By curriculum area: primary school example

By curriculum area: English (Writing mode only)

Overview of the English curriculum: Foundation to Level 6

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Victorian Curriculum F-10: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Foundation to Level 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Level 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these levels aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Level 2 develops students’ skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Levels 3 to 6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both ‘learning to read and write’ and ‘reading and writing to learn’, students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

**Time allocation:** 400 hours for English per year incorporating 120 hours for Writing.

Achievement standards F–6: English – Writing

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| --- | --- | --- | --- | --- | --- | --- |
| **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| 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. | 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. | 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. | 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. | 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. | 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. | 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. |

|  | **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level statement** | Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry. | Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry. | Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions. | Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions. | Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions. | Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions. | Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions. |
| **Themes/contexts** | Special events  Four seasons | Living things  My family  Gardening and cooking  Bounce back | Local landmarks  Gardening and cooking  Bounce back - Resilience  Design it | Design it  Dreaming ‘Where did my family come from?’ Community events | Historical event  Life cycles  Resolution of personal issue  Civics | Design it  Resolution of social issue  Natural disasters | Historical narrative  History (Australians as refugees) |
| **Text type: Recount**  **To recount a significant event**   * Personal * Historical * Biographical | Diary  Response to letters  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) Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case [(VCELY162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY162)  **Features/focus**  Short simple sentences with illustrations |  |  | Autobiography  Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) Understand that paragraphs are a key organisational feature of written texts [(VCELA259)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA259)  **Prompts**  Early Childhood/Kinder  School Memories  Best Holiday  Hopes and Dreams  **Features/focus**  Introduction  5 short paragraphs – Simple and complex sentences with some supporting detail | History (link Explorers)  Biography  Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives [(VCELA290)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA290) Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives [(VCELA290)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA290)  Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases [(VCELA292)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA292)  **Features/focus**  Oral presentation to teach cue cards  6 explorers with pre-chosen web sites  Paragraphs – Simple and complex sentences with supporting detail  Audience | Autobiography  Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold [(VCELA321)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA321)  Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience [(VCELY329)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY329)  **Prompts**  Family Origin  Personality Traits – where did I get these from?  What school has taught me  Life highlight so far  Hopes and Dreams  **Features/focus**  Introduction  6 Paragraphs  Topic Sentences with greater supporting details |  |
| **Text type: Narrative**  **To entertain and instruct about cultural values**   * Traditional * Modern fiction * Information narrative * Fables * Historical Fiction * Poetry | Retell familiar literary texts through performance, use of illustrations and images [(VCELT159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT159)  **Features/focus**  Beginning-middle-end  Illustrations, simple sentences | Understand patterns of repetition and contrast in simple texts [(VCELA189)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA189) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication [(VCELT192)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT192)  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) Construct texts that incorporate supporting images using software including word processing programs [(VCELY197)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY197)  **Features/focus**  Beginning-middle-end (sentences and pictures) | 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) 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)  **Features/focus**  Stronger sense of Character  4 simple paragraphs  (Introduction, complication, resolution and conclusion)  Illustrations and cover | Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features [(VCELT264)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT264)  Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense [(VCELA262)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA262)  **Features/focus**  Focus on setting | Create literary texts by developing storylines, characters and settings [(VCELT297)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT297))  Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [(VCELY299)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY299) Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases [(VCELA292)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA292)  **Features/focus**  Storylines, characters and setting  Revision | Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [(VCELT328)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT328) Create literary texts that experiment with structures, ideas and stylistic features of selected authors [(VCELT327)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT327)  Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause [(VCELA323)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA323)  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)  **Features/focus**  Revision and editing strategies  Moral Insight  Variety of Sentence Structures | Experiment with text structures and language features and their effects in creating literary texts [(VCELT355)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT355)  Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(VCELT356)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT356)  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) Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases [(VCELA351)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA351)  **Features/focus**  Revision and editing strategies  Moral Insight  Variety of Sentence Structures  Response to Text |
| **Text type: Procedure**  **To instruct how a task is to be accomplished**   * Directions * Instructions * Recipes * Rules for Games * Manuals * Agendas | 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) Construct texts using software including word processing programs [(VCELY163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY163)  **Features/focus**  Cut and paste - focus on ordering | 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)  **Features/focus**  How to make or do 3-4 steps drawing or writing | 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)  Construct texts featuring print, visual and audio elements using software, including word processing programs [(VCELY233)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY233)  **Features/focus**  How to make or do 3-4 steps drawing or writing | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements [(VCELY269)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY269)  **Features/focus**  Design Brief including simple evaluation |  |  |  |
| **Text type: Reports**  **To describe and/or classify our living and non-living world**   * Information * Sociological * Newspaper * Descriptive * Book * Investigative |  | Descriptive  Information  Historical  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) Construct texts that incorporate supporting images using software including word processing programs [(VCELY197)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY197)  **Features/focus**  Annotated diagrams  Facts  Information  5 facts – picture (not labeled)  Published as posters  Historical  Simple interview  Oral presentation | Information  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)  **Features/focus**  Short paragraph with diagram | Information  Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) Understand that paragraphs are a key organisational feature of written texts [(VCELA259)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA259)  **Features/focus**  Subheadings – paragraphs  Labeled diagram | Newspaper  Annotated posters  Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [(VCELY299)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY299)  Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements [(VCELY302)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY302) 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)  **Features/focus**  Formal paragraphs – introduction and conclusion  Annotated diagram |  | Book Reports  Information  Asian Country  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) Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [(VCELY357)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY357)  Understand that cohesive links can be made in texts by omitting or replacing words [(VCELA348)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA348)  **Features/focus**  Formal lay out  Information  Formal paragraphs – introduction and conclusion  Annotated diagram |
| **Text type: Explanations**  **To account for why things are as they are or how/why something occurs**   * Mechanical * Biological * Technical |  |  | Poster  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) Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms [(VCELA224)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA224)  **Features/focus**  3 Simple Paragraphs –  What is it?  What does it do?  How does it work? | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense [(VCELA262)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA262)  **Features/focus**  5 Paragraphs –  Introduction  What is it?  What does it do?  How does it work?  Conclusion  Labeled Diagram |  | 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)  Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience [(VCELY329)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY329) Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts [(VCELA325)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA325)  **Features/focus**  5 Formal Paragraphs – Including introduction and conclusion |  |
| **Text type: Persuasive**  **To put forward a point of view or justify a position being taken**   * Arguments * Discussions * Advertisements * Debates |  |  | Posters  Letters  Slogans  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) Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms [(VCELA224)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA224)  **Features/focus**  Informal structure | Discussions  Advertisements  Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) Understand that paragraphs are a key organisational feature of written texts [(VCELA259)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA259)  Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(VCELA261)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA261)  Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements [(VCELY269)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY269)  **Features/focus**  informal structure  Language features | Letters to Government  Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [(VCELY299)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY299) Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives [(VCELA290)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA290)  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)  **Features/focus**  Formal structure  2 arguments and 2 supporting facts | Letters to editor  Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience [(VCELY329)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY329) Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold [(VCELA321)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA321)  **Features/focus**  Formal Structure  3-4 arguments and 3-4 supporting facts | Debating  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) Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [(VCELY357)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY357)  Understand that cohesive links can be made in texts by omitting or replacing words [(VCELA348)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA348) Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion [(VCELA352)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA352)  **Features/focus**  Argument rebuttal |
| **Poetry** |  |  | Simple Rhyme  Acrostic  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) | Australian Poetry  Create texts that adapt language features and patterns encountered in literary texts [(VCELT265)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT265) | Song  Alliteration  Create literary texts that explore students’ own experiences and imagining [(VCELT298)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT298) | Song  Anthem  Ode  Cinquain  Haiku  Create literary texts that experiment with structures, ideas and stylistic features of selected authors [(VCELT327)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT327) | Free Verse  Limerick  Ballads  Experiment with text structures and language features and their effects in creating literary texts [(VCELT355)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT355)  Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(VCELT356)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT356) |
| **Writer’s Notebook including**  **text response** | Retell familiar literary texts through performance, use of illustrations and images | Literal responses  Connection to personal experience  I felt ...  Recall characters and events | Retell – using text and images  Simple and compound sentences | Literal responses (Question and Answers)  Inferences  Sequence  Personal responses | Literal responses (Question and Answers)  Inferences  Sequence  Personal responses | Students developing open questions to share and answer  Predicting  Complex sentences | Literacy circles  Reading strategies |
| **Punctuation** | Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences [(VCELA156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA156) | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands [(VCELA190)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA190) | Recognise that capital letters signal proper nouns and commas are used to separate items in lists [(VCELA225)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA225) | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters [(VCELA260)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA260) | Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech [(VCELA291)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA291) | Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns [(VCELA322)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA322) | Understand the uses of commas to separate clauses [(VCELA349)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA349) |
| **Spelling** | Know how to use onset and rime to spell words where sounds map more directly onto letters [(VCELA158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA158)  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) | 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 digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words [(VCELA226)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA226) | Understand how to use letter–sound relationships and less common letter combinations to spell words [(VCELA263)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA263) | Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families [(VCELA295)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA295)  Recognise homophones and know how to use context to identify correct spelling [(VCELA296)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA296) | Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals [(VCELA312)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA312) | Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages [(VCELA354)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA354) |
| **Handwriting** | Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case [(VCELY162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY162) | Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters [(VCELY196)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY196) | Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position [(VCELY232)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY232) | Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size [(VCELY268)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY268) | Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity [(VCELY301)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY301) | Develop a handwriting style that is becoming legible, fluent and automatic [(VCELY331)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY331) | Develop a handwriting style that is legible, fluent and that can vary depending on context [(VCELY360)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY360) |
| **Editing** | Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops [(VCELY161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY161) | Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation [(VCELY195)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY195) | Reread and edit text for spelling, sentence-boundary punctuation and text structure [(VCELY231)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY231) | Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation [(VCELY267)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY267) | 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) | Reread and edit own and others’ work using agreed criteria for text structures and language features [(VCELY330)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY330) | Reread and edit own and others’ work using agreed criteria and explaining editing choices [(VCELY359)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY359) |