Introducing English Version 2.0

The revision of the English curriculum has drawn on the expertise of and feedback from Victorian teachers, as well as critical input from academic institutions, other educational jurisdictions and educational experts. The revised Victorian Curriculum F–10 English will give Victoria’s students rich opportunities to master communication skills and develop an appreciation of texts and literature. English Version 2.0 also makes it more streamlined for teachers to plan, assess and report on student learning.

As always, Victorian Curriculum F–10 English includes all the content and skills students require for success in any of the VCE English studies.

A simplified and more manageable structure

* Organises content descriptions by strand only (Language, Literature and Literacy). The language modes, as an organising structure, have been removed from the content descriptions. All sub-strands now clearly present the progression of skills across the levels. This revision will offer students multiple and varied exposures to the content and skills in the English curriculum across all language modes.
* Retains the language modes as the organising structure for the achievement standards, providing strong connections with the key skills sets that underpin English
* Supported by newly published resources that will help teachers familiarise themselves with the revised curriculum, including F–6 and 7–10 scope and sequence charts, documents that map the connections between the content descriptions and parts of the achievement standards, and diagrams that illustrate these connections. These resources will also support teachers to design assessment tasks and teaching and learning programs.

Clearer content descriptions and better aligned achievement standards

* Reduces the number of content descriptions, combining and refining complementary content where appropriate
* Offers a clear progression of skills set out in a consistent sequence across the levels (as evidenced in the scope and sequence charts), helping teachers engage with and track skill development across all language modes
* Introduces consistent sentence stems for each achievement standard (for example, ‘When interacting with others, students …’) to highlight groups of key skills for achievement and assessment and for monitoring student progress
* Aligns the achievement standards and content descriptions more closely by using language in the achievement standards that connects directly with language in the content descriptions

Other key changes

All levels

* Reorders the Literacy strand to reflect a clear and more meaningful sequence of skills acquisition and application:
* The Literacy strand now begins with the foundational skills of ‘Interacting with others’, ‘Phonic and word knowledge’ and ‘Building fluency and making meaning’ (a sequence that complements the sub-strand sequence in the Language strand)
* The Literacy strand then moves to critical literacy, with the sub-strands of ‘Text in context’, ‘Analysing, interpreting and evaluating’ and ‘Creating texts’ (a sequence that complements the sub-strand sequence in the Literature strand)
* Moves the punctuation skill progression from the ‘Text structure and organisation’ sub-strand to the ‘Language for expressing and developing ideas’ sub-strand, in line with the revision in the Australian Curriculum Version 9.0
* Moves the ‘Phonic and word knowledge’ sub-strand from the Language strand to the Literacy strand, in line with the revision in the Australian Curriculum Version 9.0
* Includes minor changes to the naming of sub-strands:
* ‘Expressing and developing ideas’ is now ‘Language for expressing and developing ideas’
* ‘Literature and context’ is now ‘Literature and contexts’
* ‘Responding to literature’ is now ‘Engaging with and responding to literature’
* ‘Phonics and word knowledge’ is now ‘Phonic and word knowledge’ (F–6) and ‘Word knowledge’ (7–10)
* ‘Analysing, interpreting, evaluating’ is now ‘Analysing, interpreting and evaluating’

Foundation to Level 6 only

* Separates the skills of reading fluency and meaning-making from ‘Analysing, interpreting and evaluating’ into a standalone sub-strand – ‘Building fluency and making meaning’ – to highlight the significance of those skills
* Revises the ‘Phonic and word knowledge’ sub-strand in line with the revisions made in the Australian Curriculum Version 9.0, reflecting contemporary research and understanding of acquiring the skills of reading and spelling

► For more detailed changes, at the individual content description and achievement standard level, see the **English – comparison of curriculums** document, which compares English Version 1.0 and English Version 2.0.