

Introducing the Victorian Curriculum: English F–6

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VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



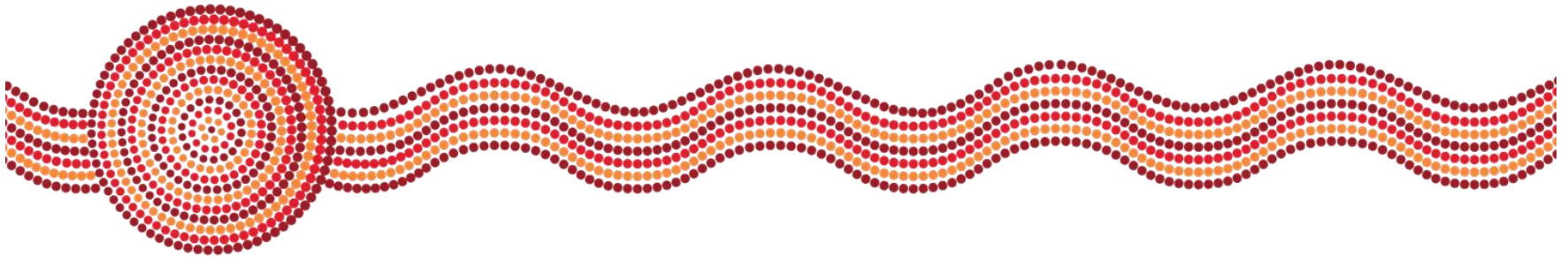
Acknowledgment of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



Victorian Curriculum F–10

- Meets the requirements of the Victorian legislation for a curriculum framework.
- Is the curriculum framework used by all Victorian government and catholic schools, and a proportion of independent schools.
- Incorporates the Australian Curriculum and reflects Victorian priorities

<http://victoriancurriculum.vcaa.vic.edu.au/>

Victorian Curriculum Foundation–10

Home Overview Curriculum ▾ Levels ▾ Download ↕

The Victorian Curriculum F–10

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Curriculum planning

The [Curriculum Planning Resource](#) offers schools a range of resources to support planning and documenting a comprehensive whole-school teaching and learning program based on the curriculum.

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication Design	Critical and Creative Thinking Ethical Intercultural Personal and Social
English Health and Physical Education The Humanities <ul style="list-style-type: none">• Civics and Citizenship• Economics and Business• Geography• History	
Languages Mathematics Science Technologies <ul style="list-style-type: none">• Design and Technologies• Digital Technologies	

Updates to the curriculum

From time to time, there are updates or information about the F-10 Victorian Curriculum, and some of those updates will include English.

To keep your school and staff updated with any new information, please check in with the VCAA Bulletin (monthly), the Notice to Schools (weekly), and the F-10 Curriculum update

You can subscribe to these publications through the following link:

<https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx>

F-10 English

The F-10 English curriculum is a comprehensive document incorporating the key knowledge and key skills identified as central to this study, and the many pathways we might imagine beyond primary and secondary education.

In this presentation, we will focus on the F-6 English curriculum.

Rationale

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

Rationale

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Aims

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Structure

The English curriculum offers a number of organisational structures.

The curriculum is organised by **level**, **mode** and **strand**.

Levels

English and Mathematics are organised by level (all other KLAs are organised by bands).

Each level typically represents a year of learning. However, the curriculum is flexible, so students can move between levels and teachers can design teaching and learning, and assessment, with an eye to differentiation across a number of levels.

Modes

There are three modes in the English curriculum:

- reading and viewing
- writing
- speaking and listening

We can think about the modes as the key skills students develop as they move through the levels from F to 6 (and indeed through to 10).

Strands

There are three strands in the English curriculum:

Language

Literature

Literacy

If we have conceptualised the modes as the skills students acquire, we might see the Strands as the knowledge. The curriculum document offers an intersection between knowledge and skills for teachers to implement in their classrooms.

Sub-strands

Beneath the Strands, the content is organised by sub-strands (I'll speak more about these later).

These sub-strands create a continuum of key knowledge and key skills.

Structure

Within each language mode, the content descriptions are grouped into strands and sub-strands

Strand	Sub-strands	Strand	Sub-strands	Strand	Sub-strands
Language	Language variation and change	Literature	Literature and context	Literacy	Texts in context
	Language for interaction		Responding to literature		Interacting with others
	Text structure and organisation		Examining literature		Interpreting, analysing, evaluating
	Expressing and developing ideas		Creating literature		Creating texts
	Phonics and word knowledge				

Focus areas

Focus area information is not included on the digital version of the curriculum.
This information is located on the Scope and Sequence charts.

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>



Focus areas in English



Focus areas in English: Annotation

The scope and sequence tab for the English curriculum includes a range of documents. These have been designed to assist teachers to view the curriculum in more detail and provide additional information on the focus area of each content description. Please note that the focus area information is not included on the digital version of the curriculum.

The focus area for each content description is indicated in italics

Victorian Curriculum Foundation-10		English – Level 2		VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY	
Mode	Reading and Viewing	Writing	Speaking and Listening		
Strand	Language	Language	Language		
Sub-strand	<i>Text structure and organisation</i> Purpose, audience and structure of different types of texts Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose Concepts of print and screen Know some features of text organisation including page and screen layout, alphabetical order, and different types of diagrams	<i>Text cohesion</i> Understand how texts are made cohesive by the use of resources, for example word associations, synonyms, and antonyms <i>Punctuation</i> Recognise that capital letters signal proper nouns and commas are used to separate items in lists	<i>Language variation and change</i> Language variation and change Understand that spoken, visual and written forms of language use different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background <i>Language for interaction</i> Language for social interactions 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 <i>Evaluative language</i> Identify language that can be used for appreciating texts and the qualities of people and things		
Sub-strand	<i>Expressing and developing ideas</i> Sentence and clause level grammar Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a co-ordinating conjunction	<i>Expressing and developing ideas</i> Spelling Understand how to use diagraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words	<i>Expressing and developing ideas</i> Vocabulary Understand the use of vocabulary about familiar and new topics and equipment with and begin to make conscious choices of vocabulary to suit audience and purpose		
Sub-strand	<i>Visual language</i> 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	<i>Spelling</i> Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds			

Content descriptions

While the structure is important to read and make sense of the curriculum document, it is the content descriptions that represent the heart of the curriculum document.

The content descriptions are the statements that guide the teaching and learning of key knowledge and key skills mandated for F-10 classrooms.

The structure – particularly the sub-strands – organises the content descriptions into through-lines so students can build their knowledge and skills systematically and sequentially. However, the through-lines are not always organised under one mode, but rather can move between modes.

Phonics and word knowledge (R and V)

Level 3 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

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)

Identify the features of online texts that enhance navigation (VCELA247)

Expressing and developing ideas

Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248)

Phonics and word knowledge

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)

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)

Level 4 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

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)

Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (VCELA278)

Expressing and developing ideas

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)

Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280)

Investigate how quoted (direct) and reported (indirect) speech work in different types of text (VCELA281)

Literature

Literature and context

Level 5 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309)

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)

Expressing and developing ideas

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)

Phonics and word knowledge

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)

Literature

Literature and context

Phonics and word knowledge (W)

Writing	Writing	Writing
Language	Language	Language
Text structure and organisation	Text structure and organisation	Text structure and organisation
Understand that paragraphs are a key organisational feature of written texts (VCELA259)	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290)	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)
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (VCELA260)	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291)	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322)
Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)	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 the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323)
Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)	Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)	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)
Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)	Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)
Literature		
Creating literature	Phonics and word knowledge	Phonics and word knowledge
Create imaginative texts based on characters, settings and events from students' own and other cultures	Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295)	Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326)

Content descriptions

We can see in this example the 'Phonics and word knowledge' sub-strand exists in both the reading and viewing mode and the writing mode. Thus classroom sequences can explore the key knowledge across a number of modes, and in a more holistic way.

Content descriptions

The structure then supports the content descriptions and guides engagement with key knowledge and skills across all modes.

The curriculum invites a flexible approach, supporting teacher agency to construct teaching and learning most appropriate for their school context and student cohort.

Each content description contains level-specific knowledge with which students can engage.

Example

This flexibility in the curriculum can be explored in a number of ways. For example, at level 3, in the mode of Speaking and listening and the strand of Language, VCELA271 indicates:

'Understand that successful cooperation with other 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'.

This content description sits within the 'Language for interaction' sub-strand, and teachers can use this content description in conjunction with those that are at levels 2 and 4 across the same sub-strand to provide for differentiation.

Mode: Speaking and listening

Levels: 2 to 4

Strand: Language

Sub-strand: Language for interaction

Speaking and Listening

Language

Language variation and change

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)

Language for interaction

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)

Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)

Speaking and Listening

Language

Language variation and change

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)

Language for interaction

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)

Examine how evaluative language can be varied to be more or less forceful (VCELA272)

Speaking and Listening

Language

Language variation and change

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)

Language for interaction

Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)

Literature



Example

The teaching and learning sequence for a grade 3 classroom that includes this Content Description then might also include:

Level 2	Level 3	Level 4
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	Understand that successful cooperation with other 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	Understand that social interactions influence the way people engage with ideas and respond to others

Example

Using this continuum, a class 3 teacher could explore the level 2 content description with the class as a diagnostic exercise, and then strengthen those understandings in order to move into the knowledge and skills at levels 3 and 4.

Teachers are further assisted in this work in the elaborations. The elaborations sit underneath each Content Description and provide extra information, advice and support for teaching to think about the knowledge and skills in the context of their cohort and community.

Elaborations

The elaborations for the content description at level 3 (on the previous slide) suggests identifying role and collaborative patterns in students' own groups and pair work (which may include strategies like 'changing a topic through negotiation'). Thus teachers can prepare teaching and learning that engages with this knowledge and these skills.

It is important to note how open the verbs are across the curriculum. Teacher offer students ways to 'understand' the knowledge and skills (there are other verbs, but understand is key across the curriculum). The 'how' that understanding is developed and demonstrated is a school-based decision.

Elaborations

To access the elaborations, click on the content description curriculum number on the digital curriculum document. This live link will open the elaborations.

Note too, each elaboration will also provide a live link to Fuse, which can offer related teaching and learning resources.

(VCELA234)

Language for interaction

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)

Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)

Language for interaction

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)

Examine how evaluative language can be varied to be more or less forceful (VCELA272)

Language for interaction

Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)

Literature

Elaborations


English / Level 3 / Language / Language for interaction

Content description	Elaborations
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	<ul style="list-style-type: none">identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting and checking individual and group understanding)

Code **ScOT catalogue terms**

VCELA271 Cooperation; Conversations

Curriculum resources and support

FUSE  VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Find related teaching and learning resources in [FUSE](#)*

Find related curriculum resources on the [VCAA resources site](#)

*[Disclaimer](#) about use of these sites

Achievement standards

The curriculum also provides achievement standards for each level, organised by mode. Each level has achievement standards relevant to the curriculum that do not exactly replicate the material.

The achievement standards represent a synthesis of the curriculum for teacher to prepare assessment based on their teaching and learning. They are organised by mode.

Like many of the content descriptions, the verbs used in the achievement standards are open – ‘understand’, ‘demonstrate’ and so on (though, at times they are more specific) – so teachers can determine the best possible assessment tasks and tools for their context and cohort.

Achievement standards

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.

Show less

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.

Show less

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.

Show less



Example

The achievement standards identified on the previous slide connect with the examples from the content description on earlier slides. The achievement standards provide the language to assist in assessing students.

English as an Additional Language (EAL) Update

In 2021, a comprehensive F-10 EAL curriculum will be implemented in schools.

For more information, including support resources and a professional learning program (webinar recordings), use this link:

<https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx>

Literacy across the curriculum

- Literacy is foundational to all learning areas and capabilities in the Victorian Curriculum.
- However, it is not one of the four capabilities which have separate curriculum documents.
- Much of the explicit teaching of literacy occurs in the English learning area, however, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning and assessment with significant literacy demands.
- Students develop knowledge and skills across the Language and Literacy strands of the English curriculum.

Literacy Learning Progressions

The Literacy Learning Progressions

(<https://www.vcaa.vic.edu.au/curriculum/foundation-10/crosscurriculumresources/Pages/Literacy.aspx>) are an additional resource to assist teachers map student progression.

The progressions are particularly useful for teachers who are working with students who are at levels either much lower or much higher than the general cohort.

They complement the curriculum but do not replace it.

VCAA resources

The VCAA have produced resources to support the F-10 English curriculum. For resources to assist with planning for curriculum coverage, and planning within a whole school context: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english/help-me-plan/Pages/default.aspx>

For resources to assist with teaching and learning: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english/Pages/Help-me-find-a-teaching-resource.aspx>

For resources to assist with assessment, including template for indicative progress, annotated work samples and information about formative assessment: <https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english/help-me-assess/Pages/default.aspx>

Questions and contacts

You are welcome to ask questions today.

If you have questions after this presentation, please contact:

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For further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F–10 Curriculum Update:

<https://www.vision6.com.au/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>