Planning Integrated English Units
Part 1: Utilising the Structure

Victorian Curriculum F-10: English
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Developmental Learning Continuum

The *Victorian Curriculum* is designed to be used as a *developmental continuum* through which students build their skills, knowledge and understandings as they progress through *levels of learning*. 
English Across the Curriculum

Content explicitly taught in English will often be practised and applied in the other curriculum areas.

• **Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts** *(VCELA340)*
  
  – Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data *(VCSIS085)* *(Science)*
  
  – Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation *(VCHHC083)* *(History)*
  
  – Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables *(VCMSP235)* *(Mathematics)*
The English Modes

The English modes are interrelated and the learning in one often supports and extends the learning in others. Each content description has been placed in the mode which is the major focus of its learning.

• Recognise that sentences are key units for expressing ideas (VCELA143)
  – discuss sentences in shared texts and determine the main idea
  – practise expressing ideas and thoughts in sentences
  – begin writing simple sentences to express ideas
The English Modes

The English curriculum is also provides students the opportunity to build on the complexity and sophistication of their skills and understandings over time. It is important to note that the focus of particular content may move into different modes as students progress through the continuum.

<table>
<thead>
<tr>
<th>Mode</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Speaking &amp; Listening</td>
<td>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)</td>
<td>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)</td>
<td>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</td>
<td>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</td>
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Summarising the Strands and Sub-strands

- **Language (LA):** Students develop their knowledge and understanding of the English language and how it works.

- **Literature (LT):** Students study / discuss / interact with literary texts.

- **Literacy (LY):** Students interpret and create texts.
Thank-you!