

VICTORIAN CURRICULUM: ENGLISH

Level 5

Language		
Reading & Viewing	Writing	Speaking & Listening
<p>Text structure and organisation Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <ul style="list-style-type: none"> becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms <p>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</p> <ul style="list-style-type: none"> mapping topic words related to sub-headings <p>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</p> <ul style="list-style-type: none"> interpreting narrative texts told as wordless picture books identifying and comparing sequences of images revealed through different hyperlink choices <p>Phonics and word knowledge Understand how to use banks of known words, syllabification, spelling patterns, word origins, prefixes and suffixes to spell new words including some uncommon plurals</p> <ul style="list-style-type: none"> learning that many complex words were originally hyphenated but have become 'prefixed' as in 'uncommon', 'renew' 'email' and 'refine' talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman', 'salesperson'; 'air hostess'/'steward' or 'flight attendant' 	<p>Text structure and organisation 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</p> <ul style="list-style-type: none"> observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example 'Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected') <p>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns</p> <ul style="list-style-type: none"> learning that in Standard Australian English regular plural nouns ending in 's' form the possessive by adding just the apostrophe (for example 'my parents' car') learning that in Standard Australian English for proper nouns a variant form without the second 's' is sometimes found (for example 'James's house or 'James' house') <p>Expressing and developing ideas Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</p> <ul style="list-style-type: none"> knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang.'); to state a purpose (for example 'She raced home in order to confront her brother.'); to express a condition (for example 'It will break if you push it.'); to make a concession (for example 'She went to work even though she was not feeling well.'); to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned.') <p>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, thing or idea</p> <ul style="list-style-type: none"> learning how to expand a description by combining a related set of nouns and adjectives – 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house' observing how descriptive details can be built up around a noun or an adjective, forming a group/phrase (for example, 'this very smelly cleaning cloth in the sink' is a noun group/phrase and 'pretty as the flowers in May' is an adjective group/phrase) <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</p> <ul style="list-style-type: none"> moving from general, 'all-purpose' words, for example 'cut' to more specific words, for example 'slice', 'dice', 'fillet', 'segment' <p>Phonics and word knowledge Recognise and write less familiar words that share common letter patterns but have different pronunciations</p> <ul style="list-style-type: none"> spelling words that share common letter patterns but have different pronunciations, for example the 'ou' in 'journey, your, tour and sour' 	<p>Language variation and change Understand that the pronunciation, spelling and meanings of words have histories and change over time</p> <ul style="list-style-type: none"> recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures <p>Language for interacting Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</p> <ul style="list-style-type: none"> identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</p> <ul style="list-style-type: none"> recognising that a bare assertion (for example 'It's the best film this year') often needs to be tempered by: using the 'impersonal it' to distance oneself (for example 'It could be that it is the best film this year'); recruiting anonymous support (for example 'It is generally agreed that it is the best film this year.'); indicating a general source of the opinion (for example 'Most critics agree that it is the best film this year.'); specifying the source of the opinion (for example 'David and Margaret both agree that it is the best film this year') and reflecting on the effect of these different choices

Literature		
Reading & Viewing	Writing	Speaking & Listening
<p>Literature and context Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <ul style="list-style-type: none"> describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs identifying variability within cultural contexts in literary texts, recognising the diversity of people’s experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples <p>Responding to literature Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <ul style="list-style-type: none"> orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student’s view may not be shared by others and that others have equal claims to divergent views <p>Examining literature Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p> <ul style="list-style-type: none"> identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience’s sympathies, and why an author might choose a particular narrative point of view examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p> <ul style="list-style-type: none"> discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example ‘My love is like a red, red rose’; ‘Tyger!, Tyger! burning bright, In the forests of the night’; and how by appealing to the imagination, it provides new ways of looking at the world investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment 	<p>Creating literature Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p> <ul style="list-style-type: none"> drawing upon fiction elements in a range of model texts - for example main idea, characterisation, setting (time and place), narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced</p> <ul style="list-style-type: none"> using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen 	<p>Responding to literature Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p> <ul style="list-style-type: none"> posing and discussing questions, such as ‘Should this character have behaved as they did?’, and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm

Literacy		
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<p>Texts in context 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</p> <ul style="list-style-type: none"> identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement <p>Interpreting, analysing, evaluating Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning</p> <ul style="list-style-type: none"> 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 using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students’ topic and task reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information <p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources</p> <ul style="list-style-type: none"> using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources <p>Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <ul style="list-style-type: none"> identifying the text structures and language features used in information reports, for example definitions, organising ideas, part/whole and general/specific relationships, and considering how these meet the purpose of the text 	<p>Creating texts 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</p> <ul style="list-style-type: none"> using research from print and digital resources to gather and organise information for writing selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement using vocabulary, including technical vocabulary, appropriate to the type of text and purpose. using paragraphs to present and sequence a text using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverbials and noun groups for lengthier descriptions <p>Reread and edit student's own and others’ work using agreed criteria for text structures and language features</p> <ul style="list-style-type: none"> editing for flow and sense, organisation of ideas and choice of language, revising and trying new approaches if an element is not having the desired impact <p>Develop a handwriting style that is becoming legible, fluent and automatic</p> <ul style="list-style-type: none"> using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes <p>Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements</p> <ul style="list-style-type: none"> writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear 	<p>Interacting with others 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</p> <ul style="list-style-type: none"> asking specific questions to clarify a speaker’s meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements</p> <ul style="list-style-type: none"> planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding

Achievement Standard

<p>Reading and Viewing By the end of Level 5,</p> <p>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.</p>	<p>Writing By the end of Level 5,</p> <p>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.</p>	<p>Speaking and Listening By the end of Level 5,</p> <p>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 a defined purpose using multimodal elements and contribute actively to class and group discussions, taking into account other perspectives.</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.