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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** **Mode: Writing**  |
| **VCAA EXAMPLE****Context:** Each week students discuss and describe 'show and tell' items/news, and/or weekend news to the class. Students write/scribe their news item and illustrate it. **Content Descriptions:** * Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name [(VCELA157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA157)
* Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(VCELY160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY160)
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|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **Foundation Level Achievement Standard – Writing - English** |
| In **English**, indicative progression towards the Foundation Level achievement standard may be when students:* communicate their ideas with drawings and copy/type a written sentence about a familiar event.
* match some high frequency words in a sentence about a familiar event.
 | By the end of the Foundation level**Writing*** When writing, students use familiar words and phrases and images to convey ideas.
* Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.
* They correctly form all upper- and lower-case letters.
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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** **Mode: Writing**  |
| **VCAA EXAMPLE****Context:** Based on an incursion or excursion, students complete a reflective journal entry (in handwriting or on a computer) to a nominated other, to describe and illustrate the event. **Content Descriptions:*** Recognise and know how to use simple grammatical morphemes in word families [(VCELA191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA191)
* Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components[(VCELA184)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA184)
* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements[(VCELY194)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY194)
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| **Foundation Level Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 1 Achievement Standard** | **Level 1 Achievement Standard– Writing - English** |
| By the end of the Foundation level:**Writing*** When writing, students use familiar words and phrases and images to convey ideas.
* Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.
* They correctly form all upper- and lower- case letters.
 | In **English**, indicative progression towards the Level 1 achievement standard may be when students:* recognise and use some morphemes in word families to spell unfamiliar words, for example ‘play’ in ‘played’ and ‘playing’
* write one or more sentences for an informative purpose using sentence-level grammar.
* identify common blends in words.
* identify high frequency words in lists provided and use them in their writing.
 | By the end of Level 1:Writing* When writing, students provide details about ideas or events, and details about the participants in those events.
* They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words.
* They use capital letters and full stops appropriately.
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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** **Mode: Writing**  |
| **VCAA EXAMPLE****Context:** Students listen to and view a selected print or digital media text that demonstrates the typical stages of a narrative text type. Students plan their ideas orally or in writing, then create an imaginative reconstruction of the text for an identified audience, by adding to or changing details of characters, setting and/or plot. Students combine visual elements to their written text using simple illustrations or images sourced online.**Content Descriptions:*** Create events and characters using different media that develop key events and characters from literary texts [(VCELT228)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT228)
* Build on familiar texts by experimenting with character, setting or plot [(VCELT229)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT229)
* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose [(VCELY230)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY230)
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| **Level 1 Achievement Standard– Writing - English** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Level 2 Achievement Standard– Writing - English** |
| By the end of Level 1:Writing* When writing, students provide details about ideas or events, and details about the participants in those events.
* They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words.
* They use capital letters and full stops appropriately.
 | In **English**, indicative progression towards the Level 2 achievement standard may be when students:* create texts using a range of print and digital media.
* sequence their ideas and events using knowledge of the narrative text structure.
 | By the end of Level 2:W**riting*** Students create texts that show how images support the meaning of the text.
* They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters.
* They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.
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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** **Mode: Writing**  |
| **VCAA EXAMPLE****Context:** Students listen to and view a selection of texts from Aboriginal and Torres Strait Literature. They discuss the intent, audience and use of visual elements in each text. Students choose one of the texts to create and publish a multimodal text which incorporates visual, print and audio elements to convey the intent of the original text. **Content Descriptions:*** Create texts that adapt language features and patterns encountered in literary texts (VCELT265)
* Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)
* Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269)
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| **Level 2 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 3 Achievement Standard** | **Level 3 Achievement Standard – Writing - English** |
| By the end of Level 2:Writing* Students create texts that show how images support the meaning of the text.
* They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters.
* They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.
 | In **English**, indicative progression towards the Level 3 achievement standard may be when students:* use computer software to create and publish multimodal texts that combine print, images and audio elements.
* work with a partner to check their writing and correct spelling and vocabulary.
 | By the end of Level 3: **Writing*** Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.
* They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
* They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters.
* They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning.
* They write using joined letters that are accurately formed and consistent in size
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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** **Mode: Writing**  |
| **VCAA EXAMPLE****Context:** As part of a history unit of work students work in groups to research and create a short multi-media text about the history of their community. Students collaboratively plan, compose and edit their text, using historical vocabulary and images to convey a sense of the past. The completed films are shown at a school/community film night. **Content Descriptions:*** Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts [(VCELA293)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA293)
* Create literary texts by developing storylines, characters and settings [(VCELT297](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT297))
* Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure [(VCELY300)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY300)
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| **Level 3 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Level 4 Achievement Standard – Writing - English** |
| By the end of Level 3:* Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.
* They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
* They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters.
* They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning.
* They write using joined letters that are accurately formed and consistent in size.
 | In **English**, indicative progression towards the Level 4 achievement standard may be when students:* work in a group to plan, create and publish a multimedia text that demonstrates awareness of audience, text structure and language features.
* use a range of sources to research a topic and apply this information to a new context.
* rework their texts to improve quality and in response to peer and teacher feedback.
 | By the end of Level 4:* Students use language features to create coherence and add detail to their texts.
* They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences.
* They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.
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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** **Mode: Writing**  |
| **VCAA EXAMPLE****Context:** Using a picture story book (e.g. *Mr Gumpy’s Outing* or *Fox*) consisting of mostly simple sentences, students use their knowledge of grammar, including sentence structure, to extend the text sample into a complex descriptive paragraph that uses visual information from the associated picture. **Content Descriptions:*** Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea [(VCELA324)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA324)
* Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)
* Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327)
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| **Level 4 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 5 Achievement Standard** | **Level 5 Achievement Standard – Writing - English** |
| By the end of Level 4:Writing* Students use language features to create coherence and add detail to their texts.
* They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences.
* They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.
 | In **English**, indicative progression towards the Level 5 achievement standard may be when students:* use carefully considered vocabulary to extend and strengthen imagery.
* expand sentences to include, phrases and clauses resulting in complex sentences that are grammatically correct.
 | By the end of Level 5:Writing* Students use language features to show how ideas can be extended.
* They develop and explain a point of view about a text.
* They create imaginative, informative and persuasive texts for different purposes and audiences.
* When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation.
* They edit their work for cohesive structure and meaning.
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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****Mode: Writing**  |
| **VCAA EXAMPLE****Context:** Students demonstrate their skills in creating text types through producing several extracts around a topic to suit different audiences. After using their reading skills to collect and collate information about frogs, they are asked to write a narrative for Grade 3-4 students, a report to about frogs for Grade F students and a persuasive piece to the school council about why the school should build a wetland area. They are expected to use subject specific language in each of their text samples. At the completion of the piece students edit their work to ensure correct structure, spelling and punctuation prior to publishing.  **Content Descriptions:*** Experiment with text structures and language features and their effects in creating literary texts [(VCELT355)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT355)
* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [(VCELY358)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY358)
* Reread and edit own and others’ work using agreed criteria and explaining editing choices [(VCELY359)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY359)
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| **Level 5 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Level 6 Achievement Standard – Writing - English** |
| By the end of Level 5: Writing* Students use language features to show how ideas can be extended.
* They develop and explain a point of view about a text.
* They create imaginative, informative and persuasive texts for different purposes and audiences.
* When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation.
* They edit their work for cohesive structure and meaning.
 | In **English**, indicative progression towards the Level 6 achievement standard may be when students:* select and use sensory language (see, smell, feel, hear, taste) to convey a vivid picture of places, feelings and events
* make valid language choices that reflect the structure of the text type
* are able to accurately edit work for accuracy of spelling, punctuation and grammar of their own or others writing, taking into consideration the purpose and intended audience. This may also include editing against agreed criteria and explaining their editing choices.
 | By the end of Level 6:Writing* Students 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 use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.
* They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.
* They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.
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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****Mode: Writing**  |
| **VCAA EXAMPLE****Context:** Students read some examples of narrative styles used in popular fiction (e.g. science-fiction, fantasy, action/adventure) and list key distinguishing features. They select their preferred style and write a short story that employs its features.**Content Descriptions:**Experiment with text structures and language features and their effects in creating literary texts ([VCELT385](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT385))Create literary texts that adapt stylistic features encountered in other texts ([VCELT386](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT386))Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact ([VCELY388](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY388)) |
| **Level 6 Achievement Standard – Writing - English** | **Example of Indicative Progress toward Level 7 Achievement Standard** | **Level 7 Achievement Standard – Writing - English** |
| By the end of Level 6: * Students 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 use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.
* They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.
* They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.
 | In **English**, indicative progression towards the Level 7 achievement standard may be when students:* identify the distinctive features of a range of literary styles.
* suggest reasons for differences in literary styles in terms of intended audience and purpose.
* write their own narrative using a preferred literary style and supporting images.
* use the kind of vocabulary typical of their preferred literary style.
 | By the end of Level 7:* Students 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, text structures, and images from other texts can be combined for effect.
* They create structured and coherent texts for a range of purposes and audiences.
* When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.

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