

Our school community is one with high expectations.  
We are collaborative and inclusive of all.  
We deliver a 21<sup>st</sup> century guaranteed and viable curriculum that results in outstanding student achievement.

The English Curriculum links directly to:



- The planning, teaching and learning of the English Curriculum links directly to the College's AIP targets:
- To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
  - To strengthen a positive culture for learning that empowers both students and staff.
  - To increase community connectedness in supporting outstanding student achievement.

COMPREHENSION STRATEGIES (DUKE & PEARSON)	READING MANTRA	21 <sup>st</sup> Century Skills
<p>Setting a purpose for Reading</p> <p>Predicting using Prior Knowledge</p> <p>Questioning</p> <p>Monitoring</p> <p>Summarising and Retelling</p>	<p>Visualising</p> <p>Inferring</p> <p>Clarifying &amp; Fixing-Up</p> <p>Using a variety of text structures &amp; features</p> <p>Think-Aloud (Metacognition)</p>	<ol style="list-style-type: none"> <li>1. Underline Evidence.</li> <li>2. Which Strategy?               <ul style="list-style-type: none"> <li>The Main idea, the Purpose of a Text</li> <li>Making Connections (Text-to-Self, Text-to-Text, Text-to-World)</li> <li>Infer (Use schema, find clues)</li> <li>Predict (What will happen next?)</li> <li>Summarise</li> </ul> </li> <li>3. Anything Else?</li> </ol>
<p><b>Ways of Thinking:</b> Critical &amp; Creative Thinking, Problem Solving and Decision Making, Learning to Learn</p> <p><b>Ways of Working:</b> Communication and Collaboration</p> <p><b>Ways of Living in the World:</b> Local and Global Citizenship, Personal and Social Responsibility, Life and Career</p> <p><b>Tools for Working:</b> Information Literacy, Information and Communication Technology (ICT) literacy</p>		

	Word Study	Reading	Writing	Speaking and Listening
Foundation	VCELA158 Onset & Rime to spell words Oxford Words Little Learners Love Literacy (LLLL) Initial Sounds	<b>Reading EL Links to Writing</b> 0.2 Blend sounds associated with letters 0.4 Making text-to-self Connections 0.6 Reading with fluency and intonation 0.8 Read unknown words, combining structure, visual and meaning cues	<b>Imaginative Text</b> Mentor texts to guide imaginative writing (Week 1 – Week 10) VCELA155 Language in written texts is unlike everyday spoken language (Plan & Draft) VCELY162 Sounds represented by Upper-and Lower-Case Letters (Draft) VCELA157 High Frequency words (Draft) VCELY160 Create short texts (Draft) VCELA158 Use onset and rime to spell words (Draft) VCELA156 Punctuation & Capital Letters (Edit) VCELY161 Shared editing of students' own texts (Edit) VCELT159 Retell through drawing (Publish)	VCELA164 English one of the languages spoken in Australia VCELA167 Vocabulary in familiar contexts VCELT170 Respond to texts, identify favourite stories, authors & illustrators VCELT171 Share feelings and thoughts about the events and characters in texts VCELA173 Modify familiar texts
Year 1	VCELA203 Separate phonemes in consonant blends & clusters at beginning & ends of syllables VCELA204 Generate new words by manipulating addition, deletion and substitution Oxford Words	<b>Reading EL Links to Writing</b> 1.2 Recognise that letters can have more than one sound 1.7 Recognise an error has been made when reading 1.8 Read aloud with fluency and intonation 1.9 Describe differences & identify audience in imaginative, informative & persuasive texts	<b>Poetry</b> Acrostic, Cinquain & Diamante (Week 1 – Week 6) The Internet – Web Browsers (Week 7 – Week 10) VCELT192 Recreate texts (Plan & Draft) VCELA189 Patterns of Repetition & Contrast (Draft) VCELY194 Create short imaginative texts (Draft) VCELY196 Formation patterns to represent sounds and write words (Draft) VCELY195 Reread student's own texts and discuss possible changes to improve meaning (Edit) VCELA177 Organisation of digital texts	VCELT206 Express preferences for texts & authors & listen to opinions of others VCELT205 Discuss how authors create characters using language and images VCELT209 Listen to, recite & perform poems, chants, rhymes & songs VCELA199 Language is used with other means of communication VCELA201 Explore different ways of expressing emotions VCELA202 Vocabulary in everyday contexts VCELA203 Identify separate phonemes in consonant blends or clusters VCELA204 Manipulate phonemes

Year 2	<p>VCELA238 Manipulate complex sounds in spoken words  VCELA239 Identify Standard Australian English phonemes  VCELA226 Digraphs, long vowels, blends, silent letters and syllabification  VCELA227 High Frequency Words (Oxford Words)</p> <p><b>Spelling Standards as per NAPLAN Assessment Guide</b>  Single-syllable words with  - two two-consonant blends and/or digraphs (crack, speech, broom, drift)  - three-consonant blends (stretch, catch)  • common long vowels (sail, again, away, mean, light, fly, shiny, broke, only, close, hurt, use, chair)  • multi-syllabic words with even stress patterns (litter, plastic, between)  • common homophones (too/two, there/their, write/right, hear/here, brake/break)  • common words with silent letters (know, wrong, comb)  • single-syllable words ending in ould, ey, ough  • suffixes that don't change the base word (jumped, sadly, adults, happening)  • most rule-driven words: drop e, double</p>	<p><b>Reading EL Links to Writing</b>  2.3 Read unknown words combining structure, visual and meaning cues at Level M.  2.8 Letter-sound matches  2.6 Compare visual representations  2.5 Identify type of text through visual representation</p> <p><b>Minimum Standards for Reading</b></p> <ul style="list-style-type: none"> <li>Find directly stated information</li> <li>Interpret ideas, including some expressed in complex sentences</li> <li>Infer the writer's feelings</li> <li>Identify the purpose of a text</li> </ul>	<p>Poetry – Acrostic, Cinquain, Diamante (Week 1 – Week 6)  The Internet – Web Browsers &amp; Emails (Weeks 7 – Week 10)  VCELY230 Text Structure &amp; Language Features (Planning &amp; Drafting)  VCELY231 Punctuation, Sentence Boundary, Text Structure &amp; Spelling (Revising &amp; Editing)  VCELT228 Create events and characters from different media  VCELY232 Write words and sentences legibly (Publishing)  VCELA213 Features of text organisation</p>	<p>VCELA234 Spoken, visual and written forms of language  VCELA235 Variation of Language  VCELA237 Use of vocabulary  VCELY243 Rhythmic, sound and word patterns in poems, chants, rhymes and songs</p>
Year 3	<p>South Australian Spelling Test (Common Spelling Patterns)/Oxford Words</p> <p>VCELA263 Letter sound relationships/Less common letter word combinations to spell words  VCELA260 Contractions and apostrophes</p>	<p><b>Reading EL Links to Writing</b>  3.2 High-frequency words (Oxford Words), Suffixes &amp; Homophones  3.4 Identify &amp; discuss the use of descriptive adjectives  3.5 identify important ideas, events or details  3.6 Make predictions, Ask &amp; Answer questions</p>	<p>Poetry – Quatrains &amp; Limericks (Week 1 – Week 6)  Film Study (Short Snippets) &amp; Building Vocabulary to describe (Week 7 – Week 10)</p> <p>VCELA262 Verbs represent different purposes  VCELA265 Creation of texts (Planning &amp; Drafting)  VCELY266 Plan draft and publish by selecting print and multimodal elements (Revising)  VCELY267 Meaning, Structure, Grammar &amp; Punctuation (Editing – Subject-Verb Agreement, Verbs &amp; Tenses, Contractions &amp; Apostrophes)  VCELY268 Handwriting (Publishing)  VCELA247 Features of online texts  VCELA 248 Effect on Audience</p>	<p>VCELA270 Understand that language has different systems, traditions and meanings  VCELA275 Listen to and contribute to conversations  VCELY276 Plan and deliver short presentations</p>
Year 4	<p>VCELA294 – Phonic Generalisations to identify &amp; write words with complex letter combinations</p> <p>South Australian Spelling Test (Common Spelling Patterns)</p> <p><b>Spelling Standards as per NAPLAN Assessment Guide</b></p> <ul style="list-style-type: none"> <li>uncommon vowel patterns (drought, hygiene)</li> <li>difficult subject-specific content words (disease, habitat, predator)</li> <li>difficult homophones (practice/practise, board/bored)</li> <li>suffixes where base word changes (prefer/preferred, relate/relation)</li> <li>consonant alternation patterns (confident/confidence)</li> <li>many three- and four-syllable words (invisible, organise, community)</li> <li>multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (supervision, furniture, powerful, sentinel, brutally and rectangle)</li> </ul>	<p><b>Misconceptions based on 2017 Year 3 NAPLAN Data</b></p> <ul style="list-style-type: none"> <li>Identifies the purpose of an apostrophe in a very simple narrative Y3 2017 Q5</li> <li>Interprets directly stated information in a simple persuasive text Y3 2017 Q7</li> <li>Identifies the main idea of a simple persuasive text Y3 2017 Q12</li> <li>Interprets the meaning of vocabulary in a poem Y3 2017 Q14</li> <li>Interprets the meaning of a description in a poem Y3 2017 Q16</li> <li>Analyses the tone of the first paragraph in an advertisement Y3 2017 Q23</li> <li>Analyses information across the text in an advertisement Y3 2017 Q24</li> <li>Locates directly stated information in an advertisement Y3 2017 Q26</li> <li>Identifies the genre of an information report Y3 2017 Q27</li> <li>Links directly stated information across sentences in an information report Y3 2017 Q31</li> <li>Interprets the meaning of a phrase in an information report 2017 Y5 Q32</li> </ul> <p><b>Reading EL Links to Writing</b>  4.2 Navigation tools &amp; Compare/Contrast print and digital information  4.6 Features of online texts  4.7 Techniques used by authors and illustrators</p> <p><b>Victorian Curriculum Links Writing Links with Reading</b>  (Content descriptor found in Writing to be incorporated as part of Reading)  VCELA293 – Incorporating Vocabulary</p>	<p>Poetry – Quatrains &amp; Limericks (Week 1 – Week 6)  Media Study – Multimodal &amp; Online Texts (Week 7 – Week 10)</p> <p>VCELT298 Create Literary Texts, exploring students' own experiences and imagining (Planning &amp; Drafting)  VCELT297 Create Literary Texts, developing storylines, characters &amp; settings  VCELY299 Plan, draft and write imaginative, informative and persuasive texts (Planning &amp; Drafting)  VCELY300 Reread and edit for meaning (Revising &amp; Editing)  VCELY301 Handwriting (Publishing)</p>	<p>VCELA303 Use of Standard Australian English  VCELY308 Plan, deliver &amp; rehearse presentations</p>
Year 5	<p>VCELA326 – Noun Groups &amp; Phrases/Adjective Groups &amp; Phrases  South Australian Spelling Test (Common Spelling Patterns)</p>	<p><b>Reading EL Links to Writing</b>  5.5 Analyse text structures &amp; language features of informative, imaginative &amp; persuasive texts  5.6 Navigate &amp; Read texts for specific purposes</p>	<p>Poetry – Concrete Poems (Week 1 – Week 6)  Media Study – Print vs Digital/Building Vocabulary (Week 7 – Week 10)  VCELA324 – Expansion of noun groups/phrases &amp; adjective groups/phrases  VCELT327 – Create Literary Texts (Planning &amp; Drafting)  VCELT328 – Create Literary Texts using realistic and fantasy settings  VCELY329 – Plan, draft &amp; publish imaginative, informative and persuasive texts using text structures and language features (Planning &amp; Drafting)  VCELY330 – Reread and edit own and others' work (Revising &amp; Editing)  VCELY331 – Develop a handwriting style (Publishing)</p>	<p>VCELA334 – Patterns of Language Interaction  VCELY337 – Clarify understanding of content in formal and informal situations  VCELY338 – Participate in informal debates, plan, rehearse &amp; deliver presentations</p>
Year 6	<p>VCELA353 Investigate vocabulary choices  VCELA353 Phonic Knowledge  South Australian Spelling Test (Common Spelling Patterns)</p> <p><b>Spelling Standards as per NAPLAN Assessment Guide</b></p> <ul style="list-style-type: none"> <li>uneven stress patterns in multi-syllabic words (chocolate, mineral)</li> <li>uncommon vowel patterns (drought, hygiene)</li> <li>difficult subject-specific content words (disease, habitat, predator)</li> <li>difficult homophones (practice/practise, board/bored)</li> <li>suffixes where base word changes (prefer/preferred, relate/relation)</li> <li>consonant alternation patterns (confident/confidence)</li> <li>many three- and four-syllable words (invisible, organise, community)</li> <li>multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (supervision, furniture, powerful, sentinel, brutally and rectangle)</li> </ul>	<p><b>Misconceptions based on 2017 Year 5 NAPLAN Data</b></p> <ul style="list-style-type: none"> <li>Interprets the meaning of vocabulary in a poem Y5 2017 Q7</li> <li>Interprets directly stated information in a narrative Y5 2017 Q13</li> <li>Identifies the reason for a character's action in a narrative Y5 2017 Q14</li> <li>Identifies the change in a character's perspective in a narrative Y5 2017 Q16</li> <li>Identifies the genre of an information report Y5 2017 Q20</li> <li>Identifies the main purpose of a sentence in a persuasive article Y5 2017 Q26</li> <li>Interprets the meaning of a complex language in a persuasive article Y5 2017 Q28</li> <li>Locates directly stated information embedded in a paragraph in a persuasive article Y5 2017 Q30</li> </ul> <p><b>Reading EL Links to Writing</b>  6.4 Exploring &amp; comparing work by individual or multiple authors  6.6 Subject &amp; technical vocabulary  6.10 Connections between print and images  6.11 Make inferences and predictions  6.3 Relationships between words, sound, imagery in poetry  6.2 Language choice &amp; imagery</p>	<p>Poetry – Haiku (Week 1 – Week 6)  Media Study – Film Poster Analysis (Week 7 – Week 10)</p> <p>VCELT355 Experiment with text structures &amp; language features (Planning &amp; Drafting)  VCELT356 Create literary texts (Planning &amp; Drafting) (Revising)  VCELY357 Compare texts that represent ideas &amp; events  VCELA358 Plan, draft and publish texts (Planning &amp; Drafting)  VCELY359 Reread and edit (Editing)  VCELY360 Handwriting (Publishing)</p>	<p>VCELY362 Different dialects and accents used in Australia  VCELA365 Make connections between own experiences and those of characters and events  VCELY366 Participate in &amp; contribute to discussions  VCELY367 Participate in formal &amp; informal debates</p>
Year 7	<p>VCELA384 – Spelling rules and word origins</p>	<p style="text-align: center;">Red Dog</p> <p style="text-align: center;"><b>Reading EL Links to Writing</b></p> <p>7.4 Identify use of emotions and opinions in texts.  7.6 Identify audience and purpose in a text  7.8 Identify point of view and arguments through the use of cause and effect  7.3 Identify abstract nouns  7.9 Use comprehension strategies</p>	<p>Poetry – Narrative Poem (Week 1 – Week 4)  Media Study – Language comparison in film, drama &amp; poetry (Week 5 – Week 10)</p> <p>VCELA383 Modality (Drafting)  VCELT385 Experiment with text structures &amp; language features (Drafting)  VCELT386 Create literary texts that adapt stylistic features  VCELY387 Plan, draft &amp; publish imaginative, informative &amp; persuasive texts  VCELY388 Edit for meaning (Editing)  VCELY389 Consolidate a personal handwriting style (Handwriting)</p>	<p>VCELA391 Language evolves to reflect a changing world  VCELT394 Reflect on ideas &amp; opinions about characters, settings &amp; events  VCELY395 Identify &amp; discuss main ideas, concepts &amp; points of view</p>

Year 8	<p>VCELA417 – Spell accurately and learn new words using nominalisation</p> <p><b>Spelling Standards as per NAPLAN Assessment Guide</b></p> <ul style="list-style-type: none"> <li>uneven stress patterns in multi-syllabic words (chocolate, mineral)</li> <li>uncommon vowel patterns (drought, hygiene)</li> <li>difficult subject-specific content words (disease, habitat, predator)</li> <li>difficult homophones (practice/practise, board/bored)</li> <li>suffixes where base word changes (prefer/preferred, relate/relation)</li> <li>consonant alternation patterns (confident/confidence)</li> <li>many three- and four-syllable words (invisible, organise, community)</li> <li>multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, ely/ally, gle (supervision, furniture, powerful, sentinel, brutally and rectangle)</li> <li>unusual consonant patterns (guarantee)</li> <li>longer words with unstressed syllables (responsibility)</li> <li>suffixes to words ending in e, c or l (physically, changeable, plasticity) <ul style="list-style-type: none"> <li>foreign words (lieutenant, nonchalant)</li> </ul> </li> </ul>	<p><b>Hamlet</b></p> <p><b>Misconceptions based on 2017 Year 7 NAPLAN Data</b></p> <ul style="list-style-type: none"> <li>Interprets directly stated information in a multi text. Evidence 2017 Reading Q9.</li> <li>Interprets the meaning of idiomatic language in multi text. 2017 Reading Q7.</li> <li>Identifies a change in a character's perspective in a narrative. 2017 Reading Q15.</li> <li>Interpret the effect of text layout in a persuasive text. 2017 Reading 22.</li> <li>Identifies the purpose of italics in a persuasive article. 2017 Reading Q</li> <li>Interpret the meaning of complex language in a persuasive article. 2017 Reading Q25. Identified the central theme of a detailed first-person narrative. 2017 Reading Q30.</li> </ul> <p><b>Reading EL Links to Writing</b></p> <p>8.8 Identify the meaning of a wide range of words</p> <p>8.4 Use of words &amp; images in texts for representation</p> <p>8.6 Apply knowledge of vocabulary, text structures &amp; language features</p> <p>8.9 Use comprehension strategies to interpret &amp; evaluate texts</p>	<p>Poetry – Ballads &amp; Sonnets (Week 1 – Week 4)</p> <p>Media Study – Comparison of text and film (Week 5 – Week 10)</p> <p>VCELY420 Creating Texts (Planning &amp; Drafting)</p> <p>VCELY421 Text Structures (Planning &amp; Revising)</p> <p>VCELT418 Experiment with Language Features( Planning &amp; Drafting)</p> <p>VCELA419 Create literary texts (Drafting &amp; Editing)</p>	<p>VCELA424 Conventions of speech adopted by communities</p> <p>VCELA423 Influence and impact of the English Language</p> <p>VCELT425 Share, reflect, clarify and evaluate opinions and arguments</p>
Year 9	<p>VCELA434 – Use of spelling in texts</p>	<p><b>Slumdog Millionaire – Film Study</b></p> <p><b>Reading EL Links to Writing</b></p> <p>9.2 Explain how authors creatively uses the structures of sentences and clauses for particular effects.</p> <p>9.5 Present an argument about a literary text.</p> <p>9.7 Evaluate techniques used to construct plot and create emotional responses.</p>	<p>Poetry – Free Verse (Week 1 – Week 4)</p> <p>Media Study – Representation in Media (Week 5 – Week 10)</p> <p>VCELT449 Creating Texts (Planning &amp; Drafting)</p> <p>VCELT448 Parody, Allusion, Appropriation (Drafting)</p> <p>VCELA445 Use of punctuation with layout &amp; font variations (Planning &amp; Drafting)</p> <p>VCELT447 Experiment with language features, images and sounds</p> <p>VCELT450 Review &amp; edit student's own and others' texts</p> <p>VCELY451 Publish using a range of software</p>	<p>VCELA452 Standard Australian English is a living language</p> <p>VCELT454 Reflect on, discuss &amp; explore notions of literary value</p> <p>VCELY455 Listen, analyse &amp; consider interaction skills used to present &amp; discuss ideas</p>

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The English Curriculum links directly to:

- High Impact Teaching Strategies (<http://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf>)
- The English Overview links to the minimum standards in Reading and Writing.  
Links to the minimum standards:  
Reading: <https://www.nap.edu.au/naplan/reading/minimum-standards>  
Writing: <https://www.nap.edu.au/naplan/writing/minimum-standards>
- Duke and Pearson Comprehension Strategies  
Setting a purpose for Reading, Predicting using prior knowledge, Questioning, Summarising and Retelling, Visualising / Forming Visual Representations, Inferring, Monitoring, Clarifying and Fixing-Up, Using a variety of text structures and features and Think-Aloud (Metacognition).
- 21<sup>st</sup> Century Learning  
Ways of Thinking: Creativity and innovation, Critical thinking, Problem Solving and Decision Making, Learning to Learn  
Ways of Working: Communication and Collaboration  
Ways of Living in the World: Local and Global Citizenship, Personal and Social Responsibility, Life and Career  
Tools for Working: Information Literacy, Information and Communication Technology (ICT) Literacy
- Literacy Toolkit  
<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>

