell homophones, for example ‘break’ and ‘brake’ or ‘ate’ and ‘eight’ |

##### Sub-strand: Building fluency and making meaning

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * using phonic knowledge, word knowledge, vocabulary and grammatical knowledge to read unknown words * reading a wider range of texts from different learning areas, including chapter books and informative texts |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| discuss how texts with similar purposes can be created for different audiences  VC2E3LY08 | * discussing the ways in which a safety campaign varies depending on its audience; for example, comparing how a road safety campaign for adults driving a car is different to a road safety campaign for children crossing the road * discussing how the instructions for assembling and using toys vary according to the age of the intended user |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the purpose and audience of different types of texts through the use of language features and/or images in the texts  VC2E3LY09 | * identifying words, phrases and images intended to persuade listeners, viewers or readers * identifying features of advertisements that target children * identifying the purpose of a narrative text; for example, identifying the purpose of a fable |
| 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 | * making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic * identifying important ideas, events or details in texts * learning new content from reading and listening, and asking questions to expand understanding * comparing and contrasting how different texts present similar ideas or information * drawing inferences, using evidence from the text and prior knowledge and experience; for example, making predictions about a character's likely actions or about the content of tabbed pages on a website * determining the relevance of a text for a particular task |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * gathering information and ideas about a topic in preparation for writing, which may include information and ideas from online and digital sources * researching a topic to prepare an oral or multimodal presentation * planning the sequence of ideas and information using techniques such as storyboards or a simple flow chart * explaining ideas to a peer when planning a presentation * selecting an appropriate text structure for a writing purpose, and sequencing content for clarity and to have an impact on an audience * using appropriate simple and compound sentences to express and combine ideas * using vocabulary, including topic-specific vocabulary, relevant to the type of text and purpose * using digital tools to plan, sequence, compose and edit texts |
| re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation  VC2E3LY12 | * using print and online dictionaries and spellcheck to edit spelling, realising that spellcheck accuracy depends on understanding the word function, for example ‘there’ or ‘their’ and ‘rain’ or ‘reign’ * checking for correct use of apostrophes for contractions and to indicate possession |
| write words using joined letters that are clearly formed and consistent in size  VC2E3LY13 | Content description does not require elaboration. |

## Level 4

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 4, students use language to interact and develop relationships in different contexts.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, short novels of different genres, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 4 as independent readers may describe sequences of events that develop over chapters, and unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use language features including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.

Students create a range of narrative, informative and persuasive texts that may include stories, performances, reports, reviews, poetry and arguments for particular purposes and audiences.

### Achievement standard

By the end of Level 4, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students use an expanded vocabulary and language to develop relationships in different contexts.

They share and extend ideas and information. They differentiate between the language of opinion, facts and feelings.

When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They use language suitable to context, and appropriate features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as the use of clauses and phrases to provide details and indicate relationships; and knowledge of punctuation for dialogue.

When demonstrating understanding of texts, students consider storylines, ideas and relationships between characters to build literal and inferred meanings. They describe the effects of text structures and language features. They share opinions about texts.

They explore how different types of texts across the curriculum, both print and digital, are organised into characteristic stages for purpose and navigation. They describe how literary devices, such as wordplay, shape meaning. They explore the framing and composition of still images and moving images and the use of sound.

#### Writing

When creating written and spoken texts for a small range of purposes and audiences, students adapt ideas and details from texts, learnt topics or topics of interest, and include appropriate multimodal elements. They edit their texts to improve content and structure.

They use text structures to sequence and connect ideas and to develop paragraphs. They use grammar and punctuation to create relationships, including through the use of tense.

They expand their vocabulary, such as through using synonyms and antonyms, and they use adverbial phrases to build meaning. They explore language features, including wordplay.

They write texts using clearly formed joined letters with developing fluency. They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how language is used to develop relationships in formal and informal situations  VC2E4LA01 | * recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report * understanding how age, expertise and familiarity influence the ways in which people interact and how these codes and conventions vary across cultures * recognising the importance of using inclusive language * exploring cultural respect for Aboriginal and Torres Strait Islander Elders and greeting conventions between Victorian Aboriginal Peoples |
| identify and differentiate the language of opinion, facts and feelings  VC2E4LA02 | * identifying ways that ‘thinking’ verbs are used to express opinions (for example, ‘I think’ or ‘I believe’) and ways that ‘summary’ verbs are used to report findings (for example, ‘we concluded’) * comparing statements that have similar information presented through facts and opinion, for example ‘The man has 6 cats.’ and ‘The man has too many noisy cats.’ |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes  VC2E4LA03 | * identifying the typical stages and language features of texts such as narratives, factual recounts, imaginative recounts, biographies, information reports, explanations, book talks, poetry and arguments for a particular purpose * understanding how and why text structure is important in texts such as sequential and causal explanations, and comparative and part-whole information reports * recognising that poems have different purposes that influence the organisation of the text into characteristic stages, for example poems that tell stories, poems that describe and poems that reflect on aspects of life * recognising the difference between a text’s form (such as a poster, email or list) and its organisation into stages, depending on its social purpose |
| understand how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas  VC2E4LA04 | * recognising how authors construct texts that are cohesive and coherent using pronouns that link to something previously mentioned and determiners (for example, ‘this’, ‘that’, ‘these’ and ‘those’) to identify things * recognising how authors use text connectives to create links between sentences, for example ‘however’, ‘therefore’, ‘nevertheless’ and ‘in addition’ * recognising how text connectives link sections of a text, providing sequences through time, for example ‘firstly’, ‘then’, ‘next’ and ‘finally’ |
| identify navigation features of digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout  VC2E4LA05 | * investigating the features used for texts (such as headings and subheadings in print text, and home pages and subpages in digital texts) and how these help the reader to select text for a purpose * comparing the features of texts on similar topics online |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * creating richer, more specific descriptions by using adjectival clauses; for example, ‘Crossing the mountain range was difficult.’ becomes ‘The mountain pass was dangerous when it rained.’ * creating more precise and detailed sentences by adding adverbial clauses; for example, ‘They crossed the mountain range.’ becomes ‘Although the path was overgrown, they crossed the mountain range.’ |
| understand how adverb groups or phrases and prepositional phrases work in different ways to provide circumstantial details about an activity  VC2E4LA07 | * investigating in texts how adverb groups/phrases and prepositional phrases can provide details of the circumstances surrounding a happening or state, for example ‘At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place).’ |
| understand past, present and future tenses and their impact on meaning in a sentence  VC2E4LA08 | * understanding the tense that types of texts are commonly written in; for example, informative texts are usually written in present tense * identifying the tense in texts they read |
| 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 | * examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and salience, and beginning to understand how these choices influence viewer response * identifying the angle at which the camera is pointed at a subject and discussing how the angle influences meaning |
| expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources  VC2E4LA10 | * building vocabulary from research about technical and learning area–specific topics, for example gravity and magnetic forces * determining or clarifying the shades of meaning of synonyms and antonyms * using words encountered in texts that are formed from an Aboriginal and Torres Strait Islander language, for example the Shire of Nillumbik, which draws its name from the Wurundjeri name for the region, meaning 'shallow earth' |
| understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation  VC2E4LA11 | * identifying the use of quotation marks, capital letters, commas and boundary punctuation to signal dialogue in texts * using punctuated dialogue in their own writing |
| explore how quoted (direct) and reported (indirect) speech are used  VC2E4LA12 | * investigating examples of quoted (direct) speech (for example, ‘He said, “I’ll go to the park today.”’) and reported (indirect) speech (for example, ‘He told me he was going to the park today.’) and why they have been used in different contexts |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * comparing the plots and characters in 2 literary texts with similar ideas (for example, 2 literary texts that explore friendship) by a wide range of Australian authors * commenting on how literary texts set in different time periods present ideas about nature * discussing how everyday life, such as mealtimes and family relationships, is depicted in particular historical and cultural contexts in texts by a wide range of world authors * recognising similar storylines and ideas in literature by Aboriginal and Torres Strait Islander authors |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe the effects of text structures and language features in a range of literary texts when responding to and sharing opinions  VC2E4LE02 | * sharing and discussing their understanding of the effects of literary techniques on their appreciation of texts * sharing responses to texts, using appropriate language to talk specifically about grammar and literature, for example ‘The use of the noun groups to describe the character really helps to create images for the reader.’ * using language appropriate for a text, such as ‘flashback’, ‘tension’ and ‘resolution’, when sharing opinions about plot structure |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare how authors and illustrators make literary texts exciting, moving and absorbing and hold readers’ interest by using plot tension, character and setting  VC2E4LE03 | * examining an author’s choice of language to describe a character’s appearance, behaviour and speech * discussing what is learnt about a character through dialogue such as their likes, dislikes or personal qualities * identifying moments in the plot where characters are faced with choices, and commenting on how the author makes the reader care about their decisions and the consequences * identifying how illustrations contribute to the meaning of stories by Aboriginal and Torres Strait Islander authors |
| explore the use of literary devices and deliberate wordplay, including grammar, in prose and poetry, and the ways that they shape meaning  VC2E4LE04 | * defining neologisms and puns, and identifying how they are used by authors to create a sense of freshness, originality and playfulness * discussing poetic language, including adjectives that engage readers emotionally and bring the poet’s subject matter to life * exploring emotive language in texts |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts by developing storylines, characters and settings, and using language features from literary texts they have encountered and from their own experiences  VC2E4LE05 | * creating texts using a range of sentence types, including dialogue and literary devices |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required * developing speaking and listening behaviours, including acknowledging and extending others’ contributions, and presenting ideas and opinions clearly and coherently |
| deliver structured spoken texts to an audience using features of voice  VC2E4LY02 | * reporting on a topic in an organised manner, providing relevant facts and descriptive detail to support audience understanding, and using references to reliable sources to support claims * exploring the effects of changing tone, volume, pitch and pace in formal and informal contexts * rehearsing a presentation with a peer and sharing feedback about tone, pace, pitch and volume appropriate for audience |

##### Sub-strand: Phonic and word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example ‘builder’ and ‘animal’ * using phonemic awareness and morphological knowledge (including blending and segmenting sounds, syllables and morphemes) to read and write multisyllabic words with more complex letter combinations, for example ‘straightaway’ and ‘thoughtful’ |
| 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 | * applying generalisations for adding affixes; for example, ‘hope’ becomes ‘hoping’, ‘begin’ becomes ‘beginning’, ‘country’ becomes ‘countries’ * building morphemic word families and exploring word origins, for example ‘tricycle’, ‘tripod’ and ‘triangle’ |
| read and write high-frequency words including homophones and know how to use context to identify correct spelling  VC2E4LY05 | * recognising that contextual and syntactical clues can be used to determine the use of homophones, for example ‘We grow wheat on our farm.’ and ‘The train trip will take about an hour.’ |

##### Sub-strand: Building fluency and making meaning

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * reading increasingly complex texts using established word identification strategies, knowledge of the topic and understanding of text structure and language features |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare how texts from different times, with similar purposes and audiences, depict ideas or events  VC2E4LY07 | * viewing documentaries and news footage from different periods and comparing the purpose and audience, for example coverage of major sporting events * comparing the texts used to communicate between family members, noting similarities and differences as a result of changing technology |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the characteristic features used in different types of texts to meet the purpose and audience of the text  VC2E4LY08 | * identifying how authors use language to create imaginary worlds * identifying how authors use techniques, such as headings, italics and bold text, to support readers or viewers to navigate specific texts * identifying visual features such as images and layout used in informative texts to complement, add to or shape understanding of a topic |
| 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 | * making connections between information in print, images and sound * reading or listening for key topic-specific vocabulary words to build understanding * reading or listening to interpret the main idea and supporting ideas * identifying evidence and reasoning used by authors to support points or arguments * applying self-monitoring strategies such as re-reading, pausing and questioning, and self-correction strategies such as confirming and crosschecking * connecting the use of colours, images, symbols and patterns in texts by Aboriginal and Torres Strait Islander authors and illustrators * evaluating an author’s use of evidence to support arguments |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * using research to gather ideas for writing and integrating information from a range of sources, which may include those found online * selecting text structure and planning how to group ideas into paragraphs to sequence content * using topic-specific, precise and varied vocabulary * choosing a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately * using grammatical features, including different types of verb groups, noun groups and adverb groups/phrases, for effective descriptions and details according to purpose |
| re-read and edit texts for meaning by adding, deleting or moving words or word groups to improve content and structure  VC2E4LY11 | * collaborating with a peer to edit literary texts by sharing feedback about choices made to develop storylines, characters and settings * revising written texts to improve the selection of words used to connect ideas and to improve the cohesion of the text |
| write words using clearly formed joined letters, with developing fluency and automaticity  VC2E4LY12 | Content description does not require elaboration. |

## Level 5

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 5, students select language to interact for different social purposes.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 5 as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest, as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics. Texts may reveal that the English language is dynamic and changes over time.

Students create a range of narrative, informative and persuasive texts that may include stories, procedures, performances, reports, reviews, poetry, arguments and explanations for particular purposes and audiences.

From Level 5 onwards, students continue to develop legible handwriting.

### Achievement standard

By the end of Level 5, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students use vocabulary precisely and select language for social purposes and roles, to clarify meaning and make connections.

They extend their discussion beyond bare assertions and account for differing opinions and authoritative sources.

When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language for a specific purpose and use appropriate features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They read by integrating phonic, morphemic and vocabulary knowledge, and grammatical knowledge such as complex sentences and the use of clauses for effect.

When demonstrating understanding of texts, students identify textual aspects that represent details about historical, cultural and social contexts. They describe how texts convey feelings, mood, actions and ideas to build literal and inferred meanings. They evaluate information and ideas in texts. They explain how different types of texts, both print and digital, are organised into characteristic stages for purpose. They discuss the effects of imagery and sound devices in texts. They explain how the sequence of still images, and moving images and sound, create or affect meaning.

#### Writing

When creating written and spoken texts for specific purposes and audiences, students develop ideas and adapt textual details drawn from texts and include appropriate multimodal elements. They edit their texts using an agreed set of criteria.

They use text structures, including paragraphs, to create prominence and build sequence and cohesion. They use grammar and punctuation, including complex sentences to provide additional information and description.

They use precise vocabulary, such as specialist and technical terms. They experiment with language features, including figurative language.

They write legibly and fluently. They spell new and unfamiliar words using phonic, morphemic and grammatical knowledge.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how language is selected for social contexts and that it helps to signal social roles and relationships  VC2E5LA01 | * using language that signals the roles of chairperson and the different speaker positions in a debate * identifying ways in which cultures differ in making and responding to common requests, for example periods of silence or degrees of formality * identifying some cultural protocols and communication processes of Aboriginal and Torres Strait Islander Peoples |
| understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources  VC2E5LA02 | * recognising that a bare assertion (for example, ‘It's the best film this year.’) often needs to be tempered by using the ‘impersonal it’ to distance oneself (for example, ‘It could be said that it is the best film this year.’); recruiting anonymous support (for example, ‘It is generally agreed that it is the best film this year.’); indicating a general source of the opinion (for example, ‘Most critics agree that it is the best film this year.’); specifying the source of the opinion (for example, ‘Reviewers for The Reel Film stated that it is the best film this year.’) and reflecting on the effect of these different choices |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes  VC2E5LA03 | * becoming familiar with the typical stages and language features of types of texts such as narrative, procedure, argument, explanation, discussion and informative texts, and how they can be composed in written, digital and multimedia forms to achieve their purpose * recognising that paragraphs vary in their function and how they are organised in a text and between different types of texts, for example the differences between paragraphs in a narrative, an argument and a procedure * describing the stages and phases, and purposes, of narratives, historical recounts, procedural recounts, causal explanations, discussions of alternative positions on an issue, information reports, reviews and types of poems |
| 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 | * observing how writers use the beginning of a sentence to signal to the reader how the text is developing, for example ‘Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected.’ * recognising that a sequence of clauses may use different tenses but remain connected through a topic, for example ‘Snakes were a problem in Australia. However, urban sprawl is ruining their habitats and they are now protected.’ * recognising that sentence openers signal what the sentence will be about, and the rest of the sentence typically elaborates on the sentence opener by providing new information |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * knowing that complex sentences make connections between ideas to provide a reason (for example, ‘He jumped up because the bell rang.’); state a purpose (for example, ‘She raced home to confront her brother.’); express a condition (for example, ‘It will break if you push it.’); make a concession (for example, ‘She finished her work even though she was feeling tired.’); or link 2 ideas in terms of various time relations (for example, ‘Nero fiddled while Rome burned.’) |
| 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 | * learning how to expand a description by combining a related set of nouns and adjectives, for example ‘two old brown cattle dogs’ * observing how descriptive details can be built up around a noun or an adjective, forming a group (for example, ‘this very smelly cleaning cloth in the sink’ is a noun group and ‘as pretty as the flowers in May’ is an adjective group) |
| explain how the sequence of still and moving images and the use of sound in texts affect meaning  VC2E5LA07 | * interpreting narrative texts told through wordless picture books * identifying and comparing sequences of images revealed through different hyperlink choices * viewing a short film or segment from a film without sound and comparing interpretations after viewing it with sound * recognising how the sequence of images in texts creates meaning |
| understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms  VC2E5LA08 | * using precise words for naming; for example, instead of ‘mammal’ or ‘whale’, using ‘humpback whale’ |
| 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 | * learning that in Standard Australian English, regular plural nouns ending in ‘s’ form the possessive by adding just the apostrophe, for example ‘the students’ classroom’ * learning that in Standard Australian English, for proper nouns the regular possessive form is always possible but a variant form without the second ‘s’ is sometimes found, for example ‘James’s house’ or ‘James’ house’ * learning that when there is more than one owner, the apostrophe is usually used for the last owner in the list, for example ‘the cat and kitten’s bowls’ * using commas to signal a prepositional phrase, for example ‘On Saturday, before it rained, we went to the beach.’ |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * identifying aspects of literature (for example, images, symbols, dialogue and character descriptions) that can convey information about a context * unpacking and discussing texts written by Aboriginal and Torres Strait Islander authors about the events that shaped or had an impact on their lives * identifying aspects of literature that represent historical context in texts by Aboriginal and Torres Strait Islander authors * exploring characters and concepts in ballads from different times by a wide range of Australian authors |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * posing and discussing questions, such as ‘Should characters have behaved as they did?’ and ‘How did the author support or challenge your belief about the characters?’, and beginning to form views about the dilemmas characters face * identifying language features such as use of dialogue and rich descriptive language, and presenting an opinion about their effect on readers |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise that the point of view in a literary text influences how readers interpret and respond to plots, characters and events  VC2E5LE03 | * comparing texts narrated from a first-person and third-person point of view, and discussing what information the audience can access and how this influences the audience’s sympathies * discussing why an author might choose a particular point of view |
| compare the effects of imagery, including simile, metaphor and personification, and sound devices in prose and poetry  VC2E5LE04 | * discussing how figurative language, including simile and metaphor, can make use of a comparison between different things * discussing how, by appealing to the imagination, figurative language provides new ways of looking at the world |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts, experimenting with vocabulary, figurative language, storylines, characters and settings from literary texts they have encountered  VC2E5LE05 | * drawing upon fiction elements in a range of model texts, such as main idea, characterisation and setting (time and place), and devices such as figurative language (simile, metaphor, personification) to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts * creating a visual map, which may include digital mind maps, of figurative language, storylines, characters and settings in a text that may inspire their own writing |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations * asking specific questions to clarify a speaker’s meaning, making constructive comments that keep a conversation moving, reviewing ideas expressed and conveying tentative conclusions * using strategies for discussion, such as speaking clearly, pausing, asking questions and linking students’ responses to the contributions of others * choosing vocabulary and sentence structures for particular purposes, including formal and informal contexts, to report and explain new concepts and topics, to offer an opinion and to persuade others |
| deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voice  VC2E5LY02 | * experimenting with features of voice such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding * reflecting on how new learning can be incorporated into a presentation |

##### Sub-strand: Phonic and word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations  VC2E5LY03 | * recognising and writing less familiar words that share common letter patterns but have different pronunciations, for example ‘journey’, ‘your’, ‘tour’ and ‘sour’ |
| build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations  VC2E5LY04 | * using knowledge of known words and base words to spell new words, for example the spelling and meaning connections between ‘vision’, ‘television’ and ‘revision’ * applying knowledge of spelling generalisations to spell new words, for example ‘suitable’, ‘likeable’ and ‘collapsible’ |
| explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word  VC2E5LY05 | * using knowledge of word origins and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect plurals, for example ‘cactus’ and ‘cacti’, and ‘louse’ and ‘lice’ * understanding how some suffixes change the grammatical form of words, for example ‘-tion’ and ‘-ment’ can change verbs into nouns, such as ‘protect’ to ‘protection’ and ‘develop’ to ‘development’ |

##### Sub-strand: Building fluency and making meaning

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * using subject and technical vocabulary and concept knowledge to navigate less familiar texts * skimming and scanning to check the pertinence of particular information to their topic and task * using signposting features such as headings and subheadings, and home pages and subpages to read texts |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe the ways in which a text reflects the time and place in which it was created  VC2E5LY07 | * describing how ideas in texts are conveyed by vocabulary, including idiomatic expressions and the way that these can change according to time and place * describing how ideas in texts reflect the social expectations of the time and place in which they were created |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain characteristic features used to meet the purpose and audience in different types of texts  VC2E5LY08 | * explaining how the features of a text advocating community action (for example, action on a local area preservation issue) are used to meet the purpose of the text * explaining how characters are used to deliver the message in persuasive texts; for example, explaining how characters are used to present persuasive messages about health issues in advertising, and considering why characters have been used instead of real people |
| use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings  VC2E5LY09 | * summarising ideas and information to determine the main idea of a text * using research skills, including identifying research purpose; locating texts; gathering and organising information; evaluating relative value; evaluating the accuracy and currency of print and digital sources; and summarising information from several sources * comparing texts on the same topic to identify similarities and differences in the ideas or information included |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * using research from print and digital resources to gather and organise information for writing * planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals, to enhance audience engagement and understanding * selecting an appropriate text structure for the writing purpose, and sequencing content according to that text structure, introducing the topic and grouping related information in well-sequenced paragraphs with a concluding statement * using vocabulary, including technical vocabulary, appropriate for purpose and context * using appropriate grammatical features, including more complex sentences and relevant verb tenses, pronoun references, and adverb and noun groups/phrases for effective descriptions * writing letters in print and by email, demonstrating understanding of audience |
| re-read and edit their own texts and the texts of others using agreed criteria for text structures and language features  VC2E5LY11 | * re-reading and editing their own and others’ work (which may involve using digital tools) for precision, using negotiated criteria for text structure and meaning, and accuracy of grammar, spelling and punctuation |
| write legibly, fluently and automatically  VC2E5LY12 | Content description does not require elaboration. |

## Level 6

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 6, students select language to interact and to acknowledge formality and social distance.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 6 as independent readers may include elaborated events including flashbacks and shifts in time, and a range of less predictable characters. These texts may support students’ understanding of authors’ styles. They may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.

Students create a range of narrative, informative and persuasive texts that may include stories, procedures, performances, reports, reviews, poetry, expositions, explanations and discussions for particular purposes and audiences.

### Achievement standard

By the end of Level 6, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students use vivid vocabulary, select language to acknowledge formality and social distance, and use appropriate strategies such as paraphrasing and questioning.

They explore objective and subjective language and identify bias.

When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language appropriate for purpose and audience and use appropriate features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as complex sentences and adverb groups; and knowledge of the multiple uses of commas.

When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.

They explain how different types of texts, both print and digital, adapt text structures and language features for specific purposes. They explain the effects of imagery and sound devices in texts. They explain how still images, moving images and sound create point of view.

#### Writing

When creating written and spoken texts for specific purposes and audiences, students explore ideas and experiment with textual details from texts, and include appropriate multimodal elements. They edit their texts using an agreed set of criteria and explore editing choices.

They use text structures, including repetition, to create sequence and cohesion, sentence structure to expand ideas, and punctuation to create clarity.

They use vivid, emotive vocabulary. They experiment with language features and literary devices.

They write legibly and fluently for sustained periods. They spell new and technical words using phonic, morphemic and grammatical knowledge.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how language varies as levels of formality and social distance change  VC2E6LA01 | * recognising language protocols for formal address, for example words used to address principals, heads of state and monarchs * discussing levels of language such as slang, colloquial, conversational and formal, and how their appropriateness changes with the situation and audience * presenting ideas and opinions at levels of formality appropriate for the context and audience |
| understand the uses of objective and subjective language, and identify bias  VC2E6LA02 | * identifying language choices that evoke emotion and judgements in direct and indirect ways, and how they are used to persuade different audiences to take a position and/or action * understanding when to share feelings and opinions (for example, in a personal recount) and when to remain more objective (for example, in a factual recount) * differentiating between reporting facts (for example, in a factual recount or unedited photograph) and providing a commentary (for example, in an editorial) |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * exploring a range of everyday, community, literary and informative texts, discussing elements of text structure and language features, and comparing the overall structure and effect of authors’ choices in 2 or more texts * examining a text to identify strategies such as exaggeration to create humour * recognising that texts are organised into stages, such as an introduction, and that introductions may be divided into phases; for example, the introduction stage of a narrative may begin with a phase that is a ‘hook’ or a flashback * explaining the characteristic stages and phases in reviews, discussing alternative positions or historical recounts, and identifying any adaptations of typical structures or language features |
| understand that sequence and cohesion can be created by the intentional use of repetition of text structures, language features and vocabulary  VC2E6LA04 | * noting how a general word is often used for a more specific word already mentioned (word association), for example ‘Look at those apples. Granny Smiths are my favourite.’ * recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas  VC2E6LA05 | * investigating how the choice of conjunctions enables the construction of complex sentences to extend, elaborate on and explain ideas, for example ‘The town that was flooded suffered extensive damage.’ * creating complex sentences with embedded clauses to expand noun groups, for example ‘Hamish studied the rock samples that he had collected on the excursion, to complete his report.’ |
| understand how the choice of verb, elaborated tenses and a range of adverb groups can expand and sharpen ideas  VC2E6LA06 | * knowing that the simple present tense is typically used to talk about present states (for example, ‘He lives in Darwin.’) or actions that happen regularly in the present (for example, ‘He watches television every night.’) or that represent ‘timeless’ happenings, such as in informative reports (for example, ‘Bears hibernate in winter.’) * knowing that there are various ways in English to refer to future time, such as using the auxiliary ‘will’ (for example, ‘She will call you tomorrow.’), using the present tense (for example, ‘Tomorrow, I leave for Hobart.’) and using adverbials of time (for example, ‘She arrives in the morning.’) * using precise verbs (for example, ‘slice’, ‘dice’, ‘fillet’ and ‘segment’) rather than general words (for example, ‘cut’) |
| 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 | * observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flow charts, life cycle diagrams and the flow of images in picture books * observing how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams * understanding that images and maps may be sensitive for Aboriginal and Torres Strait Islander Peoples and ensuring that a disclaimer is applied or judgement is used about cultural appropriateness and sensitivities |
| examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole  VC2E6LA08 | * exploring how figurative language (for example, metaphors, personification and idioms) can be used to create vivid and less predictable shades of meaning * identifying authors’ use of vivid and emotive vocabulary in persuasive texts, for example the vocabulary used in reviews * discussing texts, using vocabulary to name text structure, literary devices and language features; for example, using words that name the literary device used in a poem |
| understand how to use commas to separate a dependent clause from an independent clause  VC2E6LA09 | * identifying different uses of commas, such as commas and conjunctions between independent clauses in compound sentences |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * discussing the influence historical, cultural and social experiences may have on the meaning of a text and attitudes towards characters, actions and events * sharing responses about how heroes are portrayed in science fiction or fantasy and more realistic settings * exploring reviews of Australian films |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare language choices, modality, emphasis, repetition and metaphor, and topics, themes or plots in a range of literary texts  VC2E6LE02 | * exploring texts on a similar topic by authors with very different styles; for example, comparing fantasy quest novels with realistic novels on a specific theme * identifying differences in the use of narrator, narrative structure and voice, and language and visual features, between texts and determining how these influence readers or viewers |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe characteristics of literary texts that define an author’s individual style  VC2E6LE03 | * exploring 2 or more texts by the same author, identifying similarities (for example, subject or theme, characterisation, text structure, plot development, tone, vocabulary, voice, favoured grammatical structures and visual techniques in picture books) and describing the qualities that characterise an author’s style * focusing on an Aboriginal or Torres Strait Islander author and identifying characteristic elements of their writing, for example imagery, theme and language |
| explain the way authors use sound and imagery to create meaning and effect in prose and poetry  VC2E6LE04 | * explaining how imagery builds emotional connections and engagement with the story or theme * identifying the imagery used in narratives or poetry about Aboriginal and Torres Strait Islander Peoples’ Country/Place * describing the effects of assonance, alliteration and onomatopoeia in a poem * explaining the effect of rhythm in ballads |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * creating narratives in written, spoken, multimodal or digital form by adapting character; for example, reimagining the hero in an adventure story * creating an autobiography of a character from a text they have explored |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations * using strategies (for example, pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions) when discussing topics * recognising that closed questions ask for precise responses, while open questions prompt a speaker to provide more information |
| deliver structured spoken and multimodal texts to an intended audience for a specific purpose, using appropriate features of voice  VC2E6LY02 | * experimenting with voice effects such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding * presenting an argument about an issue from learning area content, which includes claims supported with evidence and examples, careful use of topic-specific vocabulary and selection of persuasive techniques appropriate for audience * setting goals for a presentation and monitoring development in a written or digital journal |

##### Sub-strand: Phonic and word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words  VC2E6LY03 | * using phonic generalisations to read and write complex words with uncommon letter patterns, for example ‘pneumonia’, ‘resuscitate’ and ‘vegetation’ |
| 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 | * using a dictionary to explore word origins, including some Greek roots, in order to spell words; for example, the Greek root ‘ath’ meaning ‘contest’ or ‘outstanding skill’, ‘pent’ meaning the number 5 and ‘dec’ meaning the number 10 inform the spelling and meaning of the words ‘athlete’, ‘pentathlon’ and ‘decathlon’ * applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example ‘ratio’ and ‘synthesis’ * expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words, for example ‘disappearance’, ‘submarine’, ‘subterranean’, ‘poisonous’ and ‘nervous’ * applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: ‘reliability’, ‘handkerchief’, ‘receive’, ‘lollies’, ‘trolleys’, ‘climbing’, ‘designed’ and ‘emergency’ * spelling technical words by applying morphemic knowledge, for example ‘metaphorical’, ‘biology’ and ‘biodegradable’ |

##### Sub-strand: Building fluency and making meaning

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| 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 | * bringing subject and technical vocabulary and concept knowledge to new reading tasks, and selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information * using their knowledge of text structure to navigate the text to locate specific content for a purpose |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created  VC2E6LY06 | * identifying news reports of the same type of event over time and how they reflect their contexts * comparing advertising posters for animated children’s films in different countries and explaining the impact of these choices on audience expectations of the film * identifying how advertisements for the same products reflect the context in which they were created |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences  VC2E6LY07 | * comparing the structure and language features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic |
| 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 | * making connections between the text and their own experiences or other texts * making connections between information in print and images * using prior knowledge and textual information to make inferences * asking and answering questions * using graphic organisers to visualise connections, categories and hierarchies of information * summarising a text or part of a text |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate  VC2E6LY09 | * planning a report on a topic, sequencing ideas logically and providing supporting detail (including graphics, sound and visuals) to enhance audience engagement and understanding * creating informative texts for 2 different audiences that explore a topic using text structure and language features for the identified audiences, noting the changes required to appeal to each audience * using rhetorical devices, images and modal verbs for persuasive effects, for an identified audience * selecting and combining digital tools to create texts |
| re-read and edit their own texts and the texts of others using agreed criteria and exploring editing choices  VC2E6LY10 | * discussing the setting in a literary text with a peer during the editing process, and experimenting with literary devices that may enhance the setting * re-reading and editing their own and others’ work using negotiated criteria for text structure, meaning and accuracy of grammar, spelling and punctuation, and explaining editing choices as required |
| write legibly, fluently and automatically for sustained periods  VC2E6LY11 | Content description does not require elaboration. |

## Level 7

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 7, students use language to interact and to express their social identities.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 7 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and historical genres. They may involve some challenging sequences of events and/or less predictable characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives. Informative texts may present technical information and content from credible sources about specialised topics. Text structures may be more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, narrative, reflective, informative, persuasive and/or analytical, for example stories, performances, reports, reviews and arguments for different audiences.

### Achievement standard

By the end of Level 7, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students explore specialist and technical vocabulary and use language to express social identities.

They discuss and present ideas, including about texts. They explore the language of evaluation and substantiation.

When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate an understanding of formal language and use appropriate features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They engage with vocabulary and grammatical knowledge, and the ways that different sentence structures extend and explain ideas, how accurate use of tense creates clarity and how punctuation supports meaning.

When demonstrating understanding of texts, students explain ways that characters, settings and events combine and create meaning in texts from different historical, cultural or social contexts. They develop opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, create characters, settings and events. They explain and summarise ideas drawn from texts.

They describe how texts, including print and digital, are structured for different purposes. They explain how literary devices create meaning and aesthetic qualities. They explore how perspective is created through still images, moving images and sound.

#### Writing

When creating written and spoken texts, students convey ideas and information to a specific audience. They select textual details from texts appropriate for purpose, and include appropriate multimodal or digital elements. They review and edit their own and others’ texts and reflect on these processes.

They use text structures that build sequence and cohesion in a text; grammar, including sentence structures, to achieve clarity; and punctuation to support meaning.

They use vocabulary that builds specialist and technical knowledge. They experiment with language features and literary devices they have encountered in texts.

They use spelling rules and knowledge of word origins to spell unfamiliar words.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how language expresses and creates personal and social identities  VC2E7LA01 | * understanding local idioms and discussing their connection with personal and social identities * developing dialogue that reveals character in comics, cartoons and animations |
| understand the language of evaluation and substantiation  VC2E7LA02 | * building knowledge about words of evaluation, including words to express emotional responses to texts, opinions of characters and their actions, and appreciation of the aesthetic qualities of text * analysing how evaluative language can be used to assess the qualities of a narrative or persuasive text, for example its impact on the reader or the author’s skill in the use of language * recognising how evaluative language is used to critically assess the validity of evidence and the reliability of sources * recognising and discussing the language used to substantiate a position or an argument, including language used in illustrations and graphic representations |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and describe how texts are structured differently depending on their purpose, and how language features vary in texts  VC2E7LA03 | * examining the structures of book or film reviews and how they might move from description of context to summary of the text and then to a position on the text * recognising the social purpose of a persuasive text and how the purpose is reflected in the text structure and by the language features; for example, analysing the structure and language features of advertising posters * describing the structure and language features of literary texts, arguments, discussions, creative and analytical responses to literary texts, films or popular media, and discussing how the structure and language serves the purpose of the text |
| understand that the cohesion of texts relies on devices that signal, structure and sequence, such as overviews, examples, and beginnings and endings  VC2E7LA04 | * comparing and analysing the structure of media texts such as digital news sites or print media, and identifying strategies used to create cohesion * identifying the ways that authors foreshadow how a text will unfold; for example, identifying the topic sentence, the key idea, sentence openers and text connectives |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas  VC2E7LA05 | * identifying and experimenting with a range of clause structures and discussing the effect of these in the expression and development of ideas * consolidating knowledge of simple, compound and complex sentences, recognising that a simple sentence can express sophisticated ideas and a complex sentence need not express complex ideas * examining the addition of ideas using a -compound-complex sentence, for example ‘When the protagonist finally took action, the relationships between all other characters changed significantly.’ |
| understand how consistency of tense through verbs and verb groups achieves clarity  VC2E7LA06 | * identifying and discussing how verb tense is maintained in compound, complex and compound-complex sentences * identifying and discussing different forms of verb tenses and their use to maintain consistency of tense in different sentences, for example ‘I organise the cake stall every week, and I am running the meeting this weekend as well.’ |
| explore how still images, moving images and sound can be used to create a perspective  VC2E7LA07 | * comparing how perspectives are created in animations and advertisements * comparing how different advertisements advertise the same product, using techniques to create different perspectives for effect * analysing how the illustrations in picture books, graphic novels and advertisements use size, colour, angle, proximity, vector and salience to influence the reader or audience * exploring how the use of camera angles constructs perspective and affects representation |
| explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings  VC2E7LA08 | * recognising vocabulary used to represent high-utility, abstract academic concepts, for example ‘factor’, ‘hypothesise’, ‘issue’ and ‘critique’ * identifying vocabulary used to write about a topic; for example, using terms for poetic devices and words to explain the effects of the devices in poems |
| understand the use of punctuation including colons and brackets to support meaning  VC2E7LA09 | * examining the impact of information added to sentences when colons and brackets are used |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical, cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E7LE01 | * exploring ideas about heroism in literary texts by a wide range of world authors * discussing the similarities and differences in character representations in film adaptations of novels and plays * investigating representations of characters and events in literary texts by Aboriginal and Torres Strait Islander Peoples * exploring depictions of the city or the bush in Australian poems and short stories from different eras |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| develop an opinion about characters, settings and events in literary texts, identifying areas of agreement and difference with others’ opinions and justifying a response  VC2E7LE02 | * establishing forums and criteria for discussing the relative merits of characters, settings and events in literary texts * comparing personal opinions on texts and justifying responses in discussions, which may include referencing behaviours such as integrity and loyalty |
| explore the ways that literary devices and language features, such as dialogue, and still and moving images are used to create character, and to influence emotions and opinions in a range of literary texts  VC2E7LE03 | * comparing the representation of a character’s appearance in a novel and film version of the same text * explaining the impact and significance of language features in a text |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and explain the ways that characters, settings and events combine to create meaning in literary texts  VC2E7LE04 | * analysing and explaining the structure and features of short stories, discussing the purposes and appeal of different authorial choices for structure * exploring traditional stories from Asia and discussing their features, for example use of the oral mode, visual elements and verse to convey the narrative |
| identify and explain how literary devices create layers of meaning and aesthetic qualities in literary texts, including poetry  VC2E7LE05 | * explaining the sound and rhythm of poetry using metalanguage (for example, ‘end and internal rhyme’, ‘metre’ and ‘alliteration’) and discussing how layers of meaning are created * viewing or reading Aboriginal and Torres Strait Islander films, plays and poetry, and explaining the layers of meaning created by imagery * determining criteria for evaluating the aesthetic value of a literary text and sharing opinions * comparing a film adaptation of a literary text using specific language for naming the text structure, literary devices and language features of film and novels, and sharing opinions about the aesthetic and social value of each |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts that experiment with literary language features and devices encountered in texts  VC2E7LE06 | * using aspects of texts in imaginative recreations such as re-situating a character from a text into a new situation * creating a prequel using an imagined series of life events of a character, presented as a series of flashbacks in a scripted monologue * creating chapters for an autobiography, short story or diary * experimenting with different narrative structures such as the epistolary form, flashback and multiple narrators * experimenting with imagery, sentence variation, metaphor and word choice when creating a literary text * transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations to setting for a new mode |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use interaction skills when discussing ideas and information, including evaluations of the features of texts  VC2E7LY01 | * participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations * using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length of time, clarifying and rephrasing comments of others * identifying key evidence supporting an argument in a discussion between 2 speakers * choosing vocabulary and sentence structures for purposes and audiences, adapting language choices to meet the perceived audience needs * ensuring that ways of communicating for particular audiences are acknowledged |
| deliver structured spoken texts for a specific purpose and audience, employing formal language and using appropriate features of voice and multimodal or digital elements  VC2E7LY02 | * selecting features of voice (such as tone, volume, pitch and pace) for different audiences and purposes, recognising the effects these have on audience understanding and engagement * sharing feedback with a peer while planning and rehearsing a presentation |

##### Sub-strand: Word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how to use spelling rules, base words, suffixes, prefixes, spelling patterns and word origins (etymology), including Greek and Latin roots, to learn new words and how to spell them  VC2E7LY03 | Content description does not require elaboration. |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain the effect of current technology on reading, creating and responding to texts, including media texts  VC2E7LY04 | * investigating the influence of communicative technologies such as SMS, email and GIFs on written language * analysing the impact of interactive elements of digital texts on texts such as magazines read in a digital form * identifying changes in topics considered to be newsworthy as a result of technological change |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse the ways in which language features shape meaning and vary according to audience and purpose  VC2E7LY05 | * explaining the relationship between language features, and audience and purpose, such as identifying which group would be the most likely target audience for the information in an advertisement and justifying why * examining depictions of the histories and cultures of Aboriginal and Torres Strait Islander Peoples, discussing language features that shape meaning |
| explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology  VC2E7LY06 | * identifying cause and effect in explanations and how these are used to convince an audience of a course of action |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas  VC2E7LY07 | * comparing the presentation of ideas in formal and informal speeches and determining the reasons for the differences * analysing visual features including choice of image, colour, composition and font on a book cover when predicting the tone of a text * determining and summarising the key idea(s) of paragraphs and chapters in an extended text |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audience  VC2E7LY08 | * compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories * monitoring ideas developed at each stage of creating a presentation in a blog or journal * preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about ideas and opinions different from their own * using appropriate text conventions to create scripts for interviews, presentations, advertisements, radio segments, podcasts, digital and online reflections, including vlogs |
| review and edit their own texts and the texts of others by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact and coherence, and reflect on these processes  VC2E7LY09 | * editing for meaning by removing unnecessary repetition, reordering sentences and varying sentence structures to refine ideas, adding or substituting words for impact, and reviewing accuracy of grammar, spelling and punctuation * editing texts collaboratively on a tracked, word-processed document |

## Level 8

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 8, students use language to interact and in support of relationships and roles.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media texts such as online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, narrative, reflective, informative, persuasive and/or analytical, for example stories, performances, reports and discussions, literary analyses and reviews for different audiences.

### Achievement standard

By the end of Level 8, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students explore academic vocabulary and use language to support relationships and roles.

They explore and challenge the various meanings in text through discussions with others. They explore rhetorical and literary devices when evaluating and substantiating.

When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They use language to suit formal and informal contexts, and appropriate features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They engage with vocabulary and grammatical knowledge, and the ways that different clause structures add information, the effects of nominalisation and how punctuation supports meaning.

When demonstrating understanding of texts, students identify and explain intertextual references, issues and points of view from diverse historical, cultural and social contexts. They explore opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, influence the reader’s response to represented values. They analyse and evaluate the ways that ideas are organised in texts.

They explain how texts, including print, digital and hybrid, are structured for different purposes. They explore how literary devices, including imagery, create meaning and aesthetic qualities. They explore how still images, moving images and sound use intertextual references to create meaning.

#### Writing

When creating written and spoken texts, students select and expand on ideas and experiment with language features and literary devices for purpose and effect, and include appropriate multimodal or digital elements. They review and edit their own and others’ texts and reflect on these processes.

They use evidence and substantiation to create cohesion; structure to create sequence; grammar to add information and expand ideas; and punctuation to support meaning.

They use vocabulary typical of academic texts, including nominalisation. They experiment with language features and literary devices for effect.

They use spelling rules and word origins to learn and accurately spell new words.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how language shapes relationships and roles  VC2E8LA01 | * understanding that group identities are formed through language that reflects shared values, beliefs and behaviours, and through language choices that engender solidarity, such as specialist terminology, acronyms and terms of address (for example, teenage groups and sportspeople have adopted particular words and ways of communicating) * investigating the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Map of Indigenous Australia and identifying language names that inform relationships to Country/Place |
| understand how language features such as simile and metaphor can add layers of meaning to the language of evaluation and substantiation  VC2E8LA02 | * identifying how authors use rhetorical devices that reveal the dark or serious aspects of a topic in humorous or amusing ways; for example, by making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement) |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids  VC2E8LA03 | * recognising how texts such as critical responses to texts, expositions, text interpretations and discussions are typically structured to achieve their purpose * discussing how the placement of images and written text in a linear or non-linear way, such as in online texts, is used differently in a variety of texts for specific purposes * explaining the structure and language features of texts (such as narratives, literary recounts, memoirs, drama scripts, types of poems, formal speeches, comparisons, creative responses, discussions and debates) and explaining how these structures and language features support their purpose |
| understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claims  VC2E8LA04 | * writing paragraphs of extended length that explain, substantiate and exemplify a particular viewpoint |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences  VC2E8LA05 | * evaluating how speechmakers influence audiences through embedded clauses to add information * exploring how clauses and embedded clauses can be used to express ideas more succinctly |
| understand the effect of nominalisation in texts  VC2E8LA06 | * highlighting examples of nominalisation in a range of texts, including informative texts, and explaining the impact on content and tone * nominalising relevant verbs in a series of sentences and discussing the impact of the change in tone on potential audiences |
| explore how still images, moving images and sound use intertextual references to enhance and layer meaning  VC2E8LA07 | * identifying intertextual references in advertisements and discussing their impact on layering meaning, for example the interrelationship of words and images or words and sound |
| examine the role and use of academic vocabulary  VC2E8LA08 | * identifying the vocabulary of academic report writing on a topic, for example the use of words such as ‘evidence’, ‘consequence’, ‘contradiction’ and ‘acknowledge’ for the topic ‘sustainability’ * comparing and contrasting vocabulary choices in academic texts, considering how they are used to communicate precise information or convey abstract ideas |
| understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning  VC2E8LA09 | * creating dialogue in a drama or play, showing interruptions, asides and pauses for effect |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groups  VC2E8LE01 | * discussing representations of characters from historical contexts in literary texts; for example, discussing the romantic representation of the Australian swagman and the values it reflects * explaining attitudes and ideas about the natural world in literary texts drawn from contexts different to their own |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts  VC2E8LE02 | * comparing reviews of a literary text and evaluating opinions that challenge or support their personal opinions * reflecting on and evaluating opinions and arguments about aspects of literary texts, including characterisation, setting and plot |
| explain how language and still and moving images in a range of literary texts influence an audience’s response to and formation of social and/or ethical positions  VC2E8LE03 | * discussing how a complex picture book combines words and images to position readers to respond * sharing opinions about how a film positions the viewer to respond to a character |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify intertextual references in literary texts and explain how the references enable new understandings  VC2E8LE04 | * identifying intertextual references through allusion or quotation in written texts and discussing how knowledge of other texts influences the reader’s understanding and appreciation |
| explore how language features such as sentence patterns create tone and voice, and how literary devices such as imagery create meaning and aesthetic qualities in literary texts  VC2E8LE05 | * recognising that tone is influenced when an author uses active or passive voice * examining how writers use tense and relatively simple language choices or more elaborate and complex syntax, and how these influence meaning * recognising that Aboriginal and Torres Strait Islander authors use words and language to set tone when writing or speaking about specific themes, for example words used to set the tone when writing or speaking about Country |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts that experiment with literary language features and literary devices for particular purposes and effects  VC2E8LE06 | * creating short stories focusing on characters and dialogue * combining literary devices to evoke a reader response * collaborating with a peer, which may include using online spaces, to write a short script with 2 characters, focusing on dialogue choices for each character |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use interaction skills for identified purposes and contexts, including when supporting or challenging the stated or implied meanings of texts in discussion  VC2E8LY01 | * participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations * listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation * using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas |
| deliver structured spoken texts for particular purposes and audiences to suit formal and informal contexts, using features of voice and multimodal or digital elements  VC2E8LY02 | * integrating multimodal features in a spoken presentation to support the audience’s understanding * selecting features of voice, such as tone, volume, pitch and pace, with particular attention to the effects these may have on audience reaction and acceptance of the ideas presented |

##### Sub-strand: Word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore and use learnt knowledge to spell technical and academic words consistently and accurately  VC2E8LY03 | * understanding the different ways that complex words are constructed, and drawing on morphemic knowledge and knowledge of unusual letter combinations when spelling these words * understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words, for example the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Map of Indigenous Australia, and the Bunjilaka Aboriginal Cultural Centre |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| describe how representations of people, places and events reflect the context of the text  VC2E8LY04 | * identifying and explaining how social media texts reflect the context in which they are created * identifying how speeches for reconciliation reflect the context in which they are created |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate the ways that language features represent perspectives on an issue, event, situation, individual or group, and the ways that quotations and sources are used and repurposed in a text  VC2E8LY05 | * evaluating an author’s use of language features to present an opinion about those features * evaluating the use of sources and quotations and presenting an opinion about how an author has supported an idea * researching and discussing Indigenous Cultural and Intellectual Property (ICIP) |
| analyse how authors organise ideas to develop and shape meaning  VC2E8LY06 | * identifying the structure of ideas in a range of texts * examining texts that structure ideas according to proposition and support, cause and effect, and compare and contrast, and determining their effectiveness * exploring texts that attempt to solve problems in a particular way; for example, organising information by considering strengths as well as problems that arise from a particular approach * analysing how the organisation of a webpage shapes its meaning |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts  VC2E8LY07 | * reflecting on content by connecting and comparing information across and between texts * determining and applying criteria for evaluating the content of a website, for example criteria for content and website purpose and its effectiveness * analysing the selection and composition of an image in a text and evaluating its effect on the credibility of the story |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create different types of texts, written and spoken, that raise issues, report events and advance opinions, using deliberate language and textual choices, and print, multimodal and/or digital elements as appropriate  VC2E8LY08 | * experimenting with and editing text structures and language features (for example, paragraph order and content) and language choices to refine and clarify ideas * selecting vocabulary to position and persuade the reader; for example, adjusting language to show or acknowledge power * choosing vocabulary and sentence structures and using literary devices such as similes, metaphors and personification to meet perceived audience needs, for example when debating a topic or creating a voice over for a media presentation * collaborating with peers to develop a persuasive advertising campaign about a contemporary issue |
| review and edit to refine and clarify ideas to improve the effectiveness and coherence of their own texts and the texts of others, and reflect on these processes  VC2E8LY09 | * editing imagery and word choices when creating a literary text and reflecting on the effect of those changes * editing for accuracy of grammar, spelling and punctuation, and for meaning by experimenting with different order of ideas, a range of sentence structures, literary devices and vocabulary to clarify meaning for academic texts where appropriate * using conceptual maps or journals to plan and reflect on each stage of creating a written or multimodal text |

## Level 9

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 9, students use language to interact and to support strengthening relationships and roles.

Students engage with a variety of texts for enjoyment and learning. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts such as film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher-order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 9 as independent readers may be drawn from a range of literary genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, narrative, reflective, informative, persuasive, analytical and/or critical, for example stories, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

### Achievement standard

By the end of Level 9, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students explore vocabulary of mood and style and use language to strengthen relationships and roles.

They discuss opinions on texts. They use evaluative and substantiative language to express individual views.

When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate different levels of formality in their language choice and use appropriate features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They engage with vocabulary and grammatical knowledge, including the ways that sentence structures are varied for creative effect and how punctuation supports citation and reference.

When demonstrating understanding of texts, students discuss their responses to texts from diverse historical, cultural and social contexts, and they compare initial and subsequent impressions. They explore different responses, including personal impressions. They analyse how language and/or still and moving images and sound represent values, beliefs and attitudes and are used to shape audiences’ preferences. They analyse the relationship between text structures, language features, literary devices and intertextual connections.

They explore how authors adapt and experiment with texts, including print, digital and hybrid, according to purpose. They analyse how literary devices, including poetic features, create meaning and aesthetic qualities. They analyse how symbols in still and moving images, and sound effects, create meaning.

#### Writing

When creating written and spoken texts, students present ideas through a point of view and/or a voice. They experiment with textual elements and include appropriate multimodal or digital elements. They review and edit their own and others’ texts for clarity and control and reflect on these processes.

They experiment with text structures for cohesion and sequence, vary grammar for creative effect and use punctuation to condense and link ideas.

They use vocabulary that contributes to style, mood and tone. They use language features and literary devices to create hybrid texts.

They explore standard and non-standard spelling for creative effect.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how language strengthens relationships and roles  VC2E9LA01 | * identifying the various communities to which they belong and how language reinforces membership of these communities, for example the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups and the interaction patterns of the classroom * investigating language used by Aboriginal and Torres Strait Islander authors to reinforce relationships to Country/Place and with others, for example ‘Welcome’ for the Wurundjeri People is ‘Wominjeka’ |
| understand how the language of evaluation and substantiation expresses individual views and values through language features such as allusion, evocative vocabulary and metaphor  VC2E9LA02 | * comparing texts that use evaluative language in different ways (for example, print advertisements, editorials, talkback radio, podcasts and poetry) and identifying wording that appraises indirectly through evocative language, similes and metaphors that direct readers’ views in particular ways |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore the ways that text structures and language features can be adapted and altered according to purpose  VC2E9LA03 | * comparing the use of linear and non-linear narratives in a range of short stories, and determining the purpose and effect of the different structures * comparing the opening paragraphs of different public texts such as feature articles, and determining the purpose and effect of the different structures and language features |
| understand how a range of cohesive devices, including nominalisation, condense information in texts and link, expand and sequence ideas  VC2E9LA04 | * sequencing and developing an argument using language structures that suggest conclusions (‘therefore’, ‘moreover’, ‘so’), give reasons (‘since’, ‘because’) or suggest conditionals (‘if … then’) |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore how authors vary sentence structures for effect, such as using a sentence fragment, or intentionally using a dependent clause on its own  VC2E9LA05 | * identifying the effects of using an interrupting clause inside another clause (for example, ‘His friend, who had left home the previous year, suddenly returned.’), intentionally using a dependent clause on its own (for example, ‘If you see what I mean.’) or using a sentence fragment (for example, ‘Breathtaking!’) |
| understand how abstract nouns can be used to summarise ideas in text  VC2E9LA06 | * exploring sections of academic and technical texts, and analysing the use of abstract nouns (for example, ‘the previous argument’ or ‘the prologue’) to summarise and distil information, structure the argument and summarise preceding explanations |
| analyse how symbols in still and moving images and the use of sound augment meaning  VC2E9LA07 | * investigating the use of symbols (for example, specific seasons, weather and colours in images, films and picture books) and evaluating their contribution to viewers’ understanding, recognising that visual and verbal symbols have different meanings for different groups and cultures * understanding the use of symbols by Aboriginal and Torres Strait Islander Peoples, where a symbol may have many meanings or have different meanings across language groups; for example, artwork enables the Aboriginal and Torres Strait Islander People from a particular Country/Place to identify symbols and interpret the artwork * exploring how recurring sounds or music make meaningful connections in text |
| analyse how vocabulary choices contribute to style, mood and tone  VC2E9LA08 | * identifying the words used to create nuanced meaning; for example, identifying the words that create a sarcastic tone in a text * identifying how the vocabulary used in a text contributes to its stylistic effectiveness |
| understand and use punctuation conventions to condense information and for referencing and citing others for formal and informal purposes  VC2E9LA09 | * understanding when to and how to cite in essays, reviews and academic assignments, and when it is appropriate to use direct quotations or to report sources more generally |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E9LE01 | * exploring and comparing representations of values of characters; for example, exploring the values associated with authority, community and family in literature drawn from different cultures and times * analysing how texts by Aboriginal and Torres Strait Islander authors reflect unique ways of being, knowing, thinking and doing * exploring the ways in which a wide range of Australian novels, poems and films represent water and characters’ relationships with water |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| explore and develop responses, including personal responses, to literary texts, comparing initial and subsequent impressions  VC2E9LE02 | * interrogating and making judgements about a text, comparing others’ ideas against their own and reaching an independent decision or consensus about the interpretations and ideas expressed |
| analyse how literary devices and language features, and still and moving images, shape an audience’s preference about the social, moral or ethical positions presented in literary texts  VC2E9LE03 | * reflecting on and discussing responses to literature (including characterisation, setting details, plot events, themes and literary devices used to achieve particular effects) and collaboratively formulating a list of factors that distinguish value |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references  VC2E9LE04 | * examining how different authors make use of devices such as imagery, and explaining the effect of these choices on audiences * identifying examples of literary devices in a range of poems and considering how they contribute to meaning and influence the emotional responses of the audience |
| analyse the ways that text structures, language features and literary devices in literary texts create aesthetic qualities  VC2E9LE05 | * comparing texts created by the same author to determine literary style, assessing their appeal and presenting comparisons to others |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts, which may be hybrid, that experiment with literary text structures, language features and devices, and voice, for purposes and audiences  VC2E9LE06 | * taking an existing short story, poem, play or speech in print form and creating a short film * adapting traditional and contemporary literature through textual intervention, prequel or sequel |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular ways  VC2E9LY01 | * discussing how stereotypes are created through language and how they position listeners to respond * using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length of time, presenting an opinion and listening to the opinions of others |
| deliver structured spoken texts for particular purposes, demonstrating different levels of formality in consideration of audience, using features of voice and multimodal or digital elements  VC2E9LY02 | * using graphics and text animations to accompany spoken text; for example, presenting a news item suitable for a current affairs program that uses images with spoken text to influence a viewer’s response * selecting features of voice such as tone, volume, pitch and pace for their specific effects, to create tone or to persuade an audience |

##### Sub-strand: Word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use learnt knowledge to spell accurately and consistently, and understand that non-standard spelling is used in texts for particular effects, such as characterisation and humour, and to represent accents and distinctive speech  VC2E9LY03 | * exploring the spelling of neologisms and their effect in media texts such as online posts, for example ‘selfie’ and ‘Paralympics’ * analysing how spelling is used to represent the distinctive speech of a character by noting where authors have dropped letters from words to emulate the sound of spoken words |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse how representations of people, places, events and concepts reflect contexts  VC2E9LY04 | * examining the representation of public figures in media and recognising how these vary in different contexts * identifying and analysing how news is conveyed in texts; for example, analysing representations of an event at a particular time reported in the media * comparing texts from different time periods and analysing the language features used to represent individuals or groups |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate how language features are used to explicitly represent values, beliefs and attitudes  VC2E9LY05 | * analysing the use of language in the coverage of a contentious issue in a range of news services and social media * explaining how authors use language features to represent ideas and convey opinions * comparing a range of advocacy, campaign or inspirational speeches from films or media and identifying language features that influence the listener |
| analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning  VC2E9LY06 | * evaluating techniques used in texts to organise ideas and evoke emotional responses, such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, and the expansion and compression of time * explaining whether the author conveys meaning effectively, through the sequence of information and evidence |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts  VC2E9LY07 | * comparing and contrasting visual representations of ideas, issues or events in online news reporting * comparing representations of an event in print and digital sources, summarising their qualities, identifying opinions and analysing evidence * summarising articles representing a current event, comparing and contrasting ideas and opinions in and between texts |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audience  VC2E9LY08 | * developing an argument that has a series of sequenced and linked paragraphs, beginning with a contention, followed by a series of supported points that develop a line of argument, and a conclusion that summarises the main line of argument * creating informative texts that explain and analyse complex phenomena using well-chosen facts and precise language * choosing text structures and adapting literary devices such as similes, metaphors and personification to meet the perceived needs of an audience when debating a topic, creating a voice over for a media presentation or presenting a seminar * collaborating with peers to develop imaginative recreations of part of a text or to represent a key idea in a text |
| review and edit their own texts and the texts of others to improve clarity, coherence and control over content, organisation, paragraphing, sentence structure, vocabulary and multimodal elements, and reflect on these processes  VC2E9LY09 | * editing by checking for run-on sentences, ensuring detail or repetition is used for effect, and ensuring paragraphs are linked in ways that develop the narrative * reviewing and editing their own and others’ texts, which may involve using online applications, for accuracy of grammar, spelling and punctuation, and to achieve particular purposes and address specific audiences by improving clarity and control of content through organising, developing, extending and linking ideas * discussing, with a peer, choices of literary devices used in a literary text, and evaluating the potential effect of each choice on an audience |

## Level 10

### Level description

The English curriculum is organised under 3 interrelated strands: Language, Literature and Literacy. While each strand articulates the essential skills of English, they should be seen as interlinked and interconnected. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing. The English curriculum is underpinned by the selection of texts appropriate for the level.

The achievement standards explicitly link together skills drawn from the 3 strands, and map directly into the sub-strands. Unlike the strands, the achievement standards are organised through the language modes of Speaking and Listening, Reading and Viewing, and Writing. Further information about the connections between the content descriptions and the achievement standards can be found in the ‘Learning in English’ section.

At Level 10, students distinguish between inclusive and exclusive language, and communicate effectively in familiar and unfamiliar contexts including local or global communities and vocational contexts.

Students engage with a variety of texts for enjoyment and for learning. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts such as film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher-order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 10 as independent readers may be drawn from a range of literary genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, narrative, reflective, informative, persuasive, analytical and/or critical, for example stories, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews and critical responses for a range of audiences.

### Achievement standard

By the end of Level 10, students demonstrate the following skills in English.

#### Speaking and Listening

When interacting with others, students use an expanded vocabulary and distinguish inclusive and exclusive language.

They discuss and present opinions about texts. They explore language that reveals views and values.

When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice.

#### Reading and Viewing

When reading and viewing, students engage with a range of different types of texts for meaning.

They engage with vocabulary and grammatical knowledge, and the ways that sentence structures, syntax and punctuation express ideas.

When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.

They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation.

#### Writing

When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes.

They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.

They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice.

They use standard and non-standard spelling appropriate for purpose and audience.

### Content descriptions and elaborations

#### Strand: Language

##### Sub-strand: Language for interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how language can have inclusive and exclusive social effects, and how it can empower or disempower people  VC2E10LA01 | * identifying language that seeks to align the audience or reader, for example ‘of course’, ‘obviously’ and ‘as you can imagine’ * discussing the use of first person (‘I’, ‘we’) and second person (‘you’) pronouns to distance or involve the audience * identifying language used to reference or indicate shared assumptions * identifying language that appeals to shared cultural knowledge, values and beliefs * exploring examples of language that are inclusive or marginalising |
| understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values  VC2E10LA02 | * identifying explicit expressions of values when evaluating texts * exploring subtle or implied values communicated through language; for example, using a term such as ‘teenager’ to refer to an individual rather than using a specific name |

##### Sub-strand: Text structure and organisation

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse text structures and language features and evaluate their effectiveness in achieving their purpose  VC2E10LA03 | * comparing the text structure and language features of a print text transposed to an online environment and evaluating the effectiveness of the online text * analysing the text structures and language features of reviews from different sources and evaluating their effectiveness * analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books to influence audience responses |
| understand how text structures are selected and can be varied to create sequence and cohesion  VC2E10LA04 | * examining how authors vary paragraph structures for effect * examining the integration of paragraphs and images on websites for effect * evaluating the effect of the integration of paragraphs and images in graphic novels |

##### Sub-strand: Language for expressing and developing ideas

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas  VC2E10LA05 | * recognising how the focus of a sentence can be changed by using the passive voice; for example, comparing the active voice in ‘The police had caught the thief’ with the passive voice in ‘The thief had been caught’ * recognising how authors sometimes use verbless clauses for effect, for example ‘And what about the other woman? With her dark glasses and briefcase.’ * recognising that a sentence can begin with a coordinating conjunction for stylistic effect, for example ‘And she went on planning how she would manage it.’ |
| analyse how syntax contributes to meaning and style  VC2E10LA06 | * considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit than other information * analysing how logical relations between ideas are built up by combining main with subordinate clauses to indicate cause, result, manner, concession, condition, and so on, for example ‘Although the poet was not generally well received by critics during her life (concession), her reputation grew substantially after her death.’ * considering how abstraction in a noun group allows for greater generalisation of complex ideas in a sentence, for example ‘He focused on the political, religious, social and economic elements of the society in his thesis.’ |
| evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representations  VC2E10LA07 | * examining features of visual texts that create nuance in representations; for example, analysing the use of light and dark, and evaluating the impact of light and dark when representing duplicity * exploring the use of sound to enhance representation of character or events |
| understand and use, with precision, an expanded vocabulary  VC2E10LA08 | * identifying the meaning of an increasing range of technical vocabulary; for example, using specific terms about rhythm such as ‘iambic pentameter’ when analysing poetry |
| use and experiment with punctuation for meaning and effect  VC2E10LA09 | * using colons and semicolons in expositions and other extended texts to add detail or extend an idea * examining an author’s use of ellipses to create tentativeness in a character’s speech * reviewing the use of punctuation to represent emotions, for example the use of multiple exclamation marks or punctuation emojis |

#### Strand: Literature

##### Sub-strand: Literature and contexts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E10LE01 | * analysing the ways in which cultural stories may be retold and adapted across a range of contexts, such as analysing the story of the ‘antihero’ and evaluating how the ‘antihero’ reflects the context * analysing how stories written by Aboriginal and Torres Strait Islander authors contemporise or modernise traditional stories, and evaluating the responses of contemporary audiences * analysing how humour is used to represent the underdog in Australian texts and evaluating how the underdog reflects the context |

##### Sub-strand: Engaging with and responding to literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| synthesise their own interpretation of a literary text, and explore the interpretations of others  VC2E10LE02 | * debating whether a text possesses universal qualities and retains relevance * presenting arguments based on close textual analysis to support an interpretation of a text; for example, writing an essay or creating a set of director’s notes * creating personal reading lists for a variety of genres and explaining why texts qualify for inclusion on a particular list |
| analyse the ways that social, moral or ethical positions are represented in a range of literary texts  VC2E10LE03 | * identifying and analysing ethical positions on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented |

##### Sub-strand: Examining literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse how text structure, language features, literary devices and intertextual connections shape interpretations of literary texts  VC2E10LE04 | * examining a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers * examining satirical representations of events or ideas and determining how satire shapes interpretations and responses |
| compare and evaluate how ‘voice’ as a literary device is used in a range of texts to evoke emotional responses and to create aesthetic qualities  VC2E10LE05 | * examining a range of texts and evaluating the effect of text structures and language features; for example, determining whether the narrative position of a child evokes reader sympathy towards an event or issue * comparing the ‘voice’ of protest in a range of poems or songs and evaluating how different voices evoke a response * using terms associated with literary text analysis (for example, ‘stanza’, ‘figurative language’, ‘symbolism’ and ‘soundtrack’) when evaluating aspects that are valued and that contain aesthetic qualities * analysing and evaluating the use of literary devices; for example, commenting on the effect of symbolism in a text |

##### Sub-strand: Creating literature

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create texts with a sustained voice, selecting and adapting literary text structures and devices, and language, auditory and visual features for purposes and audiences  VC2E10LE06 | * experimenting with the aesthetic features that authors use in their own texts * creating a range of texts, experimenting with and manipulating ‘voice’ for particular purposes and audiences |

#### Strand: Literacy

##### Sub-strand: Interacting with others

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use interaction skills to discuss an opinion about texts and analyse the purposes and effects of text structures and language features  VC2E10LY01 | * analysing spoken and multimodal features of media texts and discussing the effects of these features; for example, presenting an opinion on the combination of words and sound in creating mood |
| deliver structured spoken texts for particular purposes, experimenting with formality in deliberate consideration of an audience, using features of voice and multimodal or digital elements  VC2E10LY02 | * presenting a structured argument by stating the major arguments or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration; and concluding with a summary of the main issues or recommendations in an argument |

##### Sub-strand: Word knowledge

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use learnt knowledge of the spelling system to spell words accurately and to manipulate standard and non-standard spelling for particular effects  VC2E10LY03 | * using homophones to create new spelling of familiar words, for example ‘lite milk’ |

##### Sub-strand: Texts in context

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts  VC2E10LY04 | * evaluating stereotypes of people, places, events and concepts, and expressing opinions on these representations with reference to the contexts for which they were created * analysing representations of events and issues in Aboriginal and Torres Strait Islander media, such as NITV (National Indigenous Television, News and Programs) |

##### Sub-strand: Analysing, interpreting and evaluating

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudes  VC2E10LY05 | * analysing social or political cartoons to identify the implicit and explicit values, beliefs and attitudes expressed |
| analyse and evaluate how authors organise ideas in texts to achieve a purpose  VC2E10LY06 | * identifying the organisation of ideas in a text and determining the purpose and effect, for example how the eye is drawn across or down a webpage for a purpose * evaluating how ideas in an online review are organised and its success in achieving its purpose * comparing the organisation of ideas in different political pamphlets and determining the impact of each |
| integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas  VC2E10LY07 | * monitoring the language features associated with right and wrong in a text and interpreting the representation of the abstract concept of justice * interpreting how visual features represent abstract concepts in advertising, such as the representation of parenthood in advertisements * summarising the qualities and interpreting the role of a character archetype in a range of texts and analysing the importance of this archetype |

##### Sub-strand: Creating texts

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposesand in deliberate consideration of an audience  VC2E10LY08 | * creating written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied * designing a webpage that combines navigation, text, sound, and moving and still images for a specific audience * taking the role of a character in a reflective monologue, and considering and justifying actions and choices at a critical moment in the text * experimenting with the impact of rhetorical questions in texts designed to persuade * creating spoken multimodal texts that manipulate rhetorical devices to compel listeners to act * discussing and negotiating with peers in debates and panel discussions about issues related to a text |
| review, edit and refine their own texts and the texts of others for control and coherence of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects, and reflect on these processes  VC2E10LY09 | * creating and editing a suite of short texts that focus on a key idea expressed in different voices * describing choices of text structures, literary devices, language, or auditory or visual features made in a literary text and reflecting on the effect of those choices * reviewing, editing and refining their own and others’ texts for accuracy of grammar, spelling and punctuation, and to achieve particular purposes and address specific audiences through control and organisation of content, sentence structures, vocabulary choices and visual features * reflecting on the effect of choices made in a written or multimodal text and how these choices may be changed or developed in future texts |