



VICTORIAN CURRICULUM: ENGLISH

Foundation

Language		
Reading & Viewing	Writing	Speaking & Listening
<p>Text structure and organisation Understand that texts can take many forms, and that imaginative and informative texts have different purposes</p> <ul style="list-style-type: none"> sharing experiences of different texts and discussing some differences discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information' repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases <p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality</p> <ul style="list-style-type: none"> learning about print: direction of print and return sweep, spaces between words learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts learning about front and back covers; title and author, layout and navigation of digital/screen texts learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu <p>Recognise that sentences are key units for expressing ideas</p> <ul style="list-style-type: none"> learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy') creating students' own written texts and reading aloud to the teacher and others <p>Recognise that texts are made up of words and groups of words that make meaning</p> <ul style="list-style-type: none"> exploring spoken, written and multimodal texts and identifying elements, for example words and images <p>Explore the different contribution of words and images to meaning in stories and informative texts</p> <ul style="list-style-type: none"> talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined exploring how the combination of print and images in texts create meaning <p>Phonics and word knowledge Recognise all upper and lower case letters and the most common sound that each letter represents</p> <ul style="list-style-type: none"> recognising and saying the name and most common sound made by each upper and lower case letter of the alphabet, including consonants and short vowel sounds, such as /a/ in cat. using familiar and common letters in handwritten and digital communications <p>Blend sounds associated with letters when reading consonant-vowel-consonant words</p> <ul style="list-style-type: none"> blending together common sounds for consonants and vowels to read short words with consonant-vowel-consonant patterns, for example c-a-t, p-e-t 	<p>Text structure and organisation Understand that some language in written texts is unlike everyday spoken language</p> <ul style="list-style-type: none"> learning that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present <p>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</p> <ul style="list-style-type: none"> pointing to the letters and the punctuation in a text commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter' <p>Phonics and word knowledge 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</p> <ul style="list-style-type: none"> recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds <p>Know how to use onset and rime to spell words</p> <ul style="list-style-type: none"> breaking words into onset and rime, for example c/at building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot 	<p>Language variation and change Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community</p> <ul style="list-style-type: none"> learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages <p>Language for interaction Explore how language is used differently at home and school depending on the relationships between people</p> <ul style="list-style-type: none"> learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers learning that we use a different tone and style of language with different people learning to ask relevant questions and to express requests and opinions in ways that suit different contexts <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes</p> <ul style="list-style-type: none"> recognising some of the ways we can use speech, gesture, writing and media to communicate feelings recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations <p>Expressing and developing ideas Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school</p> <ul style="list-style-type: none"> engaging in multiple speaking and listening experiences to build vocabulary discussing new vocabulary found in texts bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics <p>Phonics and word knowledge Identify rhyming words, alliterations patterns, syllables and some sounds (phonemes) in spoken words</p> <ul style="list-style-type: none"> listening to the sounds a student hears in the word, and writing letters to represent those sounds identifying rhyme and syllables in spoken words identifying and manipulating sounds (phonemes) in spoken words identifying onset and rime in one-syllable spoken words

Literature		
Reading & Viewing	Writing	Speaking & Listening
<p>Literature and context Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences</p> <ul style="list-style-type: none"> recognising that there are storytellers in all cultures viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources comparing experiences depicted in stories with students' own engaging with texts that reflect the social and cultural groups to which students belong <p>Examining Literature Recognise some different types of literary texts and identify some characteristic features of literary texts</p> <ul style="list-style-type: none"> recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago', 'Before the Dreamtime...' <p>Identify some features of texts including events and characters and retell events from a text</p> <ul style="list-style-type: none"> identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines listening, responding to and joining in with rhymes, poems, chants and songs <p>○</p>	<p>Creating literature Retell familiar literary texts through performance, use of illustrations and images</p> <ul style="list-style-type: none"> drawing, labelling and role playing representations of characters or events reciting rhymes with actions using digital technologies to retell events and recreate characters from favourite print and film texts 	<p>Responding to literature Respond to texts, identifying favourite stories, authors and illustrators</p> <ul style="list-style-type: none"> talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories engaging with the humour in some stories and repeating favourite lines, jokes and ideas returning to preferred texts and commenting on reasons for selection <p>Share feelings and thoughts about the events and characters in texts</p> <ul style="list-style-type: none"> talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories using art forms and beginning forms of writing to express personal responses to literature and film experiences talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted <p>Examining Literature Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures</p> <ul style="list-style-type: none"> using music and actions to enhance appreciation of rhymes, poems, chants and songs reciting rhymes with actions <p>Creating Literature Modify familiar texts</p> <ul style="list-style-type: none"> Changing familiar texts by innovating on elements of text structure, for example replacing rhyming words or substituting verbs with other verbs

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<p>Texts in context Identify some familiar texts and the contexts in which they are used</p> <ul style="list-style-type: none"> recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards <p>Interpreting, analysing, evaluating Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, grammatical knowledge</p> <ul style="list-style-type: none"> navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word reading aloud with attempts at fluency and intonation attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</p> <ul style="list-style-type: none"> talking about the meanings in texts listened to, viewed and read visualising elements in a text (for example drawing an event or character from a text read aloud) providing a simple, correctly-sequenced retelling of narrative texts relating one or two key facts from informative texts finding a key word in a text to answer a literal question making links between events in a text and students' own experiences making an inference about a character's feelings discussing and sequencing events in stories drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical <p>Identify some differences between imaginative and informative texts</p> <ul style="list-style-type: none"> talking about what is 'real' and what is imagined in texts identifying and selecting texts for information purposes and commenting on how the text might help with a task 	<p>Creating texts Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p> <ul style="list-style-type: none"> using image-making and beginning writing to represent characters and events in written, film and web-based texts using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts <p>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops</p> <ul style="list-style-type: none"> rereading collaboratively developed texts to check that they communicate what the authors intended <p>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</p> <ul style="list-style-type: none"> adopting correct posture and pencil grip learning to produce simple handwriting movements following clear demonstrations of how to construct each letter (for example where to start; which direction to write) learning to construct lower case letters and to combine these into words learning to construct some upper case letters <p>Construct texts using software including word processing programs</p> <ul style="list-style-type: none"> using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu 	<p>Interacting with others 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</p> <ul style="list-style-type: none"> listening to, remembering and following simple instructions sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language participating in class, group and pair discussions about shared experiences including shared texts asking and answering questions to clarify understanding <p>Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact</p> <ul style="list-style-type: none"> sharing a personal experience, interest or discovery with peers in a semi-formal situation using visual cues to practise staying on topic

Achievement Standard		
<p>Reading and Viewing By the end of Foundation:</p> <p>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.</p>	<p>Writing By the end of Foundation:</p> <p>When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>	<p>Speaking and Listening By the end of Foundation:</p> <p>They 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.</p>

*This document intends to assist teachers in their implementation of the Victorian Curriculum F-10
It is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further details for themselves.
The VCAA and the Victorian Curriculum F-10 is the official documentation for Victorian schools from 2017.

Cross-curriculum priorities are to be included in all learning areas: they have not been included in this document.
Please see the ACARA website for further clarification.