

**VICTORIAN CURRICULUM ENGLISH F- 6**

**GRAMMAR SCOPE AND SEQUENCE**

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| **Foundation** | | |
|  | **Content Descriptions** | **Achievement Standard – extract** |
| **Reading and Viewing** | | |
| **Language -** Expressing and Developing Ideas | Recognise that sentences are key units for expressing ideas [(VCELA143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA143)  Recognise that texts are made up of words and groups of words that make meaning [(VCELA144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA144) | … read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. |
| **Writing** | | |
| **Language -** Text Structure and Organisation | 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) | … writing shows evidence of letter and sound knowledge, beginning writing behaviours... |
| **Literacy -** Creating Texts | Recognise and know how to use simple grammatical morphemes in word families [(VCELA191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA191) |

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| **Level 1** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Reading and Viewing** | | |
| **Language -** Expressing and Developing Ideas | Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances [(VCELA178)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA178)  Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) [(VCELA179)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA179) | … students are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning. |
| **Writing** | | |
| **Language -** Text Structure and Organisation | 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) | … students provide details about ideas or events, and details about the participants in those events. |
| **Language -** Phonics and Word Knowledge | Recognise and know how to use simple grammatical morphemes in word families [(VCELA191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA191) |
| **Literacy -** Creating Texts | 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)  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) |
| **Speaking and Listening** | | |
| **Language -** Language for Interaction | Understand that there are different ways of asking for information, making offers and giving commands [(VCELA200)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA200) | … 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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| **Level 2** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Reading and Viewing** | | |
| **Language -** Expressing and Developing Ideas | Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction [(VCELA214)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA214)  Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives [(VCELA216)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA216) | … understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. |
| **Language -**  Phonics and Word Knowledge | Learn some generalisations for adding suffixes to words [(VCELA217)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA217) |
| **Literacy –** Interpreting, Analysing and Evaluating | Analyse how different texts use nouns to represent people, places, things and ideas in particular ways [(VCELY223)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY223) |
| **Writing** | | |
| **Language -** Text Structure and Organisation | 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) | … 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. |
| **Literacy -** Creating Texts | 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)  Reread and edit text for spelling, sentence-boundary punctuation and text structure [(VCELY231)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY231) |
| **Speaking and Listening** | | |
| **Language -** Language for Interaction | 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) | … discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. |

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| **Level 3** | | |
|  | **Content Descriptions** | **Achievement Standard – Extract** |
| **Reading and Viewing** | | |
| **Literature -** Examining Literature | Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative [(VCELT253)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT253) | … understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. |
| **Literacy -** Interpreting Analysing and Evaluating | Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking [(VCELY256)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY256)  Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) [(VCELY258)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY258) |
| **Writing** | | |
| **Language -** Text Structure and Organisation | 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) | … demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. |
| **Language -** Expressing and Developing Ideas | 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).  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) |
| **Literacy -** Creating Texts | 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)  Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation [(VCELY267)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY267) |
| **Speaking and Listening** | | |
| **Language -** Expressing and Developing Ideas | 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) | … 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. |

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| **Level 4** | | |
|  | **Content Descriptions** | **Achievement Standard - extract** |
| **Reading and Viewing** | | |
| **Language -** Expressing and Developing Ideas | Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity [(VCELA279)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA279)  Investigate how quoted (direct) and reported (indirect) speech work in different types of text [(VCELA281)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA281) | … understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. |
| **Literacy –** Interpreting, Analysing and Evaluating | Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing [(VCELY287)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY287) |
| **Writing** | | |
| **Language -** Text Structure and Organisation | 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)  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) | … use language features to create coherence and add detail to their texts. 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...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. |
| **Language -**  Expressing and Developing Ideas | 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) |
| **Literacy -** Creating Texts | 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)  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) |
| **Speaking and Listening** | | |
| **Language -** Language for Interaction | 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) | … use language features to create coherence and add detail to their texts. |

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| **Level 5** | | |
|  | **Content Descriptions** | **Achievement Standard – extrac**t |
| **Reading and Viewing** | | |
| **Literature -** Examining Literature | Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [(VCELT315)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT315) | … explain how [text](http://vcaa2015.esa.edu.au/glossary/popup?a=E&t=text) structures assist in understanding the [text](http://vcaa2015.esa.edu.au/glossary/popup?a=E&t=text). They understand how [language features](http://vcaa2015.esa.edu.au/glossary/popup?a=E&t=language+features), images and vocabulary influence interpretations of characters, settings and events. |
| **Literacy -** Interpreting Analysing and Evaluating | Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text [(VCELY320)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY320) |
| **Literacy -** Texts in Context | Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context [(VCELY317)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY317) |
| **Writing** | | |
| **Language -** Text Structure and Organisation | 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)  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) | … use language features to create coherence and add detail to their texts. 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...  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. |
| **Language -** Expressing and Developing Ideas | 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/VCELA323) |
| **Literacy -** Creating Texts | 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)  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) |

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| **Level 6** | | |
|  | **Content Descriptions** | **Achievement Standard – extract** |
| **Reading and Viewing** | | |
| **Literature -** Responding to Literature | Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts [(VCELT342)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT342) | … understand how the use of [text](http://vcaa2015.esa.edu.au/glossary/popup?a=E&t=text) structures can achieve particular effects and can analyse and explain how [language features](http://vcaa2015.esa.edu.au/glossary/popup?a=E&t=language+features), images and vocabulary are used by different authors to represent ideas, characters and events. |
| **Literature -** Examining Literature | Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style [(VCELT343)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT343) |
| **Writing** | | |
| **Language -** Text Structure and Organisation | Understand that cohesive links can be made in texts by omitting or replacing words [(VCELA348)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA348) | … use language features to create coherence and add detail to their texts. 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...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. |
| **Language -** Expressing and Developing Ideas | Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [(VCELA350)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA350)  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) |
| **Literature -** Creating Literature | Experiment with text structures and language features and their effects in creating literary texts (VCELT355) |
| **Literacy -** Creating Texts | 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) |