

VICTORIAN CURRICULUM: ENGLISH

Level 4

Language		
Reading & Viewing	Writing	Speaking & Listening
<p>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</p> <ul style="list-style-type: none"> becoming familiar with the typical stages and language features of such text types as: simple narrative, procedure, simple persuasion texts and information reports <p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout</p> <ul style="list-style-type: none"> participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information <p>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</p> <ul style="list-style-type: none"> examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view and beginning to understand how these choices impact on viewer response <p>Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity</p> <ul style="list-style-type: none"> investigating in texts how adverb group/phrases and prepositional phrases can provide details of the circumstances surrounding a happening or state (for example, 'midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)') <p>Investigate how quoted (direct) and reported (indirect) speech work in different types of text</p> <ul style="list-style-type: none"> investigating examples of quoted (direct) speech ('He said, "I'll go to the park today"') and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences 	<p>Text structure and organisation Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives</p> <ul style="list-style-type: none"> knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link back to something previously mentioned; determiners (for example 'this', 'that', 'these', 'those', 'the', 'his', 'their'); text connectives that create links between sentences (for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary') identifying how participants are tracked through a text by, for example, using pronouns to refer back to noun groups/phrases describing how texts connectives link sections of a text providing sequences through time, for example 'firstly', 'then', 'next' and 'finally' <p>Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech</p> <ul style="list-style-type: none"> exploring texts to identify the use of quotation marks experimenting with the use of quotation marks in students' own writing <p>Expressing and developing ideas Understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases</p> <ul style="list-style-type: none"> creating richer, more specific descriptions through the use of noun groups (for example in narrative texts, 'Their very old Siamese cat'; in reports, 'Its extremely high mountain ranges') <p>Incorporate new vocabulary from a range of sources including vocabulary encountered in research, into own texts</p> <ul style="list-style-type: none"> building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics <p>Phonics and word knowledge Understand how to use phonic generalisations to identify and write words with more complex letter combinations</p> <ul style="list-style-type: none"> using knowledge of complex spelling patterns to read and write, for example 'bought' <p>Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families</p> <ul style="list-style-type: none"> using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk') using visual knowledge (for example diphthongs in more complex words and other ambiguous vowel sounds, as in 'oy', 'oi', 'ou', 'ow', 'ould', 'u', 'ough', 'au', 'aw'); silent beginning consonant patterns (for example 'gn' and 'kn') applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping') <p>Recognise homophones and know how to use context to identify correct spelling</p> <ul style="list-style-type: none"> using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two') 	<p>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</p> <ul style="list-style-type: none"> identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example kangaroo, tsunami, typhoon, amok, orang-utan identifying commonly used words derived from other cultures <p>Language for interaction Understand that social interactions influence the way people engage with ideas and respond to</p> <ul style="list-style-type: none"> recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures recognising the importance of using inclusive language <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording</p> <ul style="list-style-type: none"> identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'

Literature

Reading & Viewing

Literature and context
Make connections between the ways different authors may represent similar storylines, ideas and relationships

- commenting on how authors have established setting and period in different cultures and times and the relevance of characters, actions and beliefs to their own time
- comparing different authors’ treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors

Responding to literature
Describe the effects of ideas, text structures and language features of literary texts

- examining the author’s description of a character’s appearance, behaviour and speech and noting how the character’s development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her
- sharing views using appropriate metalanguage (for example ‘The use of adjectives in describing the character really helps to create images for the reader’)

Examining literature
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques

- examining the author’s description of a character’s appearance, behaviour and speech and noting how the character’s development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her
- identify pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts

- defining spoonerisms, neologisms and puns and exploring how they are used by authors to create a sense of freshness, originality and playfulness
- discussing poetic language, including unusual adjectival use and how it engages us emotionally and brings to life the poet’s subject matter (for example ‘He grasps the crag with crooked hands’/wee timorous beastie)

Writing

Creating literature
Create literary texts by developing storylines, characters and settings

- collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot

Create literary texts that explore students’ own experiences and imagining

- drawing upon literary texts students have encountered and experimenting with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas

Speaking & Listening

Responding to literature
Discuss literary experiences with others, sharing responses and expressing a point of view

- sharing and discussing students’ own and others’ understanding of the effects of particular literary techniques on their appreciation of texts
- drawing comparisons between multiple texts and students’ own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I’ve read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'

Literacy		
Reading & Viewing	Writing	Speaking & Listening
<p>Texts in context Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts</p> <ul style="list-style-type: none"> viewing documentaries and news footage from different periods, comparing the style of presentation, including costumes and iconography with contemporary texts on similar topics and tracking changing views on issues, for example war, race, gender <p>Interpreting, analysing, evaluating Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing</p> <ul style="list-style-type: none"> reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing and including self correction strategies such as confirming and cross-checking reading aloud with fluency and expression reading a wide range of different types of texts for pleasure <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p> <ul style="list-style-type: none"> making connections between the text and students’ own experience and other texts making connections between information in print and images building and using prior knowledge and vocabulary finding specific literal information asking and answering questions creating mental images finding the main idea of a text inferring meaning from the ways communication occurs in digital environments including the interplay between words, images and sounds bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information <p>Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other</p> <ul style="list-style-type: none"> describing the language which different authors use to create imaginary worlds comparing how textual features such as headings, sub-headlines, bold type and graphic organisers are used to order and present information 	<p>Creating texts 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</p> <ul style="list-style-type: none"> using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose using appropriate simple, compound and complex sentences to express and combine ideas using grammatical features including different types of verb groups/phrases and prepositional phrases for effective descriptions as related to purpose and context (for example, development of a character’s actions or a description in a report) <p>Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure</p> <ul style="list-style-type: none"> revising written texts: editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall fluency <p>Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity</p> <ul style="list-style-type: none"> using handwriting fluency with speed for a wide range of tasks <p>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</p> <ul style="list-style-type: none"> identifying and selecting appropriate software programs for constructing text 	<p>Interacting with others 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 information</p> <ul style="list-style-type: none"> making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required discussing levels of language — slang, colloquial (everyday) and formal language — and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience <p>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</p> <ul style="list-style-type: none"> reporting on a topic in an organised manner, providing relevant facts and descriptive detail to enhance audience understanding and beginning to refer to reliable sources to support claims

ACHIEVEMENT STANDARD

<p>Reading and Viewing</p> <p>By the end of Level 4,</p> <p>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.</p>	<p>Writing</p> <p>By the end of Level 4,</p> <p>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.</p>	<p>Speaking and Listening</p> <p>By the end of Level 4,</p> <p>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.</p>
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*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.