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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – English *toward* Foundation Level Achievement Standard**  **Mode – Speaking and Listening** | | | | |
| **VCAA EXAMPLE**  **Context:** Students participate in a shared reading of a literary text and follow-up discussion about characters, events and objects represented in a Story Map or Y Chart (or other relevant Thinking Tool). Through activities involving listening and repeating, they consider the use of literary devices, such as rhythm, rhyme and alliteration.  **Content Descriptions:**   * Understand that language can be used to explore ways of expressing needs, likes and dislikes ([VCELA166](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa166)) * Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school ([VCELA167](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa167)) * Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words ([VCELA168](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa168)) | | | | |
|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | | | **Foundation Level Achievement Standard – Speaking and Listening - English** |
|  | In **English**, indicative progression toward Foundation Level Achievement Standard may be when students:   * Raise their hand to ask or answer a question * Participate in rhyming games involving letter sounds (e.g. think of some words beginning with b) * Tell the class about a personal experience * Talk about one character they liked and one character they didn’t like in a shared text | | | By the end of Foundation Level:   * Students listen to and use appropriate interactions skills to respond to others in a familiar environment * Students identify rhyme, letter patterns and sounds in words * Students understand that texts can reflect their own experiences * They identify and describe likes and dislikes about familiar texts, objects, characters and events. * They communicate clearly across a range of settings * They retell events and experiences |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – English *toward* Level 1 Achievement Standard**  **Mode – Speaking and Listening** | | | | |
| **VCAA EXAMPLE**  **Context:** Teacher selects a number of images focusing on emotional responses to topics of interest (e.g. a range of newspaper photos). In whole group activities students discuss the images to interpret their purpose and intended meaning. The teacher scaffolds vocabulary, to assist students to listen, think, reply and question each other. In small groups students view an image and create a text that describes their thoughts and ideas.  **Content Descriptions:**   * Explore different ways of using emotions, including verbal, visual, body language and facial expressions ([VCELA201](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa201)) * Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others [(VCELY210)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY210) * Understand that language is used in combination with other means of communication ([VCELA199](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa199)) | | | | |
| **Foundation Level Achievement Standard – Speaking and Listening - English** | | **Example of Indicative Progress toward Level 1 Achievement Standard** | **Level 1 Achievement Standard – Speaking and Listening - English** | |
| By the end of Foundation Level:   * Students listen to and use appropriate interactions skills to respond to others in a familiar environment * Students identify rhyme, letter patterns and sounds in words * Students understand that texts can reflect their own experiences * They identify and describe likes and dislikes about familiar texts, objects, characters and events. * They communicate clearly across a range of settings * They retell events and experiences | | In **English**, indicative progression toward Level 1 Achievement Standard may be when students:   * use active listening behaviours, such as such as turn-taking and asking questions, when presented with other views and opinions. * speak clearly and show consideration for the impact of their presentation on the audience. * create an image and, in a short multimodal text presented to the class, use appropriate vocabulary to describe feelings and emotions expressed by the image. | By the end of Level 1:   * Students listen to others when taking part in conversations using appropriate interaction skills. * They listen for and reproduce letter patterns and letter clusters. * Students understand how characters in texts are developed and give reasons for personal preferences. * They can describe characters, settings and events in different types of literature. * They create texts that show understanding of the connection between writing, speech and images. * They create short texts for a small range of purposes. * They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. | |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – English *toward* Level 2 Achievement Standard**  **Mode – Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Students read a range of shared literary texts and contribute to discussions about their key features, including: recurring language patterns, style of illustrations, elements of humour or drama and behaviours of animals used to reflect human emotions and relationships (personification). Students discuss and compare their feelings towards and preferences for particular texts.  **Content Descriptions:**   * Identify language that can be used for appreciating texts and the qualities of people and things [(VCELA236)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA236) * Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences [(VCELT241)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT241) * Compare opinions about characters, events and settings in and between texts [(VCELT242)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT242) * Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props [(VCELY245)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY245) | | |
| **Level 1 Achievement Standard – Speaking and Listening - English** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Level 2 Achievement Standard – Speaking and Listening - English** |
| By the end of Level 1:   * Students listen to others when taking part in conversations using appropriate interaction skills. * They listen for and reproduce letter patterns and letter clusters. * Students understand how characters in texts are developed and give reasons for personal preferences. * They can describe characters, settings and events in different types of literature. * They create texts that show understanding of the connection between writing, speech and images. * They create short texts for a small range of purposes. * They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. | In **English**, indicative progression toward Level 2 Achievement Standard may be when students:   * compare one text to another and describe reasons for their personal preferences for specific characters and texts. * create a multimodal oral presentation that describes a preferred text, showing an understanding of the features used by its writer to achieve his/her purpose. * deliver a multimodal oral presentation to a small group in a Foundation class, adjusting language choice and presentation to match purpose and audience. | By the end of Level 2:   * Students listen for particular purposes. * They listen for and manipulate sound combinations and rhythmic sound patterns. * When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. * They explain their preferences for aspects of texts using other texts as comparisons. * They create texts that show how images support the meaning of the text. * Students create texts, drawing on their own experiences, their imagination and information they have learned. * Students use a variety of strategies to engage in group and class discussions and make presentations |

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| **CURRICULUM AREA – English *toward* Level 3 Achievement Standard**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **Mode – Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Teachers model and provide examples of how to present information on a particular topic to an audience using print and digital media. Students research a topic of interest and use a device such as a story-board to plan and sequence ideas for their own presentation. Students rehearse their presentation to obtain feedback and then deliver it to another class.  **Content Descriptions:**   * Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume ([VCELY276](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELy276)) * Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([VCELA273](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa273)) | | |
| **Level 2 Achievement Standard – Speaking and Listening - English** | **Example of Indicative Progress toward Level 3 Achievement Standard** | **Level 3 Achievement Standard – Speaking and Listening - English** |
| By the end of Level 2:   * Students listen for particular purposes. * They listen for and manipulate sound combinations and rhythmic sound patterns. * When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. * They explain their preferences for aspects of texts using other texts as comparisons. * They create texts that show how images support the meaning of the text. * Students create texts, drawing on their own experiences, their imagination and information they have learned. * Students use a variety of strategies to engage in group and class discussions and make presentations | In **English**, indicative progression toward Level 3 Achievement Standard may be when students:   * show evidence of research and planning for a short presentation to a particular audience. * recall key points and ask relevant questions following presentations delivered by others. * use linking language during oral presentations (e.g. firstly, secondly, in conclusion). * use supportive prompts such as palm cards, visuals or notes to support an oral presentation. | By the end of Level 3:   * Students listen to others’ views and respond appropriately using interaction skills. * They understand how language features are used to link and sequence ideas. * They understand how language can be used to express feelings and opinions on topics. * They create a range of texts for familiar and unfamiliar audiences. * They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. |

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| **CURRICULUM AREA – English *toward* Level 4 Achievement Standard**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **Mode – Speaking and Listening** | | | | |
| **VCAA EXAMPLE**  **Context:** Students read a shared fictional text (in print or digital form) based on real or realistic events (e.g *Ziba Came on a Boat* by Liz Lofthouse). They then read or view a report of the events similar to those described in the creative text. They build their understanding of the distinguishing features of each text type. They share their opinions and appreciation of the texts based on the choice of techniques used in its creation. They identify and consider the opinions expressed by others to build and extend their own ideas and opinions.  **Content Descriptions:**   * Understand differences between the language of opinion and feeling and the language of factual reporting or recording ([VCELA305](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa305)) * Discuss literary experiences with others, sharing responses and expressing a point of view ([VCELT306](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELt306)) * Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills ([VCELY307](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELy307)) | | | | |
| **Level 3 Achievement Standard – Speaking and Listening - English** | **Example of Indicative Progress toward Level 4 Achievement Standard** | | | **Level 4 Achievement Standard – Speaking and Listening - English** |
| By the end of Level 3:   * Students listen to others’ views and respond appropriately using interaction skills. * They understand how language features are used to link and sequence ideas. * They understand how language can be used to express feelings and opinions on topics. * They create a range of texts for familiar and unfamiliar audiences. * They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. | In **English**, indicative progression towards the Level 4 achievement standard may be when students:   * listen attentively to and respond to the viewpoints of others during group work. * express their viewpoint using a range of thinking verbs, (I believe, I think, etc..). * provide one or two examples to highlight key points in an oral presentation relating to the texts studied. * develop ideas and opinions during class and small group discussions that compare the features and effects of reports versus creative literature. | | | By the end of Level 4:   * Students can collaborate, listen for key points in discussions and use the information to carry out tasks. * They use language features to create coherence and add detail to their texts. * They understand how to express an opinion based on information in a text. * They create texts that show understanding of how images and detail can be used to extend key ideas. * Students create structured texts to explain ideas for different audiences. * They make presentations and contribute actively to class and group discussions, varying language according to context. |
| **CURRICULUM AREA – English *toward* Level 5 Achievement Standard**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **Mode – Speaking and Listening** | | | | |
| **VCAA EXAMPLE**  **Context:** Students listen to some radio or television interviews (e.g. *Behind the* News) and identify the active listening and speaking techniques employed by the interviewer. They the conduct an interview with an adult in their community in relation to a topic being studied in class (e.g. ‘an admirable person’ or ‘a migrant’). They listen attentively and take notes during the interview and then report back to their class with the transcript.  **Content Descriptions:**   * Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills ([VCELY337](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELy377)) * Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships ([VCELA334](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELa334)) | | | | |
| **Level 4 Achievement Standard – Speaking and Listening - English** | | **Example of Indicative Progress toward Level 5 Achievement Standard** | **Level 5 Achievement Standard – Speaking and Listening - English** | |
| By the end of Level 4:   * Students can collaborate, listen for key points in discussions and use the information to carry out tasks. * They use language features to create coherence and add detail to their texts. * They understand how to express an opinion based on information in a text. * They create texts that show understanding of how images and detail can be used to extend key ideas. * Students create structured texts to explain ideas for different audiences. * They make presentations and contribute actively to class and group discussions, varying language according to context. | | In **English**, indicative progression toward Level 5 Achievement Standard may be when students:   * listen to an interview and list key questioning techniques used by the interviewer and those used to demonstrate active listening. * ask clarifying questions or for elaboration when interview responses are too brief (e.g. ‘Can you please tell me a bit more about…?’). * write a set of appropriately sequenced interview questions and provide these to the interviewee in advance. * write up the transcript of the interview and present key findings to the class. | By the end of Level 5:   * Students listen and ask questions to clarify content. * They use language features to show how ideas can be extended. * They develop and explain a point of view about a text selecting information, ideas and images from a range of resources * They create a variety of sequenced texts for different purposes and audiences * They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives | |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – English *toward* Level 6 Achievement Standard**  **Mode – Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Read about and listen to views on a number of social or environmental issues. Participate in a debate about a topic studied in class (e.g. *That plastic shopping bags should be banned*).  **Content Descriptions:**   * Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis ([VCELY367](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELy367)) * Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience ([VCELY366](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELy366)) | | |
| **Level 5 Achievement Standard – Speaking and Listening - English** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Level 6 Achievement Standard – Speaking and Listening - English** |
| By the end of Level 5:   * Students listen and ask questions to clarify content. * They use language features to show how ideas can be extended. * They develop and explain a point of view about a text selecting information, ideas and images from a range of resources * They create a variety of sequenced texts for different purposes and audiences * They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspective | In **English**, indicative progression toward Level 6 Achievement Standard may be when students:   * use persuasive techniques such as ‘scientific research has proven that….’ or ‘historical records suggest that…’. * listen and respond appropriately during a formal debate about a topic studied in class. * present opinions supported by evidence when speaking on a topic. * write a short persuasive speech on a set topic or issue designed to convince an audience of a similar age group. | By the end of Level 6:   * Students listen to discussions, clarifying content and challenging others’ ideas * They understand how language features and language patterns can be used for emphasis * They show how specific details can be used to support a point of view * They explain how their choices of language features and images are used * They create detailed texts, elaborating on key ideas for a range of purposes and audiences * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect |

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| **CURRICULUM AREA – English  *toward* Level 7 Achievement Standard**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **Mode – Speaking and Listening** | | |
| **VCAA EXAMPLE**  **Context:** Listen to some short Australian radio or television speeches recorded in the 1960s or 1970s and compare with some more recent examples. Consider changes such as how the style used today differs from the *BBC English* once used in the news media and the use of strong Australian accents in film and television programs in the past. Consider how these changes are reflective of broader cultural change in Australia.  **Content Descriptions:**   * Understand how accents, styles of speech and idioms express and create personal and social identities ([VCELA392](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA392)) * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning ([VCELY396](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY396)) | | |
| **English Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 7 Achievement Standard** | **Level 7 Achievement Standard – English – Speaking and Listening** |
| By the end of Level 6:  * Students listen to discussions, clarifying content and challenging others’ ideas. * They understand how language features and language patterns can be used for emphasis. * They show how specific details can be used to support a point of view. * They explain how their choices of language features and images are used. * They create detailed texts, elaborating on key ideas for a range of purposes and audiences. * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. | In **English**, indicative progression towards the Level 7 achievement standard may be when students:   * suggest reasons for the change in the accent of Australian news readers from 40 years ago with those of today. * suggest reasons for the change in the accents and idioms used in Australian film and television of the past with those of today. * write and present a short news bulletin from the past and one from today to demonstrate some of the differences in accents and idioms used. | By the end of Level 7:   * Students listen for and explain different perspectives in texts. * They understand how the selection of a variety of language features can influence an audience. * They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. * They create texts showing how language features and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the audience. |