# English – comparison of curriculums

## Foundation

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing** By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.**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.**Speaking and Listening**Students listen to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. | By the end of Foundation, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.They share thoughts and preferences.When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.**Reading and Viewing**When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation. When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning. **Writing**When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes. They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning.They form letters and spell most consonant-vowel-consonant (CVC) words. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

**VC2 strand: Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Explore how language is used differently at home and school depending on the relationships between people (VCELA165) | explore how language is used differently at home and school depending on the relationships between people VC2EFLA01 | * No change
 |
| Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166) | explore different ways of using language to express preferences, likes and dislikes VC2EFLA02 | * Change to the command term to provide guidance to teachers
 |
| Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that texts can take many forms, and that imaginative and informative texts have different purposes (VCELA141) | understand that texts can take many forms, such as signs, books and digital texts VC2EFLA03 | * Refined
 |
| Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality (VCELA142) | understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised VC2EFLA04 | * Refined
 |
| Understand that some language in written texts is unlike everyday spoken language (VCELA155) |  | * Removed
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise that sentences are key units for expressing ideas (VCELA143) | recognise that sentences are key units for expressing ideas VC2EFLA05 | * No change
 |
| Recognise that texts are made up of words and groups of words that make meaning (VCELA144) | recognise that sentences are made up of groups of words that work together in particular ways to make meaning VC2EFLA06 | * Refined
 |
| Explore the different contribution of words and images to meaning in stories and informative texts (VCELA145) | explore the contribution of images, words and sound to meaning in stories and informative texts VC2EFLA07 | * Refined
 |
| Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167) | recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school VC2EFLA08 | * Refined
 |
| 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) | identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end VC2EFLA09 | * Refined
 |

**VC2 strand: Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (VCELT148) | discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2EFLE01 | * Refined and included text selection diversity
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)Share feelings and thoughts about the events and characters in texts (VCELT171) | respond to stories and share feelings and thoughts about the events and characters depicted VC2EFLE02 | * Combined 2 content descriptions to form one
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify some features of texts including events and characters and retell events from a text (VCELT150)Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149) | recognise a range of literary texts and identify features including events, characters, and beginnings and endings VC2EFLE03 | * Combined 2 content descriptions to form one
 |
| Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT172) | explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs VC2EFLE04 | * Refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Retell familiar literary texts through performance, use of illustrations and images (VCELT159)Modify familiar texts (VCELT173) | retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing VC2EFLE05 | * Combined 2 content descriptions and refined
 |

**VC2 strand: Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) | interact in informal and structured situations, using appropriate voice levels and listening while others read or speak VC2EFLY01 | * Refined
 |
| Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) | deliver short spoken texts to an audience using features of voiceVC2EFLY02 | * Refined
 |

**VC2 sub-strand: Phonic and word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168) | recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness) VC2EFLY03 | * Refined
 |
| Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) (VCELA169) | orally blend, segment and manipulate one-syllable words (phonemic awareness) VC2EFLY04 | * Refined and updated
 |
| Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147)Know how to use onset and rime to spell words where sounds map more directly onto letters (VCELA158) | use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge) VC2EFLY05 | * Combined 2 content descriptions to form one
* Included specificity about this skill
 |
| Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCELA146) | recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships)VC2EFLY06 | * Refined and created specificity
 |
| 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) | read and write some high-frequency words and other familiar words VC2EFLY07 | * Refined
 |
|  | understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge)VC2EFLY08 | * New content description – doesn’t appear in Version 1.0
 |

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) | read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledgeVC2EFLY09 | * Refined and removed reference to familiar structures
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify some familiar texts and the contexts in which they are used (VCELY151) | identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are usedVC2EFLY10 | * Refined and created specificity
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify some differences between imaginative and informative texts (VCELY154) | identify some differences between narrative and informative texts VC2EFLY11 | * Refined to use language of types of texts (see NAPLAN)
 |
| Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) | use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independentlyVC2EFLY12 | * Refined and created specificity
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) | create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge VC2EFLY13 | * No change
 |
| Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (VCELY161) | participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops VC2EFLY14 | * No change
 |
| 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) | form most lower-case and upper-case letters using learnt letter formations VC2EFLY15 | * Removed content that appears elsewhere in the curriculum
 |
| Construct texts using software including word processing programs (VCELY163) |  | * Removed
 |

Level 1

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They 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. They recall key ideas and recognise literal and implied meaning in texts.**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.**Speaking and Listening**Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They 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. | By the end of Level 1, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills.They explore language to express preferences and opinions.When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice.**Reading and Viewing**When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge. They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation. When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts. **Writing**When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits. They select learning area or topic-specific vocabulary. They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

**VC2 strand: Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that language is used in combination with other means of communication (VCELA199)Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201) | explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands VC2E1LA01 | * Merged content descriptions for clarity and specificity
 |
|  | explore language to provide reasons for likes, dislikes and preferences VC2E1LA02 | * New content description
 |
| Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (VCELA198) |  | * Removed
 |

**VC2 sub- strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that the purposes texts serve shape their structure in predictable ways (VCELA176) | explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explainVC2E1LA03 | * Created specificity
 |
| Understand patterns of repetition and contrast in simple texts (VCELA189) | explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs VC2E1LA04 | * Created specificity
 |
| Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (VCELA177) | understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images VC2E1LA05 | * Kept key terms, updated reference to navigation
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify the parts of simple sentence that ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (VCELA178) | understand that a simple sentence consists of a single independent clause representing a single event or idea VC2E1LA06 | * Created specificity using metalanguage
 |
| 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) | understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs)VC2E1LA07 | * Refined
 |
| Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180) | compare how images and sound in different types of texts contribute to meaning VC2E1LA08 | * Refined
 |
| Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) | recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas VC2E1LA09  | * Refined
 |
| 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) | understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns VC2E1LA10 | * Refined
 |

**VC2 strand: Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss how authors create characters using language and images (VCELT205) | discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustratorsVC2E1LE01 | * Created specificity around text diversity
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)Express preferences for specific texts and authors and listen to the opinions of others (VCELT206) | discuss a range of literary texts and share responses by making connections with their own experiences VC2E1LE02 | * Merged 2 content descriptions (some content moved to Language for interacting with others)
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts (VCELT208) | discuss plots, characters and settings through a range of literary texts VC2E1LE03 | * Removed comparison
 |
| Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209) | listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme VC2E1LE04 | * Refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELT192)Build on familiar texts by using similar characters, repetitive patterns or vocabulary (VCELT193) | retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawingVC2E1LE05 | * Removed duplication
 |

**VC2 strand: Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210) | use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions VC2E1LY01 | * Refined
 |
| Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211) | deliver short spoken texts to an audience using features of voice VC2E1LY02 | * Refined
 |

**VC2 sub-strand: Phonic and word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables (VCELA203)Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words (VCELA204) | blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable VC2E1LY03 | * Merged 2 content descriptions to avoid duplication and create specificity
 |
| Recognise short vowels, common long vowels and consonant digraphs, and consonant blends (VCELA181) | use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words VC2E1LY04 | * Refined
 |
| Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound (VCELA183) | understand that a letter can represent more than one sound and that a syllable must contain a vowel sound VC2E1LY05 | * No change
 |
| Understand how to spell one and two syllable words with common letter patterns (VCELA182)  | spell one- and 2-syllable words with common letter patterns VC2E1LY06 | * Refined
 |
| Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components (VCELA184) | read and write an increasing number of high-frequency words VC2E1LY07 | * Refined and clarified
 |
| Recognise and know how to use simple grammatical morphemes in word families (VCELA191) | recognise and know how to use grammatical morphemes to create word families VC2E1LY08 | * Refined
 |

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading (VCELY187) | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledgeVC2E1LY09 | * Refined
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Respond to texts drawn from a range of cultures and experiences (VCELY185) | discuss different types of texts drawn from a range of cultures and experiencesVC2E1LY10 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts (VCELY188) | describe some similarities and differences between narrative, informative and persuasive textsVC2E1LY11 | * Refined
 |
| Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186) | use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meaningsVC2E1LY12 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion VC2E1LY13 | * Refined
 |
| Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (VCELY195) | re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation VC2E1LY14 | * Refined
 |
| Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196) | write words using unjoined lower-case and upper-case letters VC2E1LY15 | * Refined
 |
| Construct texts that incorporate supporting images using software including word processing programs (VCELY197) |  | * Removed
 |

Level 2

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 2, students 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 recognise all Standard Australian English phonemes, and most letter–sound matches. 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. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.**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.**Speaking and Listening**Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations. | By the end of Level 2, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas.They explore the language of appreciation and provide reasons for preferences. When speaking to an audience, students deliver short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice.**Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as compound sentences, noun and verb groups; and knowledge of punctuation.They read some unfamiliar words and most high-frequency words.When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of context to build literal and inferred meanings. They express personal preferences for particular texts. They describe how different types of texts across the curriculum, both print and digital, are organised for purpose and navigation. They understand that elements other than language – such as images and sounds – can multiply meanings in texts. **Writing**When creating short written and spoken texts, including stories to inform, express an opinion, explore an idea or narrate for audiences, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. They re-read their texts and edit for improvement.They use narrative and informative text structures to organise their own texts, and they use grammar and punctuation to create links. They begin to make deliberate choices when applying learnt vocabulary. They write words using consistently legible unjoined lower-case and upper-case letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

 **VC2 strand: Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (VCELA235) | explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions VC2E2LA01 | * Refined
 |
| Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) | explore how language can be used for appreciating texts and providing reasons for preferencesVC2E2LA02  | * Refined
 |
| Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212) | identify how different types of texts across the curriculum are organised differently and use language features depending on purposes VC2E2LA03 | * Refined
 |
| Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms (VCELA224) | understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred VC2E2LA04 | * Refined
 |
| Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams (VCELA213) | navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links VC2E2LA05 | * Refined
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction VC2E2LA06 | * Refined
 |
| 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) | understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups VC2E2LA07 | * Refined
 |
| Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (VCELA215) | understand that images and sound add to or multiply the meanings of a text VC2E2LA08 | * Refined
 |
| 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) | apply learnt vocabulary and begin to make conscious choices to suit the topic VC2E2LA09 | * Refined
 |
| Recognise that capital letters signal proper nouns and commas are used to separate items in lists (VCELA225) | recognise that capital letters are used in titles and commas are used to separate items in lists VC2E2LA10 | * Refined
 |

**VC2 strand: Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240) | discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustratorsVC2E2LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Compare opinions about characters, events and settings in and between texts (VCELT242)Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241) | compare features of a range of literary texts, such as characters and settings, and share personal preferences VC2E2LE02 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219) | discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways VC2E2LE03 | * Refined
 |
| Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (VCELT243) | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songs VC2E2LE04 | * No change
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create events and characters using different media that develop key events and characters from literary texts (VCELT228)Build on familiar texts by experimenting with character, setting or plot (VCELT229) | create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performanceVC2E2LE05 | * Merged 2 content descriptions and refined
 |

**VC2 strand: Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244) | use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructionsVC2E2LY01 | * Refined
 |
| Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) | deliver short spoken texts to an audience using features of voice VC2E2LY02 | * Refined
 |

**VC2 sub-strand: Phonic and word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution (VCELA238) | use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness)VC2E2LY03 | * Refined
 |
| Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations (VCELA218) | use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge) VC2E2LY04 | * Refined
 |
| Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds (VCELA227) | use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words VC2E2LY05 | * Refined
 |
| Learn some generalisations for adding suffixes to words (VCELA217) | build morphemic word families using knowledge of prefixes and suffixes VC2E2LY06 | * Refined
 |
| Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters (VCELA239) |  | * Removed and incorporated into other content descriptions
 |
| Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words (VCELA226) |  | * Removed and incorporated into other content descriptions
 |

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting (VCELY221) | read different types of texts with phrasing and fluency, using phonic and word knowledge, and make and monitor meaning by re-reading and self-correctingVC2E2LY07 | * Moved into a separate sub-strand and refined
 |

**VC2 sub-strand: Text in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss different texts on a similar topic, identifying similarities and differences between the texts (VCELY220) | discuss how similar topics and information are presented in different types of textsVC2E2LY08 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse how different texts use nouns to represent people, places, things and ideas in particular ways (VCELY223) | identify the purpose and audience of different types of textsVC2E2LY09 | * Changed focus
 |
| Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222) | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meaningsVC2E2LY10 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriateVC2E2LY11 | * Refined
 |
| Reread and edit text for spelling, sentence-boundary punctuation and text structure (VCELY231) | re-read and edit texts for spelling, sentence boundary punctuation and text structure VC2E2LY12 | * No change
 |
| 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) | write words legibly and with growing fluency using unjoined lower-case and upper-case lettersVC2E2LY13 | * Refined
 |
| Construct texts featuring print, visual and audio elements using software, including word processing programs (VCELY233) |  | * Removed
 |

Level 3

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They 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. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.**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.**Speaking and Listening**Students listen to others’ views and respond appropriately using interaction skills. They 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. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. | By the end of Level 3, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students extend topic-specific and appropriate vocabulary and use cooperation strategies and interaction skills to contribute to discussions.They explore the language of evaluation and emotion. When speaking to an audience, students deliver short spoken texts, exploring topics and text types, including multimodal or digital elements, and using features of voice.**Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as subject–verb agreement and tense; and knowledge of apostrophe use.They read multisyllabic words with more complex letter patterns.When demonstrating understanding of texts, they discuss connections between the experiences of characters in texts and their own personal experiences to build literal and inferred meanings. They share personal preferences for texts. They explore how different types of texts across the curriculum, both print and digital, use different structures for purpose and navigation. They identify literary devices, such as rhythm and onomatopoeia, and describe how images and sound can extend meaning.**Writing**When creating written and spoken texts to inform, narrate, explain or argue, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and they include appropriate multimodal elements. They re-read their texts and edit for meaning, structure and grammatical choices.They use text structures to begin to develop paragraphs for different purposes. They use grammar and punctuation to appropriately represent processes and connections, including using modal verbs. They extend their use of topic-specific vocabulary, such as technical words, and adopt and adapt language features from texts.They write texts using letters that are joined, accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

**VC2 strand: Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) | understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality VC2E3LA01 | * Refined
 |
| Examine how evaluative language can be varied to be more or less forceful (VCELA272) | understand how the language of evaluation and emotion can be varied to be more or less forceful VC2E3LA02 | * Refined
 |
| Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) | describe how different types of texts across the curriculum have different language features and structures depending on purposesVC2E3LA03  | * Refined
 |
| Understand that paragraphs are a key organisational feature of written texts (VCELA259) | understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together VC2E3LA04 | * Refined
 |
| Identify the features of online texts that enhance navigation (VCELA247) | identify the purpose of layout features in print and digital texts and the words used for navigationVC2E3LA05  | * Refined
 |

 **VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree VC2E3LA06 | * Refined
 |
| Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262) | understand how verbs represent different processes for doing, feeling, thinking, saying and relatingVC2E3LA07 | * Refined
 |
| Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258) | understand that verbs are anchored in time through tenseVC2E3LA08 | * Split from the content description above for specificity
 |
|  | understand how modal verbs indicate obligation, probability and possibilityVC2E3LA09 | * New to Version 2.0; included for specificity
 |
| Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248) | identify how images and sound extend the meaning of a textVC2E3LA10  | * Refined
 |
| Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273) | extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts VC2E3LA11 | * Refined
 |
| Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (VCELA260) | understand that apostrophes signal missing letters in contractions, and how apostrophes are used to show singular and plural possession in regular and irregular nounsVC2E3LA12 | * Refined
 |

**VC2 strand: Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274) | discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E3LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274)Develop criteria for establishing personal preferences for literature (VCELT252) | discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences VC2E3LE02 | * Refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | discuss how an author uses language and illustrations to build plots and portray characters and settings in literary texts, and explore how mood is created through settings and eventsVC2E3LE03 | * Refined
 |
| Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (VCELT254) | identify and discuss some literary devices, including rhythm and onomatopoeia in poetry and prose, and discuss the ways that they shape the reader’s reactionVC2E3LE04 | * Refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (VCELT264)Create texts that adapt language features and patterns encountered in literary texts (VCELT265) | create texts, using or adapting language features, characters, settings, plot structures and ideas from literary texts they have encounteredVC2E3LE05 | * Refined and merged 2 content descriptions
 |

**VC2 strand: Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) | use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas VC2E3LY01 | * Refined
 |
| Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276) | deliver spoken texts to an audience using features of voice VC2E3LY02 | * Refined
 |

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249) | understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns VC2E3LY03 | * Refined
 |
| Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250) | understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words VC2E3LY04 | * Refined
 |
| Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263) | use phoneme–grapheme relationships and less common letter patterns to spell words VC2E3LY05 | * Refined
 |
| Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250) | recognise and know how to write most high-frequency words, including some homophones VC2E3LY06 | * Refined
 |

**VC2 sub-strand: Phonic and word knowledge**

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | read different types of texts using phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when requiredVC2E3LY07 | * Refined
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify the point of view in a text and suggest alternative points of view (VCELY255) | discuss how texts with similar purposes can be created for different audiencesVC2E3LY08 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) [(VCELY258)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY258) | identify the purpose and audience of different types of texts through the use of language features and/or images in the textsVC2E3LY09 | * Change of focus
 |
| Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257) | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meaningsVC2E3LY10 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate VC2E3LY11 | * Refined
 |
| Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) | re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuationVC2E3LY12 | * No change
 |
| Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268) | write words using joined letters that are clearly formed and consistent in size VC2E3LY13 | * Refined
 |
| Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) |  | * Removed
 |

Level 4

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 4, students 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 and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others’ viewpoints.**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.**Speaking and Listening**Students can collaborate, listen for key points in discussions and use the information to carry out tasks. They use language features to create coherence and add detail to their texts. 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 structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. | By the end of Level 4, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students use an expanded vocabulary and language to develop relationships in different contexts. They share and extend ideas and information. They differentiate between the language of opinion, facts and feelings. When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They use language suitable to context, and appropriate features of voice. **Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as the use of clauses and phrases to provide details and indicate relationships; and knowledge of punctuation for dialogue.When demonstrating understanding of texts, students consider storylines, ideas and relationships between characters to build literal and inferred meanings. They describe the effects of text structures and language features. They share opinions about texts. They explore how different types of texts across the curriculum, both print and digital, are organised into characteristic stages for purpose and navigation. They describe how literary devices, such as wordplay, shape meaning. They explore the framing and composition of still images and moving images and the use of sound.**Writing**When creating written and spoken texts for a small range of purposes and audiences, students adapt ideas and details from texts, learnt topics or topics of interest, and include appropriate multimodal elements. They edit their texts to improve content and structure. They use text structures to sequence and connect ideas and to develop paragraphs. They use grammar and punctuation to create relationships, including through the use of tense. They expand their vocabulary, such as through using synonyms and antonyms, and they use adverbial phrases to build meaning. They explore language features, including wordplay.They write texts using clearly formed joined letters with developing fluency. They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

 **VC2 strand:Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) | understand how language is used to develop relationships in formal and informal situationsVC2E4LA01 | * Refined
 |
| Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305) | identify and differentiate the language of opinion, facts and feelingsVC2E4LA02 | * Refined
 |
| Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277) | describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes VC2E4LA03 | * Refined
 |
| Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290) | understand how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas VC2E4LA04 | * Refined
 |
| Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (VCELA278) | identify navigation features of digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout VC2E4LA05 | * Refined
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292) | understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality VC2E4LA06 | * Refined
 |
| Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280) | understand how adverb groups or phrases and prepositional phrases work in different ways to provide circumstantial details about an activityVC2E4LA07 | * No change
 |
|  | understand past, present and future tenses and their impact on meaning in a sentence VC2E4LA08 | * Added for specificity and clarity
 |
| Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279) | explore how the use of sound and choices in the framing of an image, the placement of elements in the image, and the salience in the image affect the composition of still and moving images and enhance the meaning of a text VC2E4LA09 | * Refined
 |
| Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293) | expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sourcesVC2E4LA10  | * Refined
 |
| Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291) | understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuationVC2E4LA11 | * Refined
 |
| Investigate how quoted (direct) and reported (indirect) speech work in different types of text [(VCELA281)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA281)Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291) | explore how quoted (direct) and reported (indirect) speech are usedVC2E4LA12 | * Merged 2 content descriptions and refined
 |

**VC2 strand: Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282) | recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E4LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)Describe the effects of ideas, text structures and language features of literary texts (VCELT283) | describe the effects of text structures and language features in a range of literary texts when responding to and sharing opinions VC2E4LE02 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (VCELT284) | compare how authors and illustrators make literary texts exciting, moving and absorbing and hold readers’ interest by using plot tension, character and setting VC2E4LE03 | * Refined
 |
| Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts (VCELT285) | explore the use of literary devices and deliberate wordplay, including grammar, in prose and poetry, and the ways that they shape meaning VC2E4LE04 | * Refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create literary texts by developing storylines, characters and settings (VCELT297)Create literary texts that explore students’ own experiences and imagining (VCELT298) | create texts by developing storylines, characters and settings, and using language features from literary texts they have encountered and from their own experiencesVC2E4LE05 | * Merged 2 content descriptions and refined
 |

**VC2 strand: Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) | use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and informationVC2E4LY01 | * Refined
 |
| Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308) | deliver structured spoken texts to an audience using features of voiceVC2E4LY02 | * Refined
 |

**VC2 sub-strand: Phonic and word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294) | understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes VC2E4LY03 | * Refined
 |
| Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295) | understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words VC2E4LY04 | * Refined
 |
| Recognise homophones and know how to use context to identify correct spelling (VCELA296) | read and write high-frequency words including homophones and know how to use context to identify correct spelling VC2E4LY05 | * Refined
 |

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when neededVC2E4LY06 | * Refined and moved from Analysing, interpreting and evaluating to highlight skill
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (VCELY286) | compare how texts from different times, with similar purposes and audiences, depict ideas or eventsVC2E4LY07 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other (VCELY289) | identify the characteristic features used in different types of texts to meet the purpose and audience of the text VC2E4LY08 | * Refined
 |
| Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288) | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to expand topic knowledge and ideas, and begin to evaluate texts to build literal and inferred meaningsVC2E4LY09 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate VC2E4LY10 | * Refined
 |
| Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) | re-read and edit texts for meaning by adding, deleting or moving words or word groups to improve content and structureVC2E4LY11 | * No change
 |
| Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301) | write words using clearly formed joined letters, with developing fluency and automaticity VC2E4LY12 | * Refined
 |
| 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) |  | * Removed
 |

Level 5

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.**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.**Speaking and Listening**Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives. | By the end of Level 5, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students use vocabulary precisely and select language for social purposes and roles, to clarify meaning and make connections.They extend their discussion beyond bare assertions and account for differing opinions and authoritative sources.When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language for a specific purpose and use appropriate features of voice. **Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They read by integrating phonic, morphemic and vocabulary knowledge, and grammatical knowledge such as complex sentences and the use of clauses for effect.When demonstrating understanding of texts, students identify textual aspects that represent details about historical, cultural and social contexts. They describe how texts convey feelings, mood, actions and ideas to build literal and inferred meanings. They evaluate information and ideas in texts. They explain how different types of texts, both print and digital, are organised into characteristic stages for purpose. They discuss the effects of imagery and sound devices in texts. They explain how the sequence of still images, and moving images and sound, create or affect meaning.**Writing**When creating written and spoken texts for specific purposes and audiences, students develop ideas and adapt textual details drawn from texts and include appropriate multimodal elements. They edit their texts using an agreed set of criteria. They use text structures, including paragraphs, to create prominence and build sequence and cohesion. They use grammar and punctuation, including complex sentences to provide additional information and description.They use precise vocabulary, such as specialist and technical terms. They experiment with language features, including figurative language. They write legibly and fluently. They spell new and unfamiliar words using phonic, morphemic and grammatical knowledge. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skill sets identified under each language mode
 |

Content descriptions

 **VC2 strand:Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334) | understand how language is selected for social contexts and that it helps to signal social roles and relationships VC2E5LA01 | * Refined
 |
| Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335) | understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources VC2E5LA02 | * Refined
 |
| Understand that the pronunciation, spelling and meanings of words have histories and change over time (VCELA333) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309) | describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes VC2E5LA03 | * Refined and different focus
 |
| 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) | understand how texts are sequenced and can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text VC2E5LA04 | * Refined
 |
| Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310) |  | * Removed
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323) | understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect VC2E5LA05 | * Refined
 |
| 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) | understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or ideaVC2E5LA06 | * Refined
 |
| Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations (VCELA311) | explain how the sequence of still and moving images and the use of sound in texts affect meaning VC2E5LA07 | * Refined
 |
| Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) | understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical termsVC2E5LA08 | * Refined
 |
| Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322) | understand how to use commas to indicate prepositional phrases, and how to use apostrophes where there is multiple possession in regular and irregular nounsVC2E5LA09 | * Refined
 |

**VC2 strand:Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (VCELT313) | identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authorsVC2E5LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (VCELT314) | form and share opinions on a literary text, using metalanguage to describe relevant literary devices, text structures and language features in a range of literary texts VC2E5LE02 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (VCELT315) | recognise that the point of view in a literary text influences how readers interpret and respond to plots, characters and eventsVC2E5LE03 | * Refined
 |
| Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (VCELT316) | compare the effects of imagery, including simile, metaphor and personification, and sound devices in prose and poetryVC2E5LE04 | * Refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327) | create texts, experimenting with vocabulary, figurative language, storylines, characters and settings from literary texts they have encounteredVC2E5LE05 | * Merged 2 content descriptions and refined
 |

**VC2 strand:Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337) | use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea VC2E5LY01 | * Refined
 |
| Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338) | deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voiceVC2E5LY02 | * Refined
 |

**VC2 sub-strand: Phonic and word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) | use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations VC2E5LY03 | * Refined
 |
| 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) | build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations VC2E5LY04 | * Refined
 |
|  | explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word VC2E5LY05 | * New content description
 |

**VC2 sub-strand:** **Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning (VCELY318) | read different types of increasingly complex texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when neededVC2E5LY06 | * Refined and moved into a new sub-strand to highlight skill
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | describe the ways in which a text reflects the time and place in which it was createdVC2E5LY07 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320) | explain characteristic features used to meet the purpose and audience in different types of textsVC2E5LY08 | * Refined
 |
| Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meaningsVC2E5LY09 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate VC2E5LY10 | * Refined
 |
| Reread and edit own and others’ work using agreed criteria for text structures and language features (VCELY330) | re-read and edit their own texts and the texts of others using agreed criteria for text structures and language features VC2E5LY11 | * Refined
 |
| Develop a handwriting style that is becoming legible, fluent and automatic (VCELY331) | write legibly, fluently and automatically VC2E5LY12 | * Refined
 |
| 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 (VCELY332) |  | * Removed
 |

Level 6

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 6, students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.**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.**Speaking and Listening**Students listen to discussions, clarifying content and challenging others’ ideas. They 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 create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. | By the end of Level 6, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students use vivid vocabulary, select language to acknowledge formality and social distance, and use appropriate strategies such as paraphrasing and questioning.They explore objective and subjective language and identify bias.When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language appropriate for purpose and audience and use appropriate features of voice. **Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as complex sentences and adverb groups; and knowledge of the multiple uses of commas. When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.They explain how different types of texts, both print and digital, adapt text structures and language features for specific purposes. They explain the effects of imagery and sound devices in texts. They explain how still images, moving images and sound create point of view.**Writing**When creating written and spoken texts for specific purposes and audiences, students explore ideas and experiment with textual details from texts, and include appropriate multimodal elements. They edit their texts using an agreed set of criteria and explore editing choices. They use text structures, including repetition, to create sequence and cohesion, sentence structure to expand ideas, and punctuation to create clarity.They use vivid, emotive vocabulary. They experiment with language features and literary devices.They write legibly and fluently for sustained periods. They spell new and technical words using phonic, morphemic and grammatical knowledge. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

 **VC2 strand: Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363) | understand how language varies as levels of formality and social distance changeVC2E6LA01 | * Refined
 |
| Understand the uses of objective and subjective language and bias (VCELA364) | understand the uses of objective and subjective language, and identify bias VC2E6LA02 | * Refined
 |
| Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339) | explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features VC2E6LA03 | * Refined
 |
| Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348) | understand that sequence and cohesion can be created by the intentional use of repetition of text structures, language features and vocabularyVC2E6LA04 | * Refined
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350) | understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideasVC2E6LA05  | * Refined
 |
| Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) | understand how the choice of verb, elaborated tenses and a range of adverb groups can expand and sharpen ideasVC2E6LA06 | * Refined
 |
| 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) | identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view VC2E6LA07 | * Refined
 |
| Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) | examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole VC2E6LA08 | * Refined
 |
| Understand the uses of commas to separate clauses (VCELA349) | understand how to use commas to separate a dependent clause from an independent clauseVC2E6LA09 | * Refined
 |

**VC2 strand: Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365) | explore their responses to characters and events in literary texts drawn from historical, cultural or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E6LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT341)Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342) | compare language choices, modality, emphasis, repetition and metaphor, and topics, themes or plots in a range of literary textsVC2E6LE02 | * Refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | describe characteristics of literary texts that define an author's individual style VC2E6LE03 | * Refined
 |
| Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344) | explain the way authors use sound and imagery to create meaning and effect in prose and poetry VC2E6LE04 | * Refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)Experiment with text structures and language features and their effects in creating literary texts (VCELT355) | create texts that adapt plot structure, characters, settings and/or ideas from literary texts they have encountered, and experiment with vocabulary and literary devicesVC2E6LE05 | * Merged 2 content descriptions and refined
 |

**VC2 strand: Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) | use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions VC2E6LY01 | * Refined
 |
| Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367) | deliver structured spoken and multimodal texts to an intended audience for a specific purpose, using appropriate features of voiceVC2E6LY02 | * Refined
 |

**VC2 sub-strand: Phonic and word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353) | use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words VC2E6LY03 | * Refined
 |
| 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) | use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words VC2E6LY04 | * Refined
 |

**VC2 sub-strand: Building fluency and making meaning**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346) | select and read different types of texts of varying complexity, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when neededVC2E6LY05 | * Refined
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357) | examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were createdVC2E6LY06 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse strategies authors use to influence readers (VCELY345) | analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences VC2E6LY07 | * Refined
 |
| Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meaningsVC2E6LY08 | * Refined
 |
| Analyse strategies authors use to influence readers (VCELY345) |  | * Removed
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| 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) | create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriateVC2E6LY09 | * Refined
 |
| Reread and edit own and others’ work using agreed criteria and explaining editing choices (VCELY359) | re-read and edit their own texts and the texts of others using agreed criteria and exploring editing choices VC2E6LY10 | * Refined
 |
| Develop a handwriting style that is legible, fluent and that can vary depending on context (VCELY360) | write legibly, fluently and automatically for sustained periods VC2E6LY11 | * Refined
 |
| Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361) |  | * Removed
 |

Level 7

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.**Writing**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.**Speaking and Listening**Students listen for and explain different perspectives in texts. They 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 and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. | By the end of Level 7, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students explore specialist and technical vocabulary and use language to express social identities. They discuss and present ideas, including about texts. They explore the language of evaluation and substantiation.When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate an understanding of formal language and use appropriate features of voice. **Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They engage with vocabulary and grammatical knowledge, and the ways that different sentence structures extend and explain ideas, how accurate use of tense creates clarity and how punctuation supports meaning.When demonstrating understanding of texts, students explain ways that characters, settings and events combine and create meaning in texts from different historical, cultural or social contexts. They develop opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, create characters, settings and events. They explain and summarise ideas drawn from texts. They describe how texts, including print and digital, are structured for different purposes. They explain how literary devices create meaning and aesthetic qualities. They explore how perspective is created through still images, moving images and sound.**Writing**When creating written and spoken texts, students convey ideas and information to a specific audience. They select textual details from texts appropriate for purpose, and include appropriate multimodal or digital elements. They review and edit their own and others’ texts and reflect on these processes.They use text structures that build sequence and cohesion in a text; grammar, including sentence structures, to achieve clarity; and punctuation to support meaning.They use vocabulary that builds specialist and technical knowledge. They experiment with language features and literary devices they have encountered in texts.They use spelling rules and knowledge of word origins to spell unfamiliar words. | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

 **VC2 strand:Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how accents, styles of speech and idioms express and create personal and social identities (VCELA392) | understand how language expresses and creates personal and social identitiesVC2E7LA01 | * Refined
 |
| Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA368) | understand the language of evaluation and substantiationVC2E7LA02 | * Refined
 |
| Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (VCELA391) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (VCELA369) | identify and describe how texts are structured differently depending on their purpose, and how language features vary in textsVC2E7LA03 | * Refined
 |
| Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (VCELA380) | understand that the cohesion of texts relies on devices that signal, structure and sequence, such as overviews, examples, and beginnings and endingsVC2E7LA04 | * Refined
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382) | understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideasVC2E7LA05 | * Refined
 |
| Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383) | understand how consistency of tense through verbs and verb groups achieves clarityVC2E7LA06 | * Refined
 |
| Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370) | explore how still images, moving images and sound can be used to create a perspectiveVC2E7LA07 | * Refined
 |
| Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA371) | explore the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meaningsVC2E7LA08 | * Refined
 |
| Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381) | understand the use of punctuation including colons and brackets to support meaningVC2E7LA09 | * Refined
 |

**VC2 strand:Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393) | identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from different historical, cultural and/or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authorsVC2E7LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (VCELT394) | develop an opinion about characters, settings and events in literary texts, identifying areas of agreement and difference with others’ opinions and justifying a responseVC2E7LE02 | * Refined
 |
| Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372) | explore the ways that literary devices and language features, such as dialogue, and still and moving images are used to create character, and to influence emotions and opinions in a range of literary textsVC2E7LE03 | * Refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374) | identify and explain the ways that characters, settings and events combine to create meaning in literary textsVC2E7LE04 | * Refined
 |
| Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry (VCELT375)Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373) | identify and explain how literary devices create layers of meaning and aesthetic qualities in literary texts, including poetryVC2E7LE05 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create literary texts that adapt stylistic features encountered in other texts (VCELT386)Experiment with text structures and language features and their effects in creating literary texts (VCELT385) | create texts that experiment with literary language features and devices encountered in textsVC2E7LE06 | * Refined
 |

**VC2 strand:Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395) | use interaction skills when discussing ideas and information, including evaluations of the features of textsVC2E7LY01 | * Refined
 |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning (VCELY396) | deliver structured spoken texts for a specific purpose and audience, employing formal language and using appropriate features of voice and multimodal or digital elementsVC2E7LY02 | * Refined
 |

**VC2 sub-strand: Word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384) | understand how to use spelling rules, base words, suffixes, prefixes, spelling patterns and word origins (etymology), including Greek and Latin roots, to learn new words and how to spell themVC2E7LY03 | * Refined
 |
|  |  | * No change
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376) | explain the effect of current technology on reading, creating and responding to texts, including media textsVC2E7LY04 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379) | analyse the ways in which language features shape meaning and vary according to audience and purposeVC2E7LY05 | * Refined
 |
| Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377) | explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronologyVC2E7LY06 | * Refined
 |
| Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378) | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideasVC2E7LY07 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience | create different types of texts, written and spoken, selecting aspects of subject matter and particular language and print, multimodal and/or digital elements to convey information and ideas to a specific audienceVC2E7LY08 | * Refined
 |
| Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388) | review and edit their own texts and the texts of others by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact and coherence, and reflect on these processes VC2E7LY09 | * Refined
 |
| Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389) |  | * Removed
 |
| Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390) |  | * Removed
 |

Level 8

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.**Writing**Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.Speaking and ListeningStudents listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. | By the end of Level 8, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students explore academic vocabulary and use language to support relationships and roles. They explore and challenge the various meanings in text through discussions with others. They explore rhetorical and literary devices when evaluating and substantiating. When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They use language to suit formal and informal contexts, and appropriate features of voice. **Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They engage with vocabulary and grammatical knowledge, and the ways that different clause structures add information, the effects of nominalisation and how punctuation supports meaning.When demonstrating understanding of texts, students identify and explain intertextual references, issues and points of view from diverse historical, cultural and social contexts. They explore opinions about texts through explorations of how literary devices and language features, and still and moving images and sound, influence the reader’s response to represented values. They analyse and evaluate the ways that ideas are organised in texts. They explain how texts, including print, digital and hybrid, are structured for different purposes. They explore how literary devices, including imagery, create meaning and aesthetic qualities. They explore how still images, moving images and sound use intertextual references to create meaning. **Writing**When creating written and spoken texts, students select and expand on ideas and experiment with language features and literary devices for purpose and effect, and include appropriate multimodal or digital elements. They review and edit their own and others’ texts and reflect on these processes.They use evidence and substantiation to create cohesion; structure to create sequence; grammar to add information and expand ideas; and punctuation to support meaning.They use vocabulary typical of academic texts, including nominalisation. They experiment with language features and literary devices for effect.They use spelling rules and word origins to learn and accurately spell new words.   | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

 **VC2 strand:Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCELA424) | understand how language shapes relationships and rolesVC2E8LA01 | * Refined
 |
| Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (VCELA397) | understand how language features such as simile and metaphor can add layers of meaning to the language of evaluation and substantiation VC2E8LA02 | * Refined
 |
| Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (VCELA423) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (VCELA398) | explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids VC2E8LA03 | * Refined
 |
| Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (VCELA399)Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (VCELA414) | understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claimsVC2E8LA04 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (VCELA400) | examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentencesVC2E8LA05 | * Refined
 |
| Understand the effect of nominalisation in the writing of informative and persuasive texts (VCELA416) | understand the effect of nominalisation in textsVC2E8LA06 | * Refined
 |
| Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCELA402) | explore how still images, moving images and sound use intertextual references to enhance and layer meaningVC2E8LA07 | * Refined
 |
| Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCELA401) | examine the role and use of academic vocabularyVC2E8LA08 | * Refined
 |
| Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (VCELA415) | understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaningVC2E8LA09 | * Refined
 |

**VC2 strand:Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (VCELT403) | explain the ways that ideas, issues and points of view in literary texts drawn from diverse historical, cultural and social contexts by Aboriginal and Torres Strait Islander authors, and a wide range of Australian and world authors, may represent the values of individuals and groupsVC2E8LE01 | * Refined
 |
| Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCELT404) |  | * Removed
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425) | explore opinions about the language features, literary devices and text structures that contribute to the styles of literary textsVC2E8LE02 | * Refined
 |
| Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (VCELT405)Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406) | explain how language and still and moving images in a range of literary texts influence an audience’s response to and formation of social and/or ethical positionsVC2E8LE03 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCELT407) | identify intertextual references in literary texts and explain how the references enable new understandingsVC2E8LE04 | * Refined
 |
| Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408)Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT409) | explore how language features such as sentence patterns create tone and voice, and how literary devices such as imagery create meaning and aesthetic qualities in literary textsVC2E8LE05 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCELT419)Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (VCELT418) | create texts that experiment with literary language features and literary devices for particular purposes and effectsVC2E8LE06 | * Merged 2 content descriptions and refined
 |

**VC2 strand:Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives (VCELY426) | use interaction skills for identified purposes and contexts, including when supporting or challenging the stated or implied meanings of texts in discussionVC2E8LY01 | * Refined
 |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects (VCELY427) | deliver structured spoken texts for particular purposes and audiences to suit formal and informal contexts, using features of voice and multimodal or digital elements VC2E8LY02 | * Refined
 |

**VC2 sub-strand: Word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417) | explore and use learnt knowledge to spell technical and academic words consistently and accuratelyVC2E8LY03 | * Refined
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410) | describe how representations of people, places and events reflect the context of the textVC2E8LY04 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (VCELY413) | analyse and evaluate the ways that language features represent perspectives on an issue, event, situation, individual or group, and the ways that quotations and sources are used and repurposed in a textVC2E8LY05 | * Refined
 |
| Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411) | analyse how authors organise ideas to develop and shape meaningVC2E8LY06 | * Refined
 |
| Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (VCELY412) | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in textsVC2E8LY07 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (VCELY420) | create different types of texts, written and spoken, that raise issues, report events and advance opinions, using deliberate language and textual choices, and print, multimodal and/or digital elements as appropriate  VC2E8LY08 | * Refined
 |
| Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421) | review and edit to refine and clarify ideas to improve the effectiveness and coherence of their own texts and the texts of others, and reflect on these processes VC2E8LY09 | * Refined
 |
| Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422) |  | * Removed
 |

Level 9

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.**Writing**Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.**Speaking and Listening**Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. | By the end of Level 9, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students explore vocabulary of mood and style and use language to strengthen relationships and roles. They discuss opinions on texts. They use evaluative and substantiative language to express individual views. When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate different levels of formality in their language choice and use appropriate features of voice. **Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They engage with vocabulary and grammatical knowledge, including the ways that sentence structures are varied for creative effect and how punctuation supports citation and reference.When demonstrating understanding of texts, students discuss their responses to texts from diverse historical, cultural and social contexts, and they compare initial and subsequent impressions. They explore different responses, including personal impressions. They analyse how language and/or still and moving images and sound represent values, beliefs and attitudes and are used to shape audiences’ preferences. They analyse the relationship between text structures, language features, literary devices and intertextual connections.They explore how authors adapt and experiment with texts, including print, digital and hybrid, according to purpose. They analyse how literary devices, including poetic features, create meaning and aesthetic qualities. They analyse how symbols in still and moving images, and sound effects, create meaning.**Writing**When creating written and spoken texts, students present ideas through a point of view and/or a voice. They experiment with textual elements and include appropriate multimodal or digital elements. They review and edit their own and others’ texts for clarity and control and reflect on these processes.They experiment with text structures for cohesion and sequence, vary grammar for creative effect and use punctuation to condense and link ideas.They use vocabulary that contributes to style, mood and tone. They use language features and literary devices to create hybrid texts.They explore standard and non-standard spelling for creative effect.   | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

 **VC2 strand:Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCELA453) | understand how language strengthens relationships and rolesVC2E9LA01 | * Refined
 |
| Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428) | understand how the language of evaluation and substantiation expresses individual views and values through language features such as allusion, evocative vocabulary and metaphorVC2E9LA02 | * Refined
 |
| Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (VCELA452) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that authors innovate with text structures and language for specific purposes and effects (VCELA429) | explore the ways that text structures and language features can be adapted and altered according to purposeVC2E9LA03 | * Refined
 |
| Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (VCELA430) | understand how a range of cohesive devices, including nominalisation, condense information in texts and link, expand and sequence ideasVC2E9LA04 | * Refined
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433) | explore how authors vary sentence structures for effect, such as using a sentence fragment, or intentionally using a dependent clause on its ownVC2E9LA05 | * Refined
 |
| Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446) | understand how abstract nouns can be used to summarise ideas in textVC2E9LA06 | * Refined
 |
| Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431) | analyse how symbols in still and moving images and the use of sound augment meaningVC2E9LA07 | * Refined
 |
| Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432) | analyse how vocabulary choices contribute to style, mood and toneVC2E9LA08 | * Refined
 |
| Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445) | understand and use punctuation conventions to condense information and for referencing and citing others for formal and informal purposesVC2E9LA09 | * Refined
 |

**VC2 strand: Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435) | analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authorsVC2E9LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (VCELT436) | explore and develop responses, including personal responses, to literary texts, comparing initial and subsequent impressionsVC2E9LE02  | * Refined
 |
| Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454)Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437) | analyse how literary devices and language features, and still and moving images, shape an audience’s preference about the social, moral or ethical positions presented in literary textsVC2E9LE03 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439) | analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual referencesVC2E9LE04 | * Merged 2 content descriptions and refined
 |
| Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style (VCELT438)Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440) | analyse the ways that text structures, language features and literary devices in literary texts create aesthetic qualitiesVC2E9LE05 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447) | create texts, which may be hybrid, that experiment with literary text structures, language features and devices, and voice, for purposes and audiencesVC2E9LE06 | * Merged 2 content descriptions and refined
 |

**VC2 strand: Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace (VCELY455) | use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular waysVC2E9LY01 | * Refined
 |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (VCELY456) | deliver structured spoken texts for particular purposes, demonstrating different levels of formality in consideration of audience, using features of voice and multimodal or digital elementsVC2E9LY02 | * Refined
 |

**VC2 sub-strand: Word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how spelling is used creatively in texts for particular effects (VCELA434) | use learnt knowledge to spell accurately and consistently, and understand that non-standard spelling is used in texts for particular effects, such as characterisation and humour, and to represent accents and distinctive speechVC2E9LY03 | * Refined
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441) | analyse how representations of people, places, events and concepts reflect contextsVC2E9LY04 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442) | analyse and evaluate how language features are used to explicitly represent values, beliefs and attitudesVC2E9LY05 | * Refined
 |
| Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433) | analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaningVC2E9LY06 | * Merged 2 content descriptions and refined
 |
| Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443) | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between textsVC2E9LY07 | * Refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449) | create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audienceVC2E9LY08 | * Refined
 |
| Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (VCELY450) | review and edit their own texts and the texts of others to improve clarity, coherence and control over content, organisation, paragraphing, sentence structure, vocabulary and multimodal elements, and reflect on these processes VC2E9LY09 | * Refined
 |
| Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451) |  | * Removed
 |

Level 10

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| **Reading and Viewing**By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.**Writing**Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.**Speaking and Listening**Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. | By the end of Level 10, students demonstrate the following skills in English.**Speaking and Listening**When interacting with others, students use an expanded vocabulary and distinguish inclusive and exclusive language. They discuss and present opinions about texts. They explore language that reveals views and values. When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice. **Reading and Viewing**When reading and viewing, students engage with a range of different types of texts for meaning.They engage with vocabulary and grammatical knowledge, and the ways that sentence structures, syntax and punctuation express ideas. When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation.**Writing**When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes. They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice. They use standard and non-standard spelling appropriate for purpose and audience.   | * Used the same structure (language modes), changed the sequence, created clear throughlines of the skills sets identified under each language mode
 |

Content descriptions

 **VC2 strand:Language**

**VC2 sub-strand: Language for interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483) | understand how language can have inclusive and exclusive social effects, and how it can empower or disempower peopleVC2E10LA01 | * Refined
 |
| Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457) | understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and valuesVC2E10LA02 | * Refined
 |
| Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482) |  | * Removed
 |

**VC2 sub-strand: Text structure and organisation**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458) | analyse text structures and language features and evaluate their effectiveness in achieving their purposeVC2E10LA03 | * Refined
 |
| Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470) | understand how text structures are selected and can be varied to create sequence and cohesionVC2E10LA04 | * Refined
 |
| Understand conventions for citing others, and how to reference these in different ways (VCELA471) |  | * Removed
 |

**VC2 sub-strand: Language for expressing and developing ideas**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472) | analyse and evaluate the effectiveness of particular sentence structures to express and craft ideasVC2E10LA05 | * Refined
 |
| Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473) | analyse how syntax contributes to meaning and styleVC2E10LA06 | * Refined
 |
| Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459) | evaluate the features of still and moving images, and the use of sound, and the effects of those choices on representationsVC2E10LA07 | * Refined
 |
| Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474) | understand and use, with precision, an expanded vocabularyVC2E10LA08 | * Refined
 |
|  | use and experiment with punctuation for meaning and effectVC2E10LA09 | * New content description
 |

**VC2 strand:Literature**

**VC2 sub-strand: Literature and contexts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460) | analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authorsVC2E10LE01 | * Refined
 |

**VC2 sub-strand: Engaging with and responding to literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (VCELT484) | synthesise their own interpretation of a literary text, and explore the interpretations of othersVC2E10LE02 | * Refined
 |
| Evaluate the social, moral and ethical positions represented in texts (VCELT462) | analyse the ways that social, moral or ethical positions are represented in a range of literary textsVC2E10LE03 | * Refined
 |

**VC2 sub-strand: Examining literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463)Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461)Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464) | analyse how text structure, language features, literary devices and intertextual connections shape interpretations of literary textsVC2E10LE04 | * Merged
 |
| Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465) | compare and evaluate how ‘voice’ as a literary device is used in a range of texts to evoke emotional responses and to create aesthetic qualitiesVC2E10LE05 | * Refined
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**VC2 sub-strand: Creating literature**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476)Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477)Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478) | create texts with a sustained voice, selecting and adapting literary text structures and devices, and language, auditory and visual features for purposes and audiencesVC2E10LE06 | * Merged 3 content descriptions and refined
 |

**VC2 strand:Literacy**

**VC2 sub-strand: Interacting with others**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485)  | use interaction skills to discuss an opinion about texts and analyse the purposes and effects of text structures and language featuresVC2E10LY01 | * Refined
 |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (VCELY486) | deliver structured spoken texts for particular purposes, experimenting with formality in deliberate consideration of an audience, using features of voice and multimodal or digital elements VC2E10LY02 | * Refined
 |

**VC2 sub-strand: Word knowledge**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475) | use learnt knowledge of the spelling system to spell words accurately and to manipulate standard and non-standard spelling for particular effectsVC2E10LY03 | * Refined
 |

**VC2 sub-strand: Texts in context**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466) | analyse and evaluate how people, places, events and concepts are represented in texts and reflect contextsVC2E10LY04 | * Refined
 |

**VC2 sub-strand: Analysing, interpreting and evaluating**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467) | analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudesVC2E10LY05 | * Refined
 |
|  | analyse and evaluate how authors organise ideas in texts to achieve a purposeVC2E10LY06 | * New content description
 |
| Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468) | integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideasVC2E10LY07 | * Merged 2 content descriptions and refined
 |

**VC2 sub-strand: Creating texts**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479) | create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposesand in deliberate consideration of an audienceVC2E10LY08 | * Refined
 |
| Review, edit and refine own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480) | review, edit and refine their own texts and the texts of others for control and coherence of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects, and reflect on these processesVC2E10LY09 | * Refined
 |
| Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481) |  | * Removed
 |