



		Vocabulary	Reading	Writing	Speaking and Listening
IGNITE [Inquiry of Goals, New Ideas & Truganina's Expectations] Curriculum					
Foundation	Duke and Pearson Comprehension Strategies Setting a Purpose, Predicting, Questioning, Monitoring Comprehension, Retelling and Summarising, Visualising, Inferring, Text Structures, Think-Aloud (Metacognition)	<b>VCELA146</b> Uppercase and lowercase letters and sounds <b>VCELA157</b> Spoken sounds and words can be written/high-frequency words <b>VCELA158</b> Onset and Rime to spell words <b>VCELA168</b> Identify rhyming words, alliteration patterns, syllables & phonemes <b>VCELA169</b> Blend and segment onset and rime  <b>Single Sounds: m s f a p t c l b h n o d g l v y r e q u z j k</b>	<b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b>  The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u>  Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4	<b>Imaginative Texts</b> <b>Text Innovation with Big Books</b>  <b>VCELY160</b> Create short texts to explore, record & report ideas & events <b>VCELA156</b> Understand the use of punctuation & capital letters <b>VCELT159</b> Retell familiar texts through illustrations <b>VCELY161</b> Participate in shared editing <b>VCELY162</b> Understand sounds in English are represented by upper and lower- case letters <b>VCELY163</b> Publish using a range of software	<b>VCELT170</b> Respond to texts, identify favourite stories, authors & illustrators <b>VCELT171</b> Share feelings & thoughts about events, characters in texts <b>VCELT172</b> Replicate rhythms, sound patterns in stories, rhymes, songs & poems <b>VCELY174</b> Listen & respond orally to texts & when communicating in classrooms <b>VCELA168</b> Identify rhyming words, alliteration patterns, syllables & phonemes <b>VCELA169</b> Blend and segment onset and rime
Year 1		<b>VCELA181</b> Recognise short, common long vowels, consonant digraphs & blends <b>VCELA182</b> Spell one & two syllable words with common letter patterns <b>VCELA183</b> Letter can represent more than one sound/Syllable must contain a vowel sound <b>VCELA191</b> Simple grammatical morphemes in word families <b>VCELA184</b> Use visual memory to write high-frequency words <b>VCELA203</b> Identify separate phonemes <b>VCELA204</b> Manipulate phonemes to generate new words  <b>Short Vowel Sound: a e i o u</b> <b>Consonant Digraphs: ll all ss ff ck ng sh ch wh th</b>	<b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b>  The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u>  Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4  <b>Minimum Standards for Reading from the NAPLAN website</b> <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>	<b>Imaginative Texts</b> <b>Text Innovation with Big Books</b>  <b>VCELA190</b> Recognise different types of punctuation <b>VCELT193</b> Build on familiar texts using similar characters, repetitive patterns <b>VCELY194</b> Create short imaginative texts <b>VCELY196</b> Formation patterns to represent sounds and write words <b>VCELY195</b> Reread student's own texts and discuss possible changes to improve meaning <b>VCELY197</b> Publish using a range of software	<b>VCELT209</b> Listen, recite, perform poems, chants, rhymes & songs <b>VCELY211</b> Make short presentations, speak clearly & use appropriate voice & pace
Year 2		<b>VCELA217</b> Learn generalisations for adding suffixes <b>VCELA218</b> Recognise letter-sound matches, understand sound <b>VCELA226</b> Use digraphs, blends, silent letters & syllabification <b>VCELA227</b> Use visual memory to write high-frequency words <b>VCELA238</b> Manipulate complex sounds in spoken words <b>VCELA239</b> Identify all Standard Australian English phonemes  <b>Short Vowel Sound: a e i o u</b> <b>Long Vowel Sound: a_e ,e_e, i_e, o_e, u_e, mixed, ai, ay, ee, ea, __y, ey, igh, ie, __y, oa, ow</b>	<b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b>  The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u>  Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4  <b>The Internet – Web Browsers &amp; Emails (Week 7 – Week 9)</b> Introduce the purpose of emails and reading texts online. Refer to Year 3 NAPLAN Reading booklets for examples of texts and questions focusing on emails and web browsers.  <b>Minimum Standards for Reading from the NAPLAN website</b> <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>	<b>Imaginative Texts and Poetry – Acrostic, Cinquain, Diamante</b> Focus on other forms and a variety of poetry and narrative texts, including poetry texts found in the Year 3 NAPLAN Reading booklets.  <b>VCELY230</b> Text Structure & Language Features <b>VCELY231</b> Punctuation, Sentence Boundary, Text Structure & Spelling <b>VCELT228</b> Create events and characters from different media <b>VCELY232</b> Write words and sentences legibly <b>VCELA213</b> Features of text organisation	<b>VCELA236</b> Identify language for appreciating texts & qualities of people & things <b>VCELT240</b> Discuss depictions of characters in print, sound & images <b>VCELT242</b> Compare opinions about characters, events & settings
Year 3		<b>VCELA250</b> Homophones, High Frequency Words <b>VCELA249</b> Letter Sound Relationships <b>VCELA260</b> Apostrophes and Contractions <b>VCELA261</b> Subject Verb Agreement <b>VCELA262</b> Verbs and Tenses <b>VCELA263</b> Letter Sound Relationships	<b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b>  The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u>  Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4  <b>Misconceptions from Year 2 Reading</b> <ul style="list-style-type: none"> <li>Identifies the purpose of a text.</li> <li>Links directly stated information in a text.</li> </ul>	<b>Imaginative Texts</b> Focus on exposing students to a variety of imaginative texts, including narrative texts in the Year 3 and 5 NAPLAN Reading booklets.  [Narrative - Refer to NAPLAN Assessment Guide when planning]  <b>VCELA259</b> Understand paragraphs are a key organizational feature <b>VCELT264</b> Create imaginative texts based on characters, settings & events <b>VCELY266</b> Plan, draft and publish by selecting print & multimodal elements <b>VCELY267</b> Meaning, Structure, Grammar & Punctuation	<b>VCELY275</b> Listen & contribute to discussions & conversations <b>VCELT274</b> Discuss portrayal of events, characters & settings <b>VCELY276</b> Plan & deliver short presentations

			<p>Ensure students are familiar with questions requiring choosing multiple answers.</p>	<p>VCELY268 Handwriting VCELY269 Publish using a range of software</p> <p>Include timed writing practice in preparation for NAPLAN.</p>	
Year 4	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Duke and Pearson Comprehension Strategies</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Setting a Purpose, Predicting, Questioning, Monitoring Comprehension, Retelling and Summarising, Visualising, Inferring, Text Structures, Think-Aloud (Metacognition)</p>	<p>VCELA280 Adverbial Phrases VCELA281 Direct and Indirect Speech VCELA291 Quotation Marks – Direct Speech VCELA292 Noun Groups and Phrases VCELA294 Phonic Generalisations VCELA295 Syllabification VCELT285 Word Play in Poetry VCELA296 Homophones VCELA295 Spelling Patterns</p>	<p><b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b></p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2020&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>Media Study – Multimodal &amp; Online Texts (Week 7 – Week 9)</b> Introduce multimodal texts, emails and reading texts online. Refer to Year 3 &amp; Year 5 NAPLAN Reading booklets for examples of texts and questions focusing on emails and web browsers.</p> <p><b>Misconceptions from Year 3 Reading</b></p> <ul style="list-style-type: none"> <li>• Infers character’s motives</li> <li>• Identifies and explains the purpose of a text</li> </ul> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p>	<p><b>Imaginative Texts and Poetry – Quatrains &amp; Limericks</b> Focus on other forms and a variety of poetry and narrative texts, including poetry texts found in the Year 3 and 5 NAPLAN Reading booklets.</p> <p>VCELT298 Create Literary Texts, exploring students’ own experiences &amp; imagining VCELT297 Create Literary Texts, developing storylines, characters &amp; settings VCELY299 Plan, draft and write imaginative, informative &amp; persuasive texts VCELY300 Reread and edit for meaning VCELY301 Handwriting</p>	<p>VCELY308 Plan, rehearse &amp; deliver presentations VCELY307 Interpret ideas &amp; information in spoken texts &amp; listen for key points VCELT306 Discuss literary experiences with others, share responses &amp; express point of view</p>
Year 5		<p>VCELA312 Banks of known words VCELT316 Figurative Speech VCELT317 Narrative Voice VCELA322 Possessives VCELA323 Clauses VCELA324 Noun Group and Adjective Phrases VCELA326 Irregular Plurals</p>	<p><b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b></p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2020&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>Misconceptions from Year 4 Reading</b></p> <ul style="list-style-type: none"> <li>• Infers the meaning of vocabulary and complex language (in the question, multiple choice options and the text)</li> <li>• Linking information to find the main idea or key purpose of a paragraph or of a whole text</li> </ul> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p>	<p><b>Imaginative Texts – Modern Fantasy</b> Focus on exposing students to a variety of narrative texts, including narrative texts in the Year 5 and 7 NAPLAN Reading booklets.</p> <p>[Narrative – Refer to NAPLAN Assessment Guide when planning]</p> <p>VCELA324 Understand noun groups/phrases &amp; adjective groups/phrases VCELT327 Create texts that experiment with structures, ideas &amp; stylistic features VCELY329 Plan, draft &amp; publish imaginative, informative &amp; persuasive texts VCELY330 Reread and edit own and others’ work VCELY331 Develop a handwriting style VCELY332 Publish using a range of software</p> <p>Include timed writing practice in preparation for NAPLAN.</p>	<p>VCELT336 Present a point of view about literary texts VCELY338 Participate in informal debates &amp; plan, rehearse &amp; deliver presentations</p>
Year 6		<p>VCELT342 Modality VCELA349 Commas to separate clauses VCELA351 Expanding Adverbial Phrases VCELA352 Evaluative Language VCELA353 Phonic Knowledge VCELA354 Bank of Known Words</p>	<p><b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b></p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2020&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>Media Study – Film Poster Analysis/Reviews (Week 7 – Week 10)</b> Introduce analysis of film posters, movie and text reviews. Refer to Year 5 &amp; Year 7 NAPLAN Reading booklets for examples of texts and questions focusing on emails and web browsers.</p> <p><b>Misconceptions from Year 5 Reading</b></p> <ul style="list-style-type: none"> <li>• Evaluates the accuracy of statements using information from an information text.</li> <li>• Identifies the moral underlying a narrative.</li> </ul> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p>	<p><b>Imaginative Texts and Poetry – Haiku</b> Focus on other forms and a variety of poetry and narrative texts, including poetry texts found in the Year 5 and 7 NAPLAN Reading booklets.</p> <p>VCELT355 Experiment with text structures &amp; language features VCELT356 Create literary texts VCELY357 Compare texts that represent ideas &amp; events VCELA358 Plan, draft and publish texts VCELY359 Reread and edit VCELY360 Handwriting</p>	<p>VCELT365 Make connections between own experiences &amp; those of characters &amp; events VCELY366 Participate in &amp; contribute to discussions</p>

Year 7	Contemporary Realistic Fiction		<p>VCELA371 Abstract Nouns  VCELA381 Complex Sentences  VCELA382 Subordinate Clauses  VCELA383 Modality  VCELA384 Greek and Latin Word Roots</p>	<p><b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b></p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2020&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>Misconceptions from Year 6 Reading</b></p> <ul style="list-style-type: none"> <li>Identifies the author's intent in a persuasive discussion</li> <li>Locates and interprets directly stated information in a variety of text types.</li> </ul> <p><b>Ensure students are familiar with questions requiring choosing multiple answers.</b></p>	<p><b>Imaginative Texts – Contemporary Realistic Fiction</b>  Focus on exposing students to a variety of narrative texts, including narrative texts in the Year 7 and 9 NAPLAN Reading booklets.</p> <p>[Narrative – Refer to NAPLAN Assessment Guide when planning]</p> <p>VCELA382 Recognise &amp; understand subordinate clauses embedded  VCELT385 Experiment with text structures &amp; language features  VCELT386 Create texts that adapt stylistic features encountered in other texts  VCELY387 Plan, draft &amp; publish imaginative, informative &amp; persuasive texts  VCELY388 Edit for meaning  VCELY389 Consolidate a personal handwriting style  VCELY390 Publish using a range of software</p> <p>Include timed writing practice in preparation for NAPLAN.</p>	<p>VCELY395 Identify &amp; discuss main ideas, concepts &amp; points of view using interaction skills  VCELT394 Reflect on ideas &amp; opinions about characters, events &amp; settings  VCELT393 Identify &amp; explore ideas &amp; viewpoints about events, issues &amp; characters  VCELY396 Plan, rehearse &amp; deliver presentations</p>
Year 8	Poetry – Ballads & Sonnets/ Media Study-Comparison of Text & Film	<p><b>Duke and Pearson Comprehension Strategies</b></p> <p>Setting a Purpose, Predicting, Questioning, Monitoring Comprehension, Retelling and Summarising, Visualising, Inferring, Text Structures, Think-Aloud (Metacognition)</p>	<p>VCELA400 Complex Sentences  VCELT408 Tone  VCELT409 Literary Devices  VCELA416 Nominalisation  VCELA414 Punctuation for Cohesion  VCELA415 Sophisticated Punctuation  VCELA417 Spelling Nominalisation</p>	<p><b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b></p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2020&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>Misconceptions from Year 7 Reading</b></p> <ul style="list-style-type: none"> <li>Interprets directly stated information in a text.</li> <li>Identifies a character's feelings from dialogue in a narrative.</li> </ul> <p><b>Ensure students are familiar with questions requiring choosing multiple answers.</b></p>	<p><b>Poetry – Ballads &amp; Sonnets (Week 1 – Week 4)</b>  <b>Media Study – Comparison of text and film (Week 5 – Week 10)</b></p> <p>Looking at a variety of narrative texts, including narrative texts in the Year 7 and 9 NAPLAN Reading booklets.</p> <p>VCEY420 Create imaginative texts using deliberate language &amp; text choices  VCELY421 Experiment with text structures &amp; language features  VCELT418 Experiment with language features drawn from different texts  VCELA419 Create literary texts using text structures &amp; language features</p>	<p>VCELY426 Interpret meanings in spoken texts, use interaction skills to discuss evidence  VCELY427 Plan, rehearse &amp; deliver presentations  VCELA423 Understand influence &amp; impact that English has on other languages  VCELT425 Share, reflect &amp; clarify opinions &amp; arguments</p>
Year 9	Historical Fiction		<p>VCELA434 Creative Spelling  VCELT440 Figures of Speech  VCELA445 Experimenting with Punctuation  VCELA446 Abstract Nouns</p>	<p><b>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</b></p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2020&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>Misconceptions from Year 8 Reading</b></p> <ul style="list-style-type: none"> <li>Infers the meaning of descriptive details in a range of texts</li> <li>Justifies inferences using evidence from the text</li> </ul> <p><b>Ensure students are familiar with questions requiring choosing multiple answers.</b></p>	<p><b>Imaginative Texts – Historical Fiction</b></p> <p>Looking at a variety of narrative, including narrative texts in the Year 7 and 9 NAPLAN Reading booklets.</p> <p>[Narrative - Refer to NAPLAN Assessment Guide when planning]</p> <p>VCELA445 Understand the use of punctuation &amp; font variations  VCELT447 Create texts that innovate on aspects of other texts using parody, allusion &amp; appropriation  VCELT448 Experiment with language features, image &amp; sound  VCELT449 Creating Texts  VCELT450 Review &amp; edit student's own and others' texts  VCELY451 Publish using a range of software</p> <p>Include timed writing practice in preparation for NAPLAN.</p>	<p>VCELY456 Plan, rehearse &amp; deliver presentations  VCELY455 Listen to spoken texts constructed for different purposes  VCELT454 Reflect, discuss &amp; explore notions of literary value</p>

The English Curriculum links directly to:

- **High Impact Teaching Strategies**

The Department of Education and Training's 2017 guide contains descriptions, examples, references and effect sizes for each of the 10 High Impact Teaching Strategies (HITS) being Setting Goals, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies, and Differentiated Teaching.

<https://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf>

- **NAPLAN minimum standards**

For outlines of the competencies expected of Year 3, 5, 7 and 9 students in Reading and Writing, see:

Reading: <https://www.nap.edu.au/naplan/reading/minimum-standards>

Writing: <https://www.nap.edu.au/naplan/writing/minimum-standards>

- **NAPLAN Writing Task Assessment Guides**

For descriptions of the 10 assessment criteria (Audience, Text Structure, Ideas, Text-type Specific Criterion, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation and Spelling), marking rubrics and graded work samples for the NAPLAN writing tasks, see:

NAPLAN Narrative Assessment Guide: <https://www.vcaa.vic.edu.au/Documents/naplan/schools/2016/2016WritingMarkingGuide.pdf>

NAPLAN Persuasive Assessment Guide: [https://www.vcaa.vic.edu.au/Documents/naplan/schools/2017/Writing\\_Marking\\_GuideforDS.pdf](https://www.vcaa.vic.edu.au/Documents/naplan/schools/2017/Writing_Marking_GuideforDS.pdf)

- **Duke & Pearson Comprehension Strategies**

For a succinct review of Duke & Pearson's 9 reading strategies (Inferring, Predicting, Questioning, Think-aloud (Metacognition), Text Structure, Visualising, Setting a Purpose, Monitoring Comprehension, Retelling and Summarising to improve students' comprehension of texts, see Link: <https://docs.google.com/document/d/1EX3DR3V7MHUzfcCF5YZ8aaHeJAc98wjQC59raZXjGrg/edit>

- **Literacy Toolkit**

The Department of Education and Training's Literacy Teaching Toolkit provides practical advice and high impact teaching practices that improve outcomes in reading, writing and speaking and listening. For resources and videos, instructional guides and sequences of lessons that illustrate practical examples of language and literacy teaching, see Link: <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>