

VICTORIAN CURRICULUM: ENGLISH

Level 3

Language		
Reading & Viewing	Writing	Speaking & Listening
<p>Text structure and organisation Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood and types of sentences</p> <ul style="list-style-type: none"> becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions <p>Identify the features of online texts that enhance navigation</p> <ul style="list-style-type: none"> becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps <p>Expressing and developing ideas Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <ul style="list-style-type: none"> noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness <p>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</p> <ul style="list-style-type: none"> Using strategies such as sounding out, chunking and blending of uncommon consonant and vowel clusters to problem solve words, for example 'machine and spoil', in shared or guided reading. <p>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.</p> <ul style="list-style-type: none"> becoming familiar with most high frequency sight words 	<p>Text structure and organisation Understand that paragraphs are a key organisational feature of written texts</p> <ul style="list-style-type: none"> noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/paragraph opener which predicts how the paragraph will develop and is then elaborated in various ways <p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters</p> <ul style="list-style-type: none"> recognizing both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements <p>Expressing and developing ideas Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement</p> <ul style="list-style-type: none"> knowing that a clause is basically a group of words that contains a verb knowing that, in terms of meaning, a basic clause represents: what is happening; who or what is participating, and the surrounding circumstances <p>Understand that verbs represent different processes (doing, thinking, saying and relating) and that these processes are anchored in time through tense</p> <ul style="list-style-type: none"> identifying different types of verbs and the way they add meaning to a sentence exploring action and saying verbs in narrative texts to show how they give information about what characters do and say exploring the use of sensing verbs and how they allow readers to know what characters think and feel exploring the use of relating verbs in constructing definitions and descriptions learning how time is represented through the tense of a verb and other structural, language and visual features <p>Phonics and word knowledge Understand how to use sound-letter relationships and less common letter combinations to spell.</p> <ul style="list-style-type: none"> using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); three-letter clusters (for example 'thr', 'shr', 'squ'); visual knowledge (for example more complex single syllable homophones such as 'break/brake', 'ate/eight'); morphemic knowledge (for example inflectional endings in single syllable words, plural and past tense); generalisations (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es') 	<p>Language variation and change Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning</p> <ul style="list-style-type: none"> learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately <p>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</p> <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) <p>Examine how evaluative language can be varied to be more or less forceful</p> <ul style="list-style-type: none"> exploring how modal verbs, for example 'must', 'might', 'or 'could' indicate degrees of certainty, command or obligation distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts <p>Expressing and developing ideas Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs</p> <ul style="list-style-type: none"> exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context

Literature		
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<p>Responding to literature Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <ul style="list-style-type: none"> discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text exploring texts that highlight issues and problems in making moral decisions and discussing these with others drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view <p>Develop criteria for establishing personal preferences for literature</p> <ul style="list-style-type: none"> building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books) selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of text <p>Examining literature 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</p> <ul style="list-style-type: none"> identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for' <p>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</p> <ul style="list-style-type: none"> identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment 	<p>Creating literature Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features</p> <ul style="list-style-type: none"> drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterization innovation on texts read, viewed and listened to by changing the point of view, revising and ending or creating a sequel. <p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue</p> <ul style="list-style-type: none"> creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world 	<p>Literature and context Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons</p> <ul style="list-style-type: none"> reading texts in which Aboriginal and Torres Strait Islander children/ young people are the central characters/protagonists and making links to students' own lives, noting similarities exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)

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<p>Texts in context</p> <p>Identify the point of view in a text and suggest alternative points of view</p> <ul style="list-style-type: none"> discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others speculating about what other characters might think or feel and retelling the story from other perspectives (for example ‘Cinderella’ from the view of the ‘Ugly Sisters’) <p>Interpreting, analyzing, evaluating</p> <p>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting</p> <ul style="list-style-type: none"> combining different types of knowledge (for example world knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics reading text types from a student’s culture to enhance confidence in building reading strategies reading aloud with fluency and intonation reading a wider range of texts, including chapter books and informative texts, for pleasure <p>Use comprehension strategies to build literal and inferred meaning and begin to escalate texts by drawing on growing knowledge of context, text structure and language features</p> <ul style="list-style-type: none"> making connections between the text and students own experience and other texts making connections between the information in print and images making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic using text features and search tools to locate information in written and digital texts efficiently determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification making considered inferences taking into account topic knowledge or a character’s likely actions and feelings <p>Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)</p> <ul style="list-style-type: none"> exploring how different types of verb groups, for example, action commands in procedures, saying verbs in narratives and relating verbs in information reports, are used to make meaning in different types of texts 	<p>Creating texts</p> <p>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</p> <ul style="list-style-type: none"> using print and digital resources to gather information about a topic selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact using appropriate simple, compound and complex sentences to express and combine ideas using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation</p> <ul style="list-style-type: none"> using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size</p> <ul style="list-style-type: none"> practising how to join letters to construct a fluent handwriting style <p>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio element</p> <ul style="list-style-type: none"> using features of relevant technologies to plan, sequence, compose and edit multimodal texts 	<p>Interacting with others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations</p> <ul style="list-style-type: none"> participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students’ own understanding against group views <p>Plan and deliver short presentations, providing some key details in logical sequence</p> <ul style="list-style-type: none"> drawing on relevant research into a topic to prepare an oral or multimodal presentation, using devices such as storyboards to plan the sequence of ideas and information.

Achievement Standard		
<p>Reading and Viewing By the end of Level 3:</p> <p>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.</p>	<p>Writing By the end of Level 3:</p> <p>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.</p>	<p>Speaking and Listening By the end of Level 3:</p> <p>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.</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.